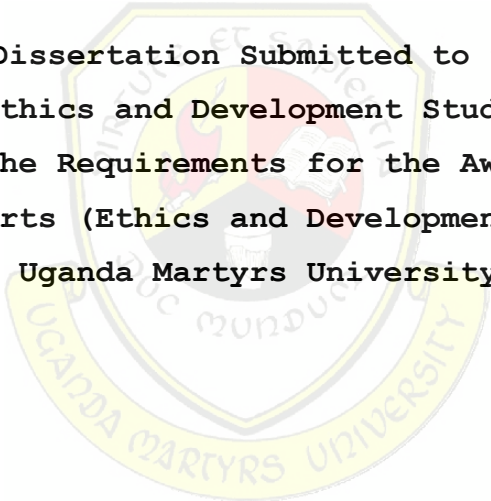


ANTECEDENTS OF LOW RETENTION OF GIRLS IN PRIMARY SCHOOLS

IN MASAKA DISTRICT

Case Study: Selected Schools in Masaka Municipality

**A Dissertation Submitted to the
Institute of Ethics and Development Studies in Partial
Fulfillment of the Requirements for the Award of Degree of
Bachelor of Arts (Ethics and Development Studies) Of
Uganda Martyrs University**



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Dedication

This research is dedicated to my beloved mother Mrs. Ruhweza Morine in appreciation for her never ending love and support through all my levels of education, to my sisters; Nyakayisiki Ednar, Kabahuma Enid, Edith K Gitta and Kabagaya Estella for the financial and moral support that has enabled me come this far. To my beloved Yiga Robert for his full time encouragement, love and support. To my brothers; Mbogo Edgar, Onyutta James, Edward, Asiimwe Eldred and Nakibinge Patrick and Samuel Nsubuga for each and everyone's support to get me here today. You've always advised me on the path to take and how to handle different situations. Not forgetting my beloved aunt: Mrs Ruth Olijo for her endless effort to ensure that I always get what is best for me. Thank you so much. I love you all

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List of Abbreviations

CEDAW:	The Convention of the Elimination of all forms of Discrimination against Women
EFA:	Education for All
FPE:	Free Primary Education
HIV/AIDS:	Human Immune Virus/Acquired Immune Deficiency Syndrome
MDGs:	Millennium Development Goals
MOEST:	Ministry of Education and Sports
UDHR:	Universal Declaration of Human Rights
UN:	United Nations
UNICEF:	United Nations Children's Emergency Fund
UPE:	Universal Primary Education
UPPET:	Universal Post Primary Education

Abstract

This study examined the antecedents of low retention of girls in primary schools with a case study of selected schools in Masaka municipality. The study had three specific objectives: identifying personal factors contributing to the low retention of girls in primary schools, explaining family/society grown factors and finding the school grown factors for the low retention of girls in primary schools. A case study design and a qualitative research approach design that described the deeper insights of low retention. The research took a sample size of 42 respondents using accidental and purposive techniques. The data collection methods used included interviews, focus group discussions and observation. The study found out that personal factors contributing to the low retention of girls in primary schools include; polygamous fathers who may not be in position to pay school fees for all children, child labor most commonly by step parents that has made many run away from their homes, early/forced marriages, long distances from school, lack of value for education by parents and many others are some of the personal-grown factors for the low retention of girls. The home/society grown factors included; family background, size of one's family, kind of punishments given to children while at home, large number of dependents a particular home has, low/small source of income, education level of the parents, society morals and the family's main activity. The last objective concluded that; the attitude of some teachers being an antecedent for the low retention, discipline of some pupils, distance from school and some parents not in position to pay for the transportation of their children, early pregnancies, the kinds of punishments given to the children while at school, some parents just decide to put their children out of school, low attitude, some children suffer from certain diseases that make them feel inferior, ignorance about education and the age at which some girls join school. The recommendations include; the need to put more emphasis at the lower level of education, need for parents to create more time for their children than leaving them for the maids, need to follow up funds set for the UPE schools, need to equip primary schools in rural areas with basic necessities, teachers' need to emphasize more practical subjects such that pupils are always occupied than having to act otherwise, train teachers better in their profession, need for teachers and parents to live exemplary life styles such that children can emulate from them and finally pupils of school-going age should also be motivated in different aspects to ensure that they keep in school.

CHAPTER ONE

GENERAL BACKGROUND

1.0 Introduction

The study was carried out on the antecedents of low retention of girls in primary schools in Masaka Municipality. This largely considered the background of the study, problem statement, general objective of the study and specific objectives, the research questions, scope of the study. The justification of the study, significance of the study, conceptual frame work and the definition of key terms were given too.

1.1 Background of the Study

Globally, education of the girl child has remained paramount. Studies on girl-child education can be traced through documents like the report of the Commissioners to the Inquiry Commission in 1869 sanctioned in Britain by the United States government with a main goal of finding the main causes of financial crisis amongst people. James Bryce in French (1990) observed that: "although the world has now existed for several thousand years, the notion that women have minds as cultivatable and worth cultivating as men's minds is too still regarded by the ordinary British parent as an offensive, not to say a revolutionary paradox". Women's education has come a long way; earlier in Britain, only the daughters of the wealthy had access to education (Jane French, 1990) and thereafter the growth and social concern, the demand for a system of state education, free and fair to all began to grow. As late as the 1860s, there was a general feeling that education for girls in particular was

socially and morally dubious as well as being a waste of time and resources. After the World Conference on Education For All held in Jomtien-Thailand in 1990, many countries embraced universal education for all (UNESCO, 1996).

Many of these studies like the Monitoring Report on education for all, the consultative group on early childhood, annual report of 1990 and the world conference on education for all were largely concerned with ensuring that girls are given equal opportunities as those given to the boys for example the UN decade of women held in Mexico that gave reflections on feminism, capitalism and cold war politics in the early years of the international women's movements. In this conference, women's issues were brought up to the international arena in areas like politics, equal distribution of resources, gender equality and many others.

Ailaan (2014) stated that millions of children in Pakistan are not going to school yet attaining the basic education is vital and would push them to higher levels. This is further attached to educational levels of parents, religious aspects, cultural values and many more that many rely on and deny children their right to education which is a way as that seen in Uganda where the education of many is affected by the several factors.

In Africa, there was low participation of gender in colonial education compared with that of males. Usually, girls were not sent to school and the few that were, received education that prepared them neither for equal competition in the job market nor for self-employment in any way that gave them adequate economic independence, dignity, or self-esteem. They were only employed as nurses, lady physicians (not doctors), schoolmistresses and secretaries. However, even in these

selected areas, women were denied access to any position requiring them to exercise authority over men, thus subordination of women in public positions of power and decision-making. Education that guaranteed employment in the more prestigious and better paying jobs was exclusively for men and was logically closed up for the women (Robertson, 1986).

Several African countries like Malawi also looked at primary education as a very important aspect in the lives of the pupils and because of this, the government went ahead to put up several strategies to ensure the citizens attain quality education (Munthali). But even with the many strategies in place to retain girls in school, the rate of those dropping out of school still on the increase with reasons around fewer resources for maintenance, cultural aspects and many others.

According to Dube (2011), the low retention of girls in primary schools as compared to the number enrolled in Kenya is brought about by the remoteness of schools in given areas that has pushed many to give up and opt for early marriages unlike the boys who persevere. He also noted that teachers in such areas are also unwilling to teach in such areas more as especially if they are not their home districts. He further gave reference to a study by Mensch and Lloyd (1998) on gender difference in primary school experiences in Kenya which showed that some primary school teachers limit girls' incentives to continue further education and delay marriage and child bearing.

The Koech Report (1999) emphasized the ways and means of improving access, equity, relevance and quality with special attention to gender sensitivity, groups with disabilities and other disadvantaged groups; the Children's Bill of Rights (2001) which included education as a right to every child regardless of

any kind of distinction; the Persons with Disability Act (2003) which stated that, "No person or learning institution should deny admission to a person with disability to any course of study by reason only of such disability. If the person has the ability to acquire substantial learning in that course, learning institutions should take into account the special needs of persons with disabilities with respect to entry requirements, pass marks, curriculum, examinations, auxiliary services, use of school facilities, class schedules, physical education requirements and other similar considerations. Special schools and institutions, especially for the deaf, the blind and the intellectual disabilities should be established to cater for formal education, skills development and self-reliance bringing about the Kenya National Plan of Action for persons with disabilities (1999-2009) and the Free Primary Education (FPE) introduction to Kenya in 2003.

According to the Uganda Education Management Information System (EMIS) Report (2009), the average primary school completion rate was reported to be 52%, retention rate in primary school being 53% for boys and 42% for girls. However, during the release of the primary seven national exams results in February 2013, it was reported that over one million pupils or about 71% who enrolled in Primary one. The constitution of Uganda highlights key issues on affirmative action that is emphasized in article 32 which states that; "..., the state shall take affirmative action in favor of groups marginalized on the basis of gender, age, disability or any other reason..." Article 33(1) emphasizes the right of women where they shall be accorded full and equal dignity of the person with men and 33(2) says that "the state shall provide the facilities and opportunities necessary to enhance the welfare of women to enable them realize their full

potential and advancement". Article 34(2) that talks about the rights of children states that; "a child is entitled to basic education which shall be the responsibility of the state and the parents of the child." And 34(3) which says;"no child shall be deprived by any person of medical treatment, education or any other social or economic benefit..."Since 1977, government's main education priority is to ensure that all children enroll in primary school where the plan tries to address gender concerns and set specific output targets for different components. As part of this, the UPE program was put in place, school buildings and facilities have been provided by government through grants. The grants operate through a ranking system which prioritizes poorest schools and rewards them with 48% or more girls' enrollment.

