
**FACTORS INFLUENCING THE GIRL CHILD'S COMPLETION RATE IN BUIKWE DISTRICT
USE SCHOOLS**

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ABSTRACT

The study titled 'factors influencing the girl child's completion rate in Buikwe district use schools. The study was guided by four specific objectives; to establish the extent to which economic factors are responsible for the completion rate of the girl child in Buikwe District secondary schools, to find out the extent to which household factors are responsible for the completion rate of the girl child in Buikwe District secondary schools. to find out the extent to which school factors are responsible for the completion rate of the girl child in Buikwe District secondary schools and establish the extent to which cultural factors are responsible for the completion rate of the girl child in Buikwe District secondary schools. The study used a cross sectional design with both quantitative and qualitative research methods/approaches. The study found that that economic factors are responsible for the completion rate of the girl child in Buikwe District secondary schools such as self-employment, poverty at home, and self-support financially, family stable investment, stable income. The study concluded that school factors are responsible for the completion rate of the girl child in Buikwe District secondary schools such as conducive learning environment, low intellectual ability, sexual factors, age, conflict with teachers and lack of school fees. The study recommends that in order to reduce on rate of female drop outs in Buikwe District secondary schools there is a need to put to an end to school factors that lead to female drop by emphasizing favorable learning environment, teachers not asking girls for sex, preventing teachers conflicting with students, advising parents/guardians to save money for school fees, encourage lifelong learning to eliminate or reduce on girl child dropout and teachers finding

out ways of how they can provide more learning time for weak students intellectual ability of girl drop out.

Key words: girl child's and completion rate

Background to the study

In the world, the education of the population is very important and healthy for the development and progress of every nation. According to a World Bank report (2015), education is essential to the life chances of each individual within and among different social groups. In addition, the individual benefits of education have positive effects where the entire economy and society benefits from the increase in human capital achieved through education (Victoria et al., 2023).

However, in sub-Saharan Africa, it is common practice for many parents and much of the community to prefer a boy to go to school over a girl, on the assumption that if the girls do go to school, they will become lazy wives and not receive a formal education, they will forget how to grow or care for their homes in the future (Anthony et al., 2023). Most parents believe that girls' mothers and aunts are better teachers who would mold their daughters into better brides (Ogwang, 2012). In Africa, girls enrolled in secondary schools make up only 57% of school-age children (Mark et al., 2023). According to UNESCO, of the 75 million children out of school by 2012, about 55% were girls (UNESCO, 2012 in Shahid and Karim, 2015). Socio-cultural factors have for many years been an obstacle to the education of girls in most communities still remain and therefore reduce their potential to compete favorably with their male counterparts, which is the situation in Buikwe district, this has remained unrevealed, hence the need for this study to find out the case for the district Buikwe (Derrick et al., 2023). Gender-disaggregated data clearly show consistently lower completion rates compared to boys. The national outlook suggests that the situation in the districts is no different. The situation therefore calls for

ascertaining the causes of such a situation of grave national concern with a focus on Buikwe district.

Statement of the problem

Investing in education in Uganda through the provision of secondary education is an important step towards developing the country's human capital stock. As a developing country, Uganda must invest in girls' education if the country is to accelerate its national and economic development initiatives outlined in Vision 2040 (Shamim et al., 2023). However, the above developments are threatened by unacceptably low completion rates for girls. For example, between 2007 and 2008, the sector experienced a dropout rate of 5.3% out of 161,396 students enrolled in USE. The sector continued to see an increasing dropout rate of 9.9 (Sub-county et al., 2023). Based on the above, the completion rate of the first USE cohort was 74.1% - meaning that 25.9% of the first cohort did not complete the USE program, which was a waste of resources (Sylvia & Peter, 2023). Overall, the completion rate for girls in USE secondary schools is well below 60%. The state of affairs also undermines the achievements made so far in promoting gender parity in access to and benefit from secondary education (Buikwe District Education Report, 2016). Furthermore, women's education has multiplier effects as it has a higher propensity to empower both women and men to bring about positive change by breaking the vicious cycle of poverty (Shamim et al., 2023). This is more so in rural settings such as Buikwe District, where most of the population survives on less than one dollar a day (Buikwe District Education Report, 2016).

Several factors can explain this scenario, for example; The traditional belief of women as wives or mothers represents a gender problem itself, a gender bias that consistently works against the positive image (self-esteem) of girls, causing them to perform poorly or poorly in science subjects (Ninsiima et al. , 2023). Other girls did not graduate due to bureaucratic structures, psychological factors such as personal relationships, feelings of fit and loyalty to the institution, intellectual ability and

weak financial background in their families, among others (Lavtiz, 2015). If girls continue to have a low secondary school completion rate, this threatens the development of society at the national and individual levels, as women contribute significantly to national development. Society is also likely to witness more cases of early marriage, teenage pregnancy, abortion, semi-skilled work and low productivity at the national level, all of which are threats to national development (Isaac et al., 2023). However, no study has been done on the specific factors with regard to girls' completion of USE secondary schools in Buikwe District, leaving a research gap to warrant this study. In this regard, the study focuses on economic, domestic, school and cultural factors that explain the low completion rate of girls (Aisha et al., 2023).

