

**IMPACT OF SOCIO-ECONOMIC FACTORS ON THE GIRL-CHILD DROPOUT
RATE IN PRIMARY SCHOOLS IN BUSHIGAYI TOWN COUNCIL BUDUDA
DISTRICT**

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**UGANDA CHRISTIAN
UNIVERSITY**

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DECLARATION

I **NAMBOZO BEATRICE** do declare that this piece of research study is original and my own and has never been presented to any university or institution for any award whatsoever.

Signature: 

Date: 27th Sep. 2024

APPROVAL

This is to certify that the following research of NAMBOZO, BEATRICE which has been, carried out under the title "impact of socioeconomic factors on girl child school dropout rates in Bushigayi town council, Bududa district in primary schools" has been under my supervisor and is now ready for submission for examination to Uganda Christian University.

Supervisor: **MR. WASALAIN PATRICK**

Sign:.....
Wasalain Patrick

Date:.....
27-09-2024

DEDICATION

I NAMBOZO BEATRICE sincerely and affectionately dedicate this research study to the following:

My parents Mr Khasufa Syliver Kutosi and mummy Wolayo Elizabeth, the former retired principal kabwangasi primary school teacher's training college, Mr Lutswala Amos Mike and Bishop Gidudu Mawondo Patrick, Mbale diocese, my spouse Mr wabwire Perez and my children; Mukooli Nicholas, Bwayo Robert, Masambu Julius, Bukosela Sylvia, Wolayo Elizabeth, Bwayo Emma Silver, Wabwire Sam, Wabwire Job and the twins Joseph and Mary.

All the above have moulded me into what I am today through their unprecedented effort to contribute to my education and general care indeed they have always stood by my side in all circumstances.

May the almighty God bless them abundantly.

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My sincere gratitude goes to the following people for the immeasurable assistance without which the production of this report would not have been possible.

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My sincere thanks goes to my brothers; Kutosi Samson, Kutosi Steven, my son Khasufa Richard REV Alice Mundaka, Buteme and other family members for the advice, encouragement, moral support and spiritual care they rendered to me.

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ABSTRACT

The study on the impact of socioeconomic factors on girl child dropout rates in primary schools in Bushigayi Town Council aimed at finding out factors that make girls to drop out of school. For this study to be done peacefully, the researcher got an introductory letter from Uganda Christian University sending her to carry out the study. She also sought for permission from Bududa District Education Officer. Bushigayi Town Council Town Clerk, who provided the researcher with a map of Bushigayi Town Council, Bukigai Primary School Head teacher, Bumakuma Primary School Head teacher, and B and T Nursery and Primary School Head teachers

In the proposal, the researcher proposed to use descriptive cross section research design which a mixed method is including qualitative and quantitative methods which were to take a long period of time. Therefore, due to time constraint, the researcher decided to use qualitative method to analyze data collected from the field.

In addition, the researcher proposed to use purposive and random sampling techniques but purposive technique did not work in the field. Instead she used random sampling to get teachers and P.5—P7 female pupils, focus group sampling to get parents and snow ball sampling technique to get female dropouts as her respondents in the study.

However, purposive sampling was used to select schools. because there are only 3 schools in Bushigayi Town Council which included Bukigai Primary School, Bumakuma Primary School, B and T Nursery and Primary School.

In this course of study, the researcher employed the, interview schedule guide which were administered orally to parents and female dropouts. While structured questionnaires were administered to teachers and P.5-P.7 female pupils.

The study revealed that girls dropout of school due to various factors namely; poverty, child labour, peer pressure, alcoholism, parental deaths, parental level of education, domestic responsibilities, lack of support, lack of counselling and guidance, sexual harassments, menstruation stigma , cultural beliefs, gender roles, gender disparities ,early marriages and early pregnancies among many others.

However, literature review reveals that less educated parents don't see the value of education, especially for girls [Esardo, 2005]. While death of parents affect the school attendance of children, especially girls [Bernnel et al, 2000].

