
A Study On Causes Of Drop Out Among Girls In Primary Schools In Kyenjojo District.

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Abstract

This research aims to investigate the multifaceted reasons behind the alarming rate of dropout among girls in primary schools. The study focuses on understanding the complex interplay of socio-economic, cultural, and educational factors contributing to the dropout phenomenon, with the ultimate goal of informing targeted interventions to mitigate these challenges. The research employs a mixed-methods approach, incorporating both quantitative and qualitative methodologies. Surveys will be conducted to gather demographic data and statistical insights into dropout patterns, while interviews and focus group discussions will provide a deeper understanding of the individual and contextual factors influencing girls' decisions to discontinue their primary education. Key areas of exploration include financial constraints, cultural norms, gender-based discrimination, and accessibility to quality education. By analyzing the data collected, the study aims to identify common themes and patterns across diverse geographical locations, allowing for the formulation of comprehensive strategies to address the issue at both local and systemic levels. The findings of this research are expected to contribute significantly to the existing body of knowledge on girls' education, shedding light on the specific challenges that lead to dropout rates. The implications of these findings will be crucial for policymakers, educators, and community leaders in designing targeted interventions that foster an inclusive and supportive environment for girls in primary schools, thereby reducing dropout rates and promoting sustained academic engagement. In conclusion, this study aspires to serve as a catalyst for positive change by providing evidence-based insights into the root causes of dropout among girls in primary schools, with the overarching goal of promoting gender equality in education and ensuring that every girl has the opportunity to complete her primary education. Having carried out a descriptive survey design on causes of drop out among girls in some selected primary day secondary schools in Kyenjojo district, Nairobi. The parents should be sensitized on the importance of girl's education so as to understand their role and involvement in their girl child education.

Keywords: Drop Out, Girls and Primary Schools

Background of the study

Girls, like boys, have the right to education to maximize their personal development and their contribution to their community and society (Joventi et al., 2023). The World Conference on Education for All, held in 2001, stated that every person has the right to be educated to their full potential. (Anthony, Kazaara, Kazaara et al., 2023) notes that girls' education is beneficial because it contributes to economic productivity; social development; intergenerational education; social justice; and sustainability of development efforts. Despite such consensus, much remains to be done to reduce gender parity in girls' education. Almost 70 countries failed to achieve the goal of gender parity in education by 2005, and of the 75 million children currently out of school, approximately 55% are girls (Isah & Nafiu, 2013).

In Africa, girls enrolled in secondary schools make up only 57% of the school-age population compared to 75%

Received: 14.04.2024

Accepted: 19.04.2024

Published on: 29.04.2024

for boys. Research shows that women's education is paramount to a nation's development (Edgar & Moses, 2023). Credible visionaries and world leaders such as former UN Secretary-General Kofi Annan have consistently emphasized the role and powerful impact of girls' education (World Conference on Education, 2001). Launching an NGO report on girls' education in March 2003, he noted that: Study after study has taught us that there is no more effective tool for development than girls' education. No other policy is more likely to increase economic productivity (Winny et al., 2023), reduce infant and maternal mortality, improve nutrition, and promote health, including HIV/AIDS prevention, than girls' education policies. No other policy is as powerful in increasing educational opportunities for the next generation (Inuwa et al., 2017). The government has introduced policies aimed at achieving Education for All (E.F.A) with special concern for quality, equity, relevance, internal and external effectiveness within the education system. According to the 2005 Session Paper No. 1 on Policy Framework for Education, Training and Research, the government has a long-term goal of providing every Ugandan with basic quality education and training, including two years of pre-primary, eight years and four years of secondary/technical education (Suzan & Gracious Kazaara, 2023).

