THE EFFECT OF PARENTS' SOCIO-ECONOMIC STATUS ON GIRL CHILD DROPOUT IN SELECTED PRIMARY SCHOOLS IN NTUNGAMO MUNICIPALITY

BY

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MAY, 2022

DECLARATION

This research report is my original work and has never been submitted for any award in any other

University.

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APPROVAL

This research report on examining "**The Effect of Parents' Socio-economic Status on Girl Child Dropout in Selected Primary Schools of Ntungamo Municipality, Ntungamo District**", has been submitted with my approval.

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DEDICATION

This research is dedicated to my beloved family; My husband Mr. Muheirwe Robert and my children; Atuheirwe Nobert, Atuha Nobson, Ankunda Morgan and Amara Aniella for their patience, care and love they rendered unto me during my stay at the university. I thank you and pray that God bless you with good health and long-lasting life.

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LIST OF ACRONYMS

MAEDM   Master of Arts in Education Management

UDHR   Universal Declaration of Human Rights

MDGs   Millennium Development Goals

UNESCO   United Nations Educational, Scientific and Cultural Organization

UPE   Universal Primary Education

MoES   Ministry of Education and Sports

UN   United Nations

DHO   District Health Officer

UNICEF   United Nations Children's Fund

UBOS   Uganda Bureau of Statistics

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ABSTRACT

This study investigated the effect of parents' socio-economic status on girl child dropout in selected primary schools in Ntungamo Municipality. This was conducted after realizing that there were many Girls in Ntungamo Municipality that had dropped out of school yet they were supposed to be studying. The study was guided by three specific objectives that included; identifying the causes of high girl child dropout in primary schools in Ntungamo Municipality, examining the effects of parents socio-economic status on high girl child dropout rate in primary schools in Ntungamo Municipality and establishing how the school environment influences high girl child dropout rate in Primary Schools in Ntungamo Municipality. A case study research design was adopted by this study. A mixed approach that included qualitative and quantitative approaches was employed. Using questionnaires and interview guide data collection tools, data was collected from 374 respondents that included female pupils, parents, teachers, head teachers and Municipal Education Officer. The collected data was later cross checked for completeness and analyzed with the aid of SPSS (Statistical Package for Social Sciences) computer package to develop frequencies, percentages and standard deviations. Later it was presented in form of tables for interpretation in Microsoft word. The first study objective about the causes of high child dropout in primary schools in Ntungamo Municipality found out that the major identified reason for girl child dropout was family issues such as poverty, beliefs as revealed by 46.6% respondents that were the majority. The second study objective about the effects of parents' socio-economic status on high girl child dropout rate in primary schools in Ntungamo Municipality revealed that parents' socio-economic status was not related to high girl child dropout in primary schools. The third study objective about the how the school environment influenced high girl child dropout rate in Primary Schools found out that school environment influenced the academic performance of pupils. The study makes recommendations to the concerned stakeholders including the government of Uganda, parents and girl children in Ntungamo Municipality for example; The government of the Republic of Uganda and other agencies like UNICEF are recommended to allocate girl voices in primaries and in the public so that they are catered for by providing all their required facilities including sanitary items so that they are not stigmatized and discouraged from attending schools.

CHAPTER ONE
INTRODUCTION

1.0 Introduction

Girl child drop out of schools in lower education continue to be a global concern that has been revealed by many agencies to be associated with their family background. In Sub-Saharan Africa, studies revealed that 70% of the girls that did not reach upper classes were influenced by culture and their parents' efficacy (UNICEF, 2015). This chapter clearly presents the background of the study variables, problem statement, objectives of the study, scope of the study, study significance, definition of key terms used as well as the conceptual framework that guided the study.

1.1 Background to the Study

World over, Education is considered to be a way of developing skills, habits and attitudes that are expected and where one becomes a good citizen with the intent to develop or alter cognition or affection (Thomas,2013). Education is more than fostering, understanding and an appreciation of emotions and feelings. It is also concerned with how people can act with understanding and sensitivity to improve their lives and those of others (Smith and Smith,2008). Illeris (2002) states that "education is a cognitive, emotional and social activity". Education as a human right as declared in the United Nation perspective should not merely be interpreted as opening opportunities in formal settings called schools but rather, it should focus and ensure that the human quality is to be enhanced. The right to education was first guaranteed by Article 26 of the Universal Declaration of Human Rights and was further supported by the Convention against Discrimination in Education 1960. The UDHR states, "Everyone has a right to education." In addition it says that "it shall be free, at least in the elementary and fundamental stages". Elementary education shall be compulsory. The UDHR also stipulates that "education should be directed towards the full development of the human personality and strengthen respect for human rights". The right to education is a fundamental human right. Every individual, irrespective of race, gender, nationality, ethnic or social origin, religion or political preference age or disability is entitled to a free elementary education (World Bank, 2006).

Globally, Millions of girls fail to enroll or to complete their primary education cycle (United Nations' International Children Emergency Fund (UNICEF, 2015a). This failure of girls to complete primary education is a key concern which has received international attention for the past two decades. International efforts have led to the implementation of Goal 2 - Achieve universal primary education and Goal 3 - Promote gender equality and empower women of the Millennium Development Goals (MDGs) United Nations (UN, 2015a), as well as, Goal 4 - Quality education and 5 - Gender equality - of the Education for all Goals United Nations Educational, Scientific and Cultural Organization (UNESCO, 2017a).In sub-Saharan Africa, Girls constituted the largest proportion of those who dropped out of schools. As part of this implementation, 189 countries, including Uganda, adopted the Universal Primary Education (UPE) policy, resulting in remarkable progress, particularly in primary school enrollment between 1997 and 2015. For example, worldwide, 40 million more children were enrolled in primary school between 2000 and 2015. However, a 2015 report by UNESCO found that 124 million children (18%) of those who enrolled at the primary school level, dropped out and another 130 million did not gain basic reading or mathematics skills. The report found that 63.6 million children are still out of school (29.3 million boys and 34.4 million Girls), again indicating that more girls than boys are educationally disadvantaged than their male counterparts. The causes for these high numbers of children, especially girls, will be discussed later in this study.

Challenges to the completion of the basic education cycle are not confined to one region or one country. The number of children who leave primary school prematurely or continue to the last grade of the primary education cycle varies by region and country (UNICEF, 2015a). While some countries have few or no dropouts at the primary school level, others have much higher rates. In some countries, more girls drop out than boys, and in others, it is the opposite. For example, in 2012, Japan and the Republic of Korea had 100% survival rates, with no dropouts. On the other hand, Ethiopia had a drop-out rate of 63% (66% boys and 60% of girls); Algeria 4% (5% boys and 2% girls); Tanzania 33% (38% boys and 29% girls) and Uganda 68% (68% boys and 685% girls) UNESCO, (2012).Notably, Uganda had some of the highest dropout rates in the world, the highest in East Africa and second only to Chad in sub-Saharan Africa (UNESCO, 2012). According to various estimates, the dropout rate ranges between 60 and 70 percent, depending on the location of the school (MoES, 2014; MoES, 2016; Mwesigwa, 2015;

UNESCO, 2012; UNICEF, 2015b). This is a high rate and is unacceptable considering that education is a right that is essential for the social, economic and political development of a nation. Moreover, achieving UPE means 100% enrollment and 100% completion rates of a quality basic cycle of education. However, it appears that a fully-achieved UPE is currently not possible considering that its achievement depends on rates of enrollment and completion, both of which currently appear to be a mirage worldwide, including in Uganda.

Considering the factors like lockdown that resulted from the emergency of covid-19 pandemic, reports by (Global G.L.O.W, 2020), revealed that Incidence of early-childhood marriage was on the rise as poverty caused by the pandemic has forced families to marry off their daughters to help alleviate financial burdens. At least 128 school-age girls have been married off in the Kyegegwa, Rakai, Kamira Sub-county, Luweero District alone. Other districts such as Kabale district, Ntungamo, Masaka, Buikwe and Bushenyi were also identified to have faced early girl child marriages, an implication that they dropped out of schools.The issue of the high girl child dropout rate from primary school raises a problem of international magnitude. The UN (United Nations) declaration of Human Rights (1948) proclaimed education as a human right and the UN Millennium development goals which are now the Sustainable Development Goals include Universal Primary Education (UPE). Even when primary education has been made free for all, the girl child continues to dropout.

A report by the Uganda National Health Survey 2016/17 shows that 12 % of school-going age children have never attended while 48.2% have dropped out of school largely due to the parents socio-economic status including the parents illiteracy, cultural social beliefs, cultural pregnancy attitude and poverty which looks at school expenses as expensive parents' occupation, household size and proportion of economically active household members (Nakajjo and Isoke, 2018).Similarly, In Ntungamo district, reports from the District Inspector of Schools, (2020) and the District Health Officer (DHO) indicated that in the last two years, 12% of expectant mothers who visited health facilities in the district were teenagers. In addition, over 30% of Girls in upper primary classes did not return after the pandemic. Some reported that their parents lacked scholastic materials, whereas majorities were pregnant and their parents pressurized them to get married. There was the agency of conducting a survey before the parents' socio-economic factors made the dropout a global issue hence conducting this study.