The study came out with some recommendations, summary and suggestions, which could effectively help girls to remain at school until they achieve their educational dreams.

Abbreviations used in the study.

EFA: Education for All

GDP: Gross Domestic Product

GPI: Gender Party Index

MOES: Ministry of Education and Sports

NGO: Non-Government Organization

SDG: Sustainable Development Goals

UBOS: Uganda Bureau of Statistics

DIS: District Inspector of Schools

DEO: District Education Officer

UNICEF: United Nations International Children's Fund

UNCRC: United Nations Convention on the Rights of Children

IS: Inspector of Schools

DRC: Democratic Republic of Congo

UPE: Universal Primary Education

USE: Universal Secondary Education

TC: Trading Centre

UN: United Nations

ADB: African Development Bank

WB: World Bank

AIDS: Acquired Immune Deficiency Syndrome

HIV: Human Immune Virus

UNHS: Uganda National Household Survey

UPPET: Uganda Post Primary and Education Training Program

UNESCO: United Nations Educational Scientific and Cultural Organisation

SES: Social Economic Status

ILO: International Labour Organisation

NCPCR: National Commission for Protection of Children Rights

ECLAC: Economic Commission for Latin America and the Caribbean

IDRA: Integrated District Level Durable Access Index

SDPI: Sustainable Development Policy Institute

UPE: Universal Primary Education

CREATE: Consortium for Research and Educational Access, Transition and Equity

WHO: World Health Organisation

COVID: Corona Virus Disease

OECD: Organization for Economic Cooperation and Development

MDG: Millennium Development Goals

USA: United States of America

HRW: Human Rights Watch

GRC: Gateway Research Centre

USAID: United Nations Agency for International Development

IRC: International Rescue Committee

DEFINITION OF TERMS

Socioeconomic factors

This refers to the social and economic conditions that influence individuals and the communities such as income, education occupation, employment opportunities, living standards and access to resources and services.

Girl-child dropout

This refers to a situation where girls typically of a school going age discontinue their education before completing the formal schooling whether it be primary or secondary or higher education.

Bushigayi town council

Bushigayi town council is a specific administrative unit within Bududa district. It refers to the local government area that governs and provides services to the residents of Bushigayi, a particular town or region within the district.

Bududa district

Bududa district is a geographical and administrative division within a larger jurisdiction, typically a country. It comprises of specific region or area within its own governmental authorities and the services within the border governance structure.

Traditional practices

Traditional practices are customs or rituals that have been passed down through generations within a particular culture or society. These practices often have religion or spiritual significance and are an important part of preserving cultural heritage.

Gender

This refers to a socially constructed roles, behaviours, activities and expectations that a particular society should consider appropriate for men, women and other gender identifies. Gender is distinct from biological sex and is the physical characteristics that distinct distinguish men and female organisms.

Gender inequality

This refers to the unequal treatment of individuals based on their gender. This can take many forms including unequal access to education resources, health care and economic opportunities.

Household responsibilities refer to the tasks and chores that are performed by members of a household such as cleaning, cooking and laundry.

Poverty

Poverty is a significant factor in the high rate of girl child school dropouts. In impoverished areas, families may not have the resources to send their daughters to school as they are needed at home to help with household chores and care for their siblings.

Child abuse

This refers to an act or behaviour that causes harm or injury to a child including physical abuse, sexual abuse, emotional abuse and neglect.

Child neglect refers to the failure to provide a child with a necessary care, supervision and support resulting in harm or injury to the child. These can include; neglecting child's basic needs such as food clothings, shelter as well as neglecting that emotional and psychological needs.

Peer pressure

This refers to influence that a person's peer have on their thoughts, feelings and behaviors. It can be both negative and positive, and can have a significant impact on the personal decision making.

Imbalu is a traditional practice among the Bamasaaba that involves the removal of the foreskin of the boys penises signifying the transition from childhood to manhood.

Inemba is a traditional dance and the music performed after Imbalu ceremonies (circumcision) among the Bamasaba people.

