An Assessment of the Factors that Influence Persistent Girl Child School Dropout from Secondary Schools in Munkunyu Sub County, Kasese District

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SCHOOL OF POSTGRADUATE STUDIES

Master's Dissertation

Declaration

I have read the rules of Uganda Martyrs University on plagiarism and hereby state that this work is my own.

It has not been submitted to any other institution for another degree or qualification, either in full or in part.

Throughout the work I have acknowledged all sources used in its compilation.

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This work has been produced under my supervision

Name and signature of Supervisor: _Esibo S. Omaada_

Date of Submission: _21st-10-2019_

Submitted to: SCHOOL OF POSTGRADUATE STUDIES

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DEDICATION

I would wish to dedicate this research study to my family members who endured my prolonged absence and financial constraints during the period of my study. Special dedication goes to my wife Mrs. Kabugho Birizita Njike who had to take over family roles in my absence and ensured that all the children were attended to and nurtured both morally and physically. Other people are my children namely Masika Christine, Muhindo Eliakim and Biira Rebecca who had to question my continued absence from home especially on weekends on assumption that I was merely going out for normal duty whereas not. I would also want to dedicate the same to my dependent endured delayed upkeep and other handouts which were geared towards enhancing their livelihood.

May the Almighty God reward you all and continue to inspire you to be tolerant and supportive towards any noble cause.

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LIST OF ACRONYMNS

EMIS	Educational Management Information Systems
EPSRC	Education Policy Sectorial Review Commission
FAWE	Forum for African Women Educationists
FGM	Female Genital Mutilation
GEM	Girls' Education Movement
MDG	Millennium Development Goals
MGLSD	Ministry of Gender Labour and Social Development
MOES	Ministry of Education and Sports
NGO'S	Non-Governmental Organizations
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNESCO	United Nations Scientific and Cultural Organization
UNGEI	United Nations Girls 'Education Initiatives
UNHCR	United Nations High Commissioner for Refugees
UNICIEF	United Nations Children' Fund
UPE	Universal Primary Education
USAID	United States Agency for International Development
USE	Universal Secondary Education

ABSTRACT

The study assessed the factors that influence girl child school dropout from secondary schools in Munkunyu sub county Kasese District. The specific objectives of the study included; to determine the school based factors influencing the girls' dropout rates in the selected secondary schools, to establish the influence of cultural factors on girls' dropout from secondary schools, to determine the economic factors influencing girls' dropout in Munkunyu Sub County.

Relevant literature about the objectives of the study were reviewed and analyzed. Information was got from sources like textbooks, internet, journals, and official reports. The researcher obtained primary and secondary data in the course of the study and critically scrutinized it during interpretation and analysis. The data collection instruments were questionnaires and interview guides which were administered to a total number of 70 respondents who were students and teachers of selected secondary schools of Munkunyu Sub County who are faced by the problem of girls' dropout.

The study revealed that long distance from home to school, early marriages, parents/ guardians' failure to provide schooling costs like books, school fees had an influence on girls' dropout from secondary schools.

The research noted that there was girl child school dropout from secondary schools despite Government programmes such as USE and NGO's paying school fees for some girls in secondary schools.

The research had the following recommendations; Government, NGO's and community members (parents) should strive to establish dormitories to reduce the distance from home to school, government should deal with poverty to empower the community, Deterrent punishments should be awarded to culprits who defile young girls, School Administrators should not expel pregnant girls from secondary schools but should be re-admitted after delivery.

The researcher finally recommended further study of a similar nature in areas of Uganda where, no similar studies have been carried out in a different situation or time frame.

CHAPTER ONE: GENERAL INTRODUCTION

Introduction:

Girl child school dropout is a great concern of any government or society. Despite many policies and strategies developed by Government and Non-Government Organizations to enhance the smooth transitional rates in secondary schools, girls still dropout fromSecondary schools prematurely before the completion of their senior four. A phenomenon of girls' departure from secondary schools is notable in both developed and the developing countries. The Universal Declaration of Human Rights, Article 26 for instance categorically states that everyone has a right to education (UNESCO, 1998). Failure for girls to complete their secondary education is non-enjoyment of their right to education. This therefore leaves the government, NGO's,teachers and the entire communities they come from to have pondered questions about why girls' dropout?

This chapter presents an overview of assessing the factors that influence the persistent girl child dropout from secondary schools. Discussed in this chapter is the background of the study and statement of the problem, objectives which are both the general and specific, research questions, scope of the study which include; the conceptual, geographical and time scopes, significance of the study, justification of the study, definition of key terms and conceptual frame work.

1.1Background to the study

Globally, education attainment of a given population is acknowledged as an important factor needed for the development of nations. This is evident in its inclusion in major efforts aimed at bridging the globally wealth inequalities such as the Millennium Development Goals (MDGs) where goal 2 was to "achieve Universal Primary Education" and later sustainable development goals where goal 4 emphasizes quality education. There was indeed reported progress made

towards this goal globally and in the Sub Saharan Africa. According to the 2014 MDG report, United Nations annual report that tracked the progress towards achieving MDGs, some 33 million Children in Sub Saharan Africa were out of school for example Nigeria had about 5.5 million girls out of school and Ethiopia had more than a million while the situation varies from country to country and between rural and urban areas, overall 56% out of school children are girls. According to an Education for all Global monitoring report using the household survey data analysis shows a Primary completion rate of 51% in low income countries, 84% in lower Middle income countries and 92% in Upper Middle income countries.

Only one in four adolescents in low income countries completes lower secondary education. Four in five did so in upper middle income countries. Even in high income countries, 84% of young people complete upper secondary. Gender parity trends in completion vary from region and income group levels. Gender parity in primary school completion was achieved in only Eastern and South Eastern and Southern Asia. Fewer girls than boys complete primary school in Northern Africa (UNESCO, 2016). The progress against the achievement of the MDG of Universal Primary education was not met due to completion and survival rates. There were still 58 million out of school children globally and around 100 million children who did not complete primary education and mostly girls. This is because of the inequality in education that has increased with the poorest and most disadvantaged shouldering the heaviest burden (UNESCO 2015).

Education is a fundamental human right and also a catalyst for economic growth as well as human development (World Bank, 2008). United Nations Educational Scientific and Cultural Organization(UNESCO,2005) supports this notion by indicating that education is one of the

most effective ways to reduce poverty, give people the opportunity to improve their lives and raise their voice, improve their health, productivity and foster participation in society.

In handling the issue of school setting it has become very common to explore the existence and conditions of school amenities such as wash rooms. This is especially in view of the negative effects that the absence of such services may have on the girls' perseverance in schools (Herz, 1995). Odaga (1995) argued that the problem is even more severe with girls where gender biases in subjects' choice together with cultural factors hinder girls' chances of furthering their education.

Millennium Development Goal 3 sought to promote Gender equality and empower women with an aim of eliminating gender disparity in both primary and secondary school. Gender disparities in education in Sub-Saharan African are wide but with variations at different levels of education (United Nations 2009). Kibbogy (2001) argues that Female dropouts represent significant regression in the development of nations. Inspite of the efforts made by African countries and NGO's to increase female education opportunities, girls and women's access to education remains limited in Sub-Saharan Africa including Uganda where girls in some parts of the country most of whom reside in rural areas are out of school (Ballara, 2001). Since education is a basic human right recognized at both national and international levels, girls' drop out from secondary schools is denial of their fundamental right which they ought to enjoy. All stakeholders have to advance girls' schooling and guarantee retention of girls who are enrolled in secondary schools.

Education is regarded as a mover for social economic development of countries and accounts for as much as 20% of annual Gross National Product (GNP) of developing nation (Alvares, Gillies, and Biadsher, 2008). This is considered so because education has been found to improve value of human beings by imparting knowledge, skills, attitudes and behavior traits referred to as human, social and cultural capital which are requited in producing goods and services (Lezear, 2006). Inaddition to the productive value, education promotes harmonious co-existence, population control, healthy living, effective citizenship, nutritional adequacy and child upbringing.

Rihani (2006) arguesthat the benefit of girl's secondary schooling isconnected to primary schooling. First is that availability of secondary school, improves enrollment and completion of primary schooling raises prospects for future, use of the basic schooling. Secondly when girls get secondary education, they go beyond just being able to read and write and become change agents by participating in civic matters, thirdly a health benefits associated with girls' secondary schooling which lead to decreased infant mortality rate, delayed age at first marriage, reduced teen and overall fertility rates and improved child care and lastly but not the least use of education as a tool for poverty alleviation by increasing female laborforce participation and brings about social economic development and enhances empowerment.

School attendance may be influenced by availability of schools; rural livelihoods are associated with lower rates of education attainment especially in most parts of Sub-Saharan Africa. Girls who come from poor households and rural areas inUganda are likely to have more barriers in of accessing education especially secondary education due to lack of nearby secondary school as well as traditional cultural attitudes which encourage early marriages and discourage investment in girls instead of offering them education (United Nations 2009).

Education achievements for everyone is also considered a fundamental human right as ascertained in the 1995 constitution of the Republic of Uganda that entails values, knowledge and skills that evolve around the principles of non-discrimination, participation and equality. In many countries including Uganda living in a rural or disadvantaged areas often put children and adolescents at great risk of not completing school for instance from 2009 – 2014 in low income countries, 19% of rural children completed lower secondary education compared with 48% of urban children. Whereas progress has been made in primary school enrollment which shot up after the policy on free and compulsory primary schooling which started in 1997 by allowing up to 4 children per family to attend government aided school, gender disparities and transitional rates in secondary schooling are still low.

There is need for government and those interested in education policy making with the aim of lowering gender disparities at higher levels of schooling such as secondary level to focus on those that contribute to secondary school dropout in order to achieve retention of students in secondary schools especially girls up to completion of at least ordinary level.Therefore, inequalities linked to location of wealth and gender did not operate in isolation (Education Reform 2015). In Uganda there are significant disparities in education attainment between rural and urban. According to the Uganda demographic and Health Survey of 2006, out of all males interviewed, 26.5% living in urban reported they had atleast secondary schooling as opposed to 24.6% that were rural dwellers. For females, 10.6% of those living in urban areas had had secondary schooling while 6.7% of their counterparts reported to ever stepping in secondary school (Uganda Bureau of Statistics 2007). Among poor rural young women, only 3% completed lower secondary school compared with 17% of poor young men. In some countries the interaction of location, Gender and poverty is pertinent source of exclusion for girls.

Uganda's education system of schooling follows a trend whereby primary school education takes seven years; secondary school takes six years and university education 2-5 years. Ugandan government has managed to provide free and compulsory primary school through the introduction of Universal Primary Education (UPE) in 1997. While there was introduction of Universal Secondary Education in 2007, even in 2017 the USE does not cover all the secondary students and parents of children who are not beneficiaries still part with some amount of money to settle school fees. However, though USE scheme children have had their tuition fees paid, their parents pay non-tuition costs like books, school uniforms, and other scholastic materials. This implies that children who could hitherto drop out of school due to inability to pay the user fee are enrolled. This came as a result of having established that tuition fees were one of the major obstacles to enrollment and retention in secondary education. As per education sector performance Report (2016) there has been a remarkable increase in the enrollment of students including girls in secondary school. With the implementation of USE programs, enrollment rates have doubled even though with financial constraints.

In Munkunyu Sub-county, Kasese District, girls have always dropped out of secondary school cycle before completing the Ordinary level (Kasese District education survey 2012) because of long distance from the schools, poor latrine coverage, and economic status of parents among others. Munkunyu sub-county Local government officials and some other Local NGOs like Munkunyu Women Association have at times laboured to educate parents on the importance of Girl child education through their sensitization meetings which is aimed at boosting the number of girls remaining at school and encouraging those have dropped out of school to consider going back to school; however, the phenomenon of dropping out has not reduced. When these girls drop out of school, it affects them as individuals and as women as a whole and it is a draw back

to the full empowerment of Women (implementation of affirmative action and the country at large). Therefore, the researcher would wish to assess the factors that influence girl child school dropout from secondary school.

1.2 Statement of the problem

In the African society,emphasis was put oneducating boys than girls; this was because girls would be married off at early stages of their lives (Okemwa, 2010). Despite the initiatives addressed through government policies like introduction of universal secondary education and NGO's sponsorship in an effort to ensure access to education for girls,girls' retention in schools is low. In a study by UNICEF (2016) in Munkunyu sub county secondary schools indicated that more than 100 girls had dropped out of school within three years and some were seen pregnant yet they were expected to be in secondary schools studying. Therefore, the research was intended to establish the factors that influence persistent girl child school dropout in Munkunyu Sub-county, Kasese District.

