

**CAUSES OF HIGH GIRL-CHILD DROPOUT OF SCHOOLS  
IN MAYUGE TOWN COUNCIL,  
MAYUGE DISTRICT**

**BY  
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**A RESEARCH REPORT SUBMITTED TO BOARD OF  
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## **DEDICATION**

I dedicate this work to Mr. and Mrs. Bazanya of Kasaka(Bulopa) for their tireless efforts to advance me in formal education

You all contributed in one way or the other to make it a success.

May God reward you abundantly;

## DECLARATION

I, NAKISITA ANNET. Reg. No. BED/13925/61/DU. Declare that this study about the factors contributing to high girl-child dropout of Schools in Mayuge town council, carried out as partial fulfillment of the requirements for the award of a Degree of Bachelor of Arts Education of Kampala international University is original and has never been submitted anywhere for any award.

Name; Nakisita Annet

Sign




Date 29/08/2009

## APPROVAL SHEET

This research report has been prepared under my supervision and handed in with my approval.

Mr. Sekajugo. Derick

Signature.....

Date.....29/08/2024

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To you all and many friends others I will always be grateful

## **ABBREVIATIONS AND ACRONYMS**

For the purpose of this study, the following concepts and abbreviations shall mean;

PLE: Primary Leaving Examinations.

UCE: Uganda Certificate of Education.

UACE: Uganda Advanced Certificate of Education.

CAO: Chief Administrative Officer.

DEO: District Education Officer.

KIU: Kampala International University.

Dropouts: students moving out of school without completing a given academic level.

## **ABSTRACT**

The study was carried out to investigate on the factors contributing to high girl-child dropout of schools in Mayuge town council schools, Mayuge District.

The subjects involved in this study were teachers, students, opinion leaders and employees of non-government organization working in Mayuge town council.

The data was collected using several methods that included oral interview and questionnaires, which were given to the respondents.

The findings indicated that most female student's dropout of schools because of; poverty, poor social and cultural norms, early marriages, domestic violence, sexual abuse and others are the most factors contributing to high girl-child school dropout in Mayuge town council.

The study recommended that district inspectorate and school headteachers should strengthen their supervisory role to ensure that teachers adhere to the professional code of conduct. The study also suggested enactment of tougher laws and heavy penalties to defilers and parents neglecting girl-child education.

Finally, corrective responsibility of all stakeholders will assist to overcome the problem of study.

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## CHAPTER ONE

### 1:0: INTRODUCTION BACKGROUND TO THE STUDY

It is imperative to note that this study is focused on the causes of high girl child drop in both primary and secondary school in Mayuge town council (case study), Mayuge district.

Mayuge district is found in Eastern Uganda, north of Lake Victoria, 33° north of the equator and is largely inhabited by the Soga, Ganda and other minor tribes like the Gisu, Ateso Banyole among others. The area has a vast number of children of school going age, however it's very irritating to note that out of the big number of children observed, comparatively the girl child in both primary and secondary schools is below average. Therefore, one wonders what could be the cause for this unrealistic development.

It should be noted that most governments in Africa and the world over have undertaken elementary education in order to reduce on the illiteracy rate and at the same time increase on the creation of skilled labour to enhance development.

In East Africa, Uganda and Kenya adopted a free compulsory education that offers opportunities to the vulnerable children to have access to education. In Uganda, since the introduction of UPE and USE the total enrollment has increased more than doubles. In Kenya the total schools enrollment increased from 5.2 to 7.2 million children (Joy Okech 2006). Astonishingly,

out of the total enrollment in Kenya, only 42.8 are girls and this reveals how the community perceives the education of the girl child.

In Busoga region, the Busoga kingdom initiated a girl child education program through offering scholarships to the most bright needy girl child. This program was initiated to maintain a minimum number of vulnerable girls in schools.

In spite all the efforts put in by the government and the non-government organizations to educate the girl child, there is a noticeable increase in the number of girl child drop out from schools. Most of them drop out of school because of the social-economic problems that emanate from peer groups and families where they come from.