The UPE policy in Uganda had six (6) broad objectives as below; establish, provide and maintain quality education as the basis for promoting human resource development, provide the facilities and resources to enable every child to enter and remain in school until the primary cycle of education is complete, make basic education accessible to the learner and relevant to his or her needs, as well as meeting national goals, make education equitable in order to eliminate disparities and inequalities, ensure that education is affordable by the majority of Ugandans and finally meet the objective of poverty eradication by equipping every individual with basic skills and knowledge.

This policy abolished all tuition fees and parents and teachers association charges for primary education. As initially designed, the UPE policy was meant to address gender and other inequalities which were done in a way that of the four(4) children per family that were to benefit from UPE, at least two(2) had to be female. It further accorded priority to

children with disabilities over those without. There is also a policy on gender mainstreaming that aimed at achieving greater gender equality by integrating a gender perspective into existing programmatic areas and policies. This ensured that women are considered in all aspects.

In Masaka, the retention of girls in primary schools is still a severe problem due to several factors like over dependence on people's cultures where many still believe that education being for only the boys which has failed many of the girls. It is estimated that 20% of the girls in Masaka who start school are unable to complete their education with reasons attached to service delivery where most schools are found in the city centre and very scattered making it difficult for those who have to move from villages every day to school. These long distances have discouraged many of the girls as they in most cases feel lazy. For the few schools found in the rural areas, the resources are inadequate making it hard for the pupils to gain anything for example there are very few teachers, no scholastic materials which has discouraged many. Some families that involve in agriculture have also opted to keep their daughters at home to help in house chores as the rest go to work on the farms.

1.2 Statement of the Problem

Girls' education is desirable in fostering national development for a country like Uganda. This is in line with several conventions concerned with the Elimination of All Forms of Discrimination against Women. For example the African Charter on the Rights and Welfare of the Child (Article 11) emphasizes that "every child has a right to an education, to develop his or her personality, talents, and mental and physical abilities..."(African Charter on the Rights and Welfare of the

Child). Uganda is committed to providing educational needs for her citizens and one way of achieving this is by implementing the free Universal Primary and Secondary education policy. With the several policies in place, it is expected that both girls and boys should be able to enroll and complete their primary education. It has been observed in several UNICEF reports that fewer girls complete their primary education even when all these initiatives have been put there are still a lot undone and the number of girls dropping out of school has increased in the recent. The rate of girls dropping out of school is still on the increase as rates shoot up to claim roughly half the class before the girls finish primary school and all this is attached to reasons like; lack of interest, pregnancy, early marriages, hidden costs at school and family responsibilities. In 2002, a total of 8,116 girls countrywide dropped out of school due to pregnancy and of these 6,229 were upper primary pupils while 2,353 were O' level students. The year before, 8,201 girls had dropped out for the same reason shooting up from 3,966 in the previous year. In both cases, the majority were either P5 - P7 pupils or O' level students. The Daily Monitor of July 4, 2016 states that about 16million girls under the age of 18 give birth each year and to many of these girls, pregnancy has little to do with informed choice implying that they only fall victims of the circumstance and to those of school going age are commonly not in position to continue. If this continues, the future of girls in Uganda is at great risk because it will take us back to the low participation of women, gender inequalities, inferiority and many others. As part of the solution to this problem, this study thought to examine the antecedents of low retention of girls in primary schools with a view of coming up with appropriate recommendations to reduce the incidence.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to examine the antecedents of low retention of girls in primary schools in Selected Schools in Masaka Municipality.

1.3.2 Specific Objectives

- i) To identify personal factors of low retention of girls in primary schools
- ii) To explain family/society-grown factors of low retention of girls in primary schools
- iii) To find school-grown factors of low retention of girls in primary schools

1.4 Research Questions

- i) What are the personal factors of low retention of girls in primary schools?
- ii) What are the family/society- grown factors of low retention of girls in primary schools?
- iii) What are the school-grown factors of low retention of girls in primary schools?

1.5 Scope of the Study

Content scope

Conceptually, the study examined the antecedents of low retention of girls in primary schools with particular emphasis on personal-grown factors, society/home grown factors and the school-grown factors. The personal factors are those that occur in one's life and are special to him or her and usually brought about by age, environment and many others. The home/society

grown are those made and raised at home or in one's local area while the school grown are those adopted from a school environment

Geographical scope

The study covered selected schools in Masaka district. Masaka district is in the central part of Uganda, situated about 37 kilometers away from the equator towards the south with an average altitude of 1150m above sea level. Its main town is Masaka, the only municipality in the greater Masaka region and located at the road junctions to Rakai, Lwengo-Mbarara, Ssembabule and Kalangala.

The district has a population of 296,649 people spread across six sub countries and the municipality. It is bordered by the districts of Bukomansimbi to the North West, Kalungu to the north, and Kalangala to the east, Rakai to the south west and Lwengo in the west. Schools in municipalities are commonly good performing at primary level basing on the recent Primary Leaving Examination release and these include; K.Y day and boarding primary school, victory learning primary school, Happy Years School. Villa Road Primary School, Uganda Martyrs Katwe Primary school, Leos Junior Primary School, St. John Paul Mugwanya Complex, St. Theresa Kirimya Valley School and many others.

Time scope

The study considered a period between 2009- 2015 enabling the researcher have enough time to cover his/ her research producing good and genuine results for the study.

1.6 Justification of the Study

The justification of the study shows the rationale of the study at the material time, and why it is worth conducting it and has to still show the compliance with policies and issues of interest to funding institutions and other organizations.

Available literature shows the retention of girls in primary schools is low for example the Ministry of Health Report showed that in 2002, a total of 8,116 girls countrywide had dropped out of school on issues of pregnancy and other related factors and of these, 6,229 were upper primary pupils while 2,353 were O' level students. The year before, 8,201 girls had dropped out for the same reasons shooting up from 3,966 in the previous year. Again, in both cases, the majority were either P5 - P7 pupils or O' level students. This has greatly impacted on the country's development in a way that as the number of girls that complete education drops, this clearly means that they cannot effectively compete in several other fields making them more vulnerable (Uganda Demographic Health Survey, 2006).

In that case, the research was very much necessary to come up with the antecedents of the problem as a way to provide recommendations for the minimization of the impact.

1.7 Significance of the Study

This section suggests how the findings of the study will be useful in terms of knowledge gained, applications in solving life problems, guidance to policy makers and policy implementers and suggestions for further research in the area. The findings of this study are likely to;

Help provide results to be used as reference by future scholars in higher learning institutions and policy makers.

Help minimize the problem of those who have already fallen victims of this subject that is to say dropouts and find ways of how they can be assisted.

Help in the formulation of policies such that this group is also considered in those to be planned for.

It also helped to guide investors, donors and non-government organizations on where they should invest more.

The study also acts as a partial fulfillment of the requirement for an award of a bachelor's degree of arts in ethics and development studies in Uganda Martyrs University.

1.8 Conceptual Frame Work

This provides a model for linking categories of possible variables or concepts in the study as perceived by the researcher (Odiya, 2009). They include; independent, dependent and intervening variables. This is shown in figure below;

Antecedents

- **Personal-grown**
 - Unwanted pregnancies
 - Health status
 - Attitude
- **Society/ family-grown**
 - Cultural beliefs and practices
 - Pressure from parents
 - Reluctance of some parents
 - Poverty
 - Gender-specific attitudes
- **School-grown**
 - Distance from schools
 - Costs
 - System of education
 - Teacher's attitudes

Low retention

- reduced numbers of pupils
- failure to complete assignments
- decrease in numbers of pupils who sit for final exams
- high numbers of mothers below the age of 18

Intervening variables

- Government policies
- Contribution from the community
- Emphasis on the laws in place

Source: Primary Data (2016)

From the figure above, the following has been analyzed;

Due to unwanted pregnancies, there will be a reduced number of girls attaining education since many will resort to starting up

families since they will need to take time looking after babies and in this case the completion rate of education will be affected.

When the health status of many girls is wanting, there will be frequent absences and poor grades which will in the end discourage many of these girls in education since they will always feel isolated thus bringing about low retention.

When the attitude of the girls towards education is poor, the completion rate will be low. This is because many of them will have no interest in what they are learning but doing it because they are told to and at a point when they feel exhausted can simply drop out of the system.

A poor education system brings about low standardized admissions with in a particular school. This will bring about low retention because many will be admitted even without the required skills which will bring about a difficulty in completion for example in a school with a poor system, one may be enrolled even when not in position to express themselves with others, disability in talking that which could have been learnt before primary level. With this, many may find a difficulty in coping with class activities and end up dropping out.