Objectives of the study;

- The extent to which economic factors are responsible for the completion rate of the girl child in Buikwe District secondary schools*
- The extent to which household factors are responsible for the completionrate of the girl child in Buikwe District secondary schools*
- The extent to which school factors are responsible for the completionrate of the girl child in Buikwe District secondary schools*
- The extent to which cultural factors are responsible for the completionrate of the girl child in Buikwe District secondary schools*

Research questions

- To what extent are economic factors responsible for the completion rate of the girl child in Buikwe District secondary schools?*
- To what extent are household factors responsible for the completionrate of the girl child in Buikwe District secondary schools?*
- To what extent are school factors responsible for the completionrate of the girl child in Buikwe District secondary schools?*
- To what extent are cultural factors responsible for the completionrate of the girl child in Buikwe District secondary schools?*

Methodology

Research Design

The study used a descriptive survey research design to investigate the factors influencing girl child completion rates in secondary school in Buikwe District.

Qualitative methodologies describe the situation as it existed in the field, based on field responses which were reported in a narrative manner, for instance, paraphrasing and direct quotation of responses. A qualitative method was used in interviewing the management key informants.

Target Population

Amin (2005) defines population as the complete set of individuals, objectives or measurements having some common observable characteristics. According to Mugenda and Mugenda (2013) the concept population refers to the entire group of individuals, events or objects with some common observable characteristics.

Sample

Sampling is a research technique used for selecting a given number of subjects from a target population as representatives of that target population. Sample size refers to the specified number of respondents to provide information to the study (Creswell, 2014). Amin (2005) defines sample size as a portion of people that a researcher selects from the whole population targeted for study to be interviewed.

Sampling techniques

This refers to the procedures to be followed when selecting the respondents and the sample size. The 6 schools to participate in the study were selected using simple random sampling to facilitate the generalization of the findings to the entire population of government schools in the District. The 9 teachers to be selected from each school were purposively selected. Purposive sampling enabled the researcher to select teachers who had at least five years of teaching experience and had been working in the District as teachers for at least five years (Seka, 2013). Lastly 100 dropout girls were selected using snowball sampling.

Methods of data collection

This refers to the approaches to be followed in data collection, analysis and presentation, whether qualitative or quantitative (Amin (2005). Three basic instruments of data collection were used in this study: Interviews, Questionnaires and Documentary analysis. The researcher used mainly quantitative methods of data collection in order to collect a large quantity of data.

Questionnaire

Amin (2005) defined questionnaire as a self-report instrument used to gather information about the research problem under investigation based on the objectives of the study. Questionnaires are made of a set of items developed to address specific objectives in a study (Mugenda and Mugenda, 2013).

Interview Guide

This is a data collection tool which the researcher used to get information from head teachers, and community members. This allowed probing by the interviewer giving her chance to obtain the information that would have not been revealed when questionnaires were used. Lastly, the researcher analysed relevant documents to enrich the study. Secondary data refers to data collected from written sources (Amin, 2003); these included data collected from field reports, research journals, text books, institutional reports and other written sources.

Data Analysis

This refers to the analyzing the data collected from the field, using manual or computer-assisted techniques or both, such as during editing, coding and presentation of responses (Creswell, 2003). Data analysis was continuously done at all stages of the study. Data that was obtained was first categorized under each research question and coded. The researcher then entered the data into the Statistical Package for Social Scientists (SPSS) (Nelson et al., 2022).

RESULTS

Table 1: Showing how many male and female teachers are on the staffin schools A, B, C, D, E and F

Sex	F (A)	(%)	F (B)	(%)	F (C)	(%)	F (D)	(%)	F (E)	(%)	F (F)	(%)
Male	14	52	23	72	15	60	17	55	16	57	18	62
Female	13	48	09	28	10	40	14	45	12	43	11	38
Total	27	100	32	100	25	100	31	100	28	100	29	100

Source: Primary data 2018

Table 1 shows that in school A, 52% of the respondents were male teachers while 48% were female teachers. In school B, 72% of the respondents were male teachers while 28% were female teachers. In school C, 60% of the respondents were male teachers while 40% were female teachers. In school D, 55% of the respondents were male teachers while 45% were female teachers. In school E, 57% of the respondents were male teachers while 43% were female teachers and in school F, 62% of the respondents were male teachers while 38% were female teachers. This agrees with MoESST (2010) the national employment structure that indicated that there are more males than females in formal employment sectors such as education. However, all respondents provided gender based information irrespective of sexual category.