Kadodi is a traditional dance performed during Imbalu ceremonies among the by Bamasaaba people.

Parental attitude refers to the beliefs, values and expectations that parents have towards their children and their parenting style.

Parental education level is level of formal education that parents have completed. It can influence their parenting style, their ability to provide emotional support and their ability to help their children with academic tasks.

Illness refers to a disease for this order that affects their body, mind or both.

Absenteeism refers to the habitual absence of employees from their workplace or habitual absence of students from educational centres due to various reasons including sickness, personal issues or disinterest.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter presented the background of the study, the research questions, significance of the study, the statement of the problem, conceptual framework, and scope of the study, limitations of the study, delimitations of study and definition of terms used in study, among others.

1.1 Background of the study

Bushigayi town council is found in Bududa district where there are higher levels of poverty and limited access to quality education. Bududa District faces various socio-economic challenges limiting girls to complete their education. Nonetheless, the school dropout for girls before covid-19 pandemic was 25%. During covid-19, pandemic school dropout among girl children increased to 38 %.(Bududa Local Government Report, June 2021). The report cited several factors that contributed to the rise of girl child school dropout in Bududa Local Government such as increased domestic and caregiving responsibilities, increased household poverty and economic hardships, increased risk of early marriages and pregnancies among adolescent girls as social and economic disruptions exacerbated existing vulnerabilities. (Bududa local government, June 2021)

However, Bududa local government report emphasized the urgent need for targeted interventions and support to address the disproportionate impact of the covid-19 pandemic on the education of girls to ensure their safe return and retention in schools. (Bududa local government report, 2021)

Mr Kamoti Milton Wasunguyi, the chairman Bududa district expressed the concern over the alarming rate of young mothers in daily monitor newspapers (22/ August/ 2023). He pointed out poverty as a driving force behind the many teenage pregnancies in Bududa. Mr Taitika Rogers, the Mount Elgon region police spokesman mentioned sub counties with the highest number of teenage pregnancies in Bududa district such as Bushigayi, Bufuma, Bushiyi and Mabono as well. He said “our investigations indicate that parents and guardians of these girls are the ones who force young girls into early marriages. In the same Newspaper, Mrs Sandra Caroline Woguti, the director of Elgon Ebenezer, a young mothers’ organization that helps to integrate some of the girls who have dropped out of school back, said that they help them with basic needs to start life a fresh.

In addition, she added that most parents in rural areas view a girl child as a source of wealth considering the bride price they get from marrying them off. (Daily Monitor, 22nd Aug, 2022)

According to the UNEB website between 2010 and 2016, 9000 pupils dropped out of schools after registering for PLE because of fear. It is relevant to this study as it spells out the remedies for the girl

child in the primary school. It attempts to reveal the measures put in place to retain the girl child in primary school (UNEB WEBSITE) retention of the girl child in school has attracted significant attention in the developing world. (Tumwujukye 2007)

Bushigayi Town Council traditionally has cultural practices which include Imbalu (circumcision), Inemba and Kadodi. According to research, these traditional cultural practices disrupt the school calendar causing high rate of absenteeism among students, particularly girls leading to dropout (Ministry of Education and Sports report 2018). Celebrations surrounding Imbalu dance, Kadodi dance and Inemba dance are associated with increased sexual activity which leads to early pregnancies, marriages and sexually transmitted diseases(STDs) like HIV/AIDS (Namisi et al, 2017)

From a philosophical stand point, education refers to cultivation of the human mind, fostering critical thinking and promoting intellectual thinking and moral growth (Dewey, 1960). Economically education is a key driver of economic growth and development. It equips individuals with the knowledge and skills necessary to participate in workforce, contribute to the economy, and improve their standards of living (Becker, 1964). Educated individuals are more likely to secure employment, earn high income and contribute to the overall prosperity of their communities (Schultz, 1961). From a social perspective, education plays a crucial role in promoting social cohesion, reducing inequality and fostering a more just and equitable society. It provides individuals with the tools to understand and navigate complex social, political and cultural systems and to engage in meaningful civic participation (Bourdieu, 1986).