1.3 Objectives of the study

1.3.1General objective

The general objective of this study was to assess the factors that influencepersistent girl child school dropout from secondary schools in Munkunyu Sub-County Kasese District.

1.3.2   Specific objectives,

1.3.2.1 To determine the school based factors influencing the girls' dropout rates in the selected secondary schools in Munkunyu sub-county.

1.3.2.2 To establish the influence of cultural factors on girls' dropout rates from secondary schools in Munkunyu sub-county.

1.3.2.3 To determine the economic factors influencing girls' drop outsfrom secondary schools in Munkunyu sub-county.

1.4 Research questions

1. What is the influence of school-based factorson girl child school dropout from secondary schools in Munkunyu sub-county?

2. What is the influence of cultural factors on girl child school dropoutfrom secondary schools in Munkunyu sub-county?

3. What is the influence of economic factors on girls' dropout from secondary schools in Munkunyu sub-county?

1.5Scope of the study

1.5.1 Conceptual scope

The study was based on factors that influence girl child school dropout from secondary schools. The researcher therefore investigated theschool-based factors, economic and cultural factors that influence the girl child school dropout.

1.5.2 Geographical scope

This study assessedthe factors that influence persistent girl child school dropout from secondary school in Munkunyu sub-county in Kasese district. Munkunyu sub-county is located in the Western part of kasese District in the Rwenzori region. The sub county is bordered by Kisinga Sub County in east, Nyakiyumbu Sub County in the west, Nyakatonzi Sub County in the south and RwenzoriMountains National Park in the north. The sub-county has three secondary schools namely; Munkunyu secondary school (government aided), Cardinal Nsubuga Memorial Secondary School and Holy Dove Vocational Secondary School (both private). For the purpose

of this study, two secondary schools were selected and each representing a parish and they are; Munkunyu secondary school found in Kinyamaseke Town Board and Cardinal Nsubuga Memorial secondary school in Kacungiro Parish respectively. This area was chosen because of increased girl child school dropout (UNICEF, 2016).

1.5.3 Time scope

The research covered a period of sevenyears starting from 2012to 2019because these years expressed high girl child school dropout from secondary schools in Munkunyu Sub-County (Kasese District poverty profiling survey 2017).

1.6 Significance of the study

The outcomes of this study will benefit individual girls, stakeholders in education department, Law enforcement agencies and none Governmental organizations dealing in issues concerning girl child education. This will help in reducing the rate of girl child school dropouts and the violation of children's rights in Kasese district.

1.7 Justification of the study

Despite the initiatives made by Government of Uganda and NGOs to strive to curb down the vice of girl child school dropout from secondary schools in Munkunyu sub-county girls' school dropout is on increase. Therefore there was need to establish factors that influence their drop out despite of the mechanisms put in place and make recommendations.

It is a requirement for the award of Masters' degree in Human Rights by the Uganda Martyrs University.

1.8 Conceptual framework

Conceptual model of Girl child school dropout from secondary schools

Independent variables

School based factors
- Distance from home to school
- Teachers' attitude
- Female teachers in schools
Cultural factors
- Early marriage
- Pregnancy
- Beliefs
Economic factors
- Parental investment
- Schooling costs

Dependent variable

Girl child school dropout from Secondary schools

Intervening variables

- Educational policies
- Guidance and counseling
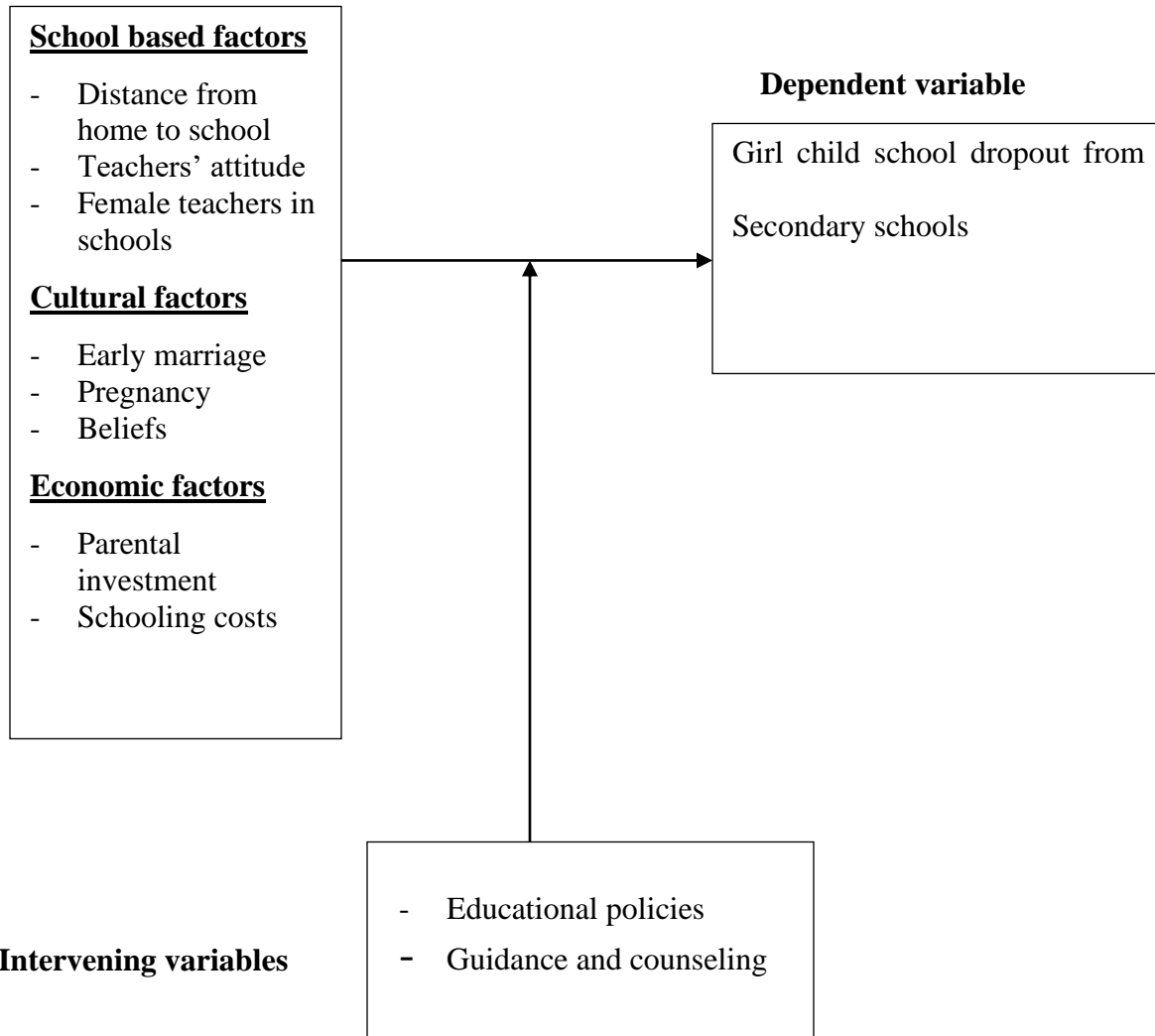
Source: Researcher 2018

In this study, the independent variables are the factors that influence the dependent variable. The study categorized the factors that influence girl child school dropout from secondary schools into three categories namely, school based, cultural and economic factors. These became the independent variables for the study. These factors are conceptualized to determine whether they

influence girl child school dropout from secondary schools. The above conceptual framework shows the relationship between independent variables and how they contribute to the unwanted outcome of girl child school dropout. Conducive school environment, improvement in the income of the parents encourages girl child retention in school. Conversely, the reverse of the above factors leads to girl child school dropout. The intervening variables like education policies, guidance and counseling are independent variables that are not related to the purpose of the study but could have an effect on the dependent variable.

1.9Definitions of the key concepts and terms

In order to understand this study, this section introduces to the reader the basic terms and concepts that are used in assessing the factors that influence girl child school dropout from secondary schools in Munkunyu sub-county, Kasese District. They include among others the following: -

1.9.1An assessment

Refers to the wide variety or tools that educators use to evaluate measure and document the academic readiness, learning progress and educational needs of the students (Uganda Education Reform 2015).

1.9.2 Factor

Referto circumstance or fact that contributes to a result.

1.9.3 The concept of the child

Article 1 of the International Convention of the rights of a child (1990) defines a child as a human being below that age of eighteen years unless under the law appreciated to the child majority is attained earlier.

Both the Constitution of the Republic of Uganda 1995, Article 257(1) (c) and the Children's Act (1997) define a child as a person under the age of 18 years. This indicates that a child is presumed not to be having good decision making capacity for him or herself.

1.9.4 Education

Education is upbringing of a child, instruction, formation of manners. Education comprehends all the series of instruction and discipline which is intended to enlighten the surroundings, correct temper and form the manners and habits of youth and shape them for usefulness in their future being in the community. Education therefore is a process of teaching that is meant to develop knowledge, skills or character of a student or any person undergoing the training, therefore, education is meant to train body and mind of a person (Webster 2010 dictionary). Education can be looked at as an act or process of acquiring knowledge especially systematically during childhood and adolescence or theory of teaching and learning (course in education) or particular kind of instruction or training (Collin English dictionary 2014).

1.9.5 School dropout

A school dropout is a person who does not complete a given cycle of education for instance when students are registered in senior one in large numbers and at the end of two years, few would still be in school. The number that would have left school is termed "drop out" (Carasco 1996). Dropouts are those pupils who leave school before the final year of educational cycle in

which they are enrolled, which could be Primary, Ordinary or Advanced levels (Loxely in Hussein and Postle White 1985).

1.9.6Girl Child Education

Ministry of Education, Science, Technology and Sports (2006) through their department of Special needs; Guidance and Counseling referred to girl child education as empowering girls through providing education such that they have equal opportunities and equally compete favorably with boys.

USAID calls female education and refer to it as a Silver Bullet for empowerment and progress, offering quality and universal education to the younggirls, promoting progress for the society as a whole (UNGEI, May 2015).

1.9.7Right to education

Sec.5 of Children Act 1997 and the Constitution of the Republic of Uganda 1995 Chapter four Article 34(2), both hint on the child having the right to basic education and the responsibility being taken up by the parent, guardian or any other person taking custody of any child (Children's Act), however in the Constitution of Uganda 1995, both parents and the state take up the responsibility. Universal Declaration of Human Rights (UDHR) 1948 Article 26 highlights that everyone has a right to education and that education should be directed to the full employment of human personalities and strengthening of respect for human rights and fundamental freedoms.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter contains the already existing literature on girl child school dropout. According to Omari (2011), literature review is a discussion and summary of the writings of the recognized authorities of the previous research that provides evidence that the researcher is familiar with what is already known. This chapter was divided into the following subheadings; school based factors, cultural and economic factors influencing girls' school dropout.

2.1 School Based Factors influencing Girls' Dropout in secondary schools

Molten et al (2000), look at Education facilities as linked to quality in terms of human and school resources. Availability of resources such as text books, desks and chalkboards have been found to influence dropout as they enhance various aspects of teaching and learning processes. In Zimbabwe, some schools in the South Province, teachers did not prepare lessons, had no schemes of work and left pupils' assignments unmarked. Such classroom practices and implicit work of service teacher development has serious implication for retention (Smith 2003).

According to Nekatibeb (2002), learning environment has been well recognized as inadequate in Sub-Saharan Africa due to low level of economic development and poverty. Most learning institutions are in short supply of classrooms, facilities and learning materials. Nakatibeb (2000) observed that in many countries, teachers are poorly paid than other sectors or are not paid in good time. The result is teacher absenteeism. Lack of motivation or attrition where schools and teachers are forced to search for alternative income from parents or to use labour; the situation has negative impact on girls' education because it discourages parents from sending girls to school or shortens the time spent on teaching and learning.

FAWE (2004) adds that inadequate or poor physical facilities adversely affect the quality of education. It has been established in that poor environments the girl child comes off the worst because facilities are unlikely to be gender responsive Sanitary condition of schools in rural and urban areas in developing countries are often appalling, creating health hazard and other negative impacts thus schools are not safe for children. Lizette, (2000), is in agreement with FAWE (2004), that lack of facilities and poor hygiene affects girls. Despite of the fact that poor sanitary conditions at schools have stronger negative impacts on girls, all girls should have access to safe clean, separate and private sanitation facilities in their schools. If there are no latrines and hand washing at school or if they are in poor state of repair, then many children would rather not attend than use the alternatives (Ngales, 2005) in particular who are old enough to menstruate need to have adequate facilities at school and normally separate from those of boys. If they do not, they may miss school that week and find it hard to catch up, which makes them more likely to drop out of school altogether (Lizette, 2000).

