

**THE CAUSES OF GIRL-CHILD DROPOUT IN PRIMARY
SCHOOLS IN KANGAI SUB-COUNTY, DOKOLO
DISTRICT: A CASE STUDY OF APEWOTNEKI
PRIMARY SCHOOL
FROM 2007-2009**

BY

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FULFILLMENT OF THE REQUIREMENT FOR
THE AWARD OF A BACHELOR DEGREE OF
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DECLARATION

I ORENGE PETER, hereby declare that this is my own original piece of work. It has never been submitted to any University or institution of higher learning for award of a certificate, diploma or degree in education.

I also declare that all the materials cited here which are not my own have been highly acknowledged.

Signed:..........

Date:..... 28/11/2009.....

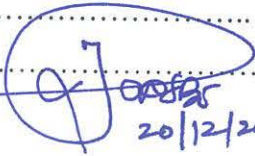
APPROVAL

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DEDICATION

I have the honour to dedicate this piece of research work to my family especially my wife Sarah who gave me ample time to accomplish this work successfully, Obua Daniel and Opio Geoffrey.

ACKNOWLEDGEMENT

I wish to acknowledge with great thanks the contribution of the following people who made this piece of work a success;

My research supervisor Mr. Acellam Ben who guided me from time and again for the success of this work.

I wish to extend my appreciation to the lecturers of Kampala International University – Lira Branch for their effort and encouragement that made me to complete the course.

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ABBREVIATIONS

U.P.E	Universal primary education
UN	United Nations
U.R	Human Rights
DOBA	Doctorate of Business Administration
PLE	Primary Leaving Examinations
MOES	Ministry of Education and Sports

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ABSTRACT

This study was conducted on the topic.

The causes of girl-child drop out in primary schools in Kangai sub-county, Doko'lo district with a case study of Apewotneki primary school.

The purpose of the study was to establish the cause of girl-child drop out in Apewotneki primary school.

The researcher used both the qualitative and quantitative research designs in its inquiry. The participants included girls, boys, teachers and parents. Data collected was presented on descriptive form and on frequency distribution table using simple numerical counts and percentages.

The study revealed that;

- Girls do not complete the primary cycle and drop out due to early marriage, defilement and rape, child neglect, lack of interest, negative attitudes among others.
- Parent-teacher support for the girls is inadequate.
- Embarking on community mobilization and sensitization, inter...meetings and organizing school open days are some of the parent-teacher involvement that can be enhanced.

CHAPTER ONE

BACKGROUND OF THE STUDY

1.1 Introduction

This chapter outlined the statement of the problem, purpose and objective of the study, research questions, scope and significance of the study, limitation and delimitations.

1.2 Background

To day world over and especially in Uganda, gender inequalities have caused a lot of discriminations between the boys and girls. In most cases the roles and responsibilities are distributed on sex basis. This has provoked gender activities to have a lot of concern for the girls' position.

An observation made by two gender activities, those are salvia and Yesseldyke (1978) indicated that differences are displayed in personality development where girls display less aggression than boys do. More so, they said that the boys and girls have been hoped to perform different social roles. This therefore brought about the treatment of girls and boys differently thus inequality existing between boys and girls opportunities to facilities, carrier choice and decision making.

Following the above observations, we confirmed that the girls in Apewoneki primary school are not any exception. They are treated inferiorly as compared to their fellow pupils the boys. The study also revealed that the girls have in mind that they can not have equal treatment with the boys.

The study has also revealed that, as far as carrier choice is concerned, girls, believed that some technical and tasking subjects are not meant for them but for boys.

Such revolving thoughts in the girls' minds and some unbecoming traditional beliefs on the girls by the society in which they live, have forced some of them to stay off the primary schools leaving very few, thus causing the girls in primary to drop out.

Another activities, Omagor L.M (2006) hinted that, it is important to note that girls' issues are solved by the involvement of every one regardless of sex, level of education and social status.

It is important to provide the necessary resources, adequate social support and use of appropriate language with the view of balancing the scales between the boys and the girls as far as education is concerned.