1.1.2 Theoretical Framework

This study was guided by two theories that is Social Capital and Social Control Theory.

a)The Social Capital Theory

This theory was constructed basing on Coleman`s Social Capital theory in an attempt to clarify factors that may contribute to dropout among girls in secondary schools. The concept of Social Capital theory draws attention to the effects and consequences of human sociability and connectedness and their relations to the individual and social structure. It is defined as a way of understanding the effects of social environment, the social connections and social relations in the field of education (Coleman, 1987).Social Capital is clear by its functions and it has aspects of "social structure and they facilitate certain actions of individuals who are within the structure" (Coleman, 1994). However, Coleman`s explorations were to highlight the possibility that "different institutions and social structures were better suited to the cultivation of reciprocity, trust and individual action than others". As argued by Coleman, "Social Capital is productive like other forms of capital and it makes possible the achievement of certain ends which in its absence could not be achieved". It is a complement to Human Capital and it stress the idea that people who do better are somehow better connected, able, more intelligent, more attractive, more articulate and more skilled. It is certainly argued that, certain people are connected to certain others, trusting certain others, obligated to support certain others and dependent on exchange to certain others. It is inherently in the structure of relations between actors and among actors. Generally, within the setting of education, dropout is a result of numerous relationship and interactions among key education stakeholders which includes parent-child interactions, parent-school interactions, child-school interactions and parent-parent interactions (Coleman, 1988).

b).Social Control Theory

The study was further constructed hinging on Hirschi`s Social Control Theory in an attempt to explain the nature of human being as naturally hedonistic and this nature drives us the study to act in the kinds of selfish and aggressive ways that lead to criminal behavior. The concept of Social Control Theory draws attention on ties to family, school and other aspects of society as a major tool to diminish one`s propensity for deviant behaviour (Hirschi, 1969). The Social Control Theory posits that "crimes occur when such bonds are weakened or are not well established and it is further argued that deviant behaviour is possible for all individuals within

society but avoided only with those who seek to maintain familial and social bonds".According to Hirschi (1969) he indicated that "deviant behavior (in educational matters) could be found in the bonds that people form to pro-social values, pro-social people and pro-social institutions". It is these bonds, Hirschi(1969) held, that end up controlling our behavior when we are tempted to be involved in deviant acts. Hirschi (1969) identified four (4) interrelated forms of bonds which are "attachment, commitment, involvement and beliefs which in their togetherness help in controlling deviant acts".

According to Hirschi (1969), the term attachment refer to the level of psychological affection one has for pro-social others and institutions. The theory contends that, parents and schools are of critical importance where youths who form close attachments to their parents and schools will, by extension experience greater levels of social control contrary to youths who are less or not attached to parents and schools.Further, Hirschi (1969) described commitment as "people are less likely to misbehave when they know that they have something to lose". For youths, this could mean not wanting to look bad in front of friends, parents or teachers for having committed deviant behaviour. This may serve as a source of social control. Involvement, basing on old philosophy that "Idle hands are the devil`s workshop", Hirschi`s third type of social bond relates to the opportunity costs associated with how people spend their time. By involvement, it is believed that, if people are spending their time engaging in some form of pro-social activity, then, they are not spending time in anti-social activities. With this regard, youths who are much committed in legitimate school associated activities either academically, socially, or athletically will not be spending that same time committing delinquent acts (Hirschi, 1969).

Belief refers to the degree one adheres to the values associated with behaviour that conforms to the law; the assumption being that "the more important such values are to a person, the less likely he or she is to engage in deviant behavior" (Hirschi, 1969).This study attempted to examine the effect of parents socio-economic factors on girls` dropout in Ntungamo Municipality, Ntungamo District. Thereby applying Social Capital Theory and Social Control Theory which state that "deviant behavior can be controlled if the social bonds are well established".

Borrowing from the above theories, a girl child dropping out of school is an output of the school's educational activities and a function of household factors namely: the family type, household size, household poverty, early pregnancy and parental level of education, which are associated with the school system. These elements do not operate in isolation but are interrelated, making school dropout a process. The applicability of the theories in this study is seen in the fact that if parents socio-economic activities are identified such as poverty from home, having a big size at home, illiteracy of a parent among others, then it becomes easy for the schools and concerned agencies like the government to take measures such as reduction in school dues, allowing children to study while pregnant, sensitizing parents on the relevance of girl child and regulating early marriages so that these girls can still attain their education dreams irrespective of the challenges. Using the theory, the study sought to unearth the effect of parents' socio-economic factors on girls` dropout in Ntungamo Municipality, Ntungamo District.

1.2 Problem Statement

Regardless of the high turnover in proportion of Girl children recruited, in lower classes at primary level (P.1- P.4), the number descends in upper classes (P.5-P.7) levels of education due to their drop-out rate. Girls' dropout is a big loss to individuals and societies in Uganda. The government has endeavored to enhance the participation of girls in Uganda through the introduction of UPE accompanied by Ugandan Government commitment, including political leadership resulted into the surge in primary school enrolment from 3.1 million in 1996 to 7.6 million in 2003. Despite the Ugandan government's commitment to providing basic education to all school age children, together with donor funding as well as self-help activity, primary schools in Ntungamo municipality still lag behind in girl child education. Taking the government commitment, donor funding and self-help activity into consideration and despite the high dropout rate among girls in primary school in Ntungamo, little had been done to analyze the impact of parents' socio-economic status on girl child dropout. Studies carried out by Mikisa, (2019) indicate that Girls leave primary school prematurely for many reasons. The general ones can be categorized into five groups: (1) family environment (e.g., household structure, attitude towards girls' education, parents' level of education, and household labor demands); (2) cultural and religious norms; (3) school environment (e.g., teacher's competency, attitude towards girls' education, quality of teaching materials, availability of teachers, presence of a female teacher and safety); (4) girls' own perceptions and behavior (e.g., early pregnancy, attitude towards gender

roles, perceptions of their abilities); and, (5) UPE management (e.g., inadequate and late funding, inadequate supervision of schools, and lack of policy-enforcement mechanisms. This study, therefore, served as a first step towards addressing girls' dropping out of primary school in the Ntungamo Municipality, Ntungamo District.

1.3 Purpose of the Study

To assess the effect of parents' socio-economic status on girl child dropout in selected primary schools in Ntungamo Municipality.

1.4 Objectives

The objectives of the study included

i.   To identify the causes of high girl child dropout in primary schools in Ntungamo Municipality.

ii.   To examine the effects of parents' socio-economic status on high girl child dropout rate in primary schools in Ntungamo Municipality.

iii. To establish how the school environment influences high girl child dropout rate in Primary Schools in Ntungamo Municipality.

1.5 Research Questions

(a) What are the causes of the high girl child dropout rate in primary schools of Ntungamo Municipality?

(b) What are the effects of parents' socio-economic status on high girl child dropout rate in Primary schools in Ntungamo Municipality?

(c) How do the school environment influence high girl child dropout rate in Primary Schools in Ntungamo Municipality.

1.6 Scope of the Study

1.6.1 Geographical Scope

Geographically, the study was conducted in selected primary schools within Ntungamo Municipality in Ntungamo District. Ntungamo District is bordered to the north by Mitooma District, Sheema District and Rwampara District, going from west to east. Isingiro District lies to

the east, the Republic of Rwanda to the south, Rukiga District to the southwest and Rukungiri District to the northwest. The district headquarters at Ntungamo, are located about 66 kilometres (41 mi), by road, South-west of Mbarara, the largest city in Ankole sub-region.

1.6.2 Time Scope

The study was conducted within the time scope of five years (2016-2021), it is within this period that the girl child dropout had increased not only in Ntungamo Municipality but the entire Uganda (Ntungamo District Report, 2020). The period was long enough to generate the required information towards the study.

1.6.3 Content Scope

The study was limited to parents' socio-economic status on girl child dropout in selected primary schools in Ntungamo Municipality. Dimensions of parents' socio-economic status included parents' education (literacy), size of the family, cultural beliefs on pregnancy, parents' occupation among others to determine the girl child dropout rate in a school. Therefore study considered girl children in upper primary schools (P5 - P.7) in Ntungamo Municipality.

1.7 Significance of the Study

This study was hoped to be beneficial to various stakeholders. First, it would be beneficial to the government in policy design regarding Universal Primary School education and promoting gender equality. Once the root causes of the girl child dropout from primary school were identified and analyzed, it would make it easier for the government to come in with appropriate intervention programmes to address the high girl child dropout rates in primary school.

Findings from this study would be beneficial to the Ntungamo District and Ntungamo Municipality in particular in their design and implementation of policy towards monitoring and evaluation of primary school programmes. It would provide data upon which timely intervention could be made to design measures to maintain the girl child at school through the primary levels.

Also, this study would be beneficial to other groups such as non-governmental organization (NGOS) which were interested in the promotion of gender equality and the education of the girl child. It would give them direction in the implementation of their programmes to promote the advancement of the girl child.