Recognising the indispensable need and significance of education, global targets were established within the Sustainable Development Goals (SDGs), notably in goal 4, which underscores the importance of quality education. One of the objectives in this goal is to ensure that all girls and boys attain fair and high quality primary and secondary education (United Nations, 2015).

Despite the fact that sustainable development goal number 4 aims at boys and girls attaining quality education, the issue of girl-child school dropout is still a problem in developing countries. It is influenced by a variety of social and economic factors including; poverty, child marriage and school related factors like poor learning environment associated with increased odds of school dropout and absenteeism (Prakash et al, 2017). Gender disparities in education, cultural norms and lack of access to menstrual hygiene products also contribute significantly to the high rate of girls dropping out of school worldwide (Hagan and Buxton, 2012).

According to the latest data from United Nations Children's Fund (UNICEF), Uganda country office situation analysis children in Uganda, studies show the current girl child school dropout rate in

Uganda as 32% of primary girl child dropouts in primary school and 45% of girl-child school dropout in secondary schools.

In addition the report highlights that girl child school dropout rate in Uganda remain unacceptably high with a significant gender gap compared to boys. It suggests poverty and house hold challenges, early marriages and pregnancy, lack of access to menstrual health and hygiene, resource, social cultural norms and gender stereotypes (UNICEF-Uganda country office 2022)

Therefore, this study sought to investigate the socio-economic factors influencing girl child school dropout in Bushigayi Town council, Bududa district within Bukigai Market which operates weekly.

1.2 Statement of the problem

Education a fundamental human right and crucial factor in the development of individuals and communities, for example, it is essential for advancement of scientific and technological knowledge, which in turn drives innovation and progress in various fields (Romer, 1990). Educated individuals are better equipped to solve complex problems, adapt to changing circumstances and contribute to the development of new ideas and solutions. However, the issue of the school dropout, particularly among girl children, remain a significant challenge in many parts of the world, including Bushigayi town council. Socio-economic factors such as poverty, cultural norms, gender based discrimination, have been identified as key contributors to this problem (Lewin, 2007; Unterhalter, 2012).

Girls in Bushigayi town council are faced by a number of challenges. First of all, Bukigayi has a weekly market which operates every Thursday; hence many children including girls and boys do not attend school on this day. Some children, especially girls remain home doing household chores and caring for siblings as parents go the market to sell items like Matooke, animals, and hens. Some girls also escort their parents to the market to aid them in carrying and hawking of goods perpetuating the high rate of absenteeism leading to girl-child school dropout. While other parents operate in restaurants, bars and cinema halls on this day with their children.

Families with limited financial resources may prioritize the education of boys over girls, as girls oftenly expected to contribute to household chores and income generating activities (Unterhalter, 2012). By identifying the specific challenges faced by the girl-child in Bushigayi town council policy makers and stake holders can design targeted strategies to improve access to education, support families in need and promote gender equality (Lewin, 2007; Unterhalter, 2012)

1.3 General objective

The purpose of the study was to investigate the impact of socioeconomic factors that influence girl child school dropout in Bushigayi Town Council, in Bududa district.

1.4 Specific objectives

The research aimed at achieving the following specific objectives;

1. To investigate socioeconomic factors influencing girl child school dropout in Bushigayi town council, Bududa district.
2. To assess the impact of cultural norms on the girls education in Bushigayi town council, Bududa district.
3. To find ways of reducing girl child school dropout rates in Bushigayi town council, Bududa district.

1.5 Research questions

The study was guided by the following questions.

1. What are the socioeconomic factors influencing girl school dropout in Bushigayi town council, Bududa district?
2. What is the impact of cultural norms on the girl child school dropout in Bushigayi town council, Bududa district?
3. How can girl child school dropout rates be reduced in Bushigayi Town Council, Bududa district?

1.6 Scope of the study

The scope of the study included; content scope, geographical scope and time scope

1.6.1 Content scope:

The study focused on the impact of socio-economic factors that influence girl child school dropout in Bushigayi Town Council, in Bududa district. Bushigayi Town Council being a new town council in Bududa district, little was known about it in regards to the girl child school dropout.