Table 2: Showingthe total enrolment of girls in the schools A, B, C, D, E and F

Class	F (A)	(%)	F (B)	(%)	F (C)	(%)	F (D)	(%)	F (E)	(%)	F (F)	(%)
Senior I	103	68	99	57	130	66	105	71	78	56	123	69
Senior II	22	14	34	19	25	13	15	10	31	22	20	11
Senior III	16	11	33	19	30	15	12	08	18	13	14	08

Senior IV	10	07	09	05	11	06	16	11	13	09	21	12
Total	151	100	175	100	196	100	148	100	140	100	178	100

Source: Primary data 2018

Table 2 shows that school A enrolled 68% of students in senior I, 14% in senior II, 11% in senior III and 07% in senior IV. School B enrolled 57% of students in senior I, 19% in senior II, 19% in senior III and 05% in senior IV. School C enrolled 66% of students in senior I, 13% in senior II, 15% in senior III and 06% in senior IV. School D enrolled 71% of students in senior I, 10% in senior II, 08% in senior III and 11% in senior IV. School E enrolled 56% of students in senior I, 22% in senior II, 13% in senior III and 09% in senior IV and school F enrolled 69% of students in senior I, 11% in senior II, 08% in senior III and 12% in senior IV. By implication the majority of the students were enrolled in senior I because this is when students leave one level to join another level that is from primary level to secondary level. However, all respondents provided gender based information irrespective of total enrolment of girls in their respective schools.

Table 3: The years served in the school

Response	Frequency	Percentages (%)
Below 1 year	10	18.5
1-2 years	12	22.2
3-4 years	10	18.5
5 years +	22	40.7
Total	54	100

Source: Primary data 2018

Table 3 shows that majority of respondents 40.7% had served for their respective schools for 5 years and above, followed by 22.2% who had served between 1-2 years, followed by 18.5% who had served between 3-4 years and another 18.5% who had served below 1 year. By implication, most of the respondents had served for 3 years

and above indicating that most of the respondents had attained minimum of experience in their area of work and therefore expected to provide relevant and reliable information to the study.

Table 4: Responses on the rating the trend of girl child completion in school over the last three years

Age group	Frequency	Percentages (%)
Poor	14	25.9
Average	07	13.0
Good	25	46.3
Excellent	08	14.8
Total	54	100

Source: Primary data 2018

Table 4 shows that majority of respondents 46.3% were of the view that the trend of girl child completion in school over the last three years is good, followed by 25.9% who were of the view that it is poor, followed by 14.8% who were of the view that it is excellent while 13.0% were of the view that the trend is average. By implication, most of the respondents were of the view that the trend of girl child completion in school over the last three years is good implying that most of the students for the last three years have been in position to accomplish their levels of education according to them.

The factors affecting girl child participation in secondary education

Table 5: Responses on whether lack of girls' personal effect affecting respondents influence on participation of girl-child education

Response	Frequency	Percentages (%)
Yes	26	48.1

No	28	51.9
Total	54	100

Source: Primary data 2018

Table 5 shows that on whether lack of girls' personal effect affecting respondents influence on participation of girl-child education, it is indicated that majority of the respondents 51.9% disagreed while 48.1% agreed. This implies that lack of girls' personal effect affecting respondents has great influence on participation of girl-child education.

Table 6: responses on whether distance from school affect participation of girl-child in secondary education

Response	Frequency	Percentages (%)
Yes	34	63.0
No	20	37.0
Total	54	100

Source: Primary data 2018

Table 6 shows that on whether distance from school affect participation of girl-child in secondary education, 63.0% agreed while 37.0% disagreed. This implies that distance from school affect participation of girl-child in secondary education. Girls who travel longer distances find it hard to reach in time; they end up reaching late, being absent often or dropping out altogether.

Demographic information of the respondents (girl drop outs)

Table 7: Responses on the father's level of education

Responses	Frequency	Percentages (%)
Below P. 7	54	29.7
'O' Level	88	48.4
'A' level	28	15.4
Degree	12	6.60

Total	182	100
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Source: Primary data 2018

Table 7 shows that when respondents were asked to state their father's level of education, 48.4% of the respondents stated that their fathers had completed 'O' Level, 15.4% of the respondents stated 'A' level, 29.7 % of the respondents stated their father's level of education did not go beyond P.7 while 6.60% stated that their fathers had attained degrees. By implication, most of the fathers' respondents had attained minimum of secondary level education. By such a finding, it was expected that the parents could give adequate advise to their children to attend school as well as providing sanitary facilities to girl children.