At the school level, this study would be beneficial to school administrators, management committees of primary schools, opinion leaders and other interested parties in their efforts to combat the problem of children dropout from primary schools and the girl child drop out in particular. Finally, the study would also be beneficial to the general reader and to other researchers involved in related studies.

The study findings might also be important to pupils as they will be able to identify the factors that lead to school dropout. The pupils can try to overcome the challenges by sharing with their teachers and other individuals which they could get help from.

The study findings may also add to the body of knowledge on the effect of parents' socio-economic status on girl child drop out of schools. Researchers and academicians can also base their future studies on this study.

1.8. Conceptual Framework

The study was guided by the conceptual framework on the effect of parents' socio-economic status on girl child drop out of schools in selected Primary School in Ntungamo Municipality.

Independent Variable (IV)   **Dependent Variable (DV)**

Parents' Socio-economic Factors   **Girl Child Dropout**

Economic Factors
- ✓ Parental occupation
- ✓ Family income
- ✓ Meeting scholastic materials
- ✓ Meeting hygiene requirements
- ✓ Family size

Girl Child Drop out

Social factors
- ✓ Pregnancy Cultural beliefs
- ✓ Level of public stigma
- ✓ parents literacy

Extraneous Variable
- ➢ School environment
- ➢ Government policy
- ➢ Pupils efficacy
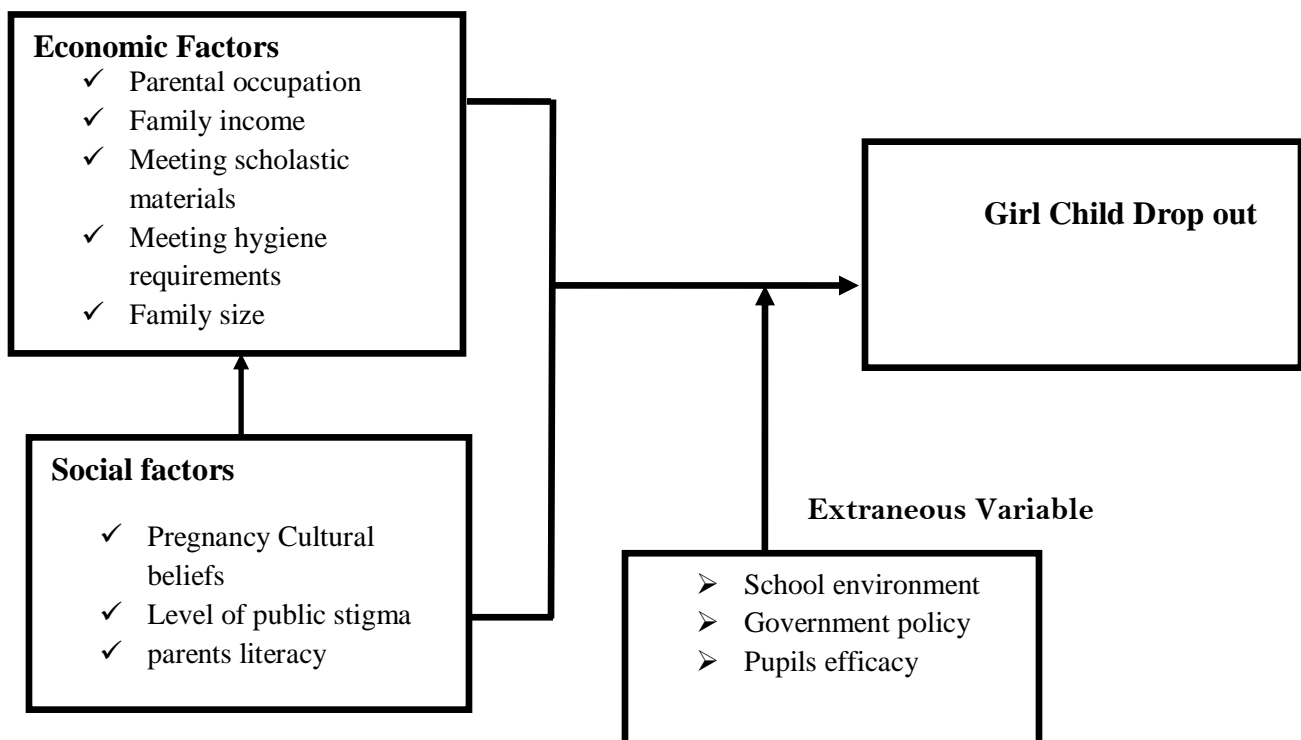
Source: Researcher, 2021

According to the conceptual framework above, the effect of school dropout is influenced by parents' socio-economic status which is composed of factors such as parental occupation, family income, level of investment, meeting scholastic materials and meeting hygiene demands, pregnancy cultural beliefs and the level of public stigmatization. These factors are determinants of the girl child dropout of the school. When they are favourable, the child will stay in school but when they are not favorable, they are likely to cause school dropout thus the effect of parental socio-economic status is an independent variable and girl child dropout is a dependent variable. The school environment which is expressed in terms of good hygiene (especially for pregnant children, provision of changing rooms, regulation of stigmatization, good relationship with teachers, girls school Kit, water facilities), government policies like "education for all, sensitization of parents on relevance of girl child education, provision of scholastic materials", and pupils efficacy through willingness to know what she wants were found to be extraneous factors that enabled the linkage between independent and dependent variables.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed findings related to this study and how the research problem fits into knowledge generated over ages which related to the study based on the effect parents' social-economic status on girl child drop out. The chapter broadly entails the empirical findings by other scholars and is constructed following the study specific objectives.

2.2 The Causes of High Girl Child Dropout Rate from Primary Schools.

In a study entitled: "Barriers against the Girl Child" by (Atayi, 2008) identified age as a factor behind the girl child drop out from school. They came to the conclusion that girls who are older than their school age are more likely to drop out of school to marry when they lack essentials like sanitary pads or when they are humiliated by teachers through corporal punishments, and they are more likely to be sexually harassed by both the old boys and the teachers in the school. In another study by UNICEF (2015 b), it is pointed out that what is called self-efficacy (Bandura, 1993) determines to the largest extent whether the girl can be retained in school or not. To this, they add the girl's perception of gender role. They come to the conclusion that the girls who believe that they have no right to education and that their role is to marry and raise family are more likely to drop out of school than those who believe that they have a right to move forward with their studies.

In a UNICEF study (2011) it is noted that the family size and the student age are significant factors for children retention in school. It was observed that children from large families are more likely to drop out from school than those than those from small and nuclear families. It was further noted that children who begin school late are more likely to drop out of school than those who begin school at the right age. This conclusion has a bearing on Ntungamo district where this research shall be carried out. While the recommended age for beginning school in Uganda is six years, in which case the child should complete primary education at thirteen years, it is common to find children of fifteen years and above still in the middle primary school. Therefore, they are very likely to drop out before completing primary seven.

Most studies concerning children drop out of school reveal family, community and individual factors. More to that study by UNICEF (2015a), parental attitude was identified as a major factor against the girl child dropout from school. The perceived parental attitude towards girls' education affects their daughter's ability to proceed with education more so for the poor families where due to limited finance choices had to be made between educating either the boy or the girl. In a similar line, the Uganda Bureau of Statistics (UBOS, 2001) and the Ministry of Education and Sports Report(MOES, 2015) point out that the perceived parental ability to provide for the children determine whether the children will proceed with education or drop out of school. That even if the education is free, the children will still leave school perhaps due to lack of other necessities like, uniform, books, lunch transport and other requirements. In the same line, Nakajo and Isoke (2018), note that children from poor families are three times more likely to drop out of school than children from well to do families.In a related work, Opolot (2000) includes among other causes of girl child drop from school in Northern Uganda, the fear of examinations.

In a study about the factors responsible for the girl child dropout from post primary institutions in rural areas of Uganda, identified; individual, economic, community and institutional factors. Among the economic factors, the family related factors such as poverty and lack of school fees and other school requirements were identified. Among the community factors, it was noted that the pull for employment, marriage, and social attitude and peer pressure militated against the retention of the girl child in school. It was further noted that the socio-cultural factors like early marriages, the tendency of educated girls to fail to get husbands, house hold work and refusing to accommodate pregnant girls in school were encouraging girls to drop out of school. As for the institutional factors, the school rules and regulations, the school brutality and lack of guidance and counselling were identified. These factors to a large extent, apply also to the girl child drop out in primary schools in Ntungamo Municipality.

A very close literature to this study was carried out by Tumwijukye (2007). It concerns the causes and consequences of girl child dropout from primary schools in Nyakyera sub-county in Ntungamo district. It is very relevant to this study as it spells out the remedies for the girl child in primary school and attempts reveal the measures put in place to retain the girl child in primary school. Retention of the girl child in school has attracted significant attention in the developing world. My review shall largely focus on the studies that have been carried out in Uganda. According to the UNEB website, between 2010 and 2016, 9,000 pupils dropped out of school

after registering for the primary leaving examinations. More to the point, the largest percentage of these was from the district of Ankole with Ntungamo leading the list. However, it does not spell out what percentage of those dropouts were girl children and why they dropped out.