In Mayuge town council, in a selected primary school out of 181 students who registered for primary leaving examinations (PLE) 2007, eleven (11) girls dropped out before sitting for the examinations. The same situation is occurring in the near by primary and secondary schools. Upon the increasing number of school drop out, the education stakeholders are faced with a challenge of establishing the factors contributing to this high girl child drop out so that they can develop possible solutions to the problem.

It is therefore upon this background that the researcher picked interest to investigate on the factors that have contributed to such enormous girl child drop out from both primary and secondary schools in rural areas and Mayuge town council in particular.

## **1.2. PROBLEM STATEMENT**

Since the initiation of UPE and USE by the government, the total school enrollment increased more than doubles. However, in Mayuge town council there is a noticeable increase in the number of girl child drop out from schools. In a selected school, out of the one hundred eighty one (181) registered pupils for PLE in 2007, eleven (11) girls dropped out before sitting for the examinations (H/M report December 2007). In another secondary school, nineteen (19) female students dropped out of school because of pregnancy and marital reasons, (DEO report 2008). The girl child drop out is increasingly occurring every other year in Mayuge district.

Upon such a high girl-child drop out of school in the district, the researcher found it worthy interesting to investigate on the factors that have contributed to the occurrence of the scenario in the district and Mayuge town council in particular. Then the researcher will use the findings to give her recommendations and suggest measures to curb the problem of study.

## **1.3. OBJECTIVE OF THE STUDY**

### **1.3.1. Main objective of the study**

The main objective of the study was to survey opinions of respondents on the factors that contributed to the high girl child drop out of school in Mayuge town council.

### **1.3.2. Specific Objectives**

The study also aimed at establishing the following;

- i) The contributions of the social-economic factors to the girl child dropout of school in Mayuge town council.
- ii) The effects of girl-child drop out of school on the community.
- iii) The ways through which the government and the community can reduce on the number of school dropouts.

### **1.4. Research questions**

The following questions guided the researcher during the study;

- i) What are the causes of girl child drop out of schools in Mayuge town council?
- ii) What are the possible remedies to overcome the girl child-drop out of school in Mayuge district?

### **1.5. Significances of the Study:**

The results of this study will be useful in the following ways;

- i) Will assist the ministry of education and other education stakeholders to review and develop the appropriate policies that will maintain girl child in schools.
- ii) Will teach parents the importance of girl child education and this will enable those dropped out of school to have access to adult education that will make them gain skills for self reliance.
- iii) The study will assist the researcher to balance her end of year results since it is a partial requirement for the award of a degree of bachelor of education.
- iv) Will establish the causes of student dropout of school and suggest ways of overcoming the causes. This will lead to increased number of girl child students in schools.

### **1.6 Scope of the study**

The study was carried out in Mayuge town council, Mayuge District. The data was collected from teachers, students, opinion leaders and non-government organizations. The collection of data was carried out in two months between March and April 2009

## **CHAPTER TWO**

### **2.0. REVIEW OF RELATED LITERATURE**

#### **2.1. Introduction**

In this chapter, the research critically examined the current knowledge recorded about the topic of study. The problem stated in chapter one is not completely new, some other scholars have done some study and have left behind recorded literature.

The literature was reviewed in two Themes/categories of factors that contribute to the problem of study;

- a. Culture and social factors
- b. Economic factors

#### **2.2. Culture And School Drop Out**

According to Tylor (1924), Culture is that complex whole which includes knowledge, belief, law, custom, capabilities and habits acquired by the people as members of society. Culture is learned, is transmitted from one generation to another and values from community to community. Cultural values and beliefs of a society determine the future of its members. Some

cultures consider girl child education as a waste of resources because they normally benefit the husband's family.

Miller (1982) observes that in the traditional thinking girls are given specific guidance on what is taken to be traditional female role in society and are looked at as a source of riches through marriage with a duty of child bearing.