In a community with several cultural beliefs and practices towards the girl-child for example early marriages, belief that education is for only boys; there will be a low participation of girls in education. This contributes to the dropout rate as even those in school feel inferior amongst the boys and in the long run also end up quitting.

Some of the girls are pressurized by their parents to be out of school leading to frequent absences and in the long run dropping

out of school for example some girls are always forced into marriage to get the family out of poverty and because the girl may not be in position to balance marriage and education, she may end up dropping out.

Some parents are reluctant about their daughters receiving education which in a way brings about poor academic performance and low completion rates. This is so because these children always need guidance and advice for effectiveness and incase the parents don't mind, the children will end up doing what they think is good for their lives contributing to the low retention rates in primary schools.

When there are high levels of poverty, parents prefer not sending children to school. For instance between a girl and boy, the parent will keep the girl home to help in house chores and send the boy to school which in the end brings about an increment in the low retention rates of girls.

If the distance from home to schools is long, there will be frequent failure to complete assignments and frequent absences as the pupils will find it hard to do work after moving for long and may decide to miss school on days which deadlines were set. In this case, many of the girls may quit education and prefer to keep home because of fear of the severe punishments that may be given due to failure to complete assignments.

When the costs attached to school fees in several schools are high, parents may decide to teach their daughters by themselves than send them to school since most still have a mindset that girls are nurtured for marriage which contributes to their low retention in schools as some only attain the lower levels of primary.

When the teacher's attitudes towards the pupils is negative, it will bring about reduced number of pupils and poor grades as they will always live in fear of approaching their teachers for clarification and because they cannot reach the standards of the school, may end up dropping out of school. This is most common amongst female teachers who always use insulting languages towards the female pupils that may discourage many from education ending up not completing the system.

In conclusion, there are several factors contributing to the low retention of girls in primary schools as broken down in personal, social/family and school grown factors and can be solved or worked upon by improving on the government policies, contribution from the community and the emphasis on the laws in place.

1.9 Definition of Key Terms

Antecedents: This refers to something or event that existed before or logically precedes another (Cambridge Dictionary, 1995).

The Webster Dictionary (2012) defines antecedents as something that came before something else and may have influenced or caused it.

For this study, antecedent refers to factors leading to the low retention of girls in primary schools.

Enrollment: The Webster Dictionary (2015) defines enrollment as the adding of someone into something that is to say participant.

Retention: The fact or condition of keeping or containing something. This can also be considered as the maintenance of or in something.

The Webster Dictionary (2012) defines retention as a process of entering a member or participant in something.

For purposes of this study, enrollment means keeping girls in school until the primary level of education is complete.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, literature related to the antecedents of the low retention of girls in primary schools was reviewed with the purpose of conceptualizing and illustrating valid information related to the overall specific objectives of the study. The themes from the specific objectives that form the structure include: personal factors, family-grown factors and society-grown factors for the low retention of girls in primary schools.

2.1 Personal Factors for the Low Retention of Girls in Primary Schools

According to UNICEF (2000), early pregnancies were identified as a factor highly contributing to the low retention of girls in primary schools. Those who get pregnant while in school most cases fear continuing due to an aspect of feeling so mature for the class and this way, they opt to start up families rather than stay with school bringing about their reduced numbers. In my opinion, this is a great factor contributing to the low retention of girls in primary schools in that management of school and babies gets so tiring making them give up easily taking on one area.

The health status of an individual (child) is another factor identified by the ministry of education and sports towards contributing to the low retention of the girls in primary schools that is to say; HIV/AIDS victims or those with chronic diseases (Ministry of Education and Sports, 2012). Such people in most cases feel isolated if the environment in which they live in gets to know about the problem they are suffering. For

example in a primary school setting, when pupils get to learn about another's disease, they tend to ignore that person which may force her to run out of school bringing about low retention. I affirm the above aspect due to the reason that pupils in most cases tend to isolate each those with key specialties making them feel out of place and usually opt to run away from school.

Muthoni (2014) noted that the low attitude of girls towards education is another factor contributing to the low retention of girls in primary schools. This is so as many girls from different communities don't consider education important therefore even when forced to attend school, they in most cases fail to complete bringing about low retention. One's attitude is key for the achievement of education therefore those with a low attitude towards education rarely achieve their expectation and in the long run opt to drop out of the system hence increasing their retention.

Mbabazi (2014) highlighted that pupils are not supposed to be kept and piled with class work for better learning and in case of this their low retention in primary schools will continue on the increase. Children of primary level are very young to be kept in class for more than 8 hours which is the case in many schools thus the low retention of girls who feel more stressed by such systems unlike the boys. The large numbers of children in classes create an environment in which not all are given equal attention which makes them suffer different challenges silently contributing to the low retention of girls in schools since they are affected more.

Machari (2011) identified heavy punishments as a key factor forcing many girls to withdraw from school. Most of the African schools at primary level tend to give corporal punishments to

children that they in several occasions can't handle and if it goes on repeatedly forces many to run out of school due to fear of facing such. These punishments given create psychological torture in the lives of these children whereby finding solutions is a problem on their side thus decide to run out of the system thus contributing to the low retention of girls in primary schools. In my opinion, the kind of punishments given to pupils should be based on age, sex and kind of crime offended such that they don't feel abused.

The educational system is not meeting girl's needs giving reference to the level of their ability as they enter school as identified by Kleinfield. This was explained in a way that in the twelve years after joining school, girls fall behind their male classmates in key areas such as higher level mathematics and measures of self-esteem and in this way their teachers use it against them which has discouraged many. When girls go above the expected age of attending primary school, many lose their esteem amongst peers which affects their attention in class and the love for what they study. This in the long run can contribute to their low retention in primary schools as many decide to keep at home.

Orodho (2014) states that peer groups have highly contributed to the low retention of girls in primary schools. That is one's commitment towards her peers determines the achievement in education and her stay in school. In terms of commitment one may be forced to dodge classes, escape from school, date older men and many others as other group members may be doing bringing about failure in the class activities thus dropping out of the system. With reference to the kinds of groups pupils form while school, it has greatly affected their performance and when some

peers leave or complete school, those left behind find it hard to cope with the situation which makes many drop out of school.

The child's attitude towards education is another factor for the low retention of girls in primary schools. Most children have love for other lifestyles like having fun more so with non academic issues rather than having to go to school since they consider school as pain but not gain. In cases when they are forced into the system, their completion becomes a problem. If a child is not interested in education, no matter how much attention is given to them; they may not be in place to complete the system.

Bullying of those with disabilities for example the lame, deaf, stummerers and many others (Muthoni, 2014). Pupils with such problems are always usually under looked by fellow students and always considered liabilities to those who are normal. This kind of treatment to the disabled pupils also demoralizes these children which makes them feel out of place and opt to stay home hence contributing to the low retention of girls in primary schools.

Polygamy is another factor affecting girls in their education process and for children to succeed in education, they need the contribution from both parents (Robertson, 1986) for example if a father has more than two wives or more, this girl will face the same pain just as the mother and may in the end fail to attend school. This is so because she will be tortured psychologically and may not be in position to balance school and home issues. And on the other side, the father may cut the contribution towards a particular family due to favor of the other.

2.2 Family/society Grown Factors for the Low Retention of Girls in Primary Schools

Cultural beliefs and practices have also been identified as a factor contributing to the problem of low retention of girls in primary schools. Many girls are forced out of school by their parents due to their attachment to the respective cultures (Muthoni, 2014). Some cultures today still believe that education is for the boys and girls are supposed to be tamed at home making many of these girls' futures stagnant by not attaining the quality of education they deserve thus a low turn up in schools. The issue of cultures is still a key factor contributing to the low retention of girls in primary schools in a way that some societies are still lagging onto the past where girls were only meant to be kept in the kitchen for their future husbands. This is making many be kept out of school by their parents because of the previous beliefs.

The attitude of teachers towards pupils has highly contributed to the increase in the dropout rates of girls from school (UNICEF, 2010). Some teachers tend to always insult specific pupils due to undefined reasons that have made many feel uncomfortable with school and decide to withdraw from school. In some instances they may opt to dodge particular lessons of such teachers affecting their education progress. In my opinion, teachers who tend to hate on pupils have created a great challenge in their lives contributing to the low retention of girls in primary school. This is because girls tend to have more challenges with the teachers due to the uncontrolled problems of many.

Violence amongst many families today is another factor contributing to the low retention of girls in primary schools (Kamuli, Young and Warringtons, 2012). If a family is unstable,

there will always be misunderstandings for example in the arrangements of taking children to school, who to pay school dues and many others which will in the end affect the children. Violence is a key factor contributing to the low retention of girls in primary schools in a way that what happens in most families affects girls more unlike the boys for example when a father continuously beats up his wife, the daughters feel more hurt and affected by the communities in which they live that may in the long run make them run out of school.

Njeru and Orodo (2013) noted that the family's source of income is key for a child's stay in school. Where the parents of particular children work also in a way attached to her education attainment. If one is given a low pay, chances are high that he or she will not be in position to sustain a child in school without assistance and may at a point end up dropping out. When the parents have an unreliable source of income, chances are high that the children will not be in position to complete school which in the long run affects them.