2.3 The Effects of Parents' Socio-Economic Status on Girl Child Dropping Out of Schools

The problem of the girl child drop out from school was made by Ahimbisibwe (2004). He broadly categorizes the factors responsible as social, economic and cultural. His analysis, however, is generalized and does not apply to any specific area. Bandura (1993) identified lack of motivation as one of the major factors that account for child dropout from school. In this analysis of self-efficacy, he noted that lack of self-motivation and the lack of motivation from the parents was a significant factor behind the children drop out from school. He noted that children with both parents were thirteen times more likely to complete the primary education level then the orphans.

The National Strategy for Girls' Education in Uganda, (2005) also identifies the problem of girl child dropout from school. It sees a relation between gender and pupil dropout from school. In a similar line, a University research team led by Kasalina (2000) on girl child came to an alarming finding that 50% of the dropouts were due to pregnancies. This was sharply contrasted by the Teacher Talk (2002) which attributed only 1.9% of the drop out pregnancies. There is still need for more research into the issue.In his study about the causes of girl child dropout from school (2001), Kuluba pointed to various factors like: lack of fees, harsh treatment from teachers and even lack of privacy as some of the cases of girl child dropout from school while Mafabi (2004) emphasized lack of interest on the part of the girls. However, he did not analyze the factors behind that lack of interest.

2.4 The Influence of School Environment on High Girl Child Dropout Rate in Primary Schools

 Studies by Brenner (1994) and (Super and Harkens,1986) identify family environment as the basic cause of children drop out of school. It is emphasised that the family environment affects the child's socialisation and learning behaviour. It is further emphasised that the parents and care takers attitude towards education determine whether the child will proceed far with education or not. This explains in part the findings of the International Labour Organization (ILO, 2016) that household labour was a major factor for children drop out of school. The ILO defines house hold labour as; child working more than twenty hours a week on farm work, babysitting, running

errands, tending compounds and other household chores. That in Uganda, 80.9% of the school children that range six to seventeen years, especially the poor children are in child labour and that some girls work twenty eight to forty three hours a week. This leads to frequent absenteeism from school and consequently to loss of interest and finally dropping out of school.

In a similar study to this research, (Mikisa and Hadoto, 2019), analyses the retention of girls at primary school in Busolwe Sub County, Butaleja District. It is noted that the family environment especially the involvement of girl child in household work, lack of social necessities and the parental attitudes are responsible for drop out from primary school. Lack of social necessities, the parental attitudes are responsible for the girl child drop out from primary school. It is further noted that the girl's attitude toward education and also the school environment affect the retention of the girl child in primary school. According to Mpyangu (2014), the retention of the girl child at school strongly correlates to the school climate. This is the same conclusion reached by Tamusuza (2011) he takes school environment to include physical structures, text books per child, the number of teachers per child, segregated rest rooms for males and females, teacher support including teacher attitude towards the girl child and safety which includes freedom from bullying, corporal punishment and sexual harassment. This in line with the findings of (UBOS, 2001), (UNESCO, 2009) and (UNICEF, 2012).

The (UBOS, 2001) notes that classrooms, textbooks, latrines and water can affect the enrolment and retention of children in school. Similarly, (UNICEF, 2012) noted that 10.9% of Ugandans dropped out of school due to lack of educational infrastructure while the MOES (2015) mention the lack of text books and desks among the causes of children drop out from school. According to UNESCO (2009) retention in school of 90% or higher, requires a student teacher ratio not more than 26:1. In line with the school climate, Sekamwa (2012) noted that the negative attitude of teachers towards girl's education was responsible for girls drop out of school. Similarly, Njau and Wamahire (2019) noted that the retention of girls needs supportive teacher environment. To this environment, Segumba (2015) emphasises safety at school. He notes that some girls drop out of school due to unsafe school environment which includes bullying, sexual harassment, abusive language and corporal punishment.

In a study entitled, "Out of school children study in Uganda" by Mpyangu et al. (2014), the various factors responsible for dropout from school are outlined. The factors are categorized into the "Push" and "Pull" and the environmental. Various other studies have been undertaken on the problem of girl child dropout from school including "Some hope of 6800 dropout of school",(Monitor 30th, August, 2019).The interest in the girl child dropout of school as indicated by the various studies on the subject means that the problem of girl child dropout of school, especially in primary school is still very significant. It is in light of this significance that I propose to undertake research about the factors responsible for the girl child dropout of primary school in Ntungamo district, with Ntungamo Municipality as a case study.

2.5 Research Gap

As reviewed in the literature, much of empirical findings were focused on the welfare of the girl child, school associated factors and harassment from other fellow learners. It has been revealed that the parents' socio-economic factors that ranged from the occupation and income of the parents, literacy level of the parent and community perception on pregnancy were also taking part in influencing girl children dropout of school. Further on the schools side, factors such as the existence of school kits (for periods disposal), toilet stances, distance to school, existence of senior women, good relationship with teachers, changing rooms existence and all other sanitation facilities availability were influential in dropout if they are not available. Related studies include Sekamwa (2012) noted that the negative attitude of teachers towards girl's education was responsible for girls drop out of school. Similarly, (Njau and Wamahire,2019) noted that the retention of girls needs supportive teacher environment, Segumba (2015) emphasises safety at school and Mpyangu (2014), noted that "the retention of the girl child at school strongly correlates to the school climate". As clearly observed, these findings were all on the school related environment and teachers but they did not look at the side of the parents social-economic factors so that they measure their relevance.

It is assumed that home based factors and particularly the parents' or guardians' efficacy, literacy and income takes an upper hand while motivating a girl child to go to school. In the same manner, if the parents is biased or fails to meet the standards, then girl child dropout becomes an option. In this regard some cultures discourage early pregnancies to the extent of expelling the girls that get pregnant early out of the community for example in former Kigezi region in places such as Ibanga-Kisiizi falls and the punishment island in Lake Bunyonyi", girls that conceived

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before marriage were always isolated from such places (Karwemera, 2007). These are drivers of girl child dropout that needed urgency study yet they were always under looked. These gaps were filled by this study after realising that factors such as the Covid-19 pandemic also contributed to the parents' poverty and girl child pregnancies which also increased the percentage of dropout from schools.

CHAPTER THREE:
RESEARCH METHODOLOGY

3.0 Introduction

This chapter covers the research design, target population, sampling procedure, research instruments, validity and reliability of the research instrument, data collection and analysis, procedures and data presentation and quality assurance.

3.1 Research Design

The researcher used a case study research design approach the study. The design involved generation of an in-depth, multi-faceted understanding of a complex issue in high girl child dropout in primary schools. The case study design was preferred for this study because it is cheap, turns opinions to facts and relevant to parties involved. The quantitative and qualitative approaches were adopted in sampling, data collection, data quality control and data analysis. Quantitative data was selected to numerically predict the situation while qualitative data was used to understand the case in depth. This adoption of the quantitative approach allowed quantification and moreover applied in order to describe current conditions or to investigate relationships. According to Amin, (2005), a mix of the two approaches enabled triangulation which made it feasible for the researcher to make well informed findings and conclusions.

3.2 Study Population

The study population was all Government schools in Ntungamo Municipality, Ntungamo District all selected primary schools in the area which consisted of 7 Head teachers, 1970 girl pupils, 3642 parents and 102 teachers who were on Government payroll. The target population constituted all teachers and their head teachers, pupils and their parents in Government schools in Ntungamo Municipality which totals to 5722. The motivation for this population was based on the fact that such respondents were anticipated to be having wide knowledge concerning the phenomena under investigation. Both men and women were considered in the study.

3.3 Sample Size Determination

In Ntungamo Municipality, there are 7 primary schools that are government aided, according to (Ntungamo District Local Government, 2021). The Municipality has got 102 primary teachers on Government Pay roll and 7 head teachers, 08 teachers, 124 pupils and 234 parents, 07 Head teachers and 1 Municipality Education Officer constituted the sample size. They were targeted to represent the entire population of 5722. The sample distribution is as indicated in the below table.

Table 1: Sample Size

Category	Population (N)	Sample size (n)	Sampling Technique
Female Pupils	1970	124	Simple Random Sampling
Parents	3642	234	Simple Random Sampling
Teachers	102	08	Simple Random Sampling
Head Teachers	07	07	Purposive Sampling
Municipal Education Officer	01	01	Purposive Sampling
Total	**5722**	**374**	

Source: Researcher, 2021

3.4 Sampling Techniques

3.4.1 Simple Random Sampling

Simple random sampling was used to select girl pupils from each school in upper classes. The selection of this technique depended on the argument that it gave equal chances of the respondents to be included in a sample. The numbers was written on slips of papers of which was mixed thoroughly in a bucket and the appropriate number was picked without looking (lottery); where eighteen (18) pupils were selected from each primary school. Also simple random sampling was used to select parents whereby, numbers were given to each parent and placed into a bucket and then 33 parents were selected from each school in the Municipality. Simple random sampling was used to select teachers whereby names of teachers were written on slip of papers and all teachers was given numbers according to the list of teachers in each school (sampling frame) and then teachers were selected from each school.