The UN convention on human rights and the constitution of Uganda declared that basic education is a universal right which embraces both the boys' and girls education as fundamental right but not privilege that should be given to the girls as well. So by virtue of being human, they are supposed to enjoy it.

In spite of the above efforts to retain the girls at schools, the study was revealed that there still exist a number of obstacles to girls' education. Careful observation, exposes these obstacles as the causes of the girl-child drop out in primary schools. The community, stakeholders, government, NGOs and every one is therefore called up on to get involved in addressing these obstacles which are causing low retention of girls in primary schools.

It is also because of this that the researcher committed himself to establishing the causes of girl-child drop out in Kangai sub-county primary schools- Dokolo district, selecting a case study of Apewotneki primary school..

1.3 Statement of the problem

Quite a lot of organizations and people have always come up to show concern about girls' education, but little still has been done to bring equality between the boys and the girls' education. This study was therefore a step forward to investigate the causes of girl-child drop out in primary schools.

1.4 Purpose of the study

The purpose of the study was to establish the causes of girl-child drop out in primary schools in Kangai sub-county, Dokolo district.

1.5 Objectives of the study

The study was to find out;

- The causes of girl-child drop out in Kangai sub-county primary schools
- The level at which the girls drop out of schools in Kangai sub-county, Dokolo district.

- How girls can be help to remain at school until they complete the primary cycle of education.
- If the boys also drop out of schools at the same rate as the girls in rate in Kangai sub-county primary schools.

1.6 Research questions

- What are the causes of girl-child drop out in Apewotneki primary school?
- At what level do girls in Apewotneki primary school drop out?
- How can the girls be helped to remain at school and complete the primary school cycle?
- Do boys and girls drop out at the same rate in Apewotneki primary school?

1.7 Research Hypothesis

- It is most likely that some of the causes of girl-child dropout in Apewotneki primary school could be; negligence of the parents on the girl-child's education, early marriage, early pregnancies, low interest in education among others.
- This girl-child drop out is rampant in the upper primary section. It is this level especially primary six and seven that the girls are fewer than in other classes.
- The girls can be helped to remain at school through the involvement of the teachers, parents and other organization. This is by providing their scholastic needs, guiding and counseling them on the importance of education and denying them the chances that make them drop out of the schools.
- Comparatively, the boys are not seen to be dropping out as the girls. From P6 to P7 we find that the number of boys is more than that of the girls with a greater difference.

1.8 Scope of the study

The study was carried out in Apewotneki primary school, Kangai sub-county, Dokolo district. It was conducted among teachers, the headteacher inclusive, parents and pupils. It was entirely restricted on the causes of the girl-child drop out in the primary school. However, the study was geared towards getting appropriate responses towards the causes of the girl-child drop out in the primary school. Further more, the narrow scope was to enable the researcher an ample chances to conduct a thorough study.

1.9 The significance of the study

The study was expected to benefit the study population and the entire population in the following ways;-

- Create a positive change in the attitudes of the parents, teachers, pupils and the entire community towards supporting the girl-child education and eventually retain them to complete the primary school cycle.
- The study should also lead to the fair treatment of the girl-child at home and in school.
- Other intention was also to create a positive relationship building among parents, teachers, pupils and community and most especially with the focus to highly retain the girl-child in the school until they complete at least the primary education cycle.

1.10 Limitations

- (i) The researcher had in mind that some pupils might shy away for discussion and might not relate the facts in fear to expose their parents and teachers.
- (ii) Information might be taken up by the teachers, parents and pupils only for the purpose of the study but might not hold water.
- (iii) The researcher might not have ample time, enough funds for purchasing the research materials, typing and binding.
- (iv) The researcher might lack adequate directives on research writing and therefore feared for the sole success of the study.

1.11 Delimitations

- (i) Use of the area dialect curbed down the communication constrain that could be in place.
- (ii) Consultation bridged up, the gap of inadequate directives of research writing.
- (iii) Well wishers laid hands and ensured that there was at least some funds to kick off with research process.
- (iv) Besides, the short time given to hand over the report delayed the success of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In Uganda, girl-child education has become a national concern to an extent that Universal primary education (UPE) and now Universal secondary education have attracted children with girls inclusive in the race. The government of Uganda and the Human Rights have started to value basic education which should be attained by all school going age children irrespective of their sex.