The education policy review commission (1989), on girl child neglect in formal education says that, "the opening of formal schools system by the turn of this 20<sup>th</sup> century, negligence of girls became quite evident when most parents enrolled mainly boys in the newly enrolled western education". This emphasizes the issue of culture among the societies at the time that they attached more value to boys than girls in society.

Nakanjako (2002:4), on child neglect and drop out of school put it that "for many children, the reality of childhood is altogether different. Each day countless children are exposed to dangers that hamper their growth and development. They suffer immensely as casualties of violence, victims of racial and gender discrimination and forced to abandon education." Her quotation clearly explains the existence of child abuse that results to too many children learning away from their families and abandoning education to take up other activities elsewhere.

Kamoga (1963) reveals that the parental education attainment has an effect on the education of a girl child. Most illiterate parents prefer to marry off their daughters or get them petty employment which can enable them earn something. This is true to most rural illiterate families in Mayuge town



council. They normally marry off their daughters before completing primary schools.

Flueret (1992) contends that “although most Uganda’s value education very much, not all does so to the girls. The conservative parents still hold the traditional view that educating a girl will only benefit her future husband.” This is true and stands to a strong reason as to why most young girls are out school in Mayuge town council.

Young girls are trapped in a net of traditional values, which assign to them a very high value to marriage and child bearing and less value to other roles of women. In a study in Uganda it was found out that 41% of young girls between the ages of 15-19 had entered some form of marriage union (UDHS 1989). The strong emphasis on marriage particularly among the less educated families has led to increased girl child drop out of schools.

Marriage is often cultures arranged by parents and because of bride wealth involved, girls may be compelled to marry at every tender age, interfering with the girls education, reducing their opportunities for career development and exposing them to early child bearing (African woman and health (1995)

Ignorance of the consequences of sexual activity also plays a role of causing pregnancies and other sexual related problems which cause girl child drop out of school. In Britain, some young people lack accurate knowledge about what to expect in relationship and it means to be pregnant and out of school. There is an increasing acceptance of having an out of wedlock child and

some girls view having a baby as some sort of trophy or status. (Keren Rowling ton Etal 2004)

Kajubi (1989), his education report indicates that the causes of school dropout among the girl child are matrilineal society, social and cultural factors. Like in the Islamic faith, it's allowed to marry off a daughter as long as she starts menstruation. The traditional division in homes is more demanding on girls than boys. Girls usually get pregnant and are usually thrown out of schools.

UNESCO (1993) stated that the education level of a particular parent highly influence her or his attitude towards the education of the children.

Philip Rice (1984) summarized the causes of student drop out of school as, the racial and ethnic prejudices, family back ground, parental influence and the relationship between the girl-child and their parents.

### **2.3. Economic Factor and School Drop Out**

The exchange of sex for money tends to thrive in an environment of misery and poverty. In many countries including Uganda, young girls attend secondary education in day schools mostly living on their own in hired rooms with urban centers because the parents can't afford the hike fees structures for boarding facilities. These predispose the young girls into sex and resultant pregnancy and are thrown out of school. (M.H. Laion 2003)

Haney (1961) in his study on educational problems found out a higher girl child drop out of schools in the rural areas. He further found out that those students from low social- economic status mostly leave school earlier than those from well off families.

The poor economic backgrounds of most girls make them keep out of school whenever they are in their periods. During this period there is a lot of absenteeism among girls in most Kenya rural schools. Therefore, the government of Kenya should provide sanitary kits in schools and this would take the girl child further in education. (Joy Okech 2005)

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The purpose of the study was to establish the possible causes of high girl-child dropout of schools in Mayuge town council, Mayuge district. The study was also set out to determine the problems created to the community due to high girl-child school dropout.

This chapter therefore, elaborates the methods, procedures and techniques used by the researcher to obtain information for this study.

#### **3.2. Area of Study**

The data used in this study was collected from students, guardians, local community, health workers, teachers, politicians and opinion leaders from Mayuge town council, MUYUGE District.