3.4.2 Purposive Sampling

Purposive sampling was used in this study to select Head teachers and the Municipal Education Officer. Purposive sampling involved approaching the study key informants because of the virtue of their roles and positions they hold in the girl child dropout education. The technique was appropriate for this study because it involved face to face contact between the interviewer and the interviewee hence first hand and detailed information was generated from the respondents while saving time and probing for clarification (Creswell, 2014). Purposively, 7 Head teachers and 1 Municipal Education officer were selected. The Municipal Education Officer was part of the study being the custodian of policies and records that affect the girl pupils' dropout in primary schools.

3.3 Research Instruments

The research instruments included questionnaires, document analysis guides and interview guides.

3.3.1 Questionnaire

The questionnaire was used to collect information from selected opinion leaders, teachers, middle and upper primary pupils by use of purposive sampling. This was because this group of respondents was literate and could interpret and answer questions in the questionnaire. More so, these respondents had enough time to answer these questions. The questionnaire was divided into two sets the teachers and pupils. The first part included general information where the respondent indicated personal information and the second part included specific information where the respondent gave information directed to the research. There were closed questions and open questions. Open questions gave a chance to the respondent to provide an independent opinion. The researcher issued the respondents with the questionnaires and then collected them the following day to allow the respondents had an ample time of filling them. The questionnaires was relevant in that they allowed confidentiality, giving respondents the assurance that whatever information they gave was not be used for any other purpose apart from the intended purpose.

3.3.2 Interview Guides

Interview guides were used to collect information from head teachers, municipal education officer and parents. This was because most of them were too busy to answer questions in the

questionnaire while some parents did not know how to read and write English very well. The interviews gave in-depth information to the researcher as the questions were leading.

3.4 Data Collection Procedures

The researcher obtained an introductory letter from the Directorate of Post Graduate Training at Kabale University to introduce her to the School Administrators in Ntungamo Municipality to allow her to conduct research in their areas of jurisdiction. The investigator agreed with school administrators when to distribute questionnaires to pupils and class teachers and when to conduct an interview with them in relation to the intended purpose. The researcher returned to the schools on the agreed dates for data collection.

3.5: Procedure for Data Analysis

According to (Polit and Hungler ,1997), data analysis means to organize, provide structure, and elicit meaning. The data collected was coded and tested for completeness and then analyzed using descriptive and inferential statistics using statistical package of social scientist (SPSS) and presented using tables, charts and graphs for easy interpretation. Descriptive statistical techniques (frequencies and percentages) were employed to analyze field data from questionnaires to assist in the interpretation of data.

3.6: Quality Assurance

Pre-testing may take place due to limited resources and time but the questionnaires were analyzed by the study supervisor fast before being used for data collection.The research assistants were trained to ensure that data collected was with minimal errors. All data was collected and work edited on a continuous basis at the end of every working day to ensure accuracy in recording. Also the raw data was edited after being collected from the field after putting in the computers.

3.7. Ethical Consideration

3.8. Study Limitations

Financial constraints; With the then situation of lockdown in the country, the researcher faced expenses for transport to travel to various parts of the Municipality; also writing and printing out questionnaires. However, this was solved by mobilizing funds from different sources in order to make the project successful.

Delay of respondents, some respondents did not return the questionnaires; some did not understand questionnaires especially the pupils and parents, while others were likely to expect payments in order to respond to the questionnaires. The researcher solved this by explaining the

consent form to the respondents that there is no direct benefit from the study but the responses they gave may be relied on by policy makers while implementing some programmes that may be beneficial to the general public.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents and discusses the key findings, which are presented in relation to the objectives of the study as stated in Chapter One. The main tool of data collection was a self-administered questionnaire that generated quantitative data from pupils; interview guides and observation checklist were the instruments that helped in generating qualitative data. The analysis is built basing on two sections that include section **A** which is about the demographic characteristics of the respondents including the age, gender, parents' academic performance while section **B** includes the study specifics.

4.1 Demographic Characteristics of Study Respondents

The demographics of the study respondents were found to be vital for the study because they portray the level of eligibility of the study respondents. They included the age, parents' academic level and whether the pupils had ever attended class. This is clearly presented in the table below:

Table 2: Demographic Characteristics of Respondents

Age				
	Frequency	Percent	Valid Percent	Cumulative Percent
5-10 years	40	32.3	32.3	32.3
11-15 years	53	42.7	42.7	75.0
16 and above	31	25.0	25.0	100.0

Parents' or Guardians' Academic Level of Education				
	Frequency	Percent	Valid Percent	Cumulative Percent
Primary	62	50.0	50.0	50.0
Secondary	33	26.6	26.6	76.6
College	15	12.1	12.1	88.7
University	14	11.3	11.3	100.0
Total	**124**	**100.0**	**100.0**	

Source: Field Data, 2022

According to the table the demographics of the study respondents indicates that the respondents interviewed had 11-15 years of age as reflected by 42.7% and primary level of education was the highest education level of their parents as reflected by 50% responses. Such demographics were thus enough to rely on to make the data conduction process.

4.2 Causes of High Girl Child Dropout in Primary Schools in Ntungamo Municipality.

Table 3: Causes of High Girl Child Dropout in Primary Schools in Ntungamo Municipality

Repetition in Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	48	38.7	38.7	38.7
No	76	61.3	61.3	100.0
Total	124	100.0	100.0	

Whether awarded by teachers after performing well

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	83	66.9	66.9	66.9
No	41	33.1	33.1	100.0
Total	124	100.0	100.0	

Have you ever been absent in school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	78	62.9	62.9	62.9
No	46	37.1	37.1	100.0
Total	124	100.0	100.0	

Whether pupils are punished when they don't do the homework

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	112	90.3	91.1	91.1
No	11	8.9	8.9	100.0
Total	124	100.0		

Source: Field Data, 2022

From the table above responses concerning the socio-economic and environmental questions indicated that 61.3% of the respondents had ever repeated in class, 66.9% of pupils agreed that they were always awarded by teachers whenever they scored highly in class, 62.9% of the respondents had ever been absent in class and finally, 90.3% respondents had admitted that they were always punished by teachers in class when they do not do home work

Table 4: Reasons for Girl Child Dropout

Reasons for Girl Child Dropout

	Frequency	Percent	Valid Percent	Cumulative Percent
Family issues	109	46.6	46.6	46.6
Bullying	39	16.7	16.7	63.2
Sexual Harassment	57	24.4	24.4	87.6
Lack of fees	29	12.4	12.4	100.0
Total	**234**	**100.0**	**100.0**	

Source: Filed Data, 2022

Table above shows respondents responses concerning the reasons for girl child. According to the respondents, family issues were the major reason that influenced girl children to drop out of school as represented by 46.6% of the respondents. Further, 24.4% of the respondents identified that the reasons for girl child dropout was sexual harassment, 16.7% respondents identified bullying in schools where as the remaining 12.4% of the teachers identified lack of school fees to be a challenge. Generally, family issues including parental influence on diverting girls to home activities took a big percentage in girl children dropout in Ntungamo Municipality.

Similar responses were also generated from the study key informants; one of the head teachers said:

"Here in Ntungamo Municipality people believe that girls should not study since at the end of the day they will get married, instead they are meant to practice domestic activities including field clearing, fetching water, washing clothes and this has led a number of girls diverting before sitting for their PLE" Respondent 1

Also another Head teacher indicated that:

"The family background our pupils has persistently become a contributing factor towards Girl child drop out for the past years. Parents with less education and grandchildren see no relevance of educating their daughters. They take it as a risk and instead view it in perspectives of wealth and source of labor" respondent 2

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Also a parent from Kyamate in Ntungamo Municipality indicated that;

> *"At times us parents contribute to girls absenteeism by assigning them duties at home and in the long run they end up getting discouraging hence dropping out of schools. So I think we contribute towards the issue"*

Finally the inspector concluded saying that

> *"In Ntungamo Municipality and the general district we have challenges with parents especially those with cattle (cattle keepers). They don't believe girls can achieve their goals through education. They feel girls should just know how to read and write their names. Those that get a chance and complete their PLE examinations they end up in secondary two or three which is so unfortunate"*

As observed, family background that is associated with the education level of parents, the culture of the family, attitude and perceptions of families where ladies came from were observed to be the major factors that contributed towards girl child school dropout in Ntungamo Municipality although other issues that included bullying at schools, sexual harassment and inadequate scholastic materials including fees, books, pencils and pens among others.

4.3 Effects of Parents Socio-economic Status on High Girl Child Dropout Rate in Primary Schools in Ntungamo Municipality

In addressing the objective about the effect of parent socio-economic status on high girl child dropout rate in primary schools in Ntungamo Municipality, girls were required to indicate whether students had enough reading materials, the job they felt like doing in future, who paid their reading and writing materials and whether parents provided them with sanitary pads. Findings are presented in the table below.

Table 5: Effects of Parents' Socio-Economic Status on High Girl Child Dropout Rate in Primary Schools

Whether Students Enough Reading Materials

	Frequency	Percent	Valid Percent	Cumulative Percent
yes	114	91.9	91.9	91.9
No	10	8.1	8.1	100.0

What Job Would you like to do After Schooling?