Following independence in Uganda in 1963, the main objective of the new government was to alleviate three major problems: poverty, illiteracy and disease (S. Godfrey et al., 2023). The government spends a larger percentage of the total public budget on education. In 2011, the government allocated 9.2 billion for free primary education and 16.2 billion for free secondary education (W. Godfrey et al., 2023). This is in line with the Millennium Development Goals and Vision 2030 goals. Dropping out of secondary school is a serious educational and societal problem as it detracts from national and Millennium Development Goals (Derrick et al., 2023). When girls drop out of school, it affects them as individuals and women as a whole because it is an obstacle to the full empowerment of women (implementing affirmative action) and the country as a whole. It has negative individual and social consequences and its psychological effects are felt across the country (Suzan & Gracious Kazaara, 2023). To solve the above problem, we need to find ways to improve girls' education. All education stakeholders must advance girls' schooling and ensure the retention of girls already in secondary schools (Christopher et al., 2022). The problem of the study will be to assess the factors that contribute to the dropout rate of girls from public basic day secondary schools in Kyenjojo District, Nairobi County.

Statement of the problem

Women's education has multiplier effects as it empowers women to make a difference and helps break the vicious cycle of poverty. Despite initiatives addressed through various government policies, interventions and declarations such as the Millennium Development Goals (MDGs) seek to ensure equal access to secondary education for both boys and girls (Vincent & Peter, 2023). In addition, the World Bank (2010) reports that retention of girls in Kyenjojo and greater Nairobi areas is lower compared to boys. The high rate of early school leaving and the laxity of parents in monitoring their children's schooling, especially with the introduction of FPE, is a cause for concern (Victor et al., 2023). Uwezo Uganda Report (2011). Uganda is a developing country and therefore there is a need to invest in girls' education to accelerate its national and economic development. This would also accelerate the

Received: 14.04.2024

Accepted: 19.04.2024

Published on: 29.04.2024

industrialization process by 2030 (Frank et al., 2023).

Objectives of the study

1. To determine the extent to which school based factors influence the girls' drop out rate in the selected schools in Kyenjojo district
2. To establish the influence of teachers' attitude towards girls on the drop out rate of girls in primary day secondary schools in Kyenjojo District.
3. To determine the influence of distance from home to school on drop out rate of girls in primary day secondary schools in Kyenjojo District.

Methodology

The study adopted a descriptive survey design to investigate the factors that contribute to girl child dropout from school and the measures that could be adopted to curb this phenomenon. Creswell (2002) observes that a descriptive survey method was used when data is collected to describe persons, organizations, settings, or phenomena (Olanrewaju et al., 2021). The study aimed at observing and describing the factors that cause drop out of the girls without influencing them in any way and therefore descriptive survey research design was found to be the most appropriate for this study. The method was appropriate for this study because it assists the researcher to produce statistical information on dropout, which is of interest to policy makers and educationists (Aslam et al., 2022). According to Mugenda & Mugenda (2003) population is the entire group of individuals, events or objects with some common observable characteristics. The target population of Kyenjojo district were 7 head teachers from 7 girls school, 140 teachers and the 4200 girls in the 7 schools in Kyenjojo district as summarized in table 1 below.

Table 1 Target population

Representatives	Target population
Head teachers	7
Teachers	140
Girls learners	4200
Total	4347

Sampling is a research technique used for selecting a given number of subjects from a target population as representatives of that target population. This study drew a sample of 5 schools from the 7 public secondary schools in Kyenjojo district which is 71% representation of total schools in the District. The schools were randomly sampled (Nafiu & Ph, 2012). The sample of 10% is considered representative since a representative study should be at least 10% of the target population (Kothari, 2002; Cooper and Schindler, 2003). Teachers were selected through simple random sampling. The teachers were used in this study because they gave data on the

Received: 14.04.2024**Accepted: 19.04.2024****Published on: 29.04.2024**

cohorts and had stayed long enough in their station to merit longer school and student observation. A total of 14 teachers formed the study sample that is 10% of the target population. The study used census sampling to sample all the 7 head teachers in the seven schools (Suzan & Gracious Kazaara, 2023). The study used form 2 and 3 girl learners since they are the most affected by the problem of school retention. This was half of the target population. The sample size was 10% resulting to 210 learners who were randomly sampled.