1.6.2 Geographical scope:

The study was carried out in Bushigayi town council, Bududa district which had only 3 primary schools namely; Bukigai primary school, Bumakuma primary school, B and T Care Centre Nursery and Primary School (private school)

1.6.3 Time scope:

The study was carried out between June and September, 2024. The researcher investigated the impact of socioeconomic factors that influence girl child school dropout in Bushigayi Town Council, in Bududa district

1.7 Significance of the study

This study contributed to the existing body of knowledge on girl child education and school dropout rates, particularly in the context of Bushigayi town council, Bududa district.

Hence, this study on the girl child school dropout in Bushigayi town council, Bududa district was significant for several reasons.

The findings from the study would inform the development of policies, programs and interventions that address the specific needs and challenges faced by girl students in the Bushigayi town council. This could include initiatives related to infrastructure, teacher training, community engagement and financial support (Untehalter et al, 2014).

However, addressing the girl child school dropout rate was essential for achieving gender equity in seducation, which is a fundamental human right and a key component of sustainable (UNESCO, 2020) The study could inform policies and programs aimed at ensuring equal access and opportunities for girls in the education system. More still, the study would provide insights into the specific challenges and barriers that contribute to the region (in this case –Bushigayi Town Council). This information was crucial for development targeted interventions to address the underlying issues (Acheampong and Larbi-apau, 2015)

The study would help teachers understand the underlying socioeconomic factors that contribute to the high dropout among girl students in the region (Nishimura and Yamano, 2013). This knowledge could enable teachers to develop targeted interventions and support systems to address the specific challenge faced by these students. In addition the findings can inform teacher training programs, equipping educators with the necessary skills and strategies to support and retain girl children from disadvantaged socioeconomic backgrounds (Lewin, 2009). Teachers could also use the insights from the study to collaborate with parents and community stake holders to create a more inclusive training environment for girl students (Unterhalter et al, 2014)

On the other hand, the study would provide parents with a better understanding of the socio-economic barriers that hinder their daughters' educational attainment (Glick and Sahn 2000). This knowledge would empower parents to advocate for their daughters' rights and access to education. In a related development, the study may highlight the importance of parental involvement and support in ensuring

their daughters' continued enrolment and success in school (Lewin and Stabates, 2012). Addition to the above, the findings may encourage parents to actively participate in school based initiatives and community programmes aimed at addressing the socioeconomic challenges faced by girl students (Unterhalter et al, 2014).

In a related development, community organisations and non-government organisations (NGOs) could leverage the insights from the study to design and implement programs that provide financial, social and educational support to girl students from disadvantaged backgrounds (Unterhalter et al, 2014). This study would also inform the allocation of resources and prioritization of initiatives aimed at improving access to education and reducing the dropout rate among girl students in Bushigayi town council and similar communities (Nishimura and Yamano, 2013)

In conclusion, the study on the impact of socioeconomic factors on the girl child school dropout rate in Bushigayi town council, Bududa district, was of significant importance to teachers, parents and other stake holders. The insights gained from this study could inform policy decisions guide educational interventions and empower communities to address the systematic barriers to girl child education.

