

FACTORS RESPONSIBLE FOR THE HIGH LEVELS OF GIRLS DROPOUT  
ACASE STUDY OF IGANGA DISTRICT,UGANDA

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## DECLARATION

I Wilson Muledhu do declare that this is my original work and it has never been presented any for the award of degree or for any other academic purpose.


Sign.  .....

**Muledhu Wilson**

Date 10<sup>th</sup> / SEP / 2008 .....

APPROVAL

This is to certify that the researcher did the whole work under my supervision as the assigned supervisor.

Sign..........

Ssekajugo Derrick

Date .....11/29/08.....

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## DEFINITION OF TERMS

In this study, the following terms were defined operationally:

1. Culture refers to initiation and traditional or religious beliefs.
2. Counseling refers to a process which usually occurs in an interactive relationship with the aim of helping a person learn more about the self and also to be an effective member of society.
3. Drop-out refers to primary and secondary students who withdraw from the school where they were enrolled initially.
4. Drop-out rate refers to the percentage of pupils leaving primary and secondary schools
5. Prematurely. It is calculated by dividing the number of drop cuts for each grade or school within a given year by a number of enrolments multiplied by 100.
5. Economically viable age refers to the age when the child is capable to work in order to earn some income for himself and the family.
6. Guidance refers to giving direction by advising someone.

## TABLE OF CONTENTS

DECLARATION .....	i
APPROVAL .....	ii
ACKNOWLEDGEMENT .....	iii
DEFINITION OF TERMS .....	iv
TABLE OF CONTENTS .....	v
ABSTRACT .....	vii
CHAPTER ONE .....	1
INTRODUCTION AND BACKGROUND TO THE STUDY .....	1
STATEMENT OF THE PROBLEM .....	2
OBJECTIVES OF THE STUDY .....	2
RESEARCH QUESTIONS .....	3
THEORY .....	3
CHAPTER THREE .....	10
RESEARCH METHODOLOGY .....	10
Introduction .....	10
Design .....	10
Environment .....	10
Research instruments .....	10
QUALITY CONTROL .....	11
Statistical treatment of data .....	11
CHAPTER FOUR .....	12
PRESENTATION AND DISCUSSION OF FINDINGS .....	12
CAUSES OF DROP OUT AMONG GIRLS .....	13
CHAPTER FIVE: .....	16
RECOMMENDATIONS AND COCLUSIONS: .....	16
REFERENCE .....	18

## LIST OF TABLES

Table 1: Response rate of participants .....	12
Table 2: Age of respondents.....	12
Table 3: Sex of Respondents .....	13
Table 4: Level of education of respondents .....	13
Table 5: Lack of guidance and counseling.....	13
Table 6: Cultural practices, Traditions, and Beliefs among parents.....	14
Table 7: Uncongenial home environment, which subjects children to child labor .....	14
Table 8: Delinquent acts among learners responsible for dropouts.....	15

## **ABSTRACT**

This whole study was about an investigation of the factors responsible for girl child drop out from school in Iganga district in Uganda. It had been realized that the drop out rates for girls were growing at a higher pace, which meant that the opportunities of girl child to enjoy the fruits of education were in a withering state. The general objective of the study was to determine the causative factors leading to girl child drop out from school. For such an objective to be realized, there was need for research questions to be formulated such that the findings of the study could correlate with the objectives. Chapter two had a whirl wind tour of related literature on girl child drop out from school and this was effected by citing what other scholars had written on the subject under study.

The study involved a descriptive research design as this was viewed necessary for this particular study. In the process of data collection, questionnaires and interview guides were used after which data had to be scrutinized and analyzed basing on the set objectives

The findings from the study revealed that girl child drop out was attributed to factors like lack of guidance and counseling, Cultural practices and traditions, uncongenial home environment and delinquent acts among others. A deduction was reached at which called for parent and teacher cooperation to offer proper guidance and conuseling to learners and the need for literacy programs to educate parents who are still seeing no value in sending their daughters to school.