Table 2 Sample size

Respondents	Sample size
Head teacher	5
Teacher	14
Learners	210
Total	229

The main research instruments to be employed in this study were questionnaires. The researcher found this instrument adequate for two categories of study subject namely head teachers and the teachers. The questions were closed-ended to elicit certain responses that were sought and open-ended to add more information that were of importance to the study. (Olanrewaju et al., 2021) observes that data analysis is the life line of a research and that the method of analysis is the back bone and conduct wire. The data collected was thus analyzed by using the statistical package for social sciences (SPSS) program (Nelson et al., 2022). The study generated both quantitative and qualitative data. Descriptive statistics was used to analyze quantitative data by calculating frequencies and percentages that was presented using frequency tables and graphs. Quantitative data was analyzed by regression analysis where the factors causing girls drop out were correlated.

RESULTS

Table 3 Teachers' student sex preference in teaching

Response	Frequency	Percentage
Boys	92	51%
Girls	68	38%
Both boys and girls	20	11%

Total	180	100%
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Table 3 shows that a majority 92 (51%) of the teachers prefer teaching the boys than the girls. This does not encourage the girls to stay in school and therefore causes their drop out. A majority 68 (38%) prefer to teach the boy and 20 (11%) teach both boys and girls. The teachers should be encouraged to advice and teach the girls more for them to remain in school. Ananga (2011) noted that the socialization of gender within our schools assures that girls are made aware that they are unequal to boys. Every time learners are seated or lined up by gender, teachers are affirming that girls and boys should be treated differently (W. Godfrey et al., 2023). When an administrator ignores an act of sexual harassment, he or she is allowing the degradation of girls. When different behaviors are tolerated for boys than for girls because 'boys will be boys', schools are perpetuating the oppression of females.

Table 4 Teachers' negative attitude towards girl's education according to learners

Response	Frequency	Percentage
Yes	124	69%
No	33	18%
Sometimes	23	13%
Total	180	100%

Table 4 shows that majority 124 (69%) learners respondents said that they indeed have a negative attitude towards girl child education. This means that if teachers have a negative attitude towards the girls education, then the girls can be comfortable being taught by the same teachers. In a study on schooling Ugandan girls, Kabesiime (2007) noted that the teacher 's attitude towards girls in the classroom was crucial for retention of girls in school. It was found that teachers who are keen on encouraging equal participation of girls and boys in class increased the completion rate of girls' education in secondary schools (Anthony, Kazaara, & Kazaara, 2023). The study found that teachers who had been sensitized to change any negative attitudes towards girls' education and adopted new methods to promote equity in the classrooms had made a great impact in the performance and retention of girls' in schools.

Table 5 Number of kilometers covered by girls from home to school

Kilometers	Frequency	Percentage
0 to 5 Kms	92	55%

6 to 10 Kms	62	37%
11 Kms and above	12	8%
Total	166	100%

Table 5 shows that a majority 92 (55%) cover a distance of 0 to 5 kilometers to go to school. The other 84 (45%) of the learners cover between 6 to above 11 kilometers. This cannot be the reason for the girl student dropping out of the school. This is because a majority of the learners cover less than 5 kilometers to go to school. Research points to distance to school being an important determinant of educational access. Juneja (2001) observes that in areas where schools are further away from homes, the distance may be considered too far for younger children to travel, especially young girls (Vincent & Peter, 2023). This is also true in the cases of older girls and those children regarded by parents as vulnerable to sexual harassment (Colclough et al., 2000; Nekatibeb, 2002).