1.8 The conceptual framework of the study

Independent variable

Dependent variables

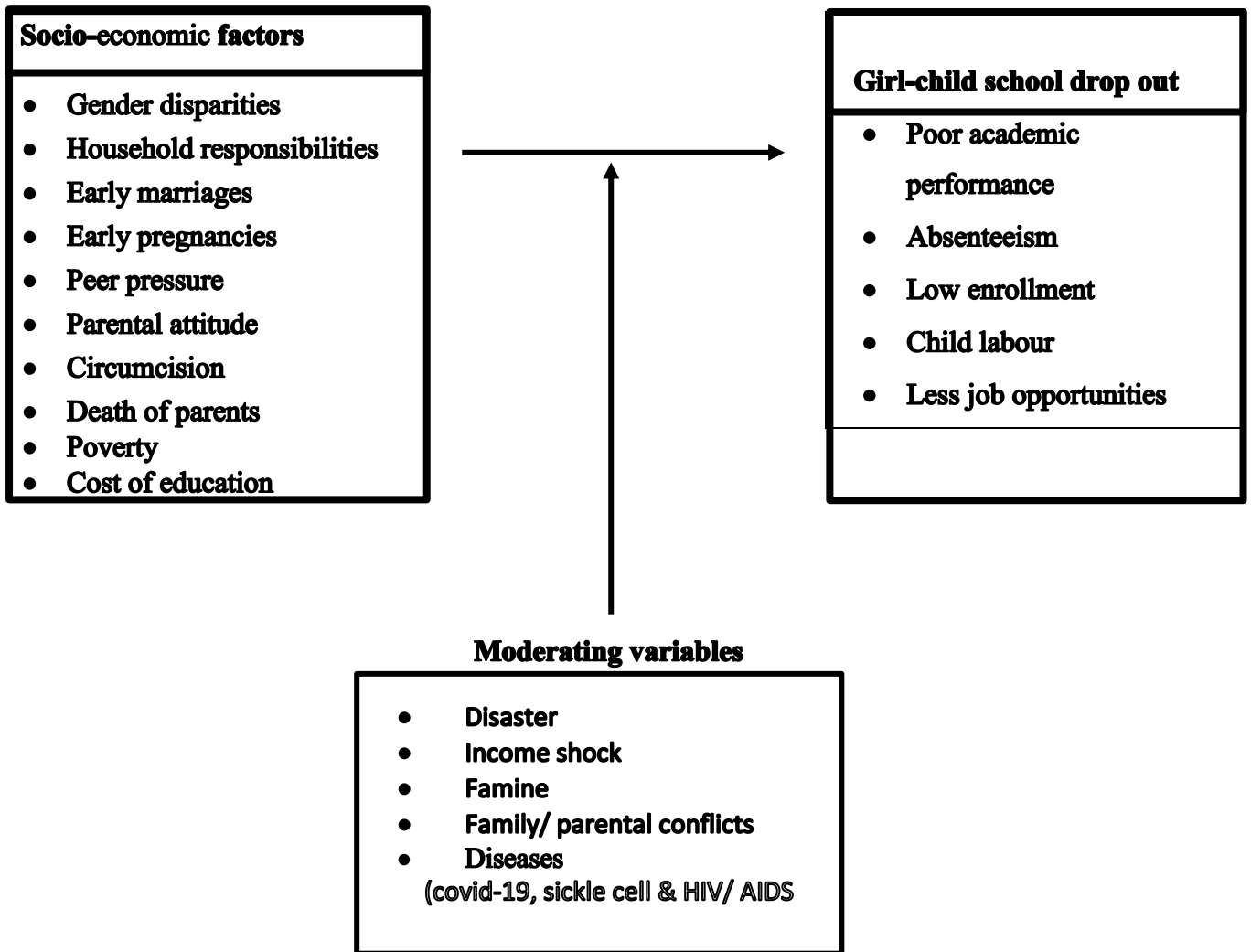


Figure 1
Source: Primary Source (2024)

The above conceptual framework shows dependent, independent and moderating variables. Dependent variable is girl-child school dropout. Independent which include socio-economic factors, such as early marriage and pregnancies, household responsibilities, child abuse, peer pressure, parental education level, parental attitude, circumcision , poverty, cost of education, child labour and income shocks. Moderating variables include; death of parents, disaster, famine, family conflicts/ parental conflicts and diseases like covid -19, cholera, HIV/AIDS and sickle cell.

The conceptual framework indicates how social-economic factors affect the girl-child leading to dropping out of school. For example, economic factor like poverty in household can result into inability to pay school fees for all children causing parents to make choices and the preference is often boys as the primary role for girls lies in domestic sphere, hence girl-child's school dropout. Poverty can lead parents to encourage their daughters to get married at a young age to get bride price for survival thus school dropout.