Much as the government and other non-governmental organizations are injecting in funds to ensure that both boys and girls benefit from these educational and strategies, many girls are still found to be dropping out of the primary school cycle. This is happening with Apewotneki primary school inclusive.

2.2 Drop out of girls and boys

Giving example of Apewotneki primary school in 2002 when it was still under Lira district, the enrolment for boys was 76 and for girls was 81 in P1. When they reached P7 in 2008, the boys were 45 and the girls were 29. That meant that the rate of drop out for girls was higher than that of the boys and in the upper primary than in the lower primary. This is in line with, the stakeholders handbook on Enhancing UPE that is the number of boys and girls enrolled is almost the same but girls begin to drop in number at a faster rate than boys as the primary school cycle inclinds.

According to education activist, Kecios (1954) a young girl who went to play in the park was given little freedom to make her findings or research before she was called upon unlike the boy who had more time and was not distributed.

That was indicative as to why the girl-child was unable to relate favourably with the boys as far as the learning tasks were concerned. As such, it explained why the girl-child drops out.

2.3 Causes of girl-child drop out

According to Kaliba (2007) “parents who spend most of their time at work places and others who drink all day, never have time to sit with their children for educative conversations”.

Kaliba attributed this to lack of parental responsibility in the care, support and love of the child.

Child neglect as it is seen could be one of the causes of girl-child drop out.

Daris, Butler and Golastain (1972), in their proof said that in the classroom, boys are likely to be praised when they produce good work and girls are likely to be praised when they produce good behaviours. This put boys up making them to have authority and support over the girls. So as praise is a source of motivation the study revealed that when the girls are not motivated on the good work they have produced, there could be a tendency to become discouraged and therefore dropping out of the school system.

On the other hand, Ssebagala (2007, 36) said that most parents plan the career paths of their children from the moment they are born. He emphasized that parents neglect the interests and abilities of their children. This, he said, is deliberately endangering and hindering the progress of the girl-child leading to child drop out.

2.4 The level at which the girl-child drop out highly

In enhancing UPE stakeholders manual, it is revealed that UPE increased the enrolment of girls and they gained access to primary education. That is why today from P1 to P5, the number of girls equals that of boys.

Conclusively the study revealed that more girls drop in upper primary than in lower primary.

2.5 Strategies laid to help girls complete the primary education cycle.

According to Farrant (2000) “good child training is an active process in which both child and parent or teacher participate”. This implied that all the stakeholders should join hands towards the completion of girl-child education.

On the other hand, Omgao (2000) said, “it is important that girls issues are best solved by the involvement of every body regardless of sex, level of education, calls for enough social

support and use of appropriate language with the view of uplifting the standards of the girl-child. In this regards therefore; the parents, teachers and the community at large should embrace this and the girl child should be encouraged to complete at least primary education cycle.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlined issues which controlled and defined the research process used. The key issues included research design, informants and how they would be obtained or gathered. Others included the area of study, research procedure, instruments of data collection and the means through which the data collected was analysed.

3.2 Research design

This study used both qualitative and quantitative study design as well as case study design in its inquiry. Investigation was done on various categories of respondents.

3.3 Area of study

This study was carried out at Apewotneki primary school, Kangai sub-county, Dokolo district. Apewotneki primary school is located along Dokolo – Amolatar high way in Awelo parish, Kangai sub-county, Dokolo district. Awelo parish has a large population of peasants with few cattle, goats and sheep.

3.4 Study population

This study was conducted in Apewotneki primary school. The study was exclusively school-based. The school has an enrolment of 1304 pupils of whom 701 are boys and 603 are girls. It has 12 teachers 10 of whom are males and two females. The school is located within a rural setting with most of the parents peasant farmers and a few of them engaged in small scale business.

3.5 Sample and sampling techniques

The investigation was done on different categories of respondents. The study population comprised of teachers, parents and pupils.