Pressure from parents as at times they may want to get quick property out of their children which has forced many to put their children out of school and give them away for marriage (Kamuli, Young and Warringtons, 2012). This has contributed to low retention in a way that many girls of school going age in rural areas have been denied a chance to education in the name of marriage. Some parents tend to force their children out of school in order to achieve their dreams which on the other side fail the child's right of attaining education up to a certain level which also contributes to the low retention of girls in primary schools.

Muthoni (2014) identified the reluctance of some parents to send girls to school since they believe that the school environment is insecure for girls has in a way contributed highly to the low retention of girls in primary schools. This has been explained by the large number of pupils being married off by teachers or even classmates who are older than them which has put their education at a risk. In this case, some parents have decided to keep their daughters home not considering their rights for safety hence denying them the accessibility to education.

Njeru and Orondo (2013) identified poverty as another factor contributing to the low retention of girls in primary schools. Most parents in this case are unable to meet both direct and indirect costs of school which forces them to withdraw their children from the system. Where some families are unable to send all their children to school, many have opted to other activities so as to find better means of the family's survival and in this way chance of attending school are limited. In my opinion, I highly access that poverty has greatly contributed to the low retention of girls in primary schools as many parents may opt to send the boys to school first and make the girls wait or stop at a certain level.

Some girls are denied accessibility to education by their parents in the name of security thus bringing about their low retention (Ailaan, 2014). Many parents today still believe that they can only get the best from their daughters by keeping them around and watching all moves than sending them to school where they acquire different manners. This has contributed to the low retention of girls in primary schools as some are only given chance to attend the lower levels of education and thereafter made to involve in house chores at home. In my opinion, I agree

with the fact that some girls only fail to attain education up to a certain level simply because they are denied the chance to.

Kamuli, Young and Warringtons (2012) noted gender-specific attitudes about the division of labor also shape the decisions about whether a child should or not be in school. Most girls in rural areas are being forced to stay home and help their mothers with house chores which are depriving them of the opportunity to be in school giving the problem a larger platform.

2.3 School Grown Factors for the Low Retention of Girls in Primary Schools

According to Oketch (2008), the distance from school has also greatly contributed to the low retention of girls in primary schools. Many girls have given up on education due to the problem of distance that tends to be tiring at times making many to give up on education. In my opinion, the distance from school has a great impact on the retention of girls in primary schools. This is so because girls tend to be lazy and easily give up on the education struggle. Therefore, when the distance is long, many will happen to lose the guts of attending classes thus contributing to the low retention of girls in primary schools since they will be affected more.

Kadzamira and Rose (2004) stated that large numbers of pupils in a class have also highly contributed to the low retention of girls in primary schools. This is so because less attention will be given to particular pupils in most cases girls have more challenges while in school. If these girls are not helped or advised on how to handle particular situations, they may end up dropping out of school. In my opinion, I have observed that in several primary schools in rural areas, girls are not given extra attention to help them learn about the several changes in

their lives. In this case, the first experience gets too hard to hard forcing many to run out of school thus the low retention levels.

School costs at times tend to be so high (UNICEF, 2000); that is the amount of school fees paid, school requirements to be used, transport costs and many more that fail pupils in their education system as their parents may not be in position to support them. With the ever increasing costs in schools, many girls have failed to complete their education system due to the inability of several parents to cater for the different cost for example the ever increasing school dues, transportation costs and many others.

Teachers' attitudes, behavior and teaching practices have a large implication for female persistence and academic achievement (Kamuli, Young and Warringtons, 2012). The way teachers treat pupils either motivates or demotivates them in their school system for example if a teacher continuously throws insults to a given student or students, this may fail them in a way that the pupils feeling out of place which has forced many drop out of school. In my opinion, the teacher's attitude has played a key role in the low retention of girls in primary schools for example the girls who tend to be older than the classmates; they are in most cases approached by male teachers which is not professional thus bringing about a low completion rate.

The policies in place have highly contributed to the low retention of girls in primary schools (UNICEF, 2010). These policies set by the government have not been clearly implemented thus bringing about a failure in the beneficiaries. There are several policies on the rights of children towards education but

implementation is still a failure thus contributing to the low retention of girls in primary schools since they are the most affected. In my opinion, I've analyzed that the policies in are in place but never implemented which has given offenders to have a platform to continue doing the same thing over and over. Taking an example of rapists, there are no strict policies fighting this act which has contributed to the high rate of unwanted pregnancies in the end contributing to the low retention of girls in primary schools.

Muthoni (2014) also identified poor feeding has as another factor for the low retention of girls in primary schools. This is so because they at times tend to be selective about the kind of food they consume therefore if one is put in a school where the food is not as expected, several students may opt to remain home where there is better food. The poor feeding of pupils while in school has largely contributed to several diseases that not all parents can afford to take care of causing death amongst the pupils and others opting to stay at home hence the low retention of girls in primary schools.

Sparse location of primary schools in some regions which bring about difficulties in enrolling young children in such schools as the establishment of low-cost boarding schools has still failed to alleviate the concern of low enrolment as either expansion or sustainability emerge as added concerns therefore participation of the girl-child continues to be a challenge in some communities (Achoka et al, 2007). In my opinion, the sparse location of schools has greatly contributed to the low retention of girls in primary schools since many girls and parents easily give up on the much attention needed by children to benefit from what is taught at school.

The means used by children (girls) to get to school are another factor contributing to their low retention in primary schools (Jane, 1990). Different parents hire different means to ensure their children get to school on time but the disappointment of many, girls have ended up being used that is; those who get 'boda boda' and other private means of transport from strangers. In some cases even relatives have gone ahead to take advantage of these girls who in the end get pregnant and drop out of school hence the low retention.

Ndeeri (2014) stated that the qualification of teachers is another key factor for the low retention of girls (pupils) in primary schools. If a school relies more on unqualified teachers, chances are high that these children will not be in position acquire the necessary knowledge and in case of association with pupils from other schools, may feel challenged and end up rendering education useless and may withdraw from school.

Unqualified teachers in some primary schools have also been a great factor to the low retention of girls in primary schools (Orodho, 2014) for example if a teacher is not well conversant with what he or she has to teach the pupils, one may keep repeating the same subject over and over which will in the long run get boring to the students making education useless.

The age at which most girls join school is a key contribution to their low retention in school (Macharia, 2011). If a girl is not taken to school when still young, she may fail to appreciate the importance of education. Most girls are taken to school at a later age that makes them feel inferior amongst other pupils. These children may also experience several changes like menstruation periods at an early stage and since the peers may

have no clue about it but rather take her as a point of discussion that may make her feel isolated thus withdrawing from school. This in my opinion has contributed to the low retention of girls in primary schools in a way that many are not comfortable sitting with children younger than them in the same class making many dodge several lessons taught in class and in the end be out of the education system.

Ndeeri (2014) discussed about the teachers' lack of professionalism being a key factor to the low retention of girls in primary schools. If the teachers are not in position to perform as expected, there will be cases of sexual relationships with the female pupils, grudges amongst teachers and pupils and many others and because of this many girls may fail to complete their education cycle. In many rural areas, this issue is highly contributing to the low retention of girls in primary schools as it has severely been reported of teachers impregnating their pupils that in the end fails them in the completion of the education system.

In conclusion, throughout this literature, the researchers remained very aware of the historical effect of the low retention of girls in primary schools. The review shows the large impact on Uganda's society and how it has challenged several communities and policy makers in working towards solving it.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter consists of the steps and techniques that were adopted by the researcher and these include; the research design, area of study, population of study, sample size and sampling techniques, methods of data collection, data analysis, ethical considerations and the limitations and delimitations of the study.

3.1 Research design

Research design refers to an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with the economy in procedure. The design also helped to present the respondents' views on the antecedents of low retention of girls in primary schools in Masaka municipality.

The research utilized a case study design. A case study design was preferred because it brings out deeper insights and also a clear understanding of the antecedents of low retention of girls in primary schools to solicit data from particular cases. It used a qualitative approach for data collection. A case study is useful because it helps to acknowledge the importance of the theory (Theuri, 2004). A case study was Masaka Municipality and the selected schools included; St. Paul's-Kitovu Primary School, Mugwanya Complex Primary School and Good Foundation Primary School in particular.

3.2 Area of the study

The study collected data from selected schools concentrated in Masaka municipality. Masaka municipality has a variety of schools offering education to girls where cases of low retention have been registered. Masaka municipality's main town is Masaka region and located at the road junctions to Rakai, Lwengo-Mbarara, Ssembabule and Kalangala. The district has a population of 296,649 people spread across six sub countries and the municipality. It is bordered by the districts of Bukomansimbi to the North West, Kalungu to the north, and Kalangala to the east, Rakai to the south west and Lwengo in the west.

The district is one of the oldest in Uganda and originally consisted of Rakai, Kalangala, Bukomansimbi and Lwengo making it once the largest district in Uganda. It is endowed with a diversity of about 40 ethnic groups, the majority of whom are baganda, followed by banyankole, banyarwanda and banyoro but most of these tribes practice culture.

The number of households in Masaka Municipality has greatly increased year after year following the people's activities.