Similarly,Birdsall, Levine andIbrahim (2005) argue thatProviding water and sanitation at school level is critical for girls. Primary issues relating to sanitation are a major factor forcing girls to out of schools These studies are echoed by a study in Kenya by the North Eastern Director of Education (2004), which established that girls were forced to leave school due to lack of adequate sanitation facilities. UNICEF (2009) further observes that child friendly schools should have fresh portable water within the school with proper plumbing infrastructure that allows for distribution of safe water. In addition, separate toilets or latrines should be available for girls and boys; privacy, cleanliness and safety are major considerations when planning location and design of facilities.

Currently, more than 60% of all the schools in Africa lack sufficient sanitation facilities (UNICEF 2009). Even schools with facilities, unhygienic sanitation hinders the ability of students to concentrate and learn at school (water and sanitation collaborative Council and WHO, 2005). In Africa, the lack of basic sanitation facilities further decreases the enrollment of girls in secondary schools. As such, the need for improved access to sanitation goals beyond improved health and addresses issues of children rights and gender equity.

Studies carried out in Lesotho and Bangladesh has indicated that girls have a preference for separate facilities (UNICEF & IRC, 1998). In schools where the toilets are shared between girls and boys or are closely related, a significant number of girls' dropout of school after attaining puberty because of harassment and lack of privacy (UNICEF & IRC, 1998).

According to Ngales (2005) in a study on School girls towards health, dignity and wellbeing in Ethiopia, it was found out that female students indicated that they often missed classes during menstruation or because culturally restrictions combined with poor hygiene and lack of privacy presented them from using latrines at all. Those in female boarding schools, pupils mentioned that they feared using latrines at night due to poor lighting. The study concluded that girls' performance, attendance and retention rates were lower than boys, and poor school sanitation is one of the multiple difficulties that girls have to struggle with. The availability of separate sanitary facilities is important for the female retention, particularly as girls get older and start menstruation, the lack of latrines might lead to females 'absence during menstruation and of subsequent poor performance or dropout of girls. It important to note that there is need for additional effort to improve access to clean, private and sanitation in schools.

2.1.2 Female Teacher in School

Several studies examined the impact of female teachers on the educational achievement of girls. In a study by Solotaroff et al (2007) found that in Afghanistan, lack of female teachers is an obstacle to girls' participation and enrollment in schools. Afghan people believe that girls should not be taught by male teachers; however, female teachers are available in Afghan society which is the foremost reason for the low rate of female education.

Solotaroff, et al (2007) further argue that in Pakistan, girls usually drop out early because of lacking of female teachers in schools. In these societies, parents tend to stop their daughters' education before childhood as female teachers are not available in schools. Though parents are sometimes reluctant to send girls to schools based on their religious feelings in fact, female teachers are effective in achieving educational outcome for female students. In this respect, a number of studies found out that having female teachers in school has a positive impact on female students' academic achievement outcomes (Carrel et al, 2010, Hoffman andNixon, 2009, Rothstein, 1995, Robinson, 1999). Equally Colclough et al (2000) emphasizes the same that female teachers often have an important impact on schooling quality for female students. Therefore, lack of female teachers in schools negatively impacts on girls' dropout outcome. The presence of female teachers could solve the issue of gender biasness and encourage girls to read and aim higher.However, in the review of Solotaroff et al(2007), carrel et al (2010) andHoffmanand Nixon, (2009), they did not indicate that guidance and counseling could be able to make girls remain in schools.

2.1.3 Teachers' Attitude

Some researchers have examined how teachers' attitudes towards female students are linked to dropout issue. Colclough et al (2000) found that in Ethiopia, teachers in schools morepositively

viewed boys than girls because they usually expect girls to quit school early. Teachers' attitude and their teaching practices have foremost impact in sustaining girls in schools. According to Nekatibeb (2002), studies from several countries in Sub-Saharan Africa indicate that both female and male teachers believed that boys were academically better than girls. The study further indicated that most teachers tend to pay more attention to boys in the classroom than girls.

Ananga (2011)noted that the socialization of gender within our schools assures that girls are made aware that they are unequal to boys. Every time students are seated or lined up by gender, teachers are affirming that girls and boys should be treated differently. When school administrators ignore an act of sexual harassment, he or she is allowing degradation of girls. When different behaviors are toleratedfor boys than for girls because "boys will boys", schools are perpetuating the oppression of females. Girls are praised for being neat, quiet and calm, whereas boys are encouraged to think independently, be active and speak up.

In Pakistan where schools are generally segregated by gender, Ghuman and Lloyd (2007) describe shortage of female teachers to teach girls, which particularly affects schools in rural areas. Research frequently cites the gendered curriculum and learning resources for examples text books, whichpromote specific notions of 'femaleness' and 'maleness' which shape how children identify themselves, their life chances and as such their education prospects. Gendered practices within the classroom might include teacher encouraging or discouraging students according to their gender. They also view girls as less intelligent to those boys and those girls are just there to marry early. Njau and Wamahiu (1994) in a study on dropout rates in sub-Saharan Africa, it was found out the foremost cause of girls' drop out was the attitude of teachers towards girls in class. Teachers tend to favour boys than girls in terms of academic performance and

achievement which leads to drop out in some cases; this is because they believe that girls will dropout early, an attitude which can then become a self-fulfilling prophecy (Ames, 2004).

In their study of Guinea, Glick and Sahn (2004) also argues that the classroom conditions in general seem to be less conducive to effecting learning of girls than boys. However, in other contexts education practices have been found to be more likely to exclude boys (Hunter & May, 2003). Although few researchers make a direct link, there are issues related to the preservation of an appropriate teacher-student relationship and dropout. For example, the use of corporal punishment or violence is practiced by teachers in many countries (Boyle et al, 2002). While it has been outlawed in some contexts, it is legal in others, although with varying degrees of restriction. Boyle etal (2002) suggests that beating and intimidation affect children's motivation to attend school". As a result of the caning and accompanying humiliation pupils suffer at the hands of their teachers, the formerly gradually become less motivated to go to the school (PROBE, 1999).

In a study on schooling Ugandan girls, Kabesiime (2007) noted that the teachers' attitude towards girls in the classroom was crucial for retention of girls in schools. It was found out that teachers who are keen on encouraging equal participation of girls and boys in class increased the completion rate of girls' education in secondary schools. The study found that teachers who have been sensitized to change negative attitudes towards girls' education and adopted new methods to promote equity in the classrooms had made a great impact in the performance and retention of girls' in schools. However, in the review of Colclough et al(2000), Nakatibeb(2002), Kabesiime (2007) and Ananga(2011), all put classroom conditions as a key factor to girls' dropout and failed to recognize the language used by teachers towards the girl students could also lead to dropout thus the for this study.

2.1.4 Distance from home toschool and its effects on girls' schooling

The study points to distance to school being an important determinant of educational access. Juneja (2001) observes that in areas where schools are far away from homes, the distance may be consideredtoo far for young children to travel especially young girls. This is true in the case of older girls and those children regarded by parents as vulnerable to sexual harassment (Colclough et al, 2000; Nekatibeb, 2002). Parents are afraid of the safety of their children when they have to travel longer distances to school. Ains Worth et al (2005), also acknowledges that there is likelihood of children attending secondary school decreases the greater the distance to the nearest secondary school.

According to Nakatibeb (2002) distance from school has been another deterrent factor for girls' education in many countries in Africa. A large number of studies in the region have reported that the long distances girls travel to school has two major problems including; one related to length of time; and the energy children have to expend to cover the distance, often on an empty stomach, the relates to the concern and apprehension parents have for the sexual safety of their daughters. The problem of distance from school also has implication for the motivation of girls to stay in school. In Guinea, studies show that close proximity to schools had a positive motivating impact on girls; participation in schools while in Mali, most girls stated that living far from school and having to walk discourages them (Ibid). Similarly, research by Ainworth et al 2005 in Tanzania; indicate that dropouts increase in areas where distances to education institutions are too far from their homes. Ndilanha (2009) argues that school distance and residence matter a lot and could easily lead to dropout. He found out that long distance from home to school contributed to girls' secondary school dropout in kwimba district. It was investigated that most of the community secondary schools were located far from

students'residences whereby many students were unable to walk long distances from their home to school something that forced students to dropout of secondary schools.

Mirsky(2003) estimated that weariness form long journey to and from school and often on empty stomach makes school going unpleasant routine for the poor children leading to their dropping out of school. Illness and lack of medical care may also lead to dropout after frequent absenteeism followed by poor performance (UN 2000). In rural districts, there are no roads and vehicles hence children have to walk long distances through difficult terrain and dangerous environment which consequently affect their academic performance (Kimitei, 2010).

Similarly, studies carried out in Uganda especially Amudat and Kasese districts found that distance between the school and the catch villages played a great role to the education of girls. It was indicated that some parents cannot afford / are not willing to support their children to join a boarding school which is far off. Some secondary schoolscannot easily be accessible to day scholars who live long distance away(CEDAW-Uganda 2012).

2.2Cultural FactorsInfluencing Girl Child School Dropout from Secondary Schools

According to Mingat (2002) the non-completion of schooling by females contributes to their low social status in the society. The high levels of school dropout of female students from secondary schools hinder empowerment of women. Family back ground entailedthe extended family, educational, occupational and other social economic status of the family. The family back ground in most cases affects the probability that the children would go to school, attend, or complete the various level of education.

Disability interacts with other forms of disadvantages to restrict access to education. (Russo 2003) claimed that girls with disabilities are less likely to have access to schooling than boys

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thus poor girls living in rural areas are most affected and are likely to be denied education. The impediment rotates around the cultural expectation associated with disabilities, supply of schools that offer special facilities and inclusive education practices, distance from school. Some of the cultural factors are as follows;

2.2.1 Early Marriage

Regarding the effect of early marriage on girls Holcamp (2009) found that in rural areas girls' dropout rate became higher because parents consider girls' schooling as of no benefit when they leave their own family after getting married. Mansory (2007) found out that early marriage is the foremost cause of early school dropout of girls in Afghanistan. Some researchers have highlighted on girls' age and education and found that when girls reach puberty, parents consider it as time for them to be married and tend to arrange the marriage instead of continuing schooling (Molteno et al, 2000). Some studies agree that early marriage of girls is associated with dropouts in certain contexts. For instance, in societies where girls leave parental households after marriage, girls' dropout out may be higher in that society (Ackers et al 2001). The PROBE team (1999) of India reported that in that country education may give girls better preparation for marriage. However, despite this parents sometimes are reluctant to let their daughter have their education as higher education raises the cost of marriage for girls. Shahidul (2012) also found out that in Bangladesh, girls with lower socio-economic backgrounds dropped out of secondary school when schooling or higher education inflates dowry in the marriage markets of girls.

In Uganda, cultural attitudes towards girls have great impact on the education of girls in some communities. According to a research conducted on access to education by CEDAW-Uganda (2012) found out that generally in Pokot land (Amudat) people put less value on education of children. Both parents and some of the children do not understand the value of education. They

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value cows more than anything else. They see boys as good for looking after cows and girls for fetching them more cows through marriage. The Pokots believe that girls who have not gone to school bring more cows than those who have gone to school. Those who have not gone to school are married off young and fresh. Key informants indicated that when girls in school start menstruating, they are withdrawn from school and prepared for marriage. While in Kasesea border district, there is lucrative trade at the border and this poses a barrier to girl child education in various ways.; some parents derive livelihood through this trade and therefore require their girl children to stay at home during market days to cater for their siblings as their parents go to the border for business while other parents take their children along to assist in the business.

Some girls who go along with their parents are exposed to commercial sex work at the border and end up dropping out of school due to pregnancy or just a feeling that they are wasting time in education yet they can make quick money through commercial sex work like it was reported in the newspapers the Observer 20th. Nov. 2011 by Wilson Asiimwe that prostitution hampers education in Kasese. Some girls carry merchandize for business men but these men they help to carry merchandize also defile them. Munkunyu sub-county which is near the border is not spared by the above vice. Exposure to money and sex make the girls who would be in school studying desire to engage in business instead of continuing with education.