The researcher collected data from three primary schools and four secondary schools in Mayuge town council. Mayuge town council was selected because it had the larger number of girl-child school dropout.

### **3.3 Population of Study**

The population from which the researcher obtained data for this study included teachers, students, local leaders, non-government organizations and guardians and healthy workers working and living in Mayuge town council. Both male and female respondents were considered. To avoid being biased, the researcher used simple random sampling technique.

### **3.4 Description of Sample and Subjects**

In the course of finding data for this study, the researcher obtained data from three primary schools and two secondary schools. In each school, the researcher selected 20 (twenty) respondents who included both pupils and teachers, selected through random sampling.

Data was also obtained from parents/guardians, non-government organizations and politicians. A total number of 100 respondents were interviewed representing the total population of study.

### **3.5 Description of the Instruments Used.**

In the course of obtaining data for the study, the researcher used oral interview, questionnaires, discussion, observation and documentary evidence.

With interview method, the researcher used a set of unstructured interview guide questions. These provided a framework of key points around which investigative discussion was built.

With questionnaire method, a set of both structured and unstructured questions were drafted by the researcher and issued to the respondents for answering. The questionnaires were divided into two sections; one for personal data and the other for general required information. This instrument was chosen because the biggest percentage of the respondents was literate.

With observation, the researcher used his naked eyes to see conditions in which some respondents were living. To observe critically, he went to the homes of some respondents and moved around their compounds in order to obtain more data.

Last but not the least, she used documentary method. This constituted the literature review in chapter two above written by other scholars on the topic of study.

### **3.6 Procedures in Data Collection.**

To obtain data required for this study, the researcher followed the following steps.

A letter of introduction was drafted by the researcher as a means of introducing her to the respondents.

There after, the researcher went to the area of study; that is Mayuge town council, Mayuge district.

Before meeting the respondents, the researcher introduced her to the heads of schools and organizations, to whom she introduced the purpose of her visit with the letter of introduction.

After getting permission, she was taken to the staffroom and introduced to the respondents to whom she introduced the purpose of her visit. She there and then started administering her instruments. She supplied questionnaires and interviewed some of the respondents. Those who were not ready requested her to go back at a later date which the researcher did.

The collection of data for this study was carried out in one month.

### **3.7 Limitation of the Study**

- i. The study was undertaken in partial fulfillment for the award of a degree of bachelor of education, therefore had to be done in a limited time. This forced the researcher to over work her self in order to meet the deadline.
- ii. The researcher had limited financial resources and as a result she restricted her sample study. Ideally, she could have surveyed each and every population.

- iii. The researcher would have wanted to interview both the parents/guardians and the girl-child who dropped out of school some years back but both time and financial resources were not enough.



## **CHAPTER FOUR**

### **4:0 DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4:1 Introduction**

The purpose of the study was to determine the causes of girl-child dropout of schools in Mayuge town council, Mayuge district. The researcher used both questionnaire and direct interview to obtain data for this study from the respondents.

In this chapter therefore, the researcher analyses, interprets and discuss the data collected from the respondents. The analysis, interpretation and discussion of data were done basing on three main themes;

- i. Personal data
- ii. Research question one
- iii. Researches question two.

#### **4:2 Personal data**

This was the data collected from respondents through item one of the questionnaires. Item one required respondents to give their personal data. A total of 100 questionnaires were issued, out of which only 80 or 80% were returned. Those returned, 45% were male, 52.5 were male and 2.5 were undecided.

**Table one showing total number of respondents based on sex**

Sex	Male	Female	Undecided	Total
Frequency	36	42	2	80
% response	45%	52.5%	2.5%	100%

Source: Researchers source.

Out of the 80 or 100% respondents, 36 or 45% were male, 43 or 52.5% were female and 2 or 2.5% were undecided. Therefore, there were more female than male respondents.

**Table two shows personal data of teachers' teaching experiences.**

Teachers Experience	1-4years	5-10years	11 and above	Total
No. of respondents	3	5	2	10
% total response	26%	48%	13%	100%

Source: Researchers source.