A socio-economic factor like circumcision can lead to girl-child school dropout as it involves increased sexual activity which can lead girls to get pregnant or be infected by sexually transmitted diseases like HIV/AIDS. Household responsibilities can affect female children in the way that they lack enough time to attend school causing high rates of late attendance, absenteeism and the poor academic performance and eventually drop out of school.

A moderating factor like diseases including covid -19 pandemic, HIV/ AIDS and cholera can cause the death of a parent, leaving children uncared for eventually they make decisions of breaking off from school to look for where to work in order to get food and old girls can go for marriage.

1.9 Limitations of the study

Bushigayi town council is found in Bududa district located in a mountainous region with limited infrastructure and accessibility making it challenging to reach and conduct research in the area (Kiggundu R, Nuwagaba A and Ssekamoja T, 2019). It is noted that remote and hard to reach nature of the study is a significant limitation of the study (Kiggundu et al, 2019). Hence, the researcher faced a challenge of transport.

Bududa district being a hard to reach due to nature of the area, the sample size of the study may be relatively small which could affect the statistical power and the ability to generalize the findings to the broader population (Borg and Gall, 1989, Creswell and Creswell, 2018). Thus, the researcher had a problem of getting the intended number of respondents.

Furthermore, collecting accurate and comprehensive data on school dropout rates and socio-economic factors in hard to reach, (in this case Bushigayi town council in Bududa district) may be challenging. The availability and reliability of existing data sources could be limited (Bryman, 2016, Saunders et al. methodological challenges for a research such as transportation, communication and access to reach sites (Creswell, 2013 Yin, 2018). It was very hard for the researcher to get related literature about the topic.

There may also be limited time for data collection and analysis. The time allocated for the study may not be enough for a thorough investigation because the researcher is an in-service worker who is needed at work daily. This may restrict the depth and breadth of the study, potentially overlooking some important factors or prospects. (Namulondo P, Mugisha J and Elepu G, 2020) Due to time constraint the researcher did not ask many questions to respondents..

The distance between the researcher and her supervisor while in the field was a problem..

The unwillingness of some of the respondents was a challenge to a researcher.

The researcher also had a finance problem, for example the researcher had limited funds for typing, printing the work and transport to reach the areas of study. In addition, some respondents expected payments in order to respond to the questionnaires. .

Bududa district being a rainy area, the researcher faced a problem of the prevailing weather conditions, it was true that the research was conducted in rainy season and thus, it was a challenging moment for a researcher.

Though, the researcher faced a number of challenges, she was able to use the possible research skills and tactics to see that the study was conducted.

1.10 Delimitations of study

The researcher being a resident of the area, she was familiar to the people whom she obtained information from. Additionally, accommodation was free and transport costs were minimized.

Some of the respondents who thought that their involvement in the study was a waste of time, the researcher convinced them through humble talks and convincing language to overcome their unwillingness so that the result of the study may be genuine. Additionally, the researcher explained the consent form to the respondents that there is no direct benefit from the study but the responses you give may be relied on by policy makers while implementing some programmes that may be beneficial to the general public

The researcher solved financial constraints by mobilizing funds from different sources in order to make the project successful.

The researcher used the local language, Lumasaaba to explain the questions to the respondents in order to provide correct or accurate information to questions, hence avoiding the delay of answering the questions.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter provides a review of literature from acknowledged studies about factors influencing girl-child school dropout. It was concerned with the related literature review to the study about the impact of socioeconomic factors on girl child school dropout in primary school in Bushigayi Town Council. The review was done following research objectives.

- a) Socioeconomic factors influencing girl-child school dropout.
- b) The impact of cultural norms on girl-child education.
- c) The ways of reducing girl-child school dropout.