2.2.2 Pregnancy

Several studies also found that teenage pregnancy is a significant cause of school dropout for girls (Boyle et al, 2002). Some studies argue that there are some specific characteristics for girls with dropout status which are; girls with poor school performance, girls who have experienced temporary dropout previously, low economic status, family migratory life styles and the consequent vulnerability of girls. Dienne Leach (2005) argues that some unexpected

circumstances of girls such as lack of social and economic opportunities and gender inequality in education lead to motherhood and consequently dropout from schools. The research indicates that the dropout of girls is higher than the dropout of boys and the core most cause for girls to dropout is pregnancy. However, the re-entry rate is low after delivery. According Grant and Hallman (2006) re-entry to school after pregnancy depend on some circumstances such as if they can get a caregiver for their child or if they are able to share or relinquish child care responsibilities.

According to Kasese District Poverty profiling survey (2011-2012), pregnancy was said to be one of the causes of girls dropping out of school. The research indicated that pregnancies were on the increase due to various factors among which is lack of financial support from the girls' families. Pregnancy is still a big constraint to girls' education and the sad news that was discovered was that most girls who get pregnant do not return to school after giving birth. In review of Boyle et al (2002) and Leach (2005), their studies did not specify whether the girls had early pregnancies by choice thus this study.

2.2.3Beliefs

Save the Children (2005) indicates that cultural norms and beliefs constraint girls' education especially in many developing parts of the world. In these societies, traditional values and some religious beliefs constrain girls from making their own decisions and expressing their own opinions. Chege and Sifuna 2006 examined claims that many cultures favour education for boys more than girls. Kapakasa (1992) studied girls' persistence in school and found out that initiation ceremonies (religious ceremonies have significant effect on girls' dropout rate when parents have more prosperity to pay for the expenses of the ceremony than their daughters' education. Abena (1991) and Atai (2008) observe that in Africa parents were more concerned about the role of

girls at home as in this role girls don't need education since they are supposed to take care of children and prepare meals.

Patricia (2008) argues that when a poor family considers how much a daughter can help in working, cooking, collecting firewood and water and looking after the younger children and how little opportunity there will be for her to get a paying job even if she is educated, the returns rarely seem to warrant the expenditure. According to the UN (2014), in one of meetings in Davos, Switzerland called on the world to invest more to release the potential of over a half a billion adolescent girls in developing countries that were currently held back by poverty, discrimination and violence, calling them key to achieving a crucial raft of development.

Falkingham and Baschieri (2006) observed that in Tajikistan many girls attend only religious classes which provide relevant skills for future married life as skilled wives. However, traditional values can be different from location to location and in this respect, UNESCO (2010) indicate that traditional values are stronger in rural areas in developing countries compared to urban areas and people often don't allow girls to leave home even for school.

In Uganda cultural beliefs still impact on girls' education. In districts where female Genital Mutilation (FGM) is carried out most especially Sebei land girls are circumcised from the age often (10) and after circumcision they are considered ready for marriage. Most drop out of school after circumcision. FGM is a source of livelihood for local Surgeons. The more girls they circumcise the more money they get so they tend to encourage the practice to continue and hide it from authorities. Some girls feel that if they are not circumcised, they are not respected in their community; FGM to some gives them a pride. FGM is seen as increasing chances for getting married to fellow tribe mates who may still be strict on cultural practices. Those not circumcised are stigmatized by some of their peers. The FGM law is in place and some of the community

members know about it but it is not fully respected. Some of the community members believe that the law is interfering into their culture and that it should be ignored (FOWADE, 2000:3)

2.3.0 Economic Factors influencing Girl Child School Dropout from Secondary Schools

The education of the girl child depends on the activities carried out by the parents or guardians to earn them money. The economic factors targeted in this study include; parental investment and schooling costs;

2.3.1 Parental Investment

Parental investments for children's wellbeing can some time become gender biased. Some of them do not invest in education equally for all. In this regard, there are considerate evidences in the literature (Glick and Sahn, 2000, kingdom 2005) supporting this view whereby, there is gender bias or pro-male bias in case of parental investment in children. In addition, Leung and Zhang (2008) found that parents' preference for sons encourage more of them to invest for in their son's wellbeing to take care of the parents in future. Both parents favour the education of the male children because they provide for them old age insurance therefore male education is seen as insurance for old age since parents invest in the schooling of boys whom they believe to retain and provide for their future roles and responsibilities of the family. Parental gender bias investment occurs particularly when parents have limited/lower income and resource, causing girls to leave school earlier than boys. For instance, Fuller and Laing (1999) and Grant and Hallman (2006), found an association between a family's financial strength and the likelihood of the daughter dropout in South Africa.

2.3.2 Schooling Costs

Direct and indirect schooling costs are important factors for the education of children and some research indicate that schooling costs especially school fees, are central reason for early dropout from schools. Schooling costs are sometimes linked to the gender of children as sometimes parents become unwilling to pay school fees for their daughters for instance Brown and Park (2002) investigated that in China, Parents' incapacity to pay compensate school fees was the reason for the dropout of 47% of girls while 33% of boys' dropout in elementary school.

Shovan Ghosh Sismita and Sengupta (2012) observe that in poor households in India, the cost of schooling for girls are likely to be higher while the benefits more tenuous for them than boys.

It is important to note that children in households headed by married women have higher educational attainment while children of widows are more likely to work.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

Methodology illustrates the choices undertaken in the process of carrying out an inquiry. Silverman 2005 defines methodology as choices made about the cases to study, methods of data gathering and other forms of data analysis etc. in planning and conducting a research study while Somekh and Lewin 2005 linked methodology to rules followed in an inquiry. This chapter presents the research design, the study area and why the area was chosen, the target population, sampling procedure which gives a hint on the number of participants and how they were sampled, research tools and methods of data collection and source of data. It therefore provides a background against which the findings of the research were assessed regarding their validity, ethical values that were followed in the process discussed and finally the researcher cited the limitations of the study.

3.1 Research Design

According to Omari (2011), a research design is the distinct plan on how the research will be attacked. The design of this research is a case study which employed both quantitative and qualitative approaches. The qualitative Approach focused on events that cannot be quantified for instance perceptions while quantitative approach focused on findings that are statistical in nature for example information got on girl child school dropouts using questionnaires. Datawas collected from a sample of stakeholders; those are head teachers, teachers and selected students in the two secondary schools where the study was carried out. Here the researcher collected the data himself but to a lesser extent with the help of the research assistant and interpretation of statistical data wasaided by simple tabular presentation for ease of understanding and comprehending the contents therein.

3.2 Study Area

The study was conducted in Munkunyu Sub-County, Kasese District. Munkunyu Sub-County is partly hilly located in the western part of Kasese district. The sub county has five parishes with three secondary schools. One of the three secondary schools is Government Aided and the other two privately owned. The main economic activity in the sub county is agriculture though some few people have businesses. For the purpose of this research; two secondary schools were selected that is to say Munkunyu Secondary School (Government Aided) and Cardinal Nsubuga Memorial Vocational Secondary School-Kacungiro (private) where dropping out of girls was high.

3.3 Target Population

According to Mugenda (2003), population is the entire group of individuals, events or objects with some common observable characteristics. The target population of the studyincluded; two head teachers from two secondary schools, 80 teachers, and 400 girls' students as summarized in Table 01 below:

Table 01 showing target population

Representatives	Target
Head teachers	02
Teachers	80
Girl students	400
Total	**482**

3.4 Sample size

The researcher selected two secondary schools from Munkunyu Sub County. One government Aided secondary school and a private owned secondary school. A total of 72 respondents were earmarked to participate in the study and these were; two headteachers, twenty teachers and fifty girl students.

Table 02 sample size of the participants

Respondent	Sample size
Head teachers	02
Teachers	20
Girl students	50
Total	72

3.5 Sampling procedure

The researcher usedpurposive sampling which involved selection of participants to fit the requirement of the study because of their informative nature and the fact that they possessed the required characteristics (Mugenda, 2003). The researcher used purposive sampling because the respondents had some information regarding the study. Both the students and the teachers are faced with the challenge of girls 'dropout. This study drew samples of two (2) secondary schools out of three secondary schools in Munkunyu sub-county, Kasese District which was 66% representation of total secondary schools in Munkunyu sub-county. A total number of 72 respondents were selected to participate in this study.

3.6 Data collection tools (instruments) and methods

According to Kombo and Tromp (2006), data collection is the gathering of information aimed at providing facts pertaining the study. The researcher used the following data collection tools:

3.6.1 Use of Questionnaire

This was main research instrument that was employed in the study. According to Gray (1996), Questionnaires are useful in reaching a large number of respondents within a short time and little costs. The researcher found this instrument adequate for two categories of study subject namely teachers and students who may be busy teaching and attending classes. The questionnaires allowed the respondents to answer the questions during the convenient time; the questions were closed ended to elicit certain responses that were sought and certain open-ended questions added more information important to the study.

The questionnairessought elicit information from respondents on school based factors, economic and cultural factors that affected girls' dropout from secondary schools.

The questionnaires were hand delivered to the respective respondents by the researcher or with the help of the research assistants. The collection of the same was by the researcher or his assistants.

3.6.2 Interview Guide

According to Kothari (2004) interviewing involves the presentation of oral or verbal stimuli and reply in terms of oral-verbal response. Additional data was collected through in-depth interviews. These were conversations between the researcher and respondents and usually the interviewer initiated the interview (questions) and collected the information. This involved two types that is

structured one and according to punch (2009) structured interviews are the ones which a respondent is asked a series of pre-established questions with pre-set response categories and all respondents receive same questions in the same order delivered in a standardized manner. This was similar to questionnaires as questions were already set by the researcher while unstructured interviews are non-standardized, open ended and in depth interviews where no questions have notbeen set but keeps points around which the investigative discussions are taken into consideration. The instrument helped the researcher to learn more about the persistence of girl child school dropout from secondary schools in Munkunyu sub-county. This method assisted the researcher to generate more information (data) from the Head teacher and did not limit them from giving their detailed view about the problem. It was also important that the questions could be restructured (rephrased) during the conversation which gave the researcher an opportunity to interact with the respondents directly face to face.

Interview guide was developed and this helped to guide the flow of the interviews. Interviews are most widely employed in qualitative research because they allow a thorough examination of experiences, feelings or opinion (Kitchin and Tate 2000).

3.7 Data Sources

The researcher used both primary and secondary data sources. Primary data was obtained by conducting interviews, use of self-administered questionnaires from students and teachers. This makes this data to be original in character (Kothari, 2004). Secondary data source was used to establish information on the incidences of girl child school dropouts in Munkunyu sub-county, Kasese District and information was thereafter obtained from schools, sub-county education offices and Articles of Newspapers written about girl child education.

3.8 Data Quality Control Management

The researcher used friendly interview sessions and the respondents were informed that the research was specifically for academic purposes and not for investigative or legal proceeding or for any other use. This removed the fear from the respondents and hence getting correct and accurate information. This was also intended to avoid raising the respondents' expectations that the study might be accompanied with remunerations from the researcher.

3.9 Reliability and Validity of Data

Hammersley (1992) in Silverman (2001) explained that reliability refers to the degree of consistency with which instances are assigned to same category by different observers. There was monitoring of the consistency of the results obtained upon use of the data collection tools i.e. interview guide and questionnaires based on the close relations of the answer results derived from the same questions administered to different respondents on the same subject matter. Questionnaires and interview guide were constructed such way that the relevant and crucial themes were obtained.

3.10 Data Processing and Analysis

Orodho (2004) observes that data analysis is the life line of a research and that the method of analysis is the backbone and conduct wire. Data analysis was done in accordance with the research objectives and accompanying questions of the study.The researcher used thematic analysis which assisted in the identification of themes as cited by Clarke and Braun (2013). Simple statistical analysis tools as a measure of central tendencies was used to analyze the collected data. This was represented in simple figures like tables and the interpretation derived there from. Qualitative data was presented in clear and precise simple literary expressions for ease of understanding and conceptualization by the reader.

3.11 Ethical Considerations

Ethics are moral codes that are meant to be followed while doing research. They are binding hence need to be adhered to irrespective of the circumstances surrounding the research; they remind us of the responsibilities surrounding the research; they remind us of our responsibilities to the people being researched (May Tim,1997). Emphasis was put on confidentiality and anonymity of research participants unless they are clear over finding reasons to do otherwise. Since researchers are people who should be genuinely concerned with other peoples' quality of life, their integrity is paramount and should not take research for personal gain. In order to obtain the required information, it was necessary to guaranteerespondentsanonymity for those who wished and indeed the respondents'names were not recorded in the final project. The research obtained introductory letter and identity card from the University Management for formal introduction to the respondents.

The research sought appointments from authorities (respondents) before interviews are conducted. For confidentiality of the respondents, the names were not included on the questionnaire and the report. The researcher ensured the protection of the respondents from eliciting psychological harm and the respondents' information was only for academics.