Table 8: Responses on the mother's level of education

Responses	Frequency	Percentages (%)
<i>Below P. 7</i>	44	24.2
<i>'O' Level</i>	81	44.5
<i>'A' level</i>	26	14.3
<i>Degree</i>	31	17.0
Total	182	100

Source: Primary data 2018

Table 8 shows that when respondents were asked to state their mother's level of education, 44.5% of the respondents stated that their mothers had completed 'O' Level, 14.3% of the respondents stated 'A' level, 24.2% of the respondents stated their mothers' level of education didn't go beyond P.7 while 17.0% stated that their mothers' levels of education are degrees. By implication, most of the mothers' respondents had attained minimum of secondary level education this is indicated by the 58.8% response rate.

Factors affecting girl child participation in secondary education**Table 9: Responses on whether school fees was paid in time by respondents' parents/guardian**

Response	Frequency	Percentages (%)
Yes	62	34.1
No	120	65.9
Total	182	100

Source: Primary data 2018

Table 9 shows whether parents/guardian paid school fees in time for the students, 34.1% agreed while 65.9% disagreed. This implies that parents/guardian did not always pay school fees in time for the students.

Table 10 : Responses on whether parent(s) readily provided the respondent with personal requirements and learning materials

Response	Frequency	Percentages (%)
Yes	80	44.0
No	102	56.0
Total	182	100

Source: Primary data 2018

Table 10; shows whether parent(s) readily provided the respondent with personal requirements and learning readily provided the respondent with personal requirements and learning materials.

Table 11: responses on whether parents encouraged the respondent to work hard at school

Response	Frequency	Percentages (%)
Yes	97	53.3
No	85	46.7

Total	182	100
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Source: Primary data 2019

Table 11 shows whether parents encouraged the respondent to work hard at school, 53.3% agreed while 46.7% disagreed. This implied parents encouraged the respondent to work hard at school. This was good because it positively influences children to attend school instead of dropping out, more so the girl children.

Table 12: responses on whether there were cultural factors that affect girl- child participation in secondary education

Response	Frequency	Percentages (%)
Yes	66	36.3
No	116	63.7
Total	182	100

Source: Primary data 2019

Table 12 shows that on whether there were cultural factors that affect girl- child participation in secondary education, 36.3% agreed while 63.7% disagreed. This implies that there were a few cultural factors that affect girl- child participation in secondary education. Having obtained the background information of the respondents and information on factors affecting girl child participation in secondary education, the researcher proceeded to collect information regarding specific research objectives;

Table 13: Showing responses on whether the family stable income influences the completion rate of the girl child

Response	Frequency (teacher)	Percentage	Frequency (girl drop outs)	Percentage
Strongly	05	9.30	23	12.6

<i>disagree</i>	10	18.5	23	12.6
<i>Disagree</i>	01	1.90	10	5.60
<i>Undecided</i>	31	57.4	82	45.1
<i>Agree</i>	07	13.0	44	24.2
<i>Strongly agree</i>				
Total	54	100.0	182	100.0

Source: Primary data 2019

Table 13 shows that when teacher respondents were asked whether family stable income influences the completion rate of the girl child, 13.0% respondents strongly agreed, 57.4% agreed, 1.90% were not sure, 18.5% disagreed and 9.30% strongly disagreed, while when female drop out respondents were asked on the similar statement, 24.2% of the respondents strongly agreed, 45.1% agreed, 5.60% were not sure, 12.6% disagreed and another 12.6% strongly disagreed. This implies that 70.4% of the respondents were of the view that family stable income influences the completion rate of the girl child.

Table 14: Showing responses on whether the family stable investments influences the completion rate of the girl child

Response	Frequency (teacher)	Percentage	Frequency (girl drop outs)	Percentage
<i>Strongly disagree</i>	05	9.30	35	19.1
<i>Disagree</i>	10	18.5	27	14.8
<i>Undecided</i>	02	3.70	11	6.0
<i>Agree</i>	07	13.0	76	41.8
<i>Strongly agree</i>	30	55.6	33	18.1

Total	54	100.0	182	100.0

Source: Primary data 2019

Table 14 shows that when teacher respondents were asked whether family stable investments influence the completion rate of the girl child, 55.6% respondents strongly agreed, 13.0% agreed, 3.70% were not sure, 18.5% disagreed and 9.30% strongly disagreed, while when female drop out respondents were asked on the similar statement, 18.1% of the respondents strongly agreed, 41.8% agreed, 6.0% were not sure, 14.8% disagreed and 19.1% strongly disagreed. This implies that over 69% of respondents supported the view that a family stable investment influences the completion rate of the girl child.