3.3 Population of the study

This is the aggregate number of elements from which a sample is actually selected (Furger, 2008). The population of study included primary school teachers, head teachers, parents, and girls who dropped out of school to help find out the antecedents of low retention of girls in primary schools.

3.4 Sample size

The study solicited views from a sample size of 42 respondents. These included 28 drop out girls, 6 parents, 3 head teachers and 5 teachers.

3.5 Sampling techniques

The sampling techniques used included accidental sampling and purposive sampling.

Purposive sampling

This was selected basing on the qualifications of the respondents to ensure first-hand information from a reliable source. It considered head teachers, and teachers, parents and villagers because they were the most qualified respondents to give relevant information about the low retention of girls in primary schools.

Accidental sampling

This involved meeting respondents by accident with no prior arrangements as it was for the parents and girls that were involved in the research. It was used in the interviews that were carried out on the drop out girls and parents because it is cheaper and easier to collect information from the respondents.

3.6 Data collection methods and techniques

In this study, a number of methods and tools were used to collect data. These included interviews, focus group discussions and observation method.

Interviews

This method involved conducting face to face interviews with the respondents particularly the head teachers, parents and teachers. In collecting data, an interview guide was used. This category answered questions about family/society grown factors and the school grown factors for the low retention of girls in primary schools.

Focus group discussions

Here four groups of seven members each were formed amongst the drop out girls and each group brainstormed on the issues contributing to the low retention in schools. In data collection, a focus group discussion guide was used.

Observation

This involved studying the subjects by looking at what takes place or is carried out with naked eyes for example the environment at home depicting poverty levels. It was appropriate because it gave evidence to what had earlier been presented by other respondents. An observation checklist was used in collecting data.

3.7 Data quality control

Issues of data quality control included ensuring that the data collected was both valid and reliable.

Reliability and validity

To ensure validity, I ensured that the respondents clearly understood the objectives of the research and also gave them time to give their own views while reliability was tested by comparison to the literature review to back up the ideas of the respondents.

I further used experts to read through the items on the interview guide and focus group discussion guide to give personal judgments.

I used multiple methods of data collection to ensure that particular respondents are covered with the most appropriate method and also get information from different dimensions.

3.8 Ethical considerations

This section is concerned with the analysis of ethical issues that are raised mostly when participants are involved as respondents. The researcher ensured privacy and confidentiality of the respondents' personal views of the study if any and not to force them but to speak out of their free-will and made sure the data is obtained with confidentiality.

The respondents' consent was sought before asking questions or getting essential documents referring to the research study.

A letter of introduction from the institute of ethics and development studies with a clear purpose of the research was clearly spelt out.

3.9 Limitations of the study and their solutions

The following are the challenges faced by the researcher during the study and the possible ways in which they were solved:

Some areas in Masaka municipality have poor infrastructure for example the roads heading to many schools were very bad and at some point had to foot to the destination which delayed my research as I couldn't visit several schools in one day. To achieve this, different days were selected for particular schools such that enough time is set to meet the particular respondents.

I was also challenged by the ignorance of some respondents who completely knew nothing about the subject at hand even after clarifications had been made. This was solved by involving more persons to help in interpreting specific objectives to the respondents.

There was a problem of failure of some respondents to meet their appointment days for example they would promise to give information on a particular day and time and on getting their would claim not to be ready still which also in a way delayed my research process. This was solved by keeping in touch with my respondents to ensure that appointments are made successful. This was by calling to remind the respondents, reminding people of their appointment days and many other ways.

There was also a low turn up in the number of respondents at times. For example in holding the focus group discussions, some girls deliberately refused to come up and share their views. This was solved by having lengthy conversations with the several respondents giving them a clear environment to freely share their views.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.0 Introduction

This chapter presents data and analyses it relating to the antecedents of low retention of girls in primary schools in Masaka municipality.

4.1 Data Presentation and Discussion

4.1.1 General Information

The study involved 42 respondents who included; 28 drop outs, 6 parents, 3 head teachers and 5 teachers.

4.2 Personal Grown Factors for the Low Retention of Girls in Primary Schools

Respondents particularly girls who had dropped out of school were asked the personal factors why they dropped out of school. Throughout these interviews and discussions, a number of personal reasons were cited.

Distance from school. From the gathered data, the distance from home to school was another issue raised by the respondents to be a personal factor contributing to the low retention of girls in primary schools. Distance can be refers to the amount of space between two geographical points but not necessarily measured along a straight line. One of the respondents from the interviews held with several parents said that "the distance our children have to cover moving to school is too long and tiring thereby discouraging many of them from going to school." The distance is as a result of the limited number of schools in area which forces many to run for those in their reach but may not be

favorable for all pupils as they may be tiring making many give up on education. During a focus group discussion, one of the girls in one of the focus group discussion explained that due to the distance from home to school, many end up not attending the first lessons of the class which also affects their performance. This is in line with Oketch (2008) in literature review that also identified distance from school as a key factor for the low retention as it results into several other challenges on the side of the girls for example taking free rides from strangers. As a researcher, I highly agree that the distance to school has contributed to the low retention of girls in primary schools; since girls are in most cases considered weak that makes them feel inferior even in scenarios they would have overcome. This has in many cases created a sense of giving up easily thus contributing to low retention.

Death of parents or guardians. The low retention of girls in primary schools is also affected by the death of parents where they in most cases have no one to pay for the school costs thus bringing about their dropping out. The duty of children attaining education is highly attached to the parents of a child or the government of a state therefore when one's parents pass away and the government does not perform as expected chances are high that this child will drop out of school. One of the girls in a focus group discussion said that "when my father died there was no one to pay for my school fees since my mother had no permanent job and was meant to take care of me and all my siblings" (Focus Group Discussion: 15th April 2016). The death of parents who are the bread earners and sources of all family needs in almost all families means nothing can go on in their absence. Therefore those that may have been in school end up dropping out due to inability to reach the standards of the

school. One of the interviewed head teachers also confirmed that many of the children are discontinued from school rising from the inability to pay all the required costs and this rises from the death of their parents and care takers. In my view as a researcher, death of parents can be an effect on the child but not all entirely drop out of school as some get chances of being taken on by organizations and different personalities to help them complete their education process.

Location of certain schools. Places in which particular schools are located have greatly contributed to the low retention of girls in primary schools in a way that; several temptations in how to survive through the education process, those with health complications and many others. The head teacher of Good Foundation Primary School pointed out that

Environments where some schools are located also contribute to the low retention of girls in primary schools for example those in towns or over populated places may not be conducive for teenage girls of the day section due to the several temptations they face that in the long run affect their stay in school.

This may in the long run force many to quit even with nowhere to move to and decide to keep home or even face the outcomes of the temptations that may include being taken out of school for marriage. One of the girls in a focus group discussion also emphasized that the environment in which they learn is Improper and in that case cannot always keep at school which is in line with Ministry of Education and Sports, 2012 in literature review that discusses the health status of the girl/ child being a

contribution to their low retention in primary schools. The environment in which the school is located can be a reason for low retention but as a researcher believe that with more close supervision both at school and home; most of these scenarios can be prevented.

Polygamy. Some families hold more than one household that in the end are not able to sustain thus in the end bringing about the girl's low retention in primary school since this problem highly affects the wellbeing of girls. Polygamy refers to a state of having multiple socially bonded sexual partners at the same time. One of the girls in a home visited to interview the mother contributed saying "daddy has three wives and prefers the children of one family to attend school because our time is over" (Interview in Masaka municipality: 11th April 2016). This has in a way affected many girls who have not come out to address their problems but rather keep at home bringing about an increment in the level of drop outs yet could have been helped by donors and many other charity organizations. A parent also stated that "I find it hard to pay for my children's school fees without my husband's help". This confirms a view by Robertson (1986) who noted that for children to succeed in education, they need the contribution from both parents. As a researcher, I agree that polygamous families bring about low retention of girls in primary schools but to a less extent because there are still single mothers in position to look after their families without depending on their husbands.

Attitude towards education. From the data collected, it was analyzed that many of the girls have a poor attitude towards education and some still believe that they only have to be good for their future husbands. One of the teachers that was interviewed stated that "some of these girls are just being

pushed through the system but chances are high that will at a point run out" (Interview: 11th April 2016). Attitude refers to a negative or irritating state. One of the respondents in one of the focus group discussions stated that "school is time consuming, I would find it better if I had a well earning business" which confirms a view by Muthoni (2014) about the attitude towards education that are in most cases brought about by the kind of punishments given, many will lose the love for education and opt to stay home where no punishments are given thus bringing about low retention in primary education. Although this is the case, a few girls dropout based on this factor if comparing rural and urban based schools because many are highly aware of the benefits of education and their attitudes are positive in that regard.

Early/ forced marriages. Basing on the collected data, forced marriages at an early stage in Masaka municipality is still on the increase and has highly contributed to the low retention of girls in primary schools. One of the teachers interviewed stated that "a big number of girls have gone out of school in the name of marriage; these girls are being promised a better way of life by their parents who in the end succeed putting them out of the education system". Many of the girls of school going age have been forced to get married due to their parents' desire to get wealth not minding the children's future and this has denied many of the children a right to full attainment of education. One of the respondents from a focus group discussion also said that "I would rather get married than suffer in school" (From a focus group discussion: 28th March 2016). This is in line with a view by Muthoni (2014) in literature review about the parents giving away their daughters at an early age to acquire wealth contributing to the low retention of girls in primary schools.