3.12 Limitations of the Study

During the course of the research, the following were the problems encountered;

Financial challenges (Resource constraints) in meeting the costs of stationeries, transport, secretarial services and research assistants. The researcher handled the financial constraint by drawing a budget and sticking to it. The researcher also saved enough to raise funds and equally sought assistance from some relatives and well-wishers in order to get the money to fund the research process.

Mixed opinions from the respondents who mistookthe researcher to be an investigator yet he was just a student. This limited cooperation from some respondents arising from fear and suspicion that the information would be used incriminate them later. The Head teachers and teachers were not in position to provide adequate and accurate information as they thought the information would be used for a different purpose. To erase doubts in the mind of the respondents, about the motive of data collection, the researcher got an introductory letter from the Faculty as well as the student Identity Card for ease identification. The researcher also allowed the respondents to withhold their names if they chose to do so. The researcher explained thoroughly to the respondents the importance of the research and that it was purely academic so that the respondents got convinced.

The unpredictable weather conditions both rainy and shiny limited the study. It was easy to move especially during the times of heavy rainfall. The researcher bought some gumboots and umbrella that enabled easy movement in order to conduct the research irrespective of the type of weather conditions be it rainy or shiny.

CHAPTER FOUR:DATA PRESENTATION, INTERPRETATION, ANALYSIS AND DISCUSSION

4.0Introduction

The purpose of this study wasto assess the factors that influence Persistent Girl Child School Dropout from Secondary Schools in Munkunyu Sub-County, Kasese District. Interviews and questionnaires were used in the collection of the data.

The research questions that generated the analyzed data presented, interpreted and discussed in this chapter were; what is the influence of school based factors on girls' dropout from secondary schools?What is the influence of cultural factors on girls' dropout from secondary schools?What is the influence of economic factors on girls' dropout from secondary schools in Munkunyu Sub County?

The responses to the questions were categorized under school-based factors that have influence on girls 'school dropout, Influence of cultural factors on girl school dropout in Munkunyu Sub County, Economic factors influencing girls 'dropout from secondary schools were presented in narrative and Tabular forms.

The researcher administered 52 questionnaires to the respondents but only 50 were turned fully filled in expression of the respondents' understanding and interpretation of the questions laid down. The failure to return the two questionnaires was partly due to the busy schedules of the respondents. This was confirmed by a follow-up done by the researcher to find out why the respondents did not participate in the study.

4.1.0 Participants of the study by Gender

In terms of percentage 70% (49) of the females participated in the study as respondents and 30% (21) of the males were mostly girl students and teachers of the secondary schools.

Table 03 Distribution of participants of the Study by Sex

SEX	QUESTIONNAIRE	INTERVIEW	PERCENTAGE
MALE	15	06	30
FEMALE	35	14	70
TOTAL	50	20	100
PERCENTAGE	**71.4**	**28.6**	**100**

Source: Primary Data 2018

Most of the respondents were willing to disclose their names and to share their opinions openly with the researcher and would be readers. 75.7% (53) of the respondents agreed that their opinions be shared with other readers and members of the public as the issue of girl child drop out from secondary schools affects the families and the community as a whole. They therefore felt that by sharing it with the public, it would help in sharing opinions and designing solutions.

However, 24.3% (17) of the respondents expressed reservations in having their identity revealed due to personal reasons and for confidentiality which the researcher had earlier intimated to them.

This symbolized that in academic research the respondents are open minded and willing to share their opinions both within the academic arena and with the entire world too of transforming our society through collective efforts as it required coming together of differentstakeholderslike

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government, teachers, parents and the students to design solution to girls' dropout from secondary schools in Munkunyu Sub County.

4.1.1 Educational level of the teachers

The study required the teachers to indicate their highest level of education. Using the Questionnaires, only 14 respondents indicated their qualification. The results are shown in 04 below:-

Table 04 educational level of the teachers

Response	Frequency	Percentage
Primary	00	00
Secondary	00	00
College diploma	08	57
University degree	06	43
Total	**14**	**100**

Source: Primary Data 2018

From the table 04, the entire teachers had a diplomas and above as their highest level of education. This implies that teachers are educated and can easily understand why some of their girl students were dropping out of school.

4.1.2 Educational level of the parents/ guardians

The researcher looked at the educational levels of the parents /guardians to establish whether their levels affect the schooling process of their daughters. 30 respondents indicated the levels of their parents / guardians. The results are shown in the table 05 below:-

Table 05 Educational levels of parents /guardians

Response	Frequency	Percentage
Primary	18	60
Secondary	10	33.3
University	02	6.7
Total	**30**	**100**

Source: Primary Data 2018

Table 05shows that majority 18(60%) of the parents or guardians have primary education as their highest level, 10(33.3%) were for secondary education and 02(6.7%) attained university education. The above results indicate that majority of the parents or guardians did not take the education of their daughters serious due to the low levels of education. Majority of the parents or guardians had low levels of education implies that they lack awareness on the importance of girls' education. Parents provide little support on education of the girls and so regard them as source of labour and family income. Al sammarrai and Peas good's (2008) research suggest that the father's education has a greater influence on the boys schooling and the mother's on girls. Therefore, educated mothers give preference to girls' schooling implying that mothers have relatively stronger preference for their daughters' education

4.1.3 Means of transport used by the students

The researcher looked at the means of transport used by the students when coming to school. This was because the researcher wanted to establish whether the means of transport had an effect on girls schooling. 32 respondents answered using the questionnaires. The results are shown in the table 06 below:-

Table 06 means of transport used by students

Response	Frequency	Percentage
Foot	22	68.8
Bicycles	05	15.6
Motorcycles	04	12.5
Vehicle	01	3.1
Total	**32**	**100**

Source: Primary Data 2018

The above table 06 shows that 22(68.8%) foot from their homes to school, 05(15.6%) use bicycles, 04(12.5%) use motorcycles and 01(3.1%) uses a vehicle to go to school. The researcher learnt most girls do not have any means of transport and this could lead to dropout.

4.1.4 Occupation of the parents / guardians

The researcher included the occupation of the parents or guardians so as to assess whether there is a mutual relationship between their occupation and girls' dropout from secondary schools. 26 respondents used the questionnaire to give their responses. The results were that 15(57.7%) were peasant farmers who constituted the highest percentage, followed by business persons 06(23.1%), civil servants 03(11.5%) and lastly religious leaders 02(7.7%). From the above

information, the researcher learnt that most of the parents or guardians were peasants and engaged in farming activities for home consumption. They did not have any other serious source of money to enable them pay school contributions for their children and could lead to dropout.

4.2.0 Schoolbased factors influencinggirls' schooldropout

There are important components of the school environment which shape the structure of the school and hence learning environment. Students are molded by this environment and can cope with the situation hence continue schooling or can be discouraged and thus dropout.

School based factors were studied by the researcher sought to know the effect of unsafe school environment for girls and its effects on girls' drop out. The results are presented in table 07.

Table 07 Unsafe school environment for girls

Response	Frequency	Percentage
Agree	61	87.1
Disagree	05	7.1
Undecided	04	5.7
Total	**70**	**100**

Source: Primary Data 2018

Table 07 shows that majority 61(87.1%) of the respondents agreed that there is unsafe school environment in the schools. Some 05(7.1%) disagreed to the statements while 04 (5.7%) were undecided. This was because the selected secondary school did not have up-to-date areas of convenience for both girls and boys and in a situation where the urinals and latrines are inadequate; there was no measure put in place to cater for students with disabilities and they had

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difficulties in accessing the class rooms. In an interview with a female teacher, she had this to say;

"The situation of the school environment is horrible and not welcoming to motivate girls to remain school. At times girls share with boy students' latrines and urinals as they are not adequate. Worst of all the students with disabilities suffer more because the ramps are not put on buildings including latrines for access. Disabled girls with wheel chairs find it hard to access the building and others end up dirtying themselves" (study interviews, 2018)

Considering the above comment from a female teacher who ought to be gender sensitive, the researcher learnt that the school environment plays a pivotal role in either maintaining or discouraging the girls to continue with their studies. For instance, when girls menstruate, their blood is considered filthy and detrimental. This makes girls to be controlled from taking part in some activities for fear that they may contaminate others and things they may handle. In some African societies, menstruating girls are not permitted to be in the kitchen to cook or to do dishes or take part in games with youthful people during menstruation period. This may foster stigma as limitation create the perception that menstruation is harmful and that menstruation blood is shameful. Such unfriendly environments at schools make girl students uncomfortable and therefore dropout.

4.2.1 Teachers' attitude

The study assessed the Discrimination, Sexual harassment and abuse of girls in school and its effect on the girls' dropout. Both questionnaires and interview guide had this since the interviewees were always giving Discrimination and sexual harassment in schools as a factor that influences dropout. The results are presented in table 08.

Table 08 Discrimination, Sexual harassment and Abuse of Girls in Secondary Schools

Response	Frequency	Percentage
Agree	47	67.1
Disagree	20	28.6
Undecided	03	4.3
Total	**70**	**100**

Source: Primary Data 2018

Table 08 Shows that majority 47(67.1%) of the respondents agreed that there was girls' discrimination, sexual harassment and abuse from teachers and fellow students, 20(28.6%) disagreed to the statement while 03 (4.3%) were undecided. some of the respondents interviewed pointed out that segregation was worst when it comes to girls with disabilities who are segregated upon by both teachers and fellow students especially boys thus ignoring the fact that disability is not inability. As a signatory to the Universal Declaration of Human Rights, Uganda has to respect all the implication of the declaration. Any of violence against an individual ought to be considered as an abuse of one's human rights. The study findings are in agreement with Sifuna (1999) who pointed out that the issue of sexual violence and abuse in some schools adversely affected girls. Finn (1989) also pointed out that girls are not given appropriate attention in classroom by some teachers and that they enact sexiest views instead of making them actively participate in class. This contravenes article 5(1) of the 1960 UNESCO convention that prohibits discrimination in education. This implies that teachers should not ignore the potential of girls. There is no tangible evidence to show that girls or generally women have less mental capacity than that of boys or men that may make the women not to be able to perform tasks like

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men do (World Bank 2010). Girls are still viewed as less intelligent to boys and that they are just there to marry early which leads to their school drop-out.

4.2.2 Teachers' student sex preference in teaching

The researcher investigated the teachers' student sex preference in teaching. The respondents who answered the questionnaire are the ones who gave in their views as per this particular issue. 50 respondents were able to give the researcher their views and their results are summarized as in the table 09.

Table 09 Teachers' student sex preference in teaching

Response	Frequency	Percentage
Boys	30	60
Girls	15	30
Both boy and girls	05	10
Total	**50**	**100**

Source: Primary Data 2018

Table 09 shows that a majority 30(60%) of the respondents revealed that teachers preferred teaching boys than girls, 15 (30%) of the respondents revealed that teachers preferred girls and 05 (10%) teachers preferred teaching both boys and girls. This therefore indicated that though boys and girls are mixed in classes, some teachers use abusive language and labeled girl students. Concentration of most teachers while in class on boy students other than girls leaves girls feeling neglected and generally demotivates them. This situation indicates that there is need to remind teachers that to label a student does not help girl students to make improvement on her

studies. The girls are not given the appropriate attention that can lead to their progress in studies and this does not encourage girls to stay in school.

Ananga (2011) noted that the socialization of gender within our schools assures that girls are made aware that they are unequal to boys. Every time students are seated and lined up by gender, teachers are affirming that girls and boys should be treated differently. When different behaviors are tolerated for boys than girls because "boys will be boys"; schools are perpetuating the oppression of females (girls). Fan and Wolters (2012) observe that lack of motivation by both teachers and parents at schools' influence girl students to dropout because always the decision to quit school is a function of motivation. This is because motivation helps girls to stay at school and raise their academic performance. This calls for consulted efforts as teachers and parents or guardians have a great role to play if girls are to succeed academically. Therefore, teachers who prefer teaching boys dominated classes at the expense of the girls, breeds a ground for girls' dropout as they are not given serious attention.

4.2.3. Distance from home to school

The influence of distance from home to school on dropout rate was also investigated. The study probed whether distance from home to school and provision of transport by the school would have on the girls' drop out.