## CHAPTER ONE

### INTRODUCTION AND BACKGROUND TO THE STUDY

Education is an important aspect of a country that can not be ignored if development is to take place. It is regarded as a basic human right, a key to civilization and enlightenment, as a source of wealth, and as a weapon against tyranny and oppression. The increased Ugandan government expenditure on education is worth a testimony on the significance it attached to education.

Even though education is fundamental for any country's development, recent global statistics indicate that nine hundred and sixty (960) million people , two thirds of women are illiterate and thirty six million of them are girls from sub – Saharan Africa. It has been observed that in Uganda, Zambia and Nigeria, females constitute nearly fifty percent of the children enrolled in standard one but the percentage of enrolment decreases as one ascends the education ladder. Against Somalia, Liberia and Ethiopia the female enrolment falls below thirty percent.

It is evident from the above statistics that the future for women education is painted gloomy if urgent measures are not taken to correct the situation. Besides the poor enrolment of girls in schools, there is also a high percentage of girls dropping out from the schools annually. It is revealed that ten to twenty percent out of the total number of girls enrolled in primary schools drop out annually while only thirty six percent of those admitted in standard one complete their primary education in Africa, and that only thirty five percent of the current ten million school- going age children in Uganda can expect to complete primary education. Therefore, both declining enrolment and rising drop out constitute an educational wastage which a developing country like Uganda with limited resources cannot ignore but address them

urgently because the problem has continued to escalate. Although presently the enrolment in some of the public schools is high because of the free primary education, the completion rate of girls remains unacceptably low at thirty five percent compared to sixty percent for boys. Due to this, more girls are denied the opportunity to acquire and develop the essential skills for development.

Iganga district is one of the areas where girls' drop out rate is very high and from the previous statistics, there is an indication that in this district alone, a 10.7 percent girls drop out is due to teenage pregnancies.

Within this study the researcher generated answers to the research questions: what are the possible causes of girls drop out from schools in Iganga district and the what possible alternative measures need to be undertaken to reduce on such an incident? Therefore, the major concern of this study was to establish the causes of girl child drop out from school and also to suggest possible alternative measures to address such an incidence.

## **STATEMENT OF THE PROBLEM**

This study was meant to determine the factors which are responsible for the escalating drop out of girls from schools in Iganga district within Uganda.

## **OBJECTIVES OF THE STUDY**

The general objective of this study was to determine the causative factors for the drop out of girls from schools in Iganga district.

The objectives of the study were Specifically to:

- Examine the profile of respondents in terms of age, gender and level of education.

- Determine the causes of girl child drop out from school in Iganga district ,Uganda
- Suggest possible remedies to girl child drop out from school in Iganga district and Uganda as a whole.

## **Research Questions**

1. What are the major factors being responsible for girl child drop out from schools in your region?
2. Suggest possible remedies to the problem of girl child drop out from school in you region and in Uganda as a whole.

## **THEORY**

This study is based on the theory of Sigmund Freud, which suggests that the individual's behavior and attitudes may depend upon emotional factors of which he or she is unaware of and that this must be traced back to their unconscious motivation if they are to be understood and dealt with effectively. In his theory Freud believed that there are two energy forces which are responsible for the development of an individual's behavior, and these are; the 'Eros' which is responsible for constructive forces for a living to survive and the 'thanatos' forces for destruction. He again believed that a large number of problems or rather troubles that afflict ordinary people are psychological in origin or as a result of the impact of social interaction or some major problem.

This study relates to this theory in the sense that, it is about young girls especially the

## CHAPTER TWO

### REVIEW OF THE RELATED LITERATURE

This section was devoted to the review of literature related to school drop out. It specifically concentrated on the review of factors relating to students drop out.