	Frequency	Percent	Valid Percent	Cumulative Percent
Teacher	53	42.7	42.7	42.7
Doctor	32	25.8	25.8	68.5
Engineer	19	15.3	15.3	83.9
Pilot	1	.8	.8	84.7
Nurse Parents	18	14.5	14.5	99.2
lawyer	1	.8	.8	100.0

Who Pays Your Reading and Writing Materials?

	Frequency	Percent	Valid Percent	Cumulative Percent
Parents	110	88.7	88.7	88.7
Guardian male	1	.8	.8	89.5
Sponsor	13	10.5	10.5	100.0

Whether Parents Provide You With Sanitary Towels

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	64	51.6	51.6	51.6
No	60	48.4	48.4	100.0
Total	124	100.0	100.0	

Source: Field Data, 2022

According to the table above and in response to the effects of Parents socio-economic status on high girl child dropout rate in primary schools, study participants were requested to indicate

whether students had appropriate reading materials, the job they admired to do in future, the one that pays reading and writing materials and whether parents provided sanitary towels.

According to the findings, 91.9% of the respondents agreed that they had enough reading materials whereas the remaining 8.1% disagreed. Results revealed 42.7% respondents indicated that they wanted to be teachers in future, 25.8% wanted to be engineers in future. Only 8% respondents wanted to be lawyers after their studies. Further, 88.7% of the study participants showed that parents paid for their reading and writing-materials, 10.5% respondents indicated that sponsors paid for their reading and reading materials whereas the remaining 8% respondent indicated that guardian males paid for the reading and writing materials. Finally, more than a half of the study respondents (51.6%) respondents agreed that their parents provided them with sanitary towels. The remaining 48.4% girls disagreed that their parents did not provide them with sanitary towels.

In line with pupils' responses, a key informant; a Head teacher also had this to say:

> *"With the government support through facilitating schools with reading and writing materials, free education, still parents social-economic influence matters towards girl children education. We have heard some girls that are sent by their parents to go for casual labor so that they can get money for school demands like uniform and books" Respondent 1*

Another head teacher of a school said:

> *"Parents social-economic status is influential towards girl child school dropout, Girls in this school that present high absenteeism, when we question them they frankly tell us that it's their parents that assign them home duties before coming to school. They are to first fetch water, do domestic work. This is one way of discouraging children from school and the end result is school dropout" Respondent 2*

Also one of the parents said:

> *"Although schools indicate that they are for free, but still school demands including uniforms, calculators, examination fees require a lot of money, so children especially girls that stay with their grandmothers find it difficult to raise this amount and end up dropping out"*

Another parent said:

> *"Sometimes we have many children and we feel some should first study and then they shall support their elders. In so doing, some girls end up dropping and opting for marriage"*

Also the area inspector said:

> *Well, here the per capita income of families is not that much. Most of the pupils are from families of peasants and of less education so they do not understand the relevance of educating a girl child. Also the parents' illiteracy among parents and caretakers which of course puts their economic status below average contributes much towards pressuring these girls"*

Basically the socio-economic status of parents is viewed to have an influence on girl children's school dropout. This is viewed in terms of a parent being illiterate and belief in the issue of giving opportunity cost to boys than girls.

4.4 How the School Environment Influences High Girl Child Dropout Rate in Primary Schools in Ntungamo Municipality

Respondents were requested to indicate their opinions and responses on how the school environment influenced high girl child dropout rate in primary schools. Questions such as the religion of pupils, type of family they came from and whether the girls had ever been approached by any boy for the relationship. This is presented in the table below.

Table 6: How the School Environment Influences High Girl Child Dropout Rate in Primary Schools in Ntungamo Municipality

Religion				
	Frequency	Percent	Valid Percent	Cumulative Percent
Christian	114	91.9	91.9	91.9
Muslim	10	8.1	8.1	100.0

Type of Family				
	Frequency	Percent	Valid Percent	Cumulative Percent

Polygamy	34	27.4	27.4	27.4
Monogamy	76	61.3	61.3	88.7
Single	14	11.3	11.3	100.0

Whether Pupils were Approached by Any Boy for a Relationship

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	36	29.0	29.0	29.0
No	88	71.0	71.0	100.0
Total	124	100.0	100.0	

Source: Field Data, 2022

From the table above, findings about how school environment influenced high girl child dropout rate in primary schools in Ntungamo Municipality indicated that almost all respondents (91.9%) were Christians whereas the remaining 8.1% were Muslims. More than half of the respondents (61.3%) respondents were from monogamy families, 27.4% respondents were from polygamous families and the remaining 11.3% respondents were from single families. Finally, 71% respondents disagreed that they had never been approached by any one for a relationship whereas the remaining 29% respondents agreed that they had ever been approached. This implies that sexual harassment was not highly practiced in Ntungamo Municipality schools. It was observed that schools in Ntungamo were founded by churches and financed by the government, however, religion also mattered for example Muslim students preferred Islamic schools whereas Christian schools like Protestants preferred protestant schools and catholic students preferred catholic schools. Students were comfortable with an environment under their religion.

CHAPTER FIVE
SUMMARY AND DISCUSSION OF FIELD FINDINGS

5.0 Introduction

This chapter covers the summary of the key findings derived from the study field about the effect of dropout on Girl child retention in selected primary schools in Ntungamo Municipality. The findings are then discussed while relating to the empirical findings that were already found by other scholars conducting related studies.

5.1 Summary of Research Findings

The main participants of the study were pupils. According to the empirical findings all respondents were females giving 100% response rate, they were in the age range of 11-15 years as represented by three quarters of the respondents (75%), and their parents totaling to 50% had completed primary level of education. These demographics were reliable to be based on to make the progress of the study process.The first study objective about the causes of high child dropout in primary schools in Ntungamo Municipality had questions such as whether the pupils had ever repeated in class, whether they were awarded when they performed well, whether they had ever been absent in school and whether the pupils were punished by teachers in class they do not do the work.

The study revealed that 61.3% of the study respondents disagreed that they had repeated in class. Furthermore, 66.9% of the respondents agreed that they were rewarded whenever they performed well in examination and they were taught by teachers. In addition, 62.9% of the study participants agreed that they practiced absenteeism before in school and 90.3% of the respondents agreed that they were always given punishments by teachers in class when they did not do their homework. Further, study participants showed that the major identified reason for girl child dropout was family issues such as poverty, beliefs as revealed by 46.6% respondents that were the majority. Other identified caused included sexual harassment with 24.4%, bullying with 16.7% and lack of fees with 12.4%.

The second study objective about the effects of parents socio-economic status on high girl child dropout rate in primary schools in Ntungamo Municipality involved questions such as whether the students had enough reading materials, the job they liked to do after their studies, who pays their reading and writing materials as well as whether pupils parents offered sanitary towels with them.

According to the findings, 91.9% of the study respondents interviewed agreed that they had enough reading materials, 42.7% respondents interviewed indicated that they had a dream of becoming teachers after their education, 88.7% of them revealed that parents were paying their reading and writing materials and 51.6% respondents interviewed indicated that their parents provided them with sanitary towels.

The third objective of the study about how the school environment influenced high girl child dropout rate in Primary Schools required pupils to indicate their religion, the type of family they came from, and whether they girls had ever been approached by males a relationship. According to the findings, 91.9% respondents that were the majority were Christians like Protestants and Roman Catholics, 61.3% respondents that were the majority were born from monogamy families and 71% girls interviewed agreed that they had ever been approached by a boy/man for falling into love.

5.2 Discussion of Findings

Concerning the first study objective about the causes of high child dropout in primary schools in Ntungamo Municipality indicated that 61.3% of the study respondents interviewed disagreed that they had never repeated in class, further, 66.9% respondents interviewed agreed that rewarded whenever they performed well in examination, they were taught by teachers, 62.9% of the respondents agreed that they had ever been absent in school and 90.3% respondents agreed that they were punished by teachers in class when they do not do their homework. All the responses were positive although there was high girl dropout rate in the Municipality.

Findings by the UNICEF (2015 b), it is pointed out that what is called self-efficacy (Bandura, 1993) determines to the largest extent whether the girl can be retained in school or not. To this, they add the girl's perception of gender role. They come to the conclusion that the girls who believe that they have no right to education and that their role is to marry and raise family are more likely to drop out of school than those who believe that they have a right to move forward with their studies.

Further, the major identified reason for girl child dropout was family issues such as poverty, beliefs as revealed by 46.6% respondents that were the majority. Other identified caused included sexual harassment with 24.4%, bullying with 16.7% and lack of fees with 12.4%.Relatedly, in a UNICEF study (2011) it is noted that the family size and the student age are significant factors for children retention in school. It was observed that children from large families are more likely to drop out from school than those than those from small and nuclear families. It was further noted that children who begin school late are more likely to drop out of school than those who begin school at the right age. This conclusion has a bearing on Ntungamo district where this research was carried out.