Both the questionnaire and interview guide were used. The interviewee had a hint on distance from home to school as having adverse effect on girls' dropout within the sub-county and they revealed that the distance was discouraging girls. The results are presented in Table 10

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Table 10Distances from home to School discouraging girls

Response	Frequency	Percentage
Yes	53	75.7
No	17	24.3
Total	**70**	**100**

Source: Primary Data 2018

Table 10 shows that 53(75.7%) of the respondents agree that the long distance covered by girls from home to school discouraged them from pursuing their education, 17 (24.3%) disagree with the statement that it cannot be a reason for girl student dropping out of school. Basing on the data presented above, it evident that long distance from homestead of the girls to where the schools are located contributes much encouraging girls' dropout from secondary schools in the study area. These findings reveal that girl students walk more than 10 kilometers to and from school. This situation makes girl students to become tired and fail to capture what is taught at school. The researcher learnt that long distance from home to the nearby secondary school was the determining factor for girls 'dropout. In an interview with a teacher who had a girl student with disability, "mentioned that students with disabilities get serious challenges when it is a rainy season and others end up forgoing schooling."

The study points to distance from home to school as being an important determinant of education access. This finding is in agreement with Juneja (2001) who observed that in areas where schools are far away from homes, the distance may be considered too far for young children to travel especially young girls; this is also true in the cases of older girls and those children regarded by parents as vulnerable to sexual harassment. This is because along the way from home to school, some girls are harassed by men. Therefore, school distance can discourage girls

from being educated because girls take length of time and energy to cover the distance and the parental anxiety about sexual safeguard of their daughters. Ananga (2011) argues that a shorter distance from home to school gives an encouragement for girls to stay in school. However, it should be noted that Article 28 of the Convention on the Rights of the Child emphasizes that state parties should recognize the rights of the child to education and argue state parties to take measures to ensure regular attendance at schools and reduction of dropout. Therefore, the above situation of girls' school dropoutsmakes them not to enjoy the right as stipulated in the convention.

Equally provision of transport by the school was then studied. Both the questionnaire and interview guide were used and the results are presented in the table 11 below:-

Table 11Provision of transport by the school

Response	Frequency	Percentage
Yes	15	21.4
No	55	78.6
Total	**70**	**100**

 Source: Primary Data 2018

Table 11 shows that majority 55(78.6%) of girls' students are not provided with transport by the school authorities, 15(21.4%) are provided with means of transport. The school that provides means of transport might be encouraging girl students to stay in school and therefore reduces the dropout.

According to Nekitibab (2002), distance from home school has been another obstacle for girls' education in many countries in Africa as both schools and parents cannot afford to provide means of transport to students especially girls leading to their drop out. In schools where there are school buses and parents pay some subsidized transport fares, girls are motivated to continue schooling and equally arrive early at school however this is not the case of the study area girls have to struggle with the long distances.

4.3.0 Influence of cultural factors on girls'school dropout from secondary school in Munkunyu sub-county

The second objective of study sought to find out how cultural practice lead to drop out from secondary schools in Munkunyu sub-county. Culture constitutes the totality of people's way of life, their value, moral principles, religion, and social practices. Culture can thus become a force of liberation or oppression (Meena, 1996). Male dominated ideologies have tended to use culture to justify oppressive gender relations. The cultural factors in this study include early marriages, early pregnancy and beliefs that impact on the girls' education

4.3.1 Early marriages

The researcher investigated the influence of early marriages on girls' drop out from secondary schools. Early marriages refer to any marriage of a child younger than 18 years, according to Article 1 of the convention on the Right of the child (UNICEF 2005). Also early marriage is the type of marriage where immature man or women get married. It is a situation whereby both partners are married before they reached their 18th birth day and was in common in South Asia and sub-Saharan Africa where child marriages are a long standing tradition in areas it is practiced (UNICEF 2006).

During an interview, a girl student had this to say;

"Before puberty girls are obedient to parents and in community and when they clock puberty; they change behavior because they consider themselves as grown up, they don't respect parents also they do not care about schooling, other girls decide to stay at home and get married. This sometimes gives a chance to parents to neglect girls' education" (study interviews, 2018)

The study findings amply indicated that parents / guardians had negativity towards girl education and therefore allow most of their children especially girls get married before they clocked 18 years of age. This was because some of the parents / guardians were trying to escape their responsibilities of taking care of their daughters' education.

Further responses given by the teachers showed that "tradition training encourages more in marriages than in education. The findings are in agreement with a study by Hunth (2008) which linked age and drop out for girls, for example when girls start to menstruate or reach maturity / puberty. They might withdraw from school after being taught their sexual roles, in other cases; girls withdraw from school at this time. This means that most of the puberty girls who are still in school need a kind of knowledge that help to give them awareness that they are grown up but biologically not ready for marriage until they are above 18 years. However, it should be noted that girls (women) are human beings with rights and responsibilities and not vehicles for providing children and sexual services and domestic comfort for men. The independent, educated and empowered a woman is, the better her chances are to protect her from harm and injustices.

4.3.2 Early pregnancy

The researcher further investigated early pregnancy and its influence on girls' dropout. UNICEF (2005) refers to early marriage and pregnancy as a time before the girl is physically and psychologically ready to do the responsibilities of marriage, child bearing and home care. During an interview with some respondents the findings were that when some girls reach puberty and some have joined secondary schools, parents and guardians do not give them basic needs like clothes, oil, exercise books and in turn indulge in pre-marital sex as a means of raising some money for buying some of the above items which may eventually lead to early pregnancies. The finding show that teenage (early pregnancy) as an obstacle to girls' education because girl who rented near the school as a measure towards walking long distances lack supervision and end up in engaging in love affairs with boys or men expecting monetary benefit to enable them buy what their parents cannot provide. This situation puts them at risk of early pregnancy though this depends on the status of the family whereby girls from economically rural (peasantry) disadvantaged families willingly or unwillingly get into relationship expecting monetary benefits centrally to economically well-off and girls in urban areas who have more exposure and varied types of information relating to health and sexuality. The findings concur with Ahikire and Madanda (2011) who made a survey on re-entry of pregnant girls in primary and secondary schools in Uganda. The study indicated that in many cases, lack of basic requirements tends to expose girls to risks of pregnancy.

Through the study the researcher learnt that the early pregnancy was a result of cultural practices and that dropout girl did not have life skills that enable them to encounter life challenges as a result they get pregnant and end up in bad life. Early pregnancy is not a good practice because at this time a young girl has not matured enough to take care of family responsibilities. A girl who

drops out of school increases poverty in her family because if she gets pregnant, she will not be able to take care of their baby; instead the parents or guardians will be required to spend available resources to take care of the child. This therefore gives the parents an extra load of the people to take care of. The researcher therefore learnt that parents and guardians' failure to provide basic needs can lead to early pregnancy and hence girls' drop out from secondary schools. However, some of the girl students interviewed by the researcher said that some girls want to be called wives other than students and that it gives them pride despite whatever conditions they live in with their husbands.

4.3.3 Beliefs

Cultural beliefs and practices were seen as one of the factors that influence girls' drop out. During the interview with some respondents, polygamy was cited as another key factor in girls' drop out. A polygamous union is the relationship in which a man has more than one wife. This practice is common in many countries, particularly (though not exclusively) in Africa (UNICEF 2005). The researcher sought to determine how polygamy enhances girls' drop out from secondary schools in Munkunyu sub-county. Most of the interviewed respondents pointed at polygamy for enhancing girls' drop out. This was because the father might have preference on one of the wives and her children so; children of other wives may not be given necessities. Some other polygamous families fail to provide basic needs to their daughters because they are poor; as a result, some girls decide to engage in selling their bodies to earn a living. This situation eventually leads to girls' drop out from school. This happens when one mother out of jealousy against another wife persuades the husband to stop paying school fees and the other school expenses for the daughter of another mother. The study found out what polygamous families aggravate female students drop out of school due to jealousy among wives, failure to provide

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scholastic needs, unequal distribution of resources coupled with poverty are some of the conditions which may compel girl students to drop out of school. This concurs with the study of UNICEF (2005) that polygamy was, common in most African countries and thus parents don't easily support the many children they have most especially the girls.

The findings are also in agreement with the UNESCO (2012) study which found out that a large family size as one of the key barriers for out of schoolchildren due to its effect on a family's economic capacity and their ability to support all children in school. Equally one teacher had this to say regarding polygamous families;

"*Some girls stay with their grandparents who are elderly who may not make daily follow up of their gran children this may give girl children a chance not concentrate thus dropout" (study interviews, 2018).*

Further findings showed that parents had beliefs that girls should be in the house helping their mothers and that girls are considered less important than boys. Parents look at girls as future mothers who after being educated go to their husband's homes and never assist their parents while on other hand parents deeply attach value to boys because they look at them as continuity of the families and therefore willing to educate boys with such biases girls are likely to drop out of secondary school.

The researcher through an interview with a girl student was informed that sickness of the parents or guardians aggravates the situation of dropout. Much of the family money is spent on treatment of parents or guardians and this is worst with parents or guardians having Human Immune deficiency virus / Acquired Immune Deficiency Syndrome who need extra care. While still sharing with the same girl student, she quoted;

"My sister dropped out of secondary school when I was in primary six. This was because our mother was very sick and she had to stay at home to take care of her. She stayed at home for a long time until our mother died and now we are living with our grandmother. It was because of our mother's sickness that my sister dropped out of secondary school and never managed to return back to school since she left to take care of our mother who later passed on" (study interviews, 2018).

From the above text, the researcher was convinced that there weresome students especially girls who are required to dropout of schools so as to go and take care of their sick parents or guardians. This is in line with a study by Rwechungura (2014) which discovered that parents or guardians' sickness and deaths influence school dropout. Some illnesses were prolonged meaning that some students have to stay at home for a long time taking care of the sick.

Abena (1999) observes that in Africa, parents were more concerned about the role of girls at home as in this role, girls don't need education since they are supposed to take care of the children, sick, elderly relatives and prepare meals. Theabove practice contravenes Article 30 of the 1995 Constitution of Uganda which grants all persons a right to education regardless of the sex.

4.4.0 Economic factors influencinggirls' school dropout from secondary schools in Munkunyu sub-county

The third research question investigated the economic factors influencing girls' drop out. Munkunyu sub-county is fertile and has a variety of agricultural cash and food crops grown by people who live in this sub-county. Though the main activity in the study area is cultivation of crops, some parents or guardians are engaged in petty businesses. There is always unpredictable home environment that refers to situations where girls are negatively affected at home and

forcing them to dropout of schools. These are obstacles that hinder the girls from finishing their education cycle in time or force them to drop out of school completely. Circumstances of unpredictable home environment that were identified in this study included child labour. Labour for children has been seen as a cultural phenomenon that children are to help their parents no matter what kind of work. Overworking children is seen as a way of upbringing them in order to become responsible adults to ensure that children get to know household duties and thus be a source of help when needed. Findings revealed that child labour was increasing the number of girls' dropout among secondary schools' goers in the sub county. Respondents revealed that parents or guardians use their girl children for family labour especially during the farming season. This means that parents or guardians depend on their children for free labour to put food on table. Under such circumstance there no free time for girl students to concentrate on their school work. Child labour demotivates learners from going to school and this result into skipping classes or dropping out of school completely. A teacher at one of the selected secondary schools supported this by saying that;

"Children especially girls work for long hours and they end up absconding classes because they are either encouraged or forced to work in the fields at home" (study interviews, 2018).

This usually affects the girls' performance in schools and they end up giving their studies before completing the education cycle.

4.4.1 Parental investment

The respondents revealed that some parents and guardians are engaged in small businesses but money is used from hand to mouth and some parents fail to get even daily meal required for the family which make them live in poverty. This therefore make some parents lack sufficient

money to support education of their children, those who are peasant farmers produce food crops purposely for home consumption. Parents do not manage paying school fees and other contributions, parents and guardians are engaged in small businesses like retail shops and selling of food stuffs. Other parents or guardians earn money but are practicing gender biasness as they have negative attitude towards girls' education. It is important to note that some girls' dropout from secondary schools because of low economic status of their families. The studied area has its population mainly subsistence farming therefore harvesting fewer products implies failure to pay school contributions hence dropout. The findings in this study are in agreement with the study conducted by UNICEF (2005) that stated that parents don't invest in girls because they do not expect any return from them. In this study, the researcher learnt that most parents and guardians did not value the education of their daughters as most of them are forced to spend most of their time on work rather than in class. The above information can be summarized in table 12.

Table 12Girls frompeasantry families'completion of ordinary level

Response	Frequency	Percentage
Agree	32	64
Disagree	13	26
Undecided	05	10
Total	**50**	**100**

Source: Primary Data 2018

From the above table 12, only questionnaires were used and the results from respondents is as follows 32 (64%) of the respondents agreed that girls who came from peasantry families are more likely not to complete Ordinary level, 13(26%) disagreed with the statement while 05 (10%) were undecided. This is because involving in subsistence and petty business make parents/

guardians, earn low income which may not be adequate to cater for their children's educational needs.