The study took advantage of the narrowed scope that is Apewotneki primary school only. Therefore the number of respondents were five (5) girls, five (5) boys, four (4) classroom teachers, four (4) parents, the head teacher and a senior woman teacher. The study went in depth to find out the causes of girl-child drop out at Apewotneki primary school.

The researcher employed both the random and systematic sampling techniques to get the respondents.

Categories of respondents	Population	Sampling techniques	Sample (respondents)
Teachers	9	Systematic	4 ,
Boys	55	Random	5
Girls	55	Random	5
Parents	35	Random	4
Headteacher	1	Purposive	1
Senior woman teacher	1	Purposive	1
Total	156		20

Table 1: Sampling techniques

(i) Boys, girls and parents:-

These groups of respondents were sampled using the simple random sampling. It involved picking by chance to form the desired sample (respondents).

(ii) Teachers:-

This category of respondents was sampled using the systematic sampling technique. The names of teachers were written on paper (master list). They were given numbers from 1-9. The researcher picked every second person in the list thus the number 2nd, 4th, 6th (4 teachers) formed the sample.

(iii) The headteacher and senior woman teacher

By virtue of their position that existed only one in the school, the category formed the last group of respondents, therefore purposive sampling technique was used on them.

3.6 Research instruments

The researcher used both the questionnaire and interview guides to collect data.

- (i) Questionnaire was used to collect responses from the headteacher, senior woman teacher and other teachers. They were designed for three categories of respondents, that is one for the headteacher, the other for the class teachers and finally one for the senior woman teacher.

- (ii) Interview guide; This involved a face to face interaction between the researcher and the respondent and followed guiding questions laid down. This interview guide was used to get responses from the parents, boys and girls. It provided the researcher with direct or first hand information from the respondents.

3.7 procedure of data collection;

Information were gathered in two phases;

- (i) The researcher used his official letter from Kampala International University to introduce him and the identity card of the university to identify him to the school and his respondents. The researcher also sampled his respondents which comprised of a head teacher, teachers, pupils and parents.
- (ii) In phase two, the researcher took the research data for analysis.

3.8 Data analysis methods

The data was analysed using descriptive, statistics. It was mainly qualitative and quantitative.

The data collected was presented on a frequency distribution table and in percentage.

CHAPTER FOUR PRESENTATION OF FINDINGS

4.1 Introductions

The investigation was based on the topic 'The cause of girl-child drop out in primary schools in Kangai sub-county, Dokolo district with a case study of Apewotneki primary school.

The cores of the study were directed towards establishing;

- (i) The causes of girl-child drop out in Apewotneki primary school
- (ii) The level at which the girl-child drop out at which the girl-child drop out most
- (iii) The contribution of the parents, teachers and other stakeholders to ensure that the girl-child remains at school and complete the primary school cycle.
- (iv) To find out if the girls and boys drop out at the same rate in Apewotneki primary school.

The data presented and analysed below were collected using questionnaire which provided opportunity for independent and self reporting. Interview guides were used to obtain information from other key respondents, in this case the girls, boys and parents.

4.2 Data presentation

Presentation of data was done following the study objectives and research questions raised before the study was taken and also guided the scope of data collection.

4.3 The causes of girl-child drop out in Apewotneki primary school

The participants were systematically asked to give the number of boys to girls in Apewotneki primary school.

The respondents had it that there was slight difference. That is 654 boys and 650 girls.

So with carefully observation, it was logically found out that the number of girls completing the primary school cycle was less than half of the boys.

SEX	ENROLMENT	PERCENTAGE
Boys	45	60.8
Girls	29	39.2
Total	74	100

Table 2: Completion rate for boys and girls at Apewotneki primary school as per 2009.

Second term.

The figure above showed that only 39% of the pupils who are girls managed to complete the primary school cycle. This indicates that something is wrong and demands urgent attention.

The participants were also asked to show or establish the level at which the girl-child drop out most at Apewotneki primary school. In their response, the respondents had the record of enrolment in the year 2002 where 134 girls were registered in P1 and in P7 in the year 2008 the enrolment of the girls was 39 in P7.