Table 15: Showing responses on whether poverty at home influences the completion rate of the girl child

Response	Frequency (teacher)	Percentage	Frequency (girl drop outs)	Percentage
Strongly disagree	04	7.40	29	15.9
Disagree	09	16.7	48	26.4
Undecided	04	7.40	21	11.5
Agree	06	11.1	58	31.9
Strongly agree	31	57.4	26	14.3
Total	54	100.0	182	100.0

Source: (Primary data 2020)

Table 15 shows that when teacher respondents were asked whether poverty at home influences the completion rate of the girl child, 57.4% respondents strongly agreed, 11.1% agreed, 7.40% were not sure, 16.7% disagreed and 7.40% strongly disagreed, while when female drop out respondents were asked on the similar statement, 14.3%

of the respondents strongly agreed, 31.9% agreed, 11.5% were not sure, 26.4% disagreed and 15.9% strongly disagreed. This implies that poverty at home influences the completion rate of the girl child according to the response rate of 63%.

Table 16: Showing responses on whether financial support from parents influences the completion rate of the girl child

Response	Frequency (teacher)	Percentage	Frequency (girl drop outs)	Percentage
Strongly disagree	05	9.30	26	14.3
Disagree	08	14.8	17	9.30
Undecided	01	1.90	14	7.70
Agree	06	11.1	94	51.6
Strongly agree	34	63.0	31	17.0
Total	54	100.0	182	100.0

Source: (Primary data 2020)

Table 16 shows that when teacher respondents were asked whether financial support from parents influences the completion rate of the girl child, 63.0% respondents strongly agreed, 11.1% agreed, 1.90% were not sure, 14.8% disagreed and 9.30% strongly disagreed, while when female drop out respondents were asked on the similar statement, 17.0% of the respondents strongly agreed, 51.6% agreed, 7.70% were not sure, 9.30% disagreed and 14.3% strongly disagreed. This implies that financial support from parents influences the completion rate of the girl child.

Table 17: Showing responses on whether Self-support financially influences the completion rate of the girl child

Response	Frequency	Percentage	Frequency	Percentage
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	<i>(teacher)</i>		<i>(girl drop outs)</i>	
<i>Strongly disagree</i>	03	5.60	37	20.3
<i>Disagree</i>	06	11.1	48	26.4
<i>Undecided</i>	05	9.30	12	6.60
<i>Agree</i>	11	20.3	59	32.4
<i>Strongly agree</i>	29	53.7	26	14.3
Total	54	100.0	182	100.0

Source: (Primary data 2020)

Table 17 shows that when teacher respondents were asked whether self-support financially influences the completion rate of the girl child, 53.7% respondents strongly agreed, 20.3% agreed, 9.30% were not sure, 11.1% disagreed and 5.60% strongly disagreed, while when female drop out respondents were asked on the similar statement, 14.3% of the respondents strongly agreed, 32.4% agreed, 6.60% were not sure, 26.4% disagreed and 20.3% strongly disagreed. This implies that self-support financially influences the completion rate of the girl child.

Table 18: Showing responses on whether self-employment influences the completion rate of the girl child

Response	Frequency (teacher)	Percentage	Frequency (girl drop outs)	Percentage
<i>Strongly disagree</i>	01	1.90	18	9.90
<i>Disagree</i>	08	14.8	30	16.5
<i>Undecided</i>	02	3.70	16	8.80
<i>Agree</i>	05	9.30	80	44.0
<i>Strongly agree</i>	38	70.3	38	20.9

Total	54	100.0	182	100.0

Source: (Primary data 2020)

Table 18 shows that when teacher respondents were asked whether self-employment influences the completion rate of the girl child, 70.3% respondents strongly agreed, 9.30% agreed, 3.70% were not sure, 14.8% disagreed and 1.90% strongly disagreed, while when female drop out respondents were asked on the similar statement, 20.9% of the respondents strongly agreed, 44.0% agreed, 8.80% were not sure, 16.5% disagreed and 9.90% strongly disagreed. This implies that self-employment influences the completion rate of the girl child. Girls drop out because they have to look for money through doing petty jobs, such as selling food, itinerant trading (hawking), saloons, among others as per the response rate of 79%.

Table 19: Showing responses on whether working as a maid in the city influences the completion rate of the girl child

Response	Frequency (teacher)	Percentage	Frequency (girl drop outs)	Percentage
Strongly disagree	07	13.0	61	33.5
Disagree	14	25.9	88	48.4
Undecided	06	11.1	09	4.90
Agree	08	14.8	16	8.80
Strongly agree	18	35.2	08	4.40
Total	54	100.0	182	100.0

Source: (Primary data 2020)

Table 19 shows that when teacher respondents were asked whether working as a maid in the city influences the completion rate of the girl child, 35.2% respondents strongly agreed, 14.8% agreed, 11.1% were not sure, 25.9% disagreed and 13.0%

strongly disagreed, while when female drop out respondents were asked on the similar statement, 4.40% of the respondents strongly agreed, 8.80% agreed, 4.90% were not sure, 48.4% disagreed and another 33.5% strongly disagreed. This implies that working as a maid in the city according to the female drop out respondents does not influence the completion rate of the girl child while according to the teachers it does.