The death of a parent has also been identified as reason for girls' dropout of school. Women in most developing countries depend on a man economically, hence when a man dies; this leaves them without financial resources to send their children to school which compromises the girls' chances of remaining in school.

The researcher while in an interview with a teacher had this to say;

"The dropout girl cannot get employment because she does not have certificate to qualify her for a good employment opportunity.in most cases, a dropout girl may become a prostitute or if she hardly finds employment, it will be as house girl in a town like Kasese" (study interviews, 2018).

This observation agrees with the findings by Mawere(2012) who observed that people are now days employed depending on their qualifications. Those with higher qualifications or otherwise have higher chances of getting employment. This means the least educated, including the school dropouts are at risk of being unemployed.

4.4.2 Schooling costs

The researcher investigated the school costs involved. The questionnaires were used and the findings were that there were Direct and indirect costs which are important for the education for instance books, pens, uniforms and school fees and those costs were important in determining access to education. School costs are sometimes linked to the gender of the children. Whereas respondents agreed that lack of the above costs lead to dropout of girl students, some parents also attach the issue of gender in clearing the costs at schools. Some parent or guardians do not want their girl children to acquire secondary education; they look at this education as a waste of

money. In an interview with one of the teachers from the selected secondary school, commented that parents clear school fees for boys first leaving the girls behind. One girl student said that some girls are told by their parents and guardians to provide basic needs including school needs like text books, exercise books, writingpens, clothes, oil and others. This situation sometimes forces girls to indulge in pre-marital sex as a way of looking for money thus exposing them to sexual infections. This is in agreement with Brown and Park (2002) investigated in China that parents' incapacity to pay school fees was the reason given for the dropout of girls from schools.

However, in an interview with a teacher in one of the selected secondary schools, the researcher learnt that there were some girl students who were orphans and were not being sponsored by either Government or Non-Governmental Organizations and thus could not afford schooling costs and had high chances of dropping out. The teacher added that;

"Not all orphans are in position of being sponsored, only few are selected especially those who their relatives are known to leaders. Some relatives also do not want to sponsor orphans, they say they have no money and so they force them to dropout. It is not true that they have no money instead they want orphans to work for them." (Study interviews, 2018).

From the above information, the researcher was convinced that not all orphans are in position of receiving education sponsorship, only few are chosen and some relatives are also a threat to these orphans as they may take them as source of labour. It is important to note that schools have no way of caring, supporting and protecting these vulnerable children. This worsens when it comes to girl students who are orphans, relatives of such children may not be willing to inject money in the education of such girls. Even the little financial support to the orphans involves bureaucracy and needs follow ups and at times not directed to the needy. This might lead to dropout of orphans from secondary schools.

Government introduced USE in 2007 in Uganda. Though USE helped to increase the enrolment rates, it is implemented in mostly government aided secondary schools. Few privately owned schools were included. In the study area parents or guardians still suffer with the load of school fee payments thus the need to extend USE to more secondary school to handle the issue of girls' dropout.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This study assessed the factors that influence persistent girl child school dropout from secondary schools in Munkunyu sub county Kasese district. The study was guided by three specific objectives namely; to determine the school based factors influencing the dropout rates in the selected secondary schools, to establish the influence of cultural factors on girls' dropout rates from secondary schools and finally to determine the economic factors influencing girls' dropout in Munkunyu sub county.

This chapter presents a summary of the study, conclusion based on the findings and the recommendations both action and further research.

5.1 Summary of the Findings:

This study examined ways in which school, cultural and economic factors influence girls drop outs from secondary schools in Munkunyu Sub County and made some recommendations.

5.1.1 Schoolbased factors influencing the girl child school dropout in Munkunyu Sub County

In the study of school based factors influence on girls' dropout rate, the research findings were that there was unsafe environment like lack of urinals, latrines, ramps for disability access to the buildings in secondary schools. Further findings were that there was discrimination, sexual harassment and abuse of girls in secondary schools exhibited by teachers and fellow students especially boys. Girls are not given appropriate attention in classrooms thus ignoring their potential. Male teachers mainly prefer teaching boys to girls dominated classes.

Distance from home to school had an influence on the drop out. Research findings were thatthose girls who walk (move) long distance from home to school are usually demoralized by the distance as this make them tired as no means of transport provided by the secondary schools coupled with the risk of being defiled or raped along the way thus enhancing their dropouts.

5.1.2 Influence of cultural factors on girls' dropouts in Munkunyu Sub County

The study found out that early marriages were rooted in the standing traditions in Africa and south Asia amply indicated that parents / guardians allow most of their children to get married before 18 years of age due to escaping from their responsibilities of taking care of their daughters' education. This is because in some communities, when girls reach puberty stage, some parents tend to look at these girls as marriage candidates though this is done for their selfish interest of questing for wealth through payment of bride price.

Some parents do not provide necessities for their girl children when they reach puberty stage and this is the time when some have joined secondary schools. Basic needs like clothes, smearing oils, books and sanitary wears are important. Failure to provide may in turn make these girls to indulge in premarital sex and as such lead to early pregnancies though some of the girls seem to have been enjoying early pregnancy and havingchildren early enough which to them is a pride.

Cultural beliefs equally have its blame. Girls who come from polygamous families may end up dropping out of school due to jealousy and fights among the wives. Every wife trying to pull resources of the husband to her side and as such as other sides may be neglected costing the education of the girls the community.

5.1.3 Economic factors influencinggirls'dropout from secondary schools in Munkunyu Sub County

The study found out that parental investment is a key factor in the education of children. Most parents in the area depend on subsistence farming and small businesses. The return from their activities is low which make them not to pay for their children school fees especially girls coupled with the gender biasness they have towards education of girls.

5.2 Conclusion

Based on the findings of the study, it was established that girls' dropout from secondary schools in Munkunyu Sub-County is influenced by several factors such as school based, cultural and economic factors. There was discrimination, sexual harassment and abuse of girls by teachers, fellow students and some community members, the distance from home to school is also to blame and worst of it all, teachers' preference of teaching boys to girls in class make girls students demoralized and thereafter lead to their dropout, somegirls take early pregnancies as a pride as they are called "mothers". Teachers should be encouraged to advise and teach girls the more for them to remain in school.

The study acknowledged that there was girl child school dropout in Munkunyu Sub County despite some programmes provided by government such as USE and NGO's like paying school feesfor some girls in secondary schools. Education is a human right and everyone has a right to acquire it regardless of gender as it is critical for children since it empowers them to take part in the development process and escape the chains of extreme poverty. Girl child education is a human right which needs to be supported.

Efforts should be made to provide programs that are aimed at sensitizing parents/ guardians and girl students on the importance of girl child education by government and NGO's.

5.3 Recommendations

Based on the research findings, the following are the recommendations; -

Government, Non-governmental organizations and community members should strive to establish dormitory / hostel facilities in order to reduce girls' dropout from school This will help to eliminate practices   which happen due to distance from home to school and enable girls to concentrate on their studies in school. This would also help girls to concentrate more during the teaching and learning process.

There is need for Government and NGO's which deal in poverty eradication to instigate measures to empower the community to meet the private costs of education like books, pens, transport so as to help girls be retained in school. Since some of the parents rely on agriculture, value additions to their produce should be taken into consideration in order to be able to fetch fair prices so that parents are able to support their children.

Deterrent punishments should be awarded by court to culprits who defile young girls to send a signal to the would-be culprits in future so as to reduce the early pregnancy rates from secondary schools in Munkunyu Sub-County.

Government, NGO's and the church leaders should carryout massive campaigns / sensitization stressing the need for both boys and girls to be sent to schools so that girls are not left behind. Some girls need to be advised to avoid luxurious life since some of them at puberty stage want to possess different things of which they are incapable to get and as a result they involve themselves in sexual affairs to fulfill those needs whichincludes expensive

clothes,necklaces,perfumes and mobile phones. These luxurious lives with no capital lead them to get pregnancies. Girls should be encouraged to be satisfied with what they get from home to live in real life regarding the family capability and not to pretend or to preempt other styles. The masses should be more enlightened about the importance of girl child education and encourage parents/ guardians to get actively involved in the education of their children without any bias.

Since education is a collaborative process among the education actors, non-governmental organizations should take part in supporting the construction of more secondary schools so that girls can get education in the nearby secondary schools. This will help minimize long distances to and from secondary schools which lead to absenteeism and also this will increase a desire of girls towards education.

Secondary school Administrators should be encouraged to have Talking compoundsfor instancepostersencouraging girls to desist from early marriages and abstinence from sex until completing atleast Ordinary level would help remind the girls those would-be victims of circumstance.Secondary School Administrators should not expel learners (girls) from secondaryschools because they have got pregnant. Mechanisms should be put in place by government to ensure that those learners that get unwanted pregnanciesduring their studies are accorded an opportunity to complete their studies, this because expulsion of pregnant girls from secondary schools is against the girl child's right to education.

5.4 Recommendation for Further Research

This study was confined to Munkunyu Sub-County in Kasese District. It is recommended that similar research studies are conducted in other areas of Uganda where no similar studies have been carried out or have been carried out in a different situation or time frame. Such studies will

provide an understanding of school based, cultural and economic related factors that influence

girls' drop out from secondary schools.

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APPENDICES

APPENDIX I: Questionnaire for students

Esteemed respondent, my name is **Njike Thembo Zepher** as students of **Uganda Martyrs University** currently pursuing a course leading to the award of **Masters of Arts Degree in Human Rights.** Am conducting a research on"**An assessmentof the factors that influence persistent Girl child school dropout from secondary schools in Munkunyu Sub County Kasese District"** You have been cited as a person in this field and I request you to kindly answer the following questions to aid my study. The information that shall be provided shall be used purely for an academic purpose and shall be treated as confidential.

Answer the questions as indicated by either filling in the blank or ticking the option that applies.

Please indicate with a tick.

SECTION A: PERSONAL INFORMATION

1- Highest level of education attained by parent/guardian.

  Primary ☐ secondary ☐ university ☐ others, specify ……………

2- Occupation of the parent / Guardian

  Civil servant ☐ farmer ☐ religious leader ☐ business person ☐

  other specify……………..

3- What is your order of birth in the family

First born ☐ Second born ☐ Third born ☐ Any other specify …………..

4- How many kilometer (Km) is your school from home

  0 to 5kms ☐ 6 to 10kms ☐ and above kms ☐

5- How do you get to school

  By footboy ☐ bicycles ☐ by motorcycle ☐ by vehicle ☐ any other (specify) ………

6- How many other siblings do you have? Boys…….. Girls ………

  Specify number of girls according to the following age brackets

  10 – 13 ☐ 14 – 18 ☐ above 18 ☐

SECTION B: SCHOOL BASED FACTORS CONTRIBUTING TO GIRLS' DROP OUT

FROM SECONDARY SCHOOLS IN MUNKUNYU SUB COUNTY

7- The school environment for girls contribute greatly to high dropout rate

Agree ☐   Disagree ☐   Undecided ☐

8- Have you ever heard cases of sexual harassment in your school or from your friends

Yes ☐   No ☐

   Please answer by ticking according to your level of agreement.

9- Do you think girls first experience discrimination, sexual harassment and abuse from students

Strongly agree ☐   Strongly disagree ☐   Undecided ☐

10- Do you think girls first experience discrimination, sexual harassment and abuse from the teachers

Agree ☐   Disagree ☐   Undecided ☐

11- Some of the teachers demoralize girls in the classroom, contributing to the girls feelings that they do not belong in school

Agree ☐   Disagree ☐   Undecided ☐

12- Does the school have separate latrines for girls and boy

Not available ☐   Available but inadequate ☐   available and adequate ☐

13- How many kilometers is your home to the nearest school

0 to 5kms ☐   6 to 10kms ☐   11 and above kms ☐

14- Does the school provide transport? (e.g. school van)

Yes ☐   No ☐

15- Long distances from home to school discourage girls from pursuing education and eventually dropout.

   Yes ☐   No ☐

16- My teacher value and know the importance of girls' education

Yes ☐   No ☐   Don't know ☐

17- Do the teachers prefer teaching boys to girls?

Yes ☐   No ☐

   Give reason for your answer ………………………………………………………………

18- In your opinion does attitude of teachers determine the retention of girls in school? Please explain…………………………………………………………………….