YEAR	CLASS	ENROLMENT
2002	P1	134
2003	P2	113
2004	P3	85
2005	P4	80
2006	P5	70
2007	P6	62
2008	P7	39

Table 3: The level at which the girl-child dropped out most.

The above table indicated that the rate of girl-child drop out is most in the upper primary and therefore much attention should be focused at this level to ensure that they complete the primary cycle of education.

4.4 The contribution of the parents, teachers and other stakeholders to ensure that girls stay and complete primary cycle.

When the above respondents were asked as to how they would contribute to ensure that the girl-child complete the primary cycle of education, they revealed that the following should be in place;

- Meals should be provided at school
- The sanitary facilities should be supplied to the girls.
- Co-curricular activities should be encouraged in schools

- Clubs should be initiated in schools such as, drama, club, AIDs club, debating club, girl education movement (GEM) and many others.
- Scholastic materials such as books, pens, rulers and many others should be supplied to in schools.
- Uniforms and badges should also be supplied.
- School development fund, examination fees and so on should be paid.
- The girl-child should be given light duties at home
- The girls should be avoided from bad peer groups
- There should be some changing dresses and changing rooms for the girls in schools
- Above all, the girl-child should be encouraged from time to time to remain at school.

If the girls were helped in the above revealed ways, the drop out rate would not have gone to about 61%.

When asked whether the boys also drop out at the same rate as the girls, the respondents revealed that the boys do not drop out at the same rate as the girls. The rate of the boys' drop out is far less than that of the girls.

A few of them dropped out due to negligence, inadequate guidance and counseling among others.

Responses	Tally	Frequency	C. frequency
Early marriage	## ##	10	20
Early pregnancy	## ///	8	12
Lack of guidance and counseling	##### /	6	8
Lack of interest	////	4	4

€ (f) 28

Table 4: Frequency distribution (source - researcher)

CHAPTER FIVE.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter is geared towards attaching meaning to the data presented and analysed in the previous chapter. The findings are in line to the research objectives and questionnaires raised at the beginning of the study providing opportunity for discussion.

The major objectives of the study were to;

- (i) Find the causes of girl-child drop out in Apewotneki primary school.
- (ii) Find the level at which the girl-child drop out most.
- (iii) Find the contribution of the parents, teachers and other stakeholders to ensure that the girl-child remain at school and complete the primary school cycle.
- (iv) Find out if the girls and boys drop out at the same rate in Apewotneki primary school.

5.2 Discussion;

The causes of girl-child drop out in Apewotneki primary school.

Much as many girls are enrolled to begin primary one (1) in Apewotneki primary school, their number is seen to be dropping out as the primary cycle advances. This is revealed in the result of the study when they were enrolled in 2002 when their number was 134 and only 39 completed primary seven in 2008.

This indicates that many girls do not reach primary seven class. They drop out of school.

The respondents attributed the low completion of the primary cycle to early marriage, defilement and rape, child neglect, lack of motivation by the teachers and parents, lack of interest by some girls, negative attitudes towards education and some personal problems for instance menstruation.

These problems are likely to be associated to;

- (i) Many leisure and trading centres which are surrounding the school where many activities take place like heavy drinking.
- (ii) The fertility of the land of Kangai sub-county especially in Awelo parish where Apewotneki primary is situated and the protution of Lake Kwania branch. All these

have become very great source of income pouring money into the hands of the community within that reach.

- (iii) Inadequate role models in this area as many girls from here didn't have higher competitive education.
- (iv) Negligence of the parents on their roles as parents has contributed a lot to the girl-child drop out.

This is in line with Kaliba's quotation (2007) that parents who spend most of their time at work place and others who drink all day no longer have time to sit with their children for educative conversations.

So if they had time to sit with their children for educative conversations, they would have time to discover the problems of their children and therefore would solve them and many girls would not drop out of schools.

Much as alternative ways were suggested to help the girl-child, the views never gave the teachers and parents' sole responsibility.