Table 20 Showing Correlations Between economic factors and completion rate of the girl child in USE Schools in Buikwe District

n = 236

		Economic factors	Completion rate
Economic factors	Pearson Correlation	1	.294**
	Sig. (2-tailed)		.000
	N	236	236
Completion rate	Pearson Correlation	.294**	1
	Sig. (2-tailed)	.000	
	N	236	236

** . Correlation is significant at the 0.05 level (2-tailed).

It was observed in Table 20 that there is a positive correlation at 0.294* therefore there is a relationship between economic factors and completion rate of the girl child in USE Schools in Buikwe District ($r(236) = .000, P < .05$). The significance value or p-value of 0.000, which is less than 0.01, confirms the strength of the positive

relationship statistically significant at 0.05 level of significant. This suggests that economic factors have a relationship with completion rate of the girl child.

Table 21: Showing responses on whether male preference in the family influences the completion rate of the girl child

Response	Frequency (teacher)	Percentage	Frequency (girl drop outs)	Percentage
<i>Strongly disagree</i>	09	16.7	12	6.60
<i>Disagree</i>	15	27.8	40	22.0
<i>Undecided</i>	02	3.70	16	8.80
<i>Agree</i>	19	35.2	62	34.1
<i>Strongly agree</i>	09	16.7	52	28.6
Total	54	100.0	182	100.0

Source: (Primary data 2020)

Table 21 shows that when teacher respondents were asked whether male preference in the family influences the completion rate of the girl child, 16.7% respondents strongly agreed, 35.2% agreed, 3.70% were not sure, 27.8% disagreed and 16.7% strongly disagreed, while when female drop out respondents were asked on the similar statement, 28.6% of the respondents strongly agreed, 34.1% agreed, 8.80% were not sure, 22.0% disagreed and 6.60% strongly disagreed. This implies that male preference in the family influences the completion rate of the girl child.

Table 22: Showing responses on whether parents negative attitude to girls education influences the completion rate of the girl child

Response	Frequency (teacher)	Percentage	Frequency (girl drop outs)	Percentage

<i>Strongly disagree</i>	05	9.30	36	19.8
<i>Disagree</i>	03	5.60	44	24.2
<i>Undecided</i>	05	9.30	13	7.10
<i>Agree</i>	15	27.8	41	22.5
<i>Strongly agree</i>	26	48.1	48	26.4
Total	54	100.0	182	100.0

Source: (Primary data 2020)

Table 22 shows that when teacher respondents were asked whether parents' negative attitude to girls education influences the completion rate of the girl child, 48.1% respondents strongly agreed, 27.8% agreed, 9.30% were not sure, 5.60% disagreed and 9.30% strongly disagreed, while when female drop out respondents were asked on the similar statement, 26.4% of the respondents strongly agreed, 22.5% agreed, 7.10% were not sure, 24.2% disagreed and 19.8% strongly disagreed. This implies that majority of the respondents are in agreement that parents' negative attitudes to girls' education influences the completion rate of the girl child.

Table 23: Showing responses on whether looking after young siblings influences the completion rate of the girl child

Response	Frequency (teacher)	Percentage	Frequency (girl drop outs)	Percentage
<i>Strongly disagree</i>	02	3.70	23	12.6
<i>Disagree</i>	09	16.1	51	28.0
<i>Undecided</i>	06	11.1	13	7.10
<i>Agree</i>	26	48.1	58	31.9
	11	20.4	37	20.3

<i>Strongly agree</i>				
Total	54	100.0	182	100.0

Source: (Primary data 2020)

Table 23 shows that when teacher respondents were asked whether looking after young siblings influences the completion rate of the girl child, 20.4% respondents strongly agreed, 48.1% agreed, 11.1% were not sure, 16.1% disagreed and 3.70% strongly disagreed, while when female drop out respondents were asked on the similar statement, 12.6% of the respondents strongly agreed, 28.0% agreed, 7.10% were not sure, 31.9% disagreed and 20.3% strongly disagreed. This implies that looking after young siblings is responsible for the completion rate of the girl child.