Brazael (1996); poor enrolment and drop out of girls is attributed to 'erroneous' belief that educating boys is more important than educating girls, considering the ultimate role of man as the head of the African family unit, the bread winner and the one who propagates the family. Under this context, most African families have had their children stay at home to do domestic work other than sending them to school since they have a perception that by making such children do domestic work, they get experience which prepares them for marriage. Comparing this with the researcher's area of study, much desire was created that made her carry out an investigation to establish whether the existing drop outs in the region are linked to cultural beliefs.

Chaube (1998) argues that although every nation or society world over –observes its traditions and practices, in most developing countries due to ignorance, traditions and practices rule the lives of most people. Among such traditions and practices are some like religious fanaticism and caste discrimination. These have proved obstructive in the expansion and development of education most especially at lower levels of primary. Compared to the Ugandan situation where girls in the countryside are being denied a chance of attending school due to cultural attachments, the problem of gender disparity will continue to exist if no immediate attention is paid to the problem.

Nyansera (1996) argues that if an organization's efficiency is judged by its workers, the school may similarly be judged by the way the head teacher relates himself to students, his teaching and non-teaching staff, and the community as a whole. This may be constructed to mean that, students dropping out of school may also be related to poor school management by the head teachers. This gives the researcher a task to try and establish whether the existing management and organization in schools is lacking and partly responsible for drop out rates in the region.

Rono (1990) observes that students often leave school for work so as to earn income for the family or to work on family farms and that such a phenomenon has been so common among communities in developing regions. Given that the majority of Ugandan communities work on the land and derive their livelihood from farming, it could be for such a reason that parents withdraw their children from school to assist them in their occupational practices. The researcher will equally make efforts to find out whether parents' occupational practices influences students drop out from school in Iganga district.

Kocchar (2000) argues that the majority of drop out come from families of low socio economic status. This has important implications for education. As it is well known, such families do not value education greatly and they are often actively resentful in sending their children to school. There is always no pressure on a person coming from such a family to continue with studies yet on the contrary, there could be pressure on such a person to withdraw from school.

Higgins (1968), argues that financial difficulties and hence poverty in developing countries has been a major barrier to effective undertaking of the major government-financed programs. He adds that in most developing countries, there are many families

whose members despite full day's hard labor do not find it possible to make two ends meet. Children of tender age in such families have to work for their living. These coupled with little government financing of the education sector makes many families unable to meet the requirements for their children's education. This partly explains why many of such children after attending school for sometime, they end up dropping out since their parents may not be in position to sustain them. Iganga district is one such areas with families of low status and such an aspect could be responsible the outstanding drop out problem in the region. In this research study, the researcher's focus will be to establish whether there exists a relationship between financial difficulties among families and the drop out.

Kochhar (2002) argues that guidance services have an important role to play in preventing dropouts. Apart from identifying the potential drop out, guidance services can make a learner's school experience more meaningful for her by helping her to plan her program in accordance with her interests and abilities, by diagnosing her special difficulties and providing remedial help when necessary. He adds that without such, learners cannot be helped to understand the current outlook for the employment of dropouts and the need for finishing high school.

Sutherland M argues that truancy is disturbing symptom in schools. Its causes may be due to poor scholastic achievement or fear of the teacher by the learners. She adds that school failure and drop out are highly correlated with the incidence of delinquency.

Mentally dull children who find school - work being far beyond their power of assimilation, they cut classes, and run away from school. Inconsistent handling of the child alternating between strict control and too much leniency would thwart the psychological needs of security and affection that result into truancy and hence dropping out of school.

Long distances between home and school in most parts of developing countries are responsible for the low turn up of girls in schools. It has been noted that not until of recent, children in most parts of developing countries have been moving long journeys to school due to the scattered ness of schools. According to World Bank report (2005), the factors hampering access and participation in marginal areas included long distance to school and lack of interest. Girls end up dropping out of school since they can afford to move long distances. This study attempted to find out whether the long distances to school influences girls' attendance in schools within Iganga district.