The second study objective about the effects of parents socio-economic status on high girl child dropout rate in primary schools in Ntungamo Municipality showed that 91.9% of the study respondents interviewed agreed that they had enough reading materials, 42.7% respondents interviewed indicated that they had a dream of becoming teachers after their education, 88.7% of them revealed that parents were paying their reading and writing materials and 51.6% respondents interviewed indicated that their parents provided them with sanitary towels.This is related to findings of Bandura (1993) who identified lack of motivation as one of the major factors that account for child dropout from school. In this analysis of self-efficacy, he noted that lack of self-motivation and the lack of motivation from the parents was a significant factor behind the children drop out from school. He noted that children with both parents were thirteen times more likely to complete the primary education level then the orphans. However much everything was provided to the girl children in Ntungamo district, they still did not want to return to school

The third study objective about how the school environment influenced high girl child dropout rate in Primary Schools required pupils to indicate their religion, the type of family they came from, and whether they girls had ever been approached by any boy or man for a relationship. According to the findings, 91.9% respondents that were the majority were Christians like Protestants and Roman Catholics, 61.3% respondents that were the majority were born from monogamy families and 71% girls interviewed agreed that they had ever been approached by a boy/man for a relationship. In a study entitled, "Out of school children study in Uganda"(2014) by Mpyangu et al., the various factors responsible for dropout from school are outlined. The

factors are categorized into the "Push" and "Pull" and the environmental. Various other studies have been undertaken on the problem of girl child dropout from school including "Some hope of 6800 dropout of school",(Monitor 30 August, 2019).In line with the school climate, Sekamwa (2012) noted that the negative attitude of teachers towards girl's education was responsible for girls drop out of school. Similarly, (Njau and Wamahire, 2019) noted that the retention of girls needs supportive teacher environment. To this environment, Segumba (2015) emphasises safety at school. He notes that some girls drop out of school due to unsafe school environment which includes bullying, sexual harassment, abusive language and corporal punishment.

CHAPTER SIX
CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter covers the conclusion that were reached on after the discussion of empirical findings while linking them with the literature already put by the scholars that researched similar studies, then, recommendations for the concerned stakeholders are presented.

6.1 Conclusion

The first study objective about the causes of high child dropout in primary schools in Ntungamo Municipality concluded that family issues including poverty, belief in favoring boy child education that girls was the major cause of girl child dropout in primary schools of Ntungamo Municipality. The conclusion was supported by respondents illustrating that they had never repeated in classes, they were rewarded by teachers when they performed well and were never absent. These are positive but because of family issues they were able to drop out of schools.

The second objective about the effects of parents' socio-economic status on high girl child dropout rate in primary schools in Ntungamo Municipality concludes that parents' socio-economic status was not related to high girl child dropout in primary schools. The conclusion is based on the fact that parents prayed the economic part of providing enough reading materials, sanitary materials and girls had dreams of career jobs in future. This indicates that there was no influence of the parents' socio-economic status of high child dropout in the Municipality of Ntungamo district.

Finally, the third study objective concerning the how the school environment influenced high girl child dropout rate in Primary Schools concludes that the school environment influenced the academic performance of pupils. The conclusion was based on the majority of the schools in Ntungamo Municipality being church founded influenced the kind of environment to be accessed by girl children. Further, sexual harassment influenced girl children to dropout since it was an environment that did not favor them in studying.

6.2 Recommendations-SHOULD BE ACCORDING TO CONCLUSIONS

Basing on the study findings and conclusions made, the study makes conclusions to the concerned stakeholders including the government of Uganda, the school administrators, parents and girl children in the following ways;

The government of the republic of Uganda and other agencies like UNICEF are recommended to allocate girl voices in primary schools and in the public so that they are catered for by providing all their required facilities including sanitary items so that they are not stigmatized and discouraged from attending schools. Where necessary the government is also recommended to dictate on education for children by arresting the dropouts and their parents and be charged. This will scare other girls that intend to drop out of schools.

Parents are recommended to eliminate cultural beliefs especially that of believing in educating boys only. All children are important and need education for a better tomorrow. Also girl children are recommended to always raise their voices especially when harassed by boys because that is destroying their lives. They are recommended to report to their parents especially mothers, senior women at schools among others. This will enable them to be on safer side, protected and able to learn and excel.

The school should ensure that girls are provided with girls' school kit, good sanitation, changing room, water facilitates, good pupils' welfare and security to motivate the girl child to excel and complete the primary school cycle.

6.3 Areas for Further Research

1. Factors influencing Teenage pregnancy and academic performance in Ntungamo Municipality

2. The effect of child abuse on school dropout among primary schools in Ntungamo District

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APPENDICES

Appendix 1: Work Plan /Research Programme

Activity	April 2021	May 2021	June 2021	July 2021	JAN TO-April 2022	May 2022
Submission Research topic for Approval	██████					
Writing a Research proposal		██████	██████	██████		
Data collection					██████	
Data analysis					██████	
Report writing						██████
Submission of Final Research book(s)/Reports						██████

Appendix 2: Estimated Budget for the Research Project

	Description	No	Rate	Amount
1.	**Project proposal**			
	Typesetting, photo copying and biding	3	20.000	60.000
	Collecting literature review	1	25.000	25.000
2.	**Data collection(Field work)**			40.000
	Stationary			60.000
	photocopying	400	100	40.000
	Training Research Assistants	2	40.000	80.000
	Transport for coordination	5 days	20.000	100.000
	Airtime (Easy load)		50.000	50.000
	Field Allowance for Research Assistants	2	40.000	80.000
3.	**Data analysis and compilation of final report**			
	Computer work			40.000
	Internet services			30.000
	Typesetting 1st Draft		30.000	30.000
	Typesetting 2nd Draft		30.000	30.000
	Final report writing, editing and binding	3 copies	15.000	45.000
	Total			**710.000**

Appendix 3: Interview Schedule for Head Teachers

Dear Sir/Madam,

I am Turinawe Annah a student of Master of Arts Degree in Education Management of Kabale University carrying out an academic research on the effect of parents' social-economic status on girl child dropout in selected primary schools of Ntungamo Municipality, Ntungamo district

This questionnaire intends to collect data on factors for high Girl child dropout rate in Primary Schools. kindly answer the questions as honest and to the best of your knowledge as we shall be sharing as honestly as possible to assist us come up with recommendations to curb the dropout rate.

Please do not indicate your name on questionnaires tick (tick the appropriate) on the response that applies to you. All the information given will be treated with the highest confidentiality and only for purposes of this study.

SECTION A: Bio-data of respondents

Name of School ……………………………………………

1) Your gender?

Male ☐

Female ☐

2) Your age?

20 - 30 years ☐   31 - 40 years ☐

41-45 years ☐   46 - 50 years ☐

51- 55 years ☐   56 and above ☐

3) Marital status of the respondent

Single ☐   Married ☐

Others specify …………………………………….

4) What is your academic level of education?

A. College ☐   B. Diploma ☐

42

C. Graduate [ ]   D. Postgraduate   [ ]

5) Years of experience?

A. 1 – 5 [ ]   B. 5 – 10   [ ]

C. 11 – 20 [ ]   D. 21 and above   [ ]

SECTION B:

6) How many male and female pupils do you have?

A. Male [ ] B. Female   [ ]

7) Do you have any drop out cases of girls in this School?

A. Yes [ ]

B. No [ ]

  8) If Yes. How many girls dropped out in the following years?

2017………………………………………………………………………………………

2018 …………………………………………………………………………………..

2019 …………………………………………………………………………………..

2020…………………………………………………………………………………..

(a)Of this, how many were females and how many were male?

        Female …………………………………………………………………………..

        Male …………………………………………………………………………..

9) What would be the factors contributing towards high girl child dropout rate

(i) …………………………………………………………………………………….

(ii)…………………………………………………………………………………….

(iii)…………………………………………………………………………………

10) In your opinion what do you think could be done to reduce on high girl child dropout rate?

(i) …………………………………………………………………………………………...

(ii) …………………………………………………………………………………………..

(iii) …………………………………………………………………………………………

(iv) …………………………………………………………………………………………

SECTION C: SOCIO-ECONOMIC

12) Do the parents provide enough reading and writing materials to pupils?

A. Yes

B. No

If No, how do you solve the problem?

(i)……………………………………………………………………………………….

(ii)………………………………………………………………………………………

(iii)………………………………………………………………………………………..

(iv)………………………………………………………………………………………

Thanks for your co-operation

Appendix 4: Questionnaire for Teachers

Dear Sir/Madam,

I am Turinawe Annah a student of Master of Arts Degree in Education Management of Kabale University carrying out an academic research on the effect of parents' social-economic status on girl child dropout in selected primary schools in Ntungamo Municipality, Ntungamo District.

This questionnaire intends to collect data on a number of factors for the high Girl child dropout rate in Primary Schools. Please answer the questions as honest and to the best of your knowledge as we shall be sharing as honestly as possible.

Please do not indicate your name on questionnaires tick (tick the appropriate) on the response that applies to you. All the information given will be treated with the highest confidentiality and only for purposes of this study.

SECTION A: Bio-data of respondents

Name of School ……………………………………………………………………………

1) What is your gender?

Male ☐

Female ☐

2) What is your age?