Table 24: Showing responses on whether keeping girls at home for dowry influences the completion rate of the girl child

Response	Frequency (teacher)	Percentage	Frequency (girl drop outs)	Percentage
<i>Strongly disagree</i>	00	00	15	8.20
<i>Disagree</i>	03	5.60	31	17.0
<i>Undecided</i>	09	16.7	26	14.3
<i>Agree</i>	18	33.3	62	34.1
<i>Strongly agree</i>	24	44.4	48	26.4
Total	54	100.0	182	100.0

Source: (Primary data 2020)

Table 24 shows that when teacher respondents were asked whether keeping girls at home for dowry influences the completion rate of the girl child, 44.4% respondents strongly agreed, 33.3% agreed, 116.7% were not sure, 5.60% disagreed and 00% strongly disagreed, while when female drop out respondents were asked on the similar statement, 26.4% of the respondents strongly agreed, 34.1% agreed, 14.3% were not sure, 17.0% disagreed and 8.20% strongly disagreed. This implies that keeping girls at home for dowry influences the completion rate of the girl child.

Table 25: Showing responses on whether low level of parents' education influences the completion rate of the girl child

Response	Frequency (teacher)	Percentage	Frequency (girl drop outs)	Percentage
Strongly disagree	05	9.30	32	17.6
Disagree	13	24.1	48	26.4
Undecided	09	16.7	17	9.30
Agree	26	48.1	63	34.6
Strongly agree	01	1.90	22	12.1
Total	54	100.0	182	100.0

Source: (Primary data 2020)

Table 25 shows that when teacher respondents were asked whether low level of parents' education influences the completion rate of the girl child, 1.90% respondents strongly agreed, 48.1% agreed, 16.7% were not sure, 24.1% disagreed and 9.30% strongly disagreed, while when female drop out respondents were asked on the similar statement, 12.1% of the respondents strongly agreed, 34.6% agreed, 9.30% were not sure, 26.4% disagreed and 17.6% strongly disagreed. This implies that over 50% of the respondents agree that low level of parents' education influences the completion rate of the girl child.

According to information obtained during interviews with a Key Informant; “...Girls’ completion in Uganda is partly failed by community members who have a negative attitude towards secondary education, thinking that since it is “free education”, it is government responsible to take care of the children in every respect....” (Head teacher)

Table 26: Showing responses on whether farming activities at home influences the completion rate of the girl child

<i>Response</i>	<i>Frequency (teacher)</i>	<i>Percentage</i>	<i>Frequency (girl drop outs)</i>	<i>Percentage</i>
<i>Strongly disagree</i>	11	20.4	43	23.6
<i>Disagree</i>	16	29.6	50	27.5
<i>Undecided</i>	05	9.30	18	9.90
<i>Agree</i>	21	38.9	53	29.1
<i>Strongly agree</i>	01	1.90	18	9.90
Total	54	100.0	182	100.0

Source: (Primary data 2020)

Table 26 shows that when teacher respondents were asked whether farming activities at home influences the completion rate of the girl child, 1.90% respondents strongly agreed, 38.9% agreed, 9.30% were not sure, 29.6% disagreed and 20.4% strongly disagreed, while when female drop out respondents were asked on the similar statement, 9.90% of the respondents strongly agreed, 29.1% agreed, 9.90% were not sure, 27.5% disagreed and 23.6% strongly disagreed. This implies that farming activities at home do not influence the completion rate of the girl child.

Table 27: Showing responses on whether large size of households influences the completion rate of the girl child

<i>Response</i>	<i>Frequency (teacher)</i>	<i>Percentage</i>	<i>Frequency (girl drop outs)</i>	<i>Percentage</i>
<i>Strongly disagree</i>	15	27.8	33	18.1
<i>Disagree</i>	10	18.5	47	25.8
<i>Undecided</i>	05	9.30	17	9.30
<i>Agree</i>	23	42.6	58	31.9
<i>Strongly agree</i>	01	1.90	27	14.8
Total	54	100.0	182	100.0

Source: (Primary data 2020)

Table 27 shows that when teacher respondents were asked whether large size of households influences the completion rate of the girl child, 1.90% respondents strongly agreed, 42.6% agreed, 9.30% were not sure, 18.5% disagreed and 27.8% strongly disagreed, while when female drop out respondents were asked on the similar statement, 14.8% of the respondents strongly agreed, 31.9% agreed, 9.30% were not sure, 25.8% disagreed and 18.1% strongly disagreed. This implies that large size of households influences the completion rate of the girl child.