There is an alarming incident of wastage and stagnation at the primary school stage on average; 50 out of 100 pupils complete their primary education out of which 35% are girls (World Bank 1994). Thousands of students unfortunately, dropouts get pushed out and fall out of the system ineffective. There is another side of this problem. The majority of students acquire low qualification for world of work. This poor achievement may be due to many reasons among them the lack of proper study skills and effective study habits, lack of knowledge for making full use of the facilities provide among other reasons.

Mitie E. K and P. Ndambuki in their book 'Guidance and counseling for schools and colleges' point out that there is an urgent need to introduce and strengthen the guidance services in

schools and colleges, so as to meet the varied needs of students, administrators and the whole of educational system. Unfortunately, this has been lacking in most of the schools and it is partly responsible for drop out among girls in schools.



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### **Introduction**

This chapter identifies the appropriate methodology that was undertaken in the research study. It specifically describes the research design to be chosen, the research population and area, and the methods of data collection, presentation, and analysis

#### **Design**

The study employed a descriptive survey method to determine the causative factors and the magnitude of girls drop out in Iganga district. It involved both qualitative and quantitative data collection and analysis, but much of the research is qualitative.

#### **Environment**

This study was conducted within two selected schools Iganga district within Uganda.

#### **Research instruments**

This study utilized researcher-devised instruments which included questionnaire and interview schedules to solicit information from the respondents, interviews schedules contained open-ended items. The questionnaires contained both closed ended and open-ended items .In addition to these; an observation schedule was used to collect information on the number of drop out from documents such as admission's register from selected schools. . The tools were pre-tested in - order to make possible modification and corrections where necessary such that they are reliable.

## QUALITY CONTROL

The researcher developed research instruments with the guidance of the research supervisor and a pretest was administered as a pilot study to respondents who were not included in the study. Academic colleagues were also consulted to assess the instruments and ensure that right questions are asked in the least ambiguous way. The validity of the questions in the instruments were checked by the responses acquired and the content validity index. Consequently, necessary changes were made to ensure that they are relevant, accurate and precise. The validity of the questionnaire was effected by employing the formula:

$$\text{CVI} = \frac{\text{Number of Valid Items}}{\text{Total number of items}} \quad \text{and this was found to be } 0.84$$

Where CVI means: Content Validity Index

### **Data collection procedures**

Prior to the actual study, the researcher sought permission from the head teachers of selected schools to visit their institutions on specified dates and time so as to collect data from the specified respondents. On the actual day of research, questionnaires were administered to the respondents and interviews were also held with those subjects viewed having the necessary information.

### **Statistical treatment of data**

The data collected was scrutinized to ensure accuracy and consistency after which it was presented in form of tables and analyzed using percentages and frequency distribution tables.

## CHAPTER FOUR

### PRESENTATION AND DISCUSSION OF FINDINGS

The researcher carried out the analysis of data gathered according to the number of responses gathered from the subjects. Questionnaires were analyzed from question to question. 40 Questionnaires were sent in all, but only 35 were received back from the respondents.

**Table 1: Response rate of participants**

Respondent	Questionnaires	Percentage
Responded	35	87.5
Un- responded	5	12.5
Total	40	100

The above empirical evidence signifies that the responses that were received were much more than had been estimated.

#### Profile of respondents

**Table 2: Age of respondents**

Age range	Frequency	Percentage
13 – 18	5	14.2
19 – 24	15	43.0
25 – 30	5	14.2
31 and above	10	28.6
<b>Total</b>	<b>35</b>	<b>100</b>

**Source: Primary Data**

The table above, respondents within the age range of 19-24 were the dominant constituting 43 % while those in the age range of 13-18 and that of 22-30 were the minority both having the same percentage (14.2%)

**Table 3: Sex of Respondents**

Sex	Frequency	Percentage
Male	25	71
Female	10	29
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Primary Data

From the table above, the male were the majority with a proportion of 75% while the females constituted 29%.