20 - 30 years ☐	31 - 40 years ☐
41-45 years ☐	46 - 50 years ☐
51- 55 years ☐	56 and above ☐

3) Marital status of the respondent

Single ☐   Married ☐

Others specify …………………………………………………………………………………...

4) What is your academic level of education?

A. College ☐   B. Diploma ☐

45

C. Graduate ☐   D. Postgraduate   ☐

5) Years of experience?
A. 1 – 5 ☐   B. 5 – 10   ☐
C. 11 – ☐   D. 21 and above   ☐

SECTION B:

6) Do you motivate pupils in class?
A. Yes ☐   B. No   ☐

7) Have you ever experienced drop out of girls in your class

A. Yes ☐

B. No ☐

  8) If Yes. What were the reasons?
(i) …………………………………………………………………………………………..
(ii)………………………………………………………………………………………….
(iii)………………………………………………………………………………………….
(iv)………………………………………………………………………………………….

9) Has the Administration been supportive in enhancing education of girl child in education?
A. Yes
B. No

10) If yes mention the ways
(i)…………………………………………………………………………………………..
(ii)…………………………………………………………………………………………..
(iii)………………………………………………………………………………………….

9) Do you have a guiding and counseling committee in school?
A. Yes ☐   B. No   ☐

10) Is there a feeding program for the pupils in your School?
                                                                    ☐

A. Yes ☐ B. No

If No, how do you ensure that at least pupils have a meal at School

………

11) Do all the girls benefit from the School feeding programme?

A. Yes ☐ B. No ☐

SECTION C: SOCIO-ECONOMIC

12) Do the parents provide enough reading and writing materials to pupils?

A. Yes ☐ B. No ☐

If No, how do you solve the problem?

(i)………………………………………………………………………………………………..

(ii)………………………………………………………………………………………………..

(iii)……………………………………………………………………………………………….

(iv)………………………………………………………………………………………………..

13)Are there any orphans in your class? A. Yes ☐ B. No ☐

SECTION D: SOCIAL CULTURAL QUESTIONS

14) Do you have any class meeting with the following?

(a) Girl's in your class?

A. Yes ☐ B. No ☐

If yes, how often?...

……………………………………………………………………………………………………

(b) Parents

A. Yes ☐ B. No ☐

If yes, how often?………………………………………………………………….........

……………………………………………………………………………………………………

15)Have you handled any case of pregnancy in your Class?

A. Yes ☐ B. No ☐

16) Do you have all the back ground information of every girl in your class?

☐ ☐

A. Yes   B. No

17) Do you agree that girl - boy friendship exist in your class?

A. Strongly agree   ☐   B. Disagree   ☐

C. Strongly Disagree   ☐   D. Not sure   ☐

18) Now in your own opinion what could be the major causes of girls dropping out of School?

(i) …………………………………………………………………………………………

(ii) …………………………………………………………………………………………

(iii) …………………………………………………………………………………………

(iv) …………………………………………………………………………………………

Thanks for your co-operation

Appendix 5: Questionnaire for Parents

Dear Sir/Madam,

I am Turinawe Annah a student of Master of Arts Degree in Education Management of Kabale University carrying out an academic research on the effect of parents' social-economic status on girl child dropout in selected primary schools Ntungamo Municipality, Ntungamo District.

This questionnaire intends to collect data on a number of factors influencing the high Girl child dropout rate in Primary Schools. Please answer the questions as honest and to the best of your knowledge as we shall be sharing as honestly as possible.

Please do not indicate your name on questionnaires tick (tick the appropriate) on the response that applies to you. All the information given will be treated with the highest confidentiality and only for purposes of this study.

SECTION A: Bio-data of Respondents

1)What is your gender?

Male ☐

Female ☐

2) What is your age?

20 - 30 years ☐		31 - 40 years ☐	
41-45 years ☐		46 - 50 years ☐	
51- 55 years ☐		56 and above ☐	

3) Marital status of the respondent

Single ☐   Married ☐

Others specify …………………………………………………………………………………...

4) What is your academic level of education?

A. primary ☐   B. Secondary ☐

C. Institution ☐   D. University ☐

B: CAUSES OF GIRL CHILD ROPOUT

5) Do you motivate pupils in your home?

A. Yes ☐   B. No ☐

6) Have you ever experienced drop out of girls from School?

A. Yes ☐

B. No ☐

7) If yes, what were the reasons?

(i) …………………………………………………………………………………..

(ii)………………………………………………………………………………….

(iii)………………………………………………………………………………….

8) Has the Administration been supportive in enhancing education of girl child in education?

A. Yes

B. No

9) If yes, mention the ways

(i)………………………………………………………………………………...

(ii)………………………………………………………………………………...

(iii)………………………………………………………………………………….

10)As a parent what do you think should be done to curb the problem of girl child pupil dropout of school?

…………………………………………………………………………………………

…………………………………………………………………………………………

11)How do you deal with the issue of early marriage?

…………………………………………………………………………………………

SECTION C: SOCIO-ECONOMIC

12) Do the parents provide enough reading and writing materials to pupils?

A. Yes ☐   B. No ☐

If No, how do you solve the problem?

(i)………………………………………………………………………………...

(ii)………………………………………………………………………………..

(iii)…………………………………………………………………………………

13) Are there any orphans in your house hold?

A. Yes   ☐   B. No   ☐

SECTION D: SOCIAL CULTURAL QUESTIONS

14) Do you have any house hold meeting with the following?

(a) Girl's in your homestead?

A. Yes   ☐   B. No Male   ☐

If yes, how often?..

……………………………………………………………………………………………

15) What do you think is the main reason why most girls in Ntungamo Municipality drop out of School?

……………………………………………………………………………………………

16) Have you handled any case of pregnancy in your Class?

A. Yes   ☐   B. No   ☐

17) Do you have all the back ground information of every girl in your class?

A. Yes   ☐   B. No   ☐

18) Do you agree that girl - boy friendship exist in your village?

A. Strongly agree   ☐   B. Disagree   ☐

C. Strongly Disagree   ☐   D. Not sure   ☐

19) Now in your own opinion what could be the major causes of girls dropping out of School?

(i) ……………………………………………………………………………………

(ii) …………………………………………………………………………………

(iii) …………………………………………………………………………………

Thanks for your co-operation

Appendix 6: Questionnaire for Pupils

Dear Sir/Madam,

I am Turinawe Annah a student of Master of Arts Degree in Education Management of Kabale University carrying out an academic research on parents' social-economic status on girl child dropout in Ntungamo Municipality, Ntungamo District.

This questionnaire intends to collect data on a number of factors for the high Girl child dropout rate in Primary Schools. Please answer the questions as honest and to the best of your knowledge as we shall be sharing as honestly as possible.

Please do not indicate your name on questionnaires tick (tick the appropriate) on the response that applies to you. All the information given will be treated with the highest confidentiality and only for purposes of this study.

SECTION A: Bio data of respondents

1. Name of School (optional)……………………………………………………….

2) What is your age?

5 - 10 years ☐   11 - 15 years   ☐

16 and above ☐

3) What is your parent's or guardian academic level of education?

A. Primary ☐   B. Secondary   ☐

C. College ☐   D. University   ☐

SECTION B: SCHOOL BASED QUESTIONS

4) Have you ever repeated in class?

A. Yes ☐   B. No   ☐

5) Are you awarded by teachers when you perform well in examination?

A. Yes ☐   B. No   ☐

6) Have you ever been absent in school?

A. Yes [ ]   B. No   [ ]

7) Are you punished by teachers in class when you don't do the home work?

A. Yes [ ]   B. No   [ ]

8. Do you have the following at school (please tick in the provided boxes)

Resource	Yes	No
Girls School kit		
Changing room		
Water facilities		
Good sanitations		
Separate washrooms		
Presence of senior woman		

SECTION C: PARENTS' SOCIAL - ECONOMIC STATUS

9) Do your parents provide you enough reading and writing materials?

A. Yes [ ]   B. No   [ ]

10) What job would you like to do after schooling?

A. Teacher [ ]   B. Doctor   [ ]

C. Engineer [ ]   C. Pilot Parents   [ ]

E. Nurse Parents [ ]

Others (*specify*)………………………………………………………………………

11. What is your parent's occupation?

    a) Civil servant   [ ]

    b) Community farmer   [ ]

    c) entrepreneur   [ ]

    d) Others (specify please) _____

12) Who pays your reading and writing materials?

A. Parents [ ]   B. Guardian Male [ ]   [ ]

C. Sponsor [ ]   [ ]

                                   [ ]

13) Do your parents provide you with sanitary towels?

A. Yes ☐　　　B. No ☐

If No, what do you use?...

SECTION D: SOCIAL CULTURAL QUESTIONS

14) What is your religion?

A. Christian ☐　　　B. Muslim ☐

Others (*specify*……………………………………………………………………………

15) What type of family do you come from?

A. Polygamy ☐　　　B. Monogamy ☐

C. Single ☐

16) Have you been approached by any boy for a relationship?

A. Yes ☐　　　B. No ☐

Thanks for your co-operation

Appendix 7: Sample Size Determination Table

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380

Source: Krejcie and Morgan (1970)