Table 28 Showing Correlations Between household factors and completion rate of the girl child in USE Schools in Buikwe District

n = 236

		<i>Household factors</i>	<i>Completion rate</i>
<i>Household</i>	<i>Pearson</i>	1	.012

<i>factors</i>	<i>Correlation</i>		
	<i>Sig. (2-tailed)</i>		.799
	<i>N</i>	236	236
<i>Completion rate</i>	<i>Pearson</i>	.012	1
	<i>Correlation</i>		
	<i>Sig. (2-tailed)</i>	.799	
	<i>N</i>	236	236

****.** *Correlation is significant at the 0.05 level (2-tailed).*

It was observed in Table 28 that there is a positive correlation at .012 therefore there is a relationship between household factors and completion rate of the girl child in USE Schools in Buikwe District ($r(236) = .799, P < .05$). The significance value or p-value of 0.799, which is more than 0.01, confirms the weak of the negative relationship statistically not significant at 0.05 level of significant. This suggests that household factors have no relationship with completion rate of the girl child.

Table 29: Showing responses on whether lack of school uniform influences the completion rate of the girl child

<i>Response</i>	<i>Frequency (teacher)</i>	<i>Percentage</i>	<i>Frequency (girl drop outs)</i>	<i>Percentage</i>
<i>Strongly disagree</i>	24	44.4	59	32.4
<i>Disagree</i>	13	24.1	55	30.2
<i>Disagree</i>	08	14.8	31	17.0
<i>Undecided</i>	07	13.0	30	16.5
<i>Agree</i>	02	3.70	07	3.80
<i>Strongly agree</i>				

Total	54	100.0	182	100.0
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Source: (Primary data 2019)

Table 29 shows that when teacher respondents were asked whether lack of school uniform influences the completion rate of the girl child, 3.70% respondents strongly agreed, 13.0% agreed, 14.8% were not sure, 24.1% disagreed and 44.4% strongly disagreed, while when female drop out respondents were asked on the similar statement, 3.80% of the respondents strongly agreed, 16.5% agreed, 17.0% were not sure, 30.2% disagreed and 32.4% strongly disagreed. This implies that lack of school uniform does not influence the completion rate of the girl child because 65.5% of the respondents disagreed.

Table 30: Showing responses on whether lack of school fees influences the completion rate of the girl child

Response	Frequency (teacher)	Percentage	Frequency (girl drop outs)	Percentage
Strongly disagree	03	5.60	08	4.40
Disagree	04	7.40	18	9.90
Undecided	05	9.30	14	7.70
Agree	31	57.4	96	52.7
Strongly agree	11	20.4	46	25.3
Total	54	100.0	182	100.0

Source: (Primary data 2019)

Table 30 shows that when teacher respondents were asked whether lack of school fees influences the completion rate of the girl child, 20.4% respondents strongly agreed, 57.4% agreed, 9.30% were not sure, 7.40% disagreed and 5.60% strongly disagreed, while when female drop out respondents were asked on the similar

statement, 25.3% of the respondents strongly agreed, 52.7% agreed, 7.70% were not sure, 9.90% disagreed and 4.40% strongly disagreed. This implies that lack of school fees influences the completion rate of the girl child. This was evident according to the response rate of 77.8% in agreement with the statement.

Table 31: Showing responses on whether insecurity on the way to school influences the completion rate of the girl child

Response	Frequency (teacher)	Percentage	Frequency (girl drop outs)	Percentage
Strongly disagree	04	7.40	61	33.5
Disagree	04	7.40	36	19.8
Undecided	06	11.1	26	14.3
Agree	30	55.6	49	26.9
Strongly agree	10	18.5	10	5.50
Total	54	100.0	182	100.0

Source: (Primary data 2019)

Table 31 shows that when teacher respondents were asked whether insecurity on the way to school influences the completion rate of the girl child, 18.5% respondents strongly agreed, 55.6% agreed, 11.1% were not sure, 7.40% disagreed and another 7.40% strongly disagreed, while when female drop out respondents were asked on the similar statement, 5.50% of the respondents strongly agreed, 26.9% agreed, 14.3% were not sure, 19.8% disagreed and 33.5% strongly disagreed. This implies that insecurity on the way to school influences the completion rate of the girl child according to 74.1% of teacher respondents unlike the 53.3% female drop outs who were of the view that it does not.

Conclusions

The study concluded that the economic factors that influence completion rate of the girl child in Buikwe District secondary schools include, poverty at home, and self-

support financially, family stable investment, stable income determines the completion rate of the girl child.

The study concluded that the household factors that influence completion rate of the girl child in Buikwe District secondary schools include large size of households, low level of parents' education, keeping girls at home for dowry, looking after young siblings, and parents' negative attitude to girls education and male preference in the family determines the completion rate of the girl child.

Recommendations

The study recommends that in order to reduce on rate of female drop outs in Buikwe District secondary schools there is a need to put to an end school factors that lead to female drop by emphasizing favourable learning environment, teachers not asking girls for sex, preventing teachers conflicting with students, advising parents/guardians to save money for school fees, teachers and parents encouraging girls who are old to continue studying even if they are feeling too old for school and teachers finding out ways of how they can improve intellectual ability of girl drop out.

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