**Table 4: Level of education of respondents**

Education Level	Frequency	Percentage
College/University	15	43
Secondary	12	34
None	8	23
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Primary Data

#### CAUSES OF DROP OUT AMONG GIRLS

**Table 5: Lack of guidance and counseling**

Response	Frequency	Percentage
Strongly agree	12	34.2
Agree	15	42.8
Strongly disagree	4	11.5
Disagree	4	11.5
Not certain	0	0
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Primary Data

From the table above, the majority of respondents agreed that girls drop out of school because of the lack of clear guidance and counseling. This is pertinent with what Kochhar propounds when he argues that guidance services have an important role to play in preventing dropouts.

**Table 6: Cultural practices, Traditions, and Beliefs among parents**

Response	Frequency	Percentage
Strongly agree	22	63
Agree	13	37
Strongly disagree	0	0
Disagree	0	0
Not certain	0	0
Total	35	100

**Source: Primary Data**

From the table above, the respondents with no doubt (63%) agreed that cultural practices, traditions and beliefs just as Chaube (1998) argued when he said that cultural practices and traditions in developing countries rule the lives of most people and that they prove to be obstructive to the development and progress of education.

**Table 7: Uncongenial home environment, which subjects children to child labor**

Response	Frequency	Percentage
Strongly agree	12	34
Agree	15	43
Strongly disagree	5	14
Disagree	0	0
Not certain	3	9
Total	35	100

**Source: Primary Data**

In the table above, the results show that the majority of the respondents agreed (43%) that the uncongenial home environment was pertinent to the incidence of drop out rates. This correlates with what Rono argues when he says that the uncongenial home environment in which parents force their children to get engaged in their occupational practices is responsible for the growing incidence of drop out among African societies.

**Table 8: Delinquent acts among learners responsible for dropouts**

Response	Frequency	Percentage
Strongly agree	20	58
Agree	8	22
Strongly disagree	0	0
Disagree	7	20
Not certain	0	0
Total	35	100

**Source: Primary Data**

It is clear from the above table that the majority of respondents agreed with no doubt that delinquent acts are pertinent to the prevailing dropout problem. This is in line with what Sutherland argues when she says that school failure and drop out are highly correlated with the incidence of school dropout.

## CHAPTER FIVE:

### RECOMMENDATIONS AND COCLUSIONS:

To the extent of the research done, I could hereby not hesitate to recommend the following:

The value of guidance and counseling is so meaningful in our institution and should be emphasized right away from primary level all the way to secondary school. Guidance and counseling has vital role in our society and should be accepted by every one in all walks of life that is, the young and the old. .

The researcher also recommends further research to be encouraged in this field so as to come up with more resolutions in the area of guidance and counseling. . Guidance and counseling should be recognized is a professional job and its role reserved and respected in our society. .

The government should be more serious in providing accessible public utilities such as water, roads, electricity to rural areas to eradicate poverty, a key contributor to drop out. cases.

School administrators should be exposed to frequent seminars to update themselves to changing trends in management of schools.

School curriculum should be made in such a way that it incorporates the aspects of guidance and counseling in modeling the young ones and actually this should be affected from primary level.

## CONCLUSION

From the research conducted it has been established that there are a number of cases of drop outs from school in the period 1 of study.

The drops out cases have also been evidence as earlier as from primary level all the way to secondary level. Among the reasons proved by this research as to why drop out cases are eminent in these institutions include:

The customs of these communities that have been outdated i.e. girls are seen as not equivalent to men and are meant to serve as household wives. Hence the majority of drop outs (girls) happen to have been opted to be married.

Many girls are not exposed to appropriate knowledge as regards to care of their bodies and they happen to fall victims of unwanted pregnancies, which force them out of school.

Management styles in majority of our schools have also had adverse effect on student retention in that the approach to indiscipline cases, more especially girls is poor hence making them shy away rather than go through humiliation.

There was remarkable difference between institutions which had employed guidance and counseling in their curriculum as compared to those that never saw any value for the same.



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