As a researcher, I strongly agree that forced marriages have highly contributed to the low retention of girls in primary schools due to greed for quick wealth by their parents.

The value for education. From the data collected, it was confirmed that many of the girls find education useless hence contributing to their low retention in primary schools. One of the respondents said that

Girls in this area take long to appreciate the value of education but rather consider it a benefit their parents or care takers. They always blame the challenges that come up onto the parents than finding a suitable solution to them. With such a mindset, it gets so hard to maintain them in school (Interview from a parent in Masaka municipality: 10th April 2016).

Value refers to the quality that renders something desirable. This is a key factor for low retention in a way that many of the girls of school going age have not realized the advantages of attaining education and in that way easily give up when strained by anything. In this case, when something comes up at school or in line with school activities, these children can easily give up thus contributing to the low retention of girls in primary schools. With the view of value for education, I partly doubt basing on the fact that children of primary level are in most cases very young to understand the benefit of education and in that case this could be attached to other reasons.

Pressure from peers. The other factor is that girls drop out of school due to peer influence. "To be our friend, you must

completely give up on what takes place in class and also change sitting position so as to give more time to the group”, said one of the respondents. (Focus Group Discussion in Masaka: 28th March 2016.) This above statement was confirmed by the group of girls I met and interacted with at St. Paul’s-Kitovu and it clearly showed that chances of these girls not completing their education level are very high. This has highly affected many of the girls in that particular class due to the desire to be identified with others from which none of them will benefit but rather contribute to their dropping out of school. This confirms a view by Orodho (2014) about how peer groups contribute to one’s stay in school. As a researcher, I observed that peer influence has largely contributed to the low retention of girls in primary schools basing on the data collected.

4.3 Family/society Grown Factors for the Low Retention of Girls in Primary Schools

Respondents particularly parents and a few teachers were interviewed on the family or society grown reasons as to why girls drop out of school. Throughout these interviews, a number of society/ family grown reasons were identified.

Society morals. From the data gathered on the aspect of society morals, several factors for the low retention of girls in primary schools were identified for example the exposure to immorality by the people within the community has spearheaded the low retention of girls in primary schools. A teacher at St. Paul’s Kitovu Primary School said that

Many of our girls are affected by the people and environments they live in for example those living within towns are attracted to take on the behavior

they see from different people causing a decline in the desire to stay in school. When a girl sees an age mate participating in prostitution and earning, she may also prefer to give up on school which also contributes to the decline in morals (Interview at Kitovu Primary School: 11th April 2016).

Morals refer to principles of right or wrong in behavior, especially for teaching right behavior. She may also at a point want to work in the bar which is not safe for a young girl below the age of 18 for they are not in position to select what is good for them or not. If not avoided the girl may end up out of school. In my opinion as a researcher, I agree that morals have greatly impacted on the low retention of girls in primary schools as many are deeply attached to their moral behavior that they find hard to give up on.

Parents' level of education. From the data gathered, the education level of parents is another factor contributing to the low retention of girls in school. A parent stated that "my children always consider my success in school to study and be like me or better than me" (interview in Masaka municipality: 30th March 2016). This clearly shows that parents are key motivators in the lives of their children therefore failure to have completed school may in the same way affect their daughters for they will always look up to them." The head teacher's representative at Good Foundation Primary School also gave emphasis on the same issue that parents are in most cases the role models to their children and in that case if the mother didn't succeed in education, even the daughter may find it useless. This confirms a view by UNICEF (2000) in literature

review on the parent's level of education as being an important aspect in the life of the children. The parents' level of education contributes to the low retention of girls in primary schools but to a very small extent because in most cases, even uneducated parents want the best for their children.

Family's main activity. The data collected also showed the family's main activity as a key factor contributing to the low retention of girls in primary schools. One of the parents said that "our family activity is basically farming and we in most cases need these children to provide labor so as to be effective since no money will be spent on hiring excess labor" (Interview in Masaka municipality: 28th March 2016). The children have to strike a balance between school time and the activity that may require their labor which becomes hard hence having to choose one of the activities and chances are that the chosen activity is not school therefore leading to their dropping out. One of the girls in one of the focus group discussions held emphasized that the way of living at their home doesn't guarantee them the ability to attend school and it confirms a view by Odiya (2009) about the family's main activity being the main source of income for school fees in most families. Therefore if the family deals in a low earning activity, chances are high that most of the children in the home won't be in position to complete school or even start in some cases. As a researcher I advise that a family with no activity for survival should give more time to other businesses so as to earn something to help sustain children in school.

Size of family/ number of children and dependants. Basing on the data collected from a father interviewed, he stated that "I am forced to choose amongst my children who can actually attend school or even to support them all given my low earnings where

all cannot be supported at once.” The number of children in a family or even the dependants onto a certain family highly affects the retention of children in primary schools which largely affects girls since boys are commonly taken as first priority. Dependants refer to people who lean on another for support (particularly financial support). Having many school going children or dependants means requiring more resources to maintain their stay at school which may be hard to keep up with low incomes that a family may be having. One of the teachers interviewed also emphasized that some children drop out of school because they are very many from the same family and this confirms a view by Oketch (2008) who gives reference to the number of dependants as a main factor contributing to the low retention of girls in primary schools since chance will in most cases first be give to the boys. The size of family or number of dependants has contributed to the low retention of girls in primary schools but not necessarily do all big families fail to keep their children in school.

Family's source of income. The data collected showed the family's source of income is another factor contributing to the low retention of girls in primary schools. This is in terms of where and how the family gets its source income that is to say how often the family earns the income. One of the parents interviewed e stated that

My source of income is seasonally from farming alone which is usually unreliable and there is no assurance of a permanent income that would sustain a child in school. In that case, I am only left to sending them to school only when I can. Since they are many, they

take turns in who is to attend school at a particular time and in that case many are not in position to complete (Interview in Masaka municipality: 28th March 2016).

Income refers to what is earned by working or capitalizing off other people's work. If the source of income is unreliable, many of the parents will opt to keep the children at home and benefit from what is at home thus bringing about the high level of drop outs in case these children had reached a certain point in education. One of the respondents from the focus group discussions held with drop out girls emphasized that "I dropped out of school because my father and mother were not working". This confirms a view by Njeru and Orodó (2013) on the family's source of income being vital for a child's stay in school.

Early marriages as a norm. From the data gathered, one of the respondents interviewed noted that

Many of the girls in this area are married off at an early stage and have had babies which has attracted many to follow the same path since no serious punishments have been put in place and many may be tired of staying with their different families and therefore end up running out of school (Interview: 13th April 2016).

Many are doing the same because no punishment has been given to those who get married but rather appreciation to their families. Masaka Municipality is comprised of societies of girls who get

married at an early stage which has in a way pushed others to do so thus contributing to the low retention of girls in primary schools. A parent also stated that the environment in which they leave forces girls to get married at an early stage due to influence by the people they leave with and this confirms a view by UNICEF (2000) on early marriages contributing to the low retention of girls in primary schools as it deprives them of a chance to keep in school. As a researcher, I strongly support the view that early marriages have contributed to the low retention of girls in primary schools because they are also attached to pregnancies that make young girls mothers at an early stage.

Desire/ expectations by many of the girls. From the data collected, the head teacher's representative of Good Foundation Primary School noted that

Some girls are getting 'sugar daddies' that offer all their needs making them feel more comfortable that pushes many to drop out. Some desire to make quick money which has pushed them out of school as they find no use of keeping in school (Teachers interview at Good Foundation: 13th April 2016).

This has made many feel successful after having attained what they couldn't while in schools hence the low retention of girls in primary schools. This can still be confirmed by a statement from one of the girls in one of the focus group discussions held stating that "I would rather get married than suffer with school". Many of the girls in rural areas in most cases want much more than what their parents can provide and in this

instance do anything possible to satisfy their needs which are largely contributing to their low retention in primary schools.

Denial for education by some parents. From the data collected from the study, a number of mothers stressed that "we would rather watch over our girls from home than sending them to school where they are not secure." Some girls are deliberately denied the right to education by their parents in certain communities basing on the past beliefs where education was only meant for the boys and the belief that they are not safe in the school environment. Many parents still believe that education makes girls independent and will in a way never listen to their parents and due to this opt to keep them at home highly contributing to their low retention in primary schools. Girls are only given chance to attend primary one to primary three and there after kept at home. This can be confirmed by Ailaan (2014) in a view that some girls are denied accessibility to education by their parents thus bringing about their low retention. As a researcher on the view of children being denied education by their parents, I agree that it is still happening in the rural areas where people have not clearly got the importance of education but with the trend of modernization, this problem will be wiped out soon.

Ignorance of some parents about the value of education. From the data collected, it was established that several parents are still ignorant about the value of education to their children. One of the respondents noted that,

Many parents still look at the successful uneducated people and believe that their children will at one time be the same and in that case they decide keep

children at home which may not be beneficial on their side. This is affecting many children in the rural areas because in the end achieve nothing (Interview in Masaka municipality: 12th April 2016.)