SECTION C: INFLUENCE OF CULTURAL FACTORS ON GIRL'S DROPOUT FROM SECONDARY SCHOOLS IN MUNKUNYU SUB COUNTY

19- Girls getting married still below 18years of age is the main cause of school drop out

Agree ☐   Disagree ☐   Undecided ☐

20- Girls who get pregnant before completion of ordinary level (o' level) never come back to continue with their education after delivery

Agree ☐   Disagree ☐   Undecided ☐

21- Girls are looked at as a source of income by some parents and they encourage them to drop out

Agree ☐   Disagree ☐   Undecided ☐

22- Girls compared to boys do most of the domestic work and this leads to drop out

Agree ☐   Disagree ☐   Undecided ☐

SECTION D: INFLUENCE OF ECONOMIC FACTORS ON GIRLS' DROPOUT FROM SECONDARY SCHOOLS IN MUNKUNYU SUB COUNTY

23- Girls who come from peasantry families are more likely not to complete ordinary level

Agree ☐   Disagree ☐   Undecided ☐

24- Lack of school fees is one of the causes of girls drop out

Agree ☐   Disagree ☐   Undecided ☐

25- Lack of scholastic materials such as books, pens and uniforms contribute much to the dropout

Agree ☐   Disagree ☐   Undecided ☐

END OF QUESTIONAIRE

Thank you very much for taking your time to fill

APPENDIX II: Questionnaire for Teachers

QUESTIONAIRE FOR TEACHERS

Esteemed respondent, my name is **Njike Thembo Zepher** a student of **Uganda Martyrs University** currently pursuing a course leading to the award of **masters of Arts Degree in Human rights.** Am conducting a research on "**An assessmentof the factors that influence persistent Girl child school dropout from secondary schools in Munkunyu Sub County Kasese District"**. You have been cited as a person in this field and I request you to kindly answer the following questions to aid my study. The information that shall be provided shall be used purely for an academic purpose and shall be treated as confidential.

Answer the questions as indicated by either filling in the blank or ticking the option that applies.

SECTION A: GENERAL INFORMATION

1.   What is your Gender?

Female ☐   Male ☐   Any other specify ……………………………….

2.   In which of the following age bracket do you belong?

     Below 25years ☐

     26 - 30 years ☐

     31 – 40 ☐

     Above 40 years ☐

3.   Highest level of education attained

     Primary ☐   Secondary ☐   College ☐ University ☐

4.   Numbers of years worked as a teacher in Munkunyu sub-county

     Less than 5 ☐   5 -10 years ☐   above 10 years ☐

SECTION B. SCHOOL BASED FACTOR CONTRIBUTING TO GIRLS' DROPOUT FROM SECONDARY SCHOOLS IN MUKUNYU SUB-COUNTY

5.   The environment in which the school is based is important for students

     True ☐   False ☐   Don't know ☐

6.   Unsafe environment for girls contribute greatly to high dropout

     Agree ☐   Disagree ☐   Undecided. ☐

7. Do you think girls first experience discrimination, sexual harassment and abuse, either from fellow students or from the teachers

8. Some of the teachers undermine girls in the classroom, contributing to girls' feelings that they don't belong in school.

   Agree ☐   Disagree ☐   Undecided ☐

9. How would you rate the quality of the learning resources and facilities in your school?

   Excellent ☐   Good ☐   Fair ☐   Bad ☐

10. How best can you describe the available school learning resources?

    Enough ☐   Few ☐   Not available ☐

11. Does the school have separate latrines for girls and boys

    Not available ☐   Available but inadequate ☐   Available and adequate ☐

12. Availability of necessary facilities is core to retention of girls in schools.

    Agree ☐   Disagree ☐   Undecided ☐

13. Which sex do you prefer teaching

    Boys ☐   Girls ☐   Both boys and girls ☐

    Give reasons for your answer

    …………………………………………………………………………………

    …………………………………………………………………………………

14. In your opinion does attitude of teachers determine the retention of girls in schools? Please explain

    ………… …………………………………………………………………………

    …………………………………………………………………………………

    …………………………………………………………………………………

15. Does the distance from school affect students' concentration class

    Yes ☐   No ☐

16. Long distances from home to school discourage girls from pursuing education and eventually dropout,   Yes ☐   No ☐

17. If YES suggest how the challenge can be overcome

    ....

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SECTION C: INFLUENCE OF CULTURAL FACTORS ON GIRL'DRPOUT FROM SECONDARY SCHOOLS IN MUNKUNYU SUB COUNTY

18. Early marriages of girls below the age of 18 years forms the highest percentage of school dropout,

Agree ☐　　　　Disagree ☐　　　　　　　Undecided ☐

19. Parents of school going girls look at them as the source of income and encourage them to dropout.

Agree ☐　　　　Disagree ☐　　　　　Undecided ☐

20. Girls who get pregnant before the completion of Ordinary level (O'Level), never come back to continue with education after delivery.

Agree ☐　　　　Disagree ☐　　　　　Undecided ☐

SECTION D: INFLUENCE OF ECONOMIC FACTORS ON GIRL'DROPOUT FROM SECONDARY SCHOOLS IN MUNKUNYU SUB COUNTY

21. Lack of school fees is one of the girls' dropouts.

Agree ☐　　　　Disagree ☐　　　　Undecided ☐

22. Girls from low income families are likely not to complete ordinary level

Agree ☐　　　　Disagree ☐　　　　Undecided ☐

23. Family financial background directly affects the education of girls in secondary schools.

Agree ☐　　　　Disagree ☐

Please explain

……………………………………………………………………………………………

……………………………………………………………………………………

End of questionnaire

Thank you very much for taking your time to fill this questionnaire.

APPENDIX III: Questionnaire for Head teachers

QUESTIONAIRE FOR HEADTEACHERS

Esteemed respondent, my name is **Njike Thembo Zepher** a student of **Uganda Martyrs University** currently pursuing a Course leading to the award of **Masters of Arts Degree in HumanRights**. Am conducting a research on "**An assessmentof the factors that influence persistent Girl child school dropout from secondary schools in Munkunyu Sub County Kasese District"** You have been cited as a person in this field and I request you to kindly answer the following questions to aid my study. The information that shall be provided shall be used purely for an academic purpose and shall be treated as confidential.

Answer the questions as indicated by either filling in the blank or ticking the option that applies.

SECTION A: GENERAL INFORMATION

1. What is your Gender?

   Female ☐ Male ☐ other specify ……..

2. In which of the following age bracket do you belong?

26 - 30 years ☐

31 – 40 ☐

Above 40 years ☐

3. Highest level of education attained

   Secondary ☐ College ☐ University ☐

4. Numbers of years worked as a head teacher in Munkunyu sub-county

   Less than 5 ☐ 5 -10 years ☐ above 10 years ☐

SECTION B. INFLUENCE OF SCHOOL BASED FACTORS ONGIRLS' DROPOUTFROMSECONDARY SCHOOLS IN MUKUNYU SUB-COUNTY

Please answer by ticking according to the level of your agreement.

5. The school environment for girls contribute greatly to high dropout rate

   Agree ☐ Disagree ☐ Undecided ☐

6. Some of the teachers demoralize girls in classroom contributing to girls' feelings that they don't belong in school.

   Agree ☐ Disagree ☐ Undecided ☐

7. How do you rate the quality of learning resources and facilities in your school?

Excellent ☐   Good ☐   Fair ☐   bad ☐

8. How best can you describe the available learning resources?

Enough ☐   Few ☐   Not available ☐

9. Do you have separate latrines for girls and boys?

Not available ☐   Available but inadequate ☐   Available and adequate ☐

10. If there are no proper latrines that are safe for girls, the girls may drop out.

Agree ☐   Disagree ☐   Undecided ☐

11. Lack of sanitary pads provision in secondary school may cause girls' dropout.

Agree ☐   Disagree ☐   Undecided ☐

12. Availability of necessary facilities is core to retention of girls in schools.

Agree ☐   Disagree ☐   Undecided ☐

13. Which student sex do you prefer to teach?

Boys ☐   Girls ☐   Both boys and girls ☐

Explain a reason for your answer.

…………………………………………………………………………………………

…………………………………………………………………………………………

14. In your opinion does attitude of teachers determine the retention of girls in schools?

Explain

… ………………………………………………………………………………………..

…………………………………………………………………………………………

15. Does the school provide transport to the students (e.g. school van)?

Yes ☐   No ☐

16. Long distances from home to school discourage girls from pursuing education and eventually dropout,   YES ☐   NO ☐

SECTION C: INFLUENCE OF CULTURAL FACTORS ON GIRL'DROPOUT FROM SECONDARY SCHOOLS IN MUNKUNYU SUB COUNTY.

17. Some Parents look at their daughter (girls) as a source of income and they encourage them to dropout.

Agree ☐   Disagree ☐   Any other (specify) ………….

18. Early marriages of girls below the age of 18 years forms the highest percentage of school dropout,

Agree ☐   Disagree ☐   Undecided ☐

19. Girls who get pregnant before the completion of Ordinary level (O'Level), never come back to continue with education after delivery.

Agree ☐   Disagree ☐   Undecided ☐

20. Most parents prefer paying school fees for boys to girls and this makes girls lag behind in education

Agree ☐   Disagree ☐   Undecided ☐

SECTION D: INFLUENCE OF ECONOMIC FACTORS ON GIRLS'DROPOUT FROM SECONDARY SCHOOLS IN MUNKUNYU SUB COUNTY

21. Girls who come from peasantry families are more likely not to complete ordinary level

Agree ☐   Disagree ☐   Undecided ☐

22. Family financial background directly affects the education of girls in secondary schools.

Agree ☐   Disagree ☐

Please explain

………………………………………………………………………………………………

………………………………………………………………………………………………

23Lack of scholastic materials such as books, pens and uniforms contribute much to the school dropout.

Agree ☐ Disagree ☐   Undecided ☐

End of questionnaire

Thank you very much for taking your time to feel this questionnaire.

APPENDIX IV: Interview guide

Esteemed respondent, my name is **Njike Thembo Zepher** a student of **Uganda Martyrs University** currently pursuing a Course leading to the award of **Masters of Arts Degree in Human Rights.** Am conducting a research on "**An assessmentof the factors that influence persistent Girl child school dropout from secondary schools in Munkunyu Sub County Kasese District"**. You have been cited as a person in this field and I request you to kindly answer the following questions to aid my study. The information that shall be provided shall be used purely for an academic purpose and shall be treated as confidential.

1. Do you experience high girl child education school dropout in your school?
2. Does discrimination according to sex occur in this secondary school and why?
3. How are the girls who get pregnant during the course of their studying managed?
4. Do you at times sensitize parents about the importance of girl child education during school meetings?
5. How does the parent's income affect the schooling of the girls in secondary schools in Munkunyu Sub County?
6. What kind of support does government offer towards girl child retention in secondary schools in Munkunyu Sub County?
7. Do you sensitize the girls on the benefits of their education?
8. How best can early pregnancies and marriages be discouraged among the girls within the secondary schools?
9. Do you think improving the school environment i.e. construction of separate latrine and urinals can improve girls' stay in school?

APPENDIX V: Budget

S/NO	ITEM		QUANTITY	UNIT COST	TOTAL
01	Stationery	Rims of papers	04	18,000/=	72,000/=
		Dozens of pens	01	5,000/=	5,000/=
		Notebooks	02	10,000/=	10,000/=
		Stapling machine/wires	01	10,000/=	10,000/=
02	Secretarial Services	Typing	600 Pages	500/=	300,000/=
		Printing	600 Pages	500/=	300,000/=
		Photocopying	200 Pages	150/=	30,000/=
		Binding	05 Sets	12,000/=	60,000/=
03	Transport	Lump sum		500,000/=	500,000/=
04	Research Assistants		03	100,000/=	300,000/=
05	miscellaneous				300,000/=
06	**GRAND TOTAL**				**1,887,000/=**

making a difference

School of Arts and Social Sciences
Department of Governance ,Peace and International Studies

Email: sass@umu.ac.ug

Your ref:
Our ref: ma hr : field introduction letter 17-18

Nkozi, 13th August, 2018

Dear Sir/Madam,

Re: Letter of Introduction

This is to introduce to you **NJUIKE Thembo Zepher** Reg. No. **2014-M062--20004** who is a Post graduate student in the Department at Uganda Martyrs University - Nkozi .He is required to carry out research on a topic:

"Assessing the factors that influence the girl child school dropout in Kasese District; A case of Secondary Schools in Munkunyu Sub County."

This is as a requirement for the award of a Master of Arts in Human Rights. I would like to request you to render him assistance in collecting the necessary data for writing his Dissertation.

Thank you in advance for your assistance.

Yours Sincerely,

for Dr .MUSINGUZI Denis
Dean, School of Arts and Social Sciences