Basing on Omagor's (2006) argument that it is important to note that girls' issues are best solved by the involvement of everybody regardless of sex, level of education and social affiliation. This calls for adequate social support and use of appropriate languages with the view of uplifting the standards of education of the girls, parents of Apewotneki primary school seem to be providing insufficient social support to the girl-child. This is indicative in the low completion rate. If parents want to realize a positive change so that their girls have a high completion rate, they should try as much as possible to support their girls.

The level at which the girl-child drops out most in Apewotneki primary school.

Observations made on the data showing the level at which the girl-child drops out most and the frequency table showing the rate of completion which actually is 29%, indicate that it is in the upper primary when the girl-child drops out most in Apewotneki primary. "Good child training is an active process in which both the child and teacher or parent participate. Here it means that there are some stakeholders that is the parents, teachers or child who have not played their part fully especially when the girl-child reaches almost the upper section of the primary level and therefore causing a high rate of the girl-child drop out at this level.

The level of parental involvement become low therefore the child training process is left onto the teacher.

In most cases parents think that their duty is to provide scholastic materials and fees and in the end assume that the school is for the child and the teacher.

Contributions of the parents and teachers towards girl-child education.

When participants were asked to state the forms of support parents give to the girls, they came up with a list of them which included; buying uniforms, badges, scholastic materials, paying for development funds and exams, giving some light work.

But from a logical point of view, all the listed support are also given to the boys. So, the point is that girls need extra support which the parents have failed to identify and give to the girls. These spell out some of the causes of low completion and also drop out among the girls of Apewotneki primary school.

An educationist, Ndurumo (1993) said, it is true that the level of the parents and their occupational status play an important role in the children's learning.

This implies that the higher the educational status of parents, the higher their occupational level enabling them to provide a stimulating intellectual environment which suits rapid learning in their children.

Their income also enable them to provide their children with adequate learning materials and exposure to a variety of information through television, radio and other media.

Contrary to Ndurumo's views, it is poverty that could be cited as a major obstacle to the parents of these girls making them to fail to provide adequate support to the girls. It has also brought about inability to provide some other needs like the sanitary facilities among others.

The respondents went a head to suggest some activities which could help to retain the girl at school so as to make them complete the primary cycle. According to them they knew what to do by mentioning them but were unable to put in practice. If all these mentioned were put in

practice there would be high retention of the girls up to the completion of the primary cycle of education.

Parent –teachers association is an organization which should bring together the parents and teachers and involve themselves in the promotion education in the school.

They should mobilize, and sensitize the community through intensive meetings organizing parents day among others. This has not been a practice at Apewotneki primary school and therefore a school without direct involvement of parents and teachers is bound to fail.

5.3 Conclusions

Looking at the parent teacher involvement in girl-child education at Apewotneki primary school, the following were deduced as conclusions;

- (i) Some girls do not complete, the primary cycle of education and drop out due to early marriage, defilement and rapes, child neglect inadequate interest in learning, negative attitude and personal problems for instance menstruation.
- (ii) There is low level of parent teacher involvement in girl-child education thus creating opportunity for drop out.
- (iii) There is no distinctive difference between the supports given to the girls and those given to the boys, thus parental support to the girls are very minimal.
- (iv) Embarking of community mobilization and sensitization, intensive meetings, encouraging visitation day among others are some of the parent-teacher involvement that should be enhanced.

5.4 Recommendations

The following suggestions were offered as recommendations;-

- (i) Initiative to strengthen the course and welfare of the girls in schools, girls education movement (GEM), PIASCY and child friendly schools be reviewed to suit the girl-child.
- (ii) Intensive community mobilization and sensitization programmes be initiated.
- (iii) Guidance and counseling should be part of the school programme and should be operational.
- (iv) Situations that lead to difference in all, should be minimized.

- (v) Free movement of the girl-child for instance to relatives and friends that puts the girl-child at will be restricted.
- (vi) Defilement and rape cases be handled by the court of law.
- (vii) Right to education be availed to all school going age children irrespective of the sex.