Ignorance refers to a condition of being uninformed about a matter at hand. This is highly affecting the retention of girls in primary schools as they are always encouraged by their parents about a better life even without education forgetting that the one's they give as references were just lucky. I agree as a researcher that several parents are still ignorant about the value of education towards their children and have gone ahead to keep them at home than sending them to school hence contributing to their low retention in primary schools.

4.4 School Grown Factors for the Low Retention of Girls in Primary Schools

Respondents including head teachers, teachers and parents were asked about the reasons from school that bring about the drop out of girls. With the help of interviews, a number of these reasons were cited.

Heavy punishments/ corporal punishments. The data collected established that heavy punishments or too much work while at home is a key factor contributing to the low retention of girls in primary schools. Punishment refers to when a pupil is subjected to a penalty or suffering by pain or loss for crime committed. For instance, from a focus group discussion with one of the groups of girls who had dropped out of school, one respondent noted that "I could not continue with school because whenever I would go there, my teachers would give me heavy and unkind torture by caning me" (Interview with one of the girls:

11th April 2016). Such punishments psychologically affect learners' morale and interest hence reducing their chances of remaining in school. During the interview with the head teacher of one of the primary schools, it also noted that many children and parents had reported to his office on several occasions accusing the teachers of heavily punishing them. This confirms to the earlier argument by Macharia (2011) who noted that heavy punishments heavily affect children and in the long run force them to withdraw from school. As a researcher, I agree that heavy punishments can lead to low retention of girls in primary schools but they are not entirely the major cause for there are other factors as explained further.

Large numbers of pupils per class. From the data collected, the number of pupils per class is a major factor contributing to the low retention of girls in primary schools. The head teacher of Mugwanya Complex Primary School emphasized that

A class should have an average number of pupils for proper learning and better results. When the numbers are very big, not every pupil can understand or will be given attention and in that case, one may fail to cope with the standards of school and opt to drop out with no one to talk to her (Interview: 11th April 2016.)

This has highly raised the number of drop outs because many lack patience and cannot tolerate the challenges they could be going through and since numbers of pupils in most schools and classes are big. Due to these big numbers of pupils per class, no serious attention is given to individual pupils leaving many of

them going unnoticed even when may have burning issues. One of the teachers interviewed also said that they find it hard to teach classes with many pupils because they are never sure of what those at the back could be doing. This confirms a view by Kadzamira and Rose (2004) stating that large numbers of pupils in a class have highly contributed to the low retention of girls in primary schools. As a researcher, I agree that the number of pupils per class greatly affects the low retention of girls in primary schools because many will be left out with no attention given.

Health services and counseling. From the data collected, the Health services provided while at school is another factor for the low retention of girls in primary school. The head teacher's representative at St. Paul's Kitovu Primary School emphasized that "a school needs to have a sickbay and offer maximum attention to all children most especially the girls in upper primary due to the several changes in their lives that they could be facing." Health services refer to facilities rendered to one when unwell. If poor services are provided, the number of dropouts will be high on grounds of improper menstruation conduct and unpredicted pregnancies or even death as these girls who may find unqualified personnel to help in abortion or any other unhealthy practices bringing about the high dropout cases. One of the girls in one of the focus group discussions stated that she ran out of school because she got her first periods in primary four and everyone at school laughed at her. Counseling and guidance are key issues in every girl's life therefore without them; the growth process is at stake and in that view agree that this highly affects low retention of girls in primary schools.

The curriculum of education. The data gathered from the head teacher of Mugwanya Complex and the representative at St. Paul's Kitovu primary schools showed that they were both of the view that pupils should be given the four key subjects as theories and the others made practical to leave them time to analyze what could have been taught giving them an opportunity to keep in school as they can easily analyze what they have on their time tables but without it as it is still the case in most schools, the dropout rates are still on the increase. The education system boosts the low retention of girls in primary schools in a way that if the system is very complex, many may fail to complete school due to the belief that they are inferior unlike with a favorable one of less subjects to be covered and more of practices involved. One of the parents also stated that

The kind of work and assignments given to these children are very complex and are never given time to relax their minds. With this many have opted to keep at home than 'suffer' with the lots of work at school (Interview from one of the parents in Masaka municipality: 12th April 2016.)

This confirms a view by Mbabazi (2014) on the need to create more time for pupils to engage in other activities than only class activities. Even with the several arguments from the respondents and authors, I largely disagree with the view that the curriculum has contributed to the low retention of girls in primary schools with reference to those who have gone through the process and completed it successfully.

Children's feeding. The data collected showed that children (pupils) need to have all meals as expected so as to keep them healthy. One of the parents interviewed explained that "the basic meals for a child while at school need mention and careful attention for their learning depends on them keeping them in position to learn what is being taught because food enriches and energizes the mind of a child to assimilate what is taught to them". The lack of this important factor poses a great risk of girls losing morale to remain in school given they would be struggling to take up what is being taught on an empty stomach. One of the girls in one of the focus group discussions said that "I left school because each of us was expected to carry their own meals from home and nothing was provided at school" (Focus Group Discussion: 28th March 2016.) This confirms a view by Namukwaya (2014) in literature review who emphasizes that for children to be kept in school they need to as well have a balanced diet so as to keep healthy and with great minds. As a researcher, I strongly agree that the feeding has greatly contributed to the low retention of girls in primary schools as many cannot survive on empty stomachs.

Several costs attached to school fees. From the data collected it was cited that the number of other costs attached to school fees have also highly contributed to the low retention of girls in primary schools. The head teacher of Good Foundation primary school who noted that "our parents have to meet other costs on top of raising school fees which becomes hard to most of them" (Interview: 11th April 2016.) This makes many fail to make use of the paid school dues for they lack the extra costs that are crucial to keep them in school learning. Such costs may include development fees, transport fees, tour fees and many others. One of the teachers interviewed stated that there is much more

required than only paying school fees that most parents are not in position to reach thus contributing to the low retention of girls in primary schools and this confirms a view by Muthoni (2014) in literature review stating that the additional costs to school fees have greatly contributed to the low retention of girls in primary schools. These costs have also greatly contributed to the low retention of all pupils in primary schools generally as it's challenging on both the child's side and that of the parent.

Teacher's attitude towards pupils. The attitude of some teachers towards the pupils has also greatly contributed to the low retention of girls in primary schools more especially the female teachers. One of the girls in their group discussions said that "some of our teachers tend to hold grudges with pupils in our class that in the long run many of the girls avoid coming to school in order not to be punished for no reason" (Focus Group Discussion: 28th March 2016.) Attitude refers to the way of carrying oneself. Female teachers in most cases may start using insulting words towards the child or even abusive language that she may not find comfortable and in the end fail them in their education process. One of the teachers interviewed emphasized that female teachers in most cases insult girls that in most cases makes them feel out of place bringing about their disappearance from school and this confirms a view by UNICEF (2010) that stated how the attitude towards pupils contributes to their dropping out of school. As a researcher, I have analyzed that the attitude of teachers towards girls has largely contributed to their low retention in primary schools as they become more violent as they grow up making them resistant to what is said to them; if the teacher is not patient enough with them, she may end up acting arrogantly.

Different personalities in charge of taking children to school. From the data collected, it was found that the people in charge of taking children to school have also greatly contributed to the low retention of girls in primary schools. The head teacher's representative at St. Paul's Kitovu Primary School stated that "Some of the day scholars are usually brought to school by 'boda boda' men who in most cases take advantage of them and in the end get them pregnant which fails them in their education." This has highly failed a number of children to complete their education since many are made pregnant and forced to start up families. One of the respondents interviewed also explained that her daughter could not continue with education after she had been made pregnant because of the fear of what would be talked about them by other pupils. And since there are no rules to follow up such people, the low retention of girls in primary schools is still on the increase. This confirms a view by Jane (1990) about the means used by children to get to school. These people have also greatly contributed to the low retention of girls in primary schools even if nothing is being done to control this act and if not stopped, many other girls are to fall victims.

Age of joining school. From the data collected, the age at which several girls join school is another factor for their low retention in primary schools. One of the respondents in one of the focus group discussions held said that "I left school because I was too old compared to other pupils" (Focus Group Discussion: 11th April 2016.) Most of the girls outside towns tend to join school when slightly older than expected which makes some of them feel superior or inferior to their counterparts and can do whatever they wish with their lives or fail to associate completely with others. One of the teachers at

Good Foundation Primary School emphasized that, "these girls find it hard to actively participate alongside their young classmates making them uncomfortable to participate in any of the school activities thereby withdrawing completely from school. This confirms a view by Macharia (2011) on the age at which children (girls) join school being a key contribution to their low retention in school. As a researcher, I to an extent agree with this case that the age at which children join school contributes to the low retention in primary schools as many can turn out to be very good and obedient that helps them complete their education cycle.

Some teachers lack counseling and guidance skills. Basing on the data collected of views from several parents, it was noted that some of the teachers have not yet developed the career guiding and counseling experience required to help child with challenges faced while at school rendering them (the children) helpless and wonder off to seek for solution elsewhere. One of the head teachers interviewed said that "Some teachers aren't in position to help these girls out of particular situations or even talk to them and on our side; the too much work gives us no time to associate with these pupils and in the end run out of school" (Interview: 28th March 2016.)