Table 6 Provision of transport by school

Response	Frequency	Percentage
Yes	84	47%
No	96	53%
Total	166	100%

Table 6 shows that majority 96 (53%) of the learners disagreed that the school provides transport for them the other 84 (47%) agreed that they are provided by the transport by their school. The schools that are providing transport might be encouraging the girl learners to stay in school and therefore reduces the drop out. According to Nekatibeb (2002) distances from school has been another deterrent for girls' education in many countries in Africa (Anthony, Kazaara, Kazaara, et al., 2023). A large number of studies in the region have reported that the long distances girls travel to school has two major problems including: one related to the length of time; and the energy children have to expend to cover the distance, often on an empty stomach, the relates to the concern and apprehension parents have for the sexual safety of their daughters. The problem of distance from school also has implications for the motivation of girls to stay in school. In Guinea, studies show that close proximity to schools had a positive motivating impact on girls; participation in schools while in Mali, most girls stated that living far away from school and having to walk discourages them (Ibid). Similarly, research by Ainsworth et al (2005) in Tanzania, indicate that drop outs increase in areas where distance to school is longer.

Table 7 Provision of programs to enlighten parents on girls' education

Response	Frequency	Percentage
Yes	121	67%
No	42	23%
Not sure	17	10%
Total	180	100%

Tables 7 show that majority 121 (67%) of the learners respondents suggested that there should be a provision of programs to enlighten parents on the importance of girls' education. A few 42 (23%) of the learners respondents disagreed to the suggestion. This shows that there is need for provision of programs mostly by the Ministry of Education to enlighten the parents on the girls' education.

Table 8 Teachers conducting talks on importance of education to girls

Response	Frequency	Percentage
Yes	135	74%
No	21	12%
Not sure	24	13%
Total	180	100%

Table 8 shows that a majority 135 (74%) of the respondents agreed that teachers should conduct talks on the importance of education to the girls. This will encourage them and make them understand that they need to be in school. The dropping out of the girls will therefore reduce.

Table 9 Parents should be encouraged to guide their girls on education

Communication	Frequency	Percentage
Always	112	62%
Sometimes	54	30%
Not at all	14	8%

Total	180	100%
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Table 9 shows that a majority 112 (62%) of the respondents agreed that the parents should always encourage and guide their girl child on education. There are a few 54 (30%) of the respondents who think that the idea should only be done for sometimes.

Conclusions

The following conclusions were drawn from the findings. In the study of influence of the study of school-based factors influence on the girls 'dropout rate, it indicated that a majority of the respondents agreed that there is discrimination of girls in their school. This shows that the girl learners are usually demoralized and leave school. This raises the dropout rate of girls from the school. A majority of the respondents agreed that there is demoralization of girl student in their school. This shows that the girls are demoralized and therefore leave school. Majority of the respondents agreed that there is unsafe school environment in the school. This might be making the girl student uncomfortable and therefore drop out (Victor et al., 2023).

The distance from home to school had influence on the drop out. Majority of the respondents cover a distance of 0 to 5 kilometers to go to school. The other of the learners cover between 6 to above 11 kilometers. This cannot be the reason for the girl student dropping out of the school. This is because a majority of the learners cover less than 5 kilometers to go to school (John et al., 2023). Majority of the learners disagreed that the school provides transport for them the other agreed that they are provided by the transport by their school. The schools that are providing transport might be encouraging the girl learners to stay in school and therefore reduces the drop out. Majority of the respondents suggested that there should be a provision of programs to enlighten parents on the importance of girls' education (Joventa et al., 2023).

Recommendations

Having carried out a descriptive survey design on causes of drop out among girls in some selected primary day secondary schools in Kyenjojo district, Nairobi. The parents should be sensitized on the importance of girl's education so as to understand their role and involvement in their girl child education.

Every school should be mandated to organize general parent meetings to enable the parents to meet teachers and discuss problem affecting their girl's education. These parents should be advised on the need to motivate their girl child to remain in school.

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Received: 14.04.2024**Accepted: 19.04.2024****Published on: 29.04.2024**

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Received: 14.04.2024

Accepted: 19.04.2024

Published on: 29.04.2024

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