From the above table, of the 10 teachers interviewed, 3 or 26% of them have a teaching experience of two years, 5 or 48% have a teaching experience of between five to ten years and two or 13% of the teachers have a teaching experience of more than ten years. They are therefore inexperienced in handling complex girl-child social and academic matters.

**Table three showing pattern of response on the distance walked by students to school**

Distance walked	Group	Frequencies	Percentage
½ km	A	11	22%
1km	B	26	52%
1km and above	C	13	26%
Total		50	100%

Source: Researchers source.

From the study, 11 or 22% of the respondents walk a distance of ½ km daily, 26 or 52% walk a distance of 1km to school daily and 13 or 26% walk a long distance of over 13km to school daily. The researcher therefore concluded that the long distance walked daily by the girl-child to school is a source of problems that contribute to their dropout of schools.

Because of the long distances walked daily, most girls opt for boda-boda lift (motorcycle transport operators) so that they can get to and from school early. The end result of this transport lift is that they are lured into premature sex that results into pregnancy and acquiring infectious diseases like AIDS. The majority ends up dropping out of school to care for their kids or because of illness.

#### 4.3 Interpretation and discussion of data based on research question one.

Table four showing the pattern of response based on research question one.

Response	Group	Frequency	% Response
-Poverty	A	80	100%
-Social & culture norms	B	64	80%
Early marriages	C	71	89%
-Domestic violence & family breakdown	D	21	26%
-Sexual abuse	E	53	66%
-Negative parental attitude	F	74	92.5%

Source: Researcher's source.

In research question one, the researcher investigated on the factors contributing to high girl-child dropout of school in the area of study.

From the field, 80 or 100% of the respondents suggested poverty with in the community members to be a great factor to the occurrence of the problem. It was discovered that most parents/guardians are too poor to the extent that they cannot afford providing scholastic materials and other necessities to their pupils.

Because of limited support from their parents, girls are lured into cross generation sex by the sugar daddies in order to get money for assistance. As a result, they end up opting for either marriage or get unexpected pregnancies that force them out of schools.

Still, due to poverty most girls keep out of school during their periods because they cannot afford buying sanitary towels for health protection. This lead to increased absenteeism from school and Laison (2002) supported it when he said that poverty lures young girls into sex for money especially those attending day schools.

On another item, 64 or 80% suggested the social cultural norms a major hindrance to girl child education in the area of study. They argued that some cultures and religious norms offer unequal academic opportunity to boys and girls. For example, the Islamic faith allows marrying off a daughter immediately she starts menstruation. Therefore, at the age of 14 some of the Moslem girls are married off, ending their education progress.

In addition, some cultural values attach the importance of a girl-child to marriage and child bearing, and less values to other roles of women. UDH (1989) in a study in Uganda on girl child education found out that 41% of the young girls between the ages of 14-19 had entered some form of marriage union. Most cultures put strong emphasis on marriage particularly the less educated families. This has led to increased girl child drop out.

Domestic violence and family breakdown were also found to be major contributors to girl-child dropout of school. From the study, 21 or 26% of the respondents suggested this arguing that; “domestic violence has led to separation of families making the child upbringing either by a single parent or by relatives to the child’s parents.” Hanshall (2004.24) supported this argument when he said that, “domestic violence lead to neglect of women and their children by the husbands”

On another note, 53 or 66% of the respondents suggested sexual abuse as another hindrance to girl child education. The existence of absolute poverty amongst families in the area of study force young children to join money-generating ventures. Young girls join sex for money to earn pocket money. In the process, some get pregnant and drop out of school. On the other hand, moral degeneration among the population has made the adult men resort to sex with young girls with the view that they don't have AIDS. This cross generation sex has led to increased school drop out.

#### **4.4. Interpretation, presentation and discussion of data based on research question two.**

Table five showing the pattern of response based on research question two.