The number of years specific teachers have spent in the teaching profession has highly affected the retention of girls in primary schools because many of them have not been helped thus running out of school as compared to (Abdullahi, 2012) in literature review in his discussion about the teacher's treatment of children while at school bringing about their dropping out hence low retention. Since teachers are the second parents to these children, their lack of skills to guide them through different

situations highly contributes to the low retention of girls in primary schools if many of their problems go un-catered for.

Lack of professionalism. From the data collected, the failure to exercise professionalism by some of the teachers was also identified to have affected the retention of girls in primary schools that is where teachers can even have affairs with their pupils which is professionally wrong. Professionalism refers to the use of professionals rather than amateurs in any field. One of the respondents interviewed at St. Paul-Kitovu Mixed Boarding school emphasized that "some teachers are making our children wives than giving them parental guidance" (Interview: 11th April 2016). Due to such instances, many girls fail to complete their education as they start families with their would-be teachers thus contributing to their low retention. This confirms a view from Ndeeri (2014) about the teachers' lack of professionalism being a key factor to the low retention of girls in primary schools. I strongly agree that the teachers' lack of professionalism has highly contributed to the low retention of girls in primary schools; most especially in rural areas.

Teachers' qualifications. From the data gathered basing on the documents of a few teachers that had been kept in the head teacher's office at Good Foundation, they showed that some teachers lacked qualifications for their profession that is; many had dropped out at lower levels of education therefore not capable to be teaching but the fact that they had been employed to be teaching simply means they just gamble with the subject matter. This has failed many of the pupils who may be changing schools at the same level of education as they will not be in position to compete effectively when put into in different schools and may end up running out of school. This confirms a view from Ndeeri (2014) in literature review about the

qualification of teachers being a key factor for the low retention of girls (pupils) in primary schools. This is not so much today as before though cases are still noted since research shows that most schools today take on the best for their pupils. But still even with that effort, a few cases are being identified.

Policy follow up. From the data collected, it was established that the policies in place have in a way contributed to the low retention of girls in primary schools due to the failure by the responsible persons to follow them up or even the low charges attached to them. For example there are no policies to arrest parents who do not send children to school; those who rape girls have not been condemned. One of the parents stated that

Those who rape girls are left free with the unfair policy attached to rape that the victim to be withdrawn from school in order to deal with the consequences that come with the incidence as dimmed wiser by the parent (Interview: 28th March 2016.)

This becomes hard for such a child to resume school if not well catered for hence low retention. This confirms a view by UNICEF (2010) on the policies in place being key in the low retention of girls in primary schools. As a researcher, I agree that many of our policies are not being followed up as expected and in that case victims are taking everything for granted thus the rise of rape cases, early marriages, early pregnancies and many more that contribute to low retention because victims are sure that nothing will be done to them.

Conclusion

To sum it up, from the field of my study; the above was found and observed on the antecedents for low retention of girls in primary schools under its different themes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter mainly gives a summary, conclusion and recommendations of the antecedents of low retention of girls in primary schools in different dimensions looking at personal factors, home-grown/society-grown factors and the school grown factors in Masaka municipality.

5.1 Summary of the Findings

The summary of the findings is presented basing on the research objectives as below;

The first research objective required identification of personal antecedents of low retention of girls in primary schools and from a study through the drops outs, teachers, parents and head teachers, we identified issues like heavy punishments both at school and at home, polygamous fathers who may not be in position to pay school fees for all children, child labor most commonly by step parents that has made many run away from their homes, forced marriages, distance from school, lack of value for education by parents and many others.

The second research objective required analyzing family/society-grown antecedents of low retention of girls in primary schools. This was analyzed by taking brief interviews of random parents and teachers who discussed issues on; family background, size of one's family, number of dependants a particular home has, source of income, and education level of the parents, society morals and the family's main activity to be leading factors for the low retention of girls in primary schools.

The third research objective required assessing the school-grown antecedents for the low retention of girls in primary schools which was achieved by interviewing three head teachers from different schools from which antecedents like the number of pupils per class, system of education in some cases, the feeding and several costs attached to school fees were analyzed.

The head teachers also added issues like; the attitude of some teachers being an antecedent for the low retention, discipline of some pupils, distance from school and some parents not in position to pay for the transportation of their children, early pregnancies, some parents just decide to put their children out of school, low attitude, some children suffer from certain diseases that make them feel inferior, the fact that some parents consider education useless to the girls and the age at which some girls join school.

We also got views from selected teachers whose interviews required issues dealing with their ages, marital status, qualification for the profession, years spent in the teaching profession and the several challenges faced in the due process. These also helped analyze several other factors for the low retention of girls in primary schools.

5.2 Conclusion

To sum it up, there is still need for the different societies or organizations to work together in order to achieve the attainment of education within Uganda as it still lacking in several dimensions. This is to help in the development of the state as education of girls is considered a vital aspect.

5.3 Recommendations

There is need to put more emphasis at the lower level of education by improving on the curriculum followed by most primary schools as its vital and gives one a foundation for the education system.

Parents need to create more time for their children such that they can clearly understand what takes place in their lives and help them solve life problems easily.

All teachers around the world need to behave in the best professional way such that the children handed to them are kept safe.

Government should also follow up funds set for the UPE schools to avoid scenarios of corruption to ensure that even the least people benefit from it.

Parents also need to study the environments of the schools to which they are to put their children such that the right choice of school is made to avoid regrets.

There is also need to equip primary schools in rural areas with basic necessities like chalk, desks, black boards, pencils and books for the pupils and many others.

Teachers need to involve pupils in more practical activities such that they are occupied from behaving literally from what is expected out of them.

It is also recommended that teachers are trained better in their profession to make them more effective in their work that will help keep children in school.

Pupils of school-going age should also be motivated in different aspects to ensure that they keep in school. This can be done

through meetings, conferences and discussions with the pupils to find out what they need for their better stay in school.

5.4 Suggestions for Further Research

From this study, there are several other areas for research like:

- The contribution of primary education towards a child's livelihood.
- The contribution of faith based organisations towards development in the education sector.
- The role of Non-governmental organisations in primary education.

This chapter has given summaries, conclusions to each objective, recommendations from the study in relation with the antecedents for low retention of girls in primary schools.

Appendix i

INTERVIEW GUIDE FOR TEACHERS AND HEADTEACHERS

Dear respondent,

I am KAJUMBA ELAINE a student of Uganda Martyrs University pursuing a Bachelor's degree in Ethics and Development Studies. I am carrying out a research on the antecedents for low retention of girls in primary schools, cases of schools in Masaka municipality.

You have randomly been selected as one of the respondents in this study, please spare some of your precious time to listen and answer these questions as accurately as possible. This is purely for academic purposes and therefore, your vicious ideas and responses will be treated ethically with utmost confidentiality.

Head teachers

1. Number pupils per class
2. Health services at school
3. System of education
4. Feeding while at school
5. Costs attached to school fees
6. Factors for low retention of girls
7. How the problem can be solved

Teachers

1. Age
2. Marital status
3. Qualification
4. Years spent in the teaching profession
5. Challenges faced

Appendix ii

INTERVIEW GUIDE FOR PARENTS

Dear respondent,

I am KAJUMBA ELAINE a student of Uganda Martyrs University pursuing a Bachelor's degree in Ethics and Development Studies. I am carrying out a research on the antecedents for low retention of girls in primary schools, case of selected schools in Masaka municipality.

You have randomly been selected as one of the respondents in this study, please spare some of your precious time to listen and answer these questions as accurately as possible. This is purely for academic purposes and therefore, your vicious ideas and responses will be treated ethically with utmost confidentiality.

1. Family background
2. Family size (number of children)
3. Number of dependants
4. Source of income
5. Education level of parents
6. Family's main activity
7. Society morals

Appendix iii

FOCUS GROUP DISCUSSION GUIDE

Dear respondent,

I am KAJUMBA ELAINE a student of Uganda Martyrs University pursuing a Bachelor's degree in Ethics and Development Studies. I am carrying out a research on the factors affecting the low retention of girls in primary schools, cases of schools in Masaka municipality.

You have randomly been selected as one of the respondents in this study, please spare some of your precious time to listen and answer these questions as accurately as possible. This is purely for academic purposes and therefore, your views and responses will be treated ethically with utmost confidentiality.

1. Distance from schools
2. Costs
3. Sources of income
4. Health related issues
5. Parents' attitude
6. Teacher's attitudes and behaviour
7. Feeding (number of meals a day)
8. Qualification of teachers

Appendix iv

OBSERVATION CHECKLIST

I am KAJUMBA ELAINE a student of Uganda Martyrs University pursuing a Bachelor's degree in Ethics and Development Studies. I am carrying out a research on the antecedents for low retention of girls in primary schools, case of selected schools in Masaka municipality.

This is purely for academic purposes and therefore will be treated ethically with utmost confidentiality.

1. School facilities
2. Number of girls compared to boys
3. Size of classes
4. Appearance of the pupils
5. Engagement during classes
6. Socialisation

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