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APPENDIX (I)

QUESTIONNAIRE TO THE HEADTEACHER

1. How many children were enrolled in primary one (P1) in 2002?

2. How many of them were boys and how many were girls.....

3. How many of them complete primary seven in 2008?.....

4. Out of those who completed primary seven, how many of them were girls?.....

5. What could be the challenges that these girls under go that prevent them from completing the primary cycle?.....

6. Does the school have a changing room and washing facilities for girls?.....

7. How often do you hold meetings with the parents concerning education of their children especially girls?.....

8. Are the parents giving adequate support towards education of their children?.....

If no, how can they be involved fully to support their girls' education?.....

9. What strategies do you have towards enhancing the girls' education to enable them complete the primary cycle?.....

APPENDIX II

QUESTIONNAIRE TO THE SENIOR WOMAN TEACHER

1. How many girls were enrolled in P.7 last year and how many of them completed P7 last year?.....
2. Why is enrolment of the girls higher in the lower primary than in the upper primary?.....
3. What are some of the problems that hinder the girls from completing the primary school cycle of education?.....
.....
4. How are the girls supported during their menstruation period?
.....
5. Have you ever received any materials for the girls from any donor agencies?
.....
6. What contributions do parents make towards ensuring that the girls stay at school and complete the primary cycle?.....
.....
7. What other emergency supplier does the school have for the girls that can help them in the school?.....
8. Do you thin the material supports the parents give are adequate to keep girls in school?.....
9. Does the school involve other organization to talk to the girls on how to stay in school and complete at least primary education?.....
10. What attitude does the community have towards girls education?.....

APPENDIX III
QUESTIONNAIRE TO CLASS TEACHER

1. How many pupils do you have in your class and how many of them are girls?
.....
.....
2. Why do you think there are more girls in the lower classes than in the upper classes?
.....
.....
3. What do you think are the challenges which these girls are facing which make them drop out of school?.....
.....
.....
4. What support do parents give to these girls to help them remain and complete the primary cycle?.....
.....
.....
5. How often do you involve the senior woman teacher to talk to these girls on the issue of completing the primary cycle of education?.....
.....
.....
6. Do you have the washing facilities for the girls in the school?.....
.....
.....
7. What strategies do you have in the promotion of the girls in this school to enable them complete at least the primary cycle of education?.....
.....
.....

APPENDIX IV

QUESTIONNAIRE FOR GIRLS AND BOYS IN UPPER PRIMARY

1. How many children do go to school from your family?.....
2. How many of them are girls and how many of them are boys?.....
3. How many girls do you have in your class?.....
4. Why do you think some girls drop out of school?.....
.....
.....
5. Are the teachers also involved in causing the girls to drop of school?.....
.....
.....
6. Do these girls have a changing room and washing facilities in the school?
.....
.....
7. Are you supported by your parents towards your education?.....
.....
.....
8. Does the school write some people to come and talk to you about your education?
.....
.....
9. What activities does the senior woman teacher give you to keep you at school?
.....
.....

APPENDIX V

INTERVIEW GUIDE FOR THE PARENTS

1. Do you have some children at school? If yes how many of them are girls?.....
.....
.....
2. Are there some girls in your area who don't come to school?.....
.....
.....
3. Is it a good idea to help the girls stay and complete primary level of education?
.....
.....
4. What do you think are some of the things that do not make these girls stay at school?
.....
.....
5. What can the parents do to ensure that these girls stay and complete primary cycle of education?.....
.....
.....
6. Why do you think it is mostly the girls in the upper primary who are dropping out of school?.....
.....
.....
7. What assurance can you give which involves the teachers which will enable the girls to complete wipe out girl-child drop out?.....
.....
.....

KAMPALA INTERNATIONAL UNIVERSITY
INSTITUTE OF OPEN AND DISTANCE LEARNING
P.O.BOX 20000, KAMPALA, UGANDA.

OFFICE OF THE DIRECTOR

DATE 23/10/2009

TO WHOM IT MAY CONCERN;

ORENIGÉ PETER REG. NO. BED/20459/71/OU-LR

Dear Sir / Madam,

RE: RESEARCH

The above named is our student in the institute of open and distance learning (IODL), pursuing a Diploma / Degree in Education.

RESEARCH is a requirement for the award of Diploma / Bachelors degree of Kampala International University. Any assistance accorded to him / her will be highly appreciated.