Response	group	Frequency	% response
-educate society importance of education	A	40	50%
-sexual education to the girl child	B	76	95%
-set up a p/school on every village	C	80	100%
-heavy penalties to sexual abuses	D	64	80%
-tough laws to punish parents neglecting their kids	E	54	67.5%

Source: Researchers source.

In research question two, the researcher wanted to investigate the solutions to the challenges facing the girl child education in the area of study. From the field, 80 or 100% of the respondent responded to this item.

A total of 40 or 50% of the respondents suggested that, the local society should be taught the importance of education in the contemporary world. Through this education, they will be able to know the role girl child play in social and economic development other than the conservative roles of marriage and producing children as noted by Flueret (1996), who says that conservative parents assign the value of girls to marriage and child bearing.

Introduction of sex education in schools was also suggested to be a solution to the challenges of girl child education. From the field, 76 or 95% of the respondents agreed to this view. In an interview with the researcher, the respondents argued that some of the young girls are tricked into sexual activities by the sugar daddies after being given simple gifts. Therefore, the introduction of sex education will equip them with the skills of avoiding such situations in case they occurred to them. The president of the republic of Uganda also supported introduction of Sex education in schools in his effort to fight the increase of AIDS scourge among the youth.

It was also suggested that school be set up at every village to reduce on the distance walked by the pupils daily to and from school. All the respondents agreed on this. In defense of their view, they argued that the reduction in the distance will reduce on the risks that girl-child encounter on their way to and from school. They further argued that the introduction of schools at every village will reduce on the congestion in classes that teachers will be in position to handle and give special assistance to female pupils.

In addition, 64 or 80% of the responded suggested the introduction of heavy punishments to sexual offenders. They suggested that the government maintain the death penalty to those convicted of rape, defilement and infecting sexually transmitted diseases to school children. They further suggested that incest among some parents is a common problem to the girl child. Therefore, more tough punishments should be given to such parents that society members can learn the worst of its involvement.

From the study, 67.5% of the respondents suggested the introduction of tough laws to punish parents neglecting their children. During the study, it was found out that most parents because of domestic violence neglect their children forcing them to drop out of school due to lack of school requirements. Therefore, respondents argued the government to strengthen probation courts by setting offices down to sub county levels to arbitrate the conflicting families. This will strengthen the role of parents to their children.

Religious bodies should strengthen their teachings to their followers so that morals decadency among the youth is reduced. Still, theological subjects can be strengthened in schools to enable students improve on their morals.



## CHAPTER FIVE

### 5.0. CONCLUSION, RECOMMENDATION, AND SUGGESTIONS

#### 5.1. Conclusion.

The main objective of the study was to investigate on the factors that contribute to girl-child dropout of school, in Mayuge town council, Mayuge district. After the analysis, interpretation and presentation of data, the researcher arrived at the following conclusions;

- i. Poverty is a very big challenge to girl child education in the area of study. All respondents suggested poverty as a major hindrance to all social economic activities.
- ii. There is only one government aided secondary school and a few primary schools in Mayuge town council. Pupils work long distances to have access to the few schools. Walking long distances to school was identified as a challenge to girl child education.
- iii. Some social and cultural norms are still a hindrance to education and economic development. They encourage marrying off young girls for wealth, which retard development and girl child education.

- iv. There is high sexual abuse of pupils' in schools. Both undisciplined teachers and community members do this.
- v. There is high domestic violence with in families in the area of study. Because of domestic violence, divorce and conflicts occurred to most families and a single parent brings up children.
- vi. Local leaders have done less to enhance girl child education in the area. This conclusion was reached after discovering that there ware no special privileges to the girl child education.

## **5.2. Recommendations.**

From the findings of the study, the researcher makes the following recommendations;

- i. The government in conjunction with the local leaders should educate the local population about the importance of girl child education. This will make them change their attitudes towards educating the girl child.
- ii. The double shift study system in schools with universal secondary education (USE) should be avoided. This can be done through construction of more classrooms to accommodate the ever-increasing number of students.
- iii. Sex education should be introduced in schools to equip pupils with new knowledge of how to conduct them selves responsibly.

- iv. A primary school should be established at each village to reduce on the congestion in the existing schools and at the same time reduce on the long distance walked by the pupils to school.
- v. The parliament should make tough laws to punish sex offenders on juveniles. This can go up to life imprisonment.
- vi. Still, tough laws should be set up to punish parents who marry off their young daughters and even those who fail to pay fees for their children.

### **5.3. Suggestions for further research.**

Basing on the findings from the study, it was suggested that further research be undertaken with the view of improving on girl-child education in the area of study. The study revealed that poverty is a major hindrance to girl-child education. Therefore, there is a need to make further investigations these suggested topics;

- i. The impact of UPE and USE on the quality of education in rural areas.
- ii. The relationship between teachers qualification and students performance in a particular subject.
- iii. The importance of senior woman teacher in schools.
- iv. The need for the introduction of sex education in schools.

*Appendix i*

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*Appendix ii*

**Kampala International University**

**Interview guide to pupils**

Dear respondent,

The sole purpose of this questionnaire is to help the researcher gather information on the factors contributing to girl-child dropout of schools in Mayuge town council. The information provided will be for academic purpose and treated with high degree of confidentiality. Please feel free and give your views.

1. Sex a. Male  b. female

-Age. ....

-Class.....

2. Distance walked to school daily

a. ½ k  b. 1 km  c. 2 km and above

3. What is the occupation of your father/guardian?

a. Peasant  b. teacher  c. business  d. any other

5. i. how many children do your parents have?.....

ii. How many girls are in your family?.....

ii. Give the number of girls in your family who;

a. Dropped out of school.....

b. Are going to school.....

6. If there is any who dropped out of school, give the reasons why she dropped out of school?

.....  
.....

Thank you.

**Appendix iii.**

**Kampala International University**

**Interview guide to teachers**

Dear respondent,

The sole purpose of this questionnaire is to help the researcher gather information on the factors contributing to girl-child dropout of schools in Mayuge town council. The information provided will be treated with high degree of confidentiality. Please feel free and give your views.

1. Sex a. Male  b. female

C) Age. ....

2. Number of years taught.

a. 1-4 years  b. 5-10years

c. 10 and above

3. Classes taught.....

4. What is the ratio of boys to girls in the classes taught?

a. Boys are more than girl  b. girls are more than boys'

c. Boys are equal to girls'

5. What might be the reasons for the ratio stated in four above;.....

6. Suggest the challenges facing girl-child education in your school.

.....  
.....  
.....  
.....

7. Suggest the ways through which we can overcome the above challenges.....

.....

.....

Thank you

*Appendix IV*

**Kampala International University**

**Interview guide to local leaders, parents and civil society**

Dear respondent,

The sole purpose of this questionnaire is to help the researcher gather information on the factors contributing to girl-child dropout of schools in Mayuge town council. The information provided will be treated with high degree of confidentiality. Please feel free and give your views

- 1. Sex a. Male  b. female   
-Age... a. 20-25  b. 25-30   
c.30-40  d.41 above

2. Comment about the current ratio of boys to girls in schools.

.....  
.....  
.....

3. What could be the reasons for the above?

.....  
.....  
.....

4. What are the factors contributing to girl-child drop out of schools in this area?

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.....  
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.....



5. Suggest the ways through which the above challenges could be overcome.....

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Thank you

*Appendix V*

**KAMPALA INTERNATIONAL UNIVERSITY**

**P.O.Box 20000 Kampala**

24<sup>th</sup> February 2009

To the Headteacher/Manager:

Dear Sir/madam,

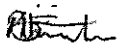
**Ref: Request for permission to carry out an academic research**

I'm a student of the above institution carrying out an academic research on investigation of the factors that has contributed to high girl-child drop out of schools in Mayuge town council.

I'm therefore requesting for permission to allow me carry it out at your school/organization. The information that will be obtained will be used only for academic purposes.

Hopping for a positive response.

Yours



Nakisita Annet