2.1 Socio-economic factors influencing girl child school dropout

In Bududa district, there are higher levels of poverty and limited access to quality education. Bududa faces various socioeconomic challenges limiting girls to complete their education. Nonetheless, the school dropout rate for girls before COVID-19 pandemic was increased from 27% to 38% (Bududa Local Government Report, June 2021). According to the field of sociology, the term socio-economic refers to the intersection of social and economic factors that influence an individual or a group's position within a social hierarchy (Macionis, 2016).

However, the term girl child school dropout refers to the phenomenon where young girls discontinue their formal education before completing the expected level of schooling (Unterhalter, 2012). This issue is often rooted in complex socio-economic, cultural and gender based factors that disproportionately affect the educational attainment of girls compared to their counterparts (Lewin, 2009). Research indicates that families with limited financial resources may prioritize education for boys over girls leading to girls being withdrawn from school contributing to household chores or income generating activities (Huisman and Smits 2015). More still in some societies, traditional gender roles and expectations such as early marriages, pregnancy and domestic responsibilities discourage girls from continuing their education (Unterhalter and Helstop, 2011). Studies show that inadequate infrastructure, limited availability of female teachers and distance to schools pose significant barriers to girls' school attendance and retention (Lewin, 2009). In addition, girls may face increased risks of harassment, violence or exploitation which deter families from enrolling their daughters to school (Unterhalter and Heslop, 2011).

Globally, studies have identified socio economic factors that contribute to the higher rate of school dropout among girls. A study by United Nations, Educational Scientific and cultural organisation

(UNESCO) found out poverty as one of the primary factors for girls dropping out of school as families prioritize the education of boys over girls (UNESCO, 2019). Research indicates poverty as a significant driver for girls to school dropout. Families with limited financial resources may prioritize the education of boys over girls as girls are often expected to contribute to household chores and income generating activities (Unterhalter, 2012).

Studies indicate that families from marginalized backgrounds prioritise the immediate economic needs of households over the long term benefits of education, leading to girls being withdrawn from school to contribute to household chores or income generating activities (Glick and Sahn, 2000). This has a bearing to Bushigayi town council as some girls in this area are not allowed to attend school on every Thursday since it's a market day. Some of them remain home doing household chores and caring for siblings. Others help their parents to carry goods to the market and hawking to generate income.

Furthermore, a study on the relationship between poverty and school dropout rate was carried out and found out that poverty was consistently identified as a key factor influencing girl child school dropout rates, with a disproportionate impact on girls globally (Sirin, S.R, 2005). More studies also reveal that poverty was a key factor leading to higher dropout rates particularly in rural areas; Bangladesh, India, Pakistan & sub-Saharan Africa (Hossain A and Zeitlyin, B, 2010; Malik R.H and Courtney K M; UNESCO, 2010; Bandyopadhyay M and Subrahmanian R, 2008). Studies indicate that socio-economic factors such as poverty, family income, parental education level and cultural norms have been widely recognized as significant contributors to the high dropout rates among girls in developing countries (Lewin 2008, Unterhalter 2012).

In a related development, research indicates that gender biasness also acts as a primary reason for disproportionate dropout rates among girls. Studies found out that girls are often expected to conform to traditional gender roles such as taking of care of the home and family rather than pursuing education (Kozol, 2008). It was found out in Uttaranchal that 34% adolescents had left school due to financial difficulties where parents prioritize education for boys over girls (Maithly and Saxena, 2008). In relation to the above, a study published in the international journal of educational development in rural Ethiopia, it was found that traditional gender roles, the perception of girls' education as less valuable and a burden of household responsibilities were significant factors leading to girl child school dropout rates in the region (Woldehanna & Gebremadhin,2016).

More still, a report by Asian development bank in 2015, examined the challenges faced by girls in accessing and completing their education in South Asia. The report found out that cultural norms & practices such as prioritising boys' education, early marriages and the burden of household responsibilities were major reasons for the high dropout rates among girls in Asia (Asian Development

bank 2015). Research carried out by Colcough et al in Ethiopia shows that teachers valued boys' education more than the girls' education because girls were expected to leave school to attend to societal expectations or traditional practices (Colcough et al, 2000). Another research by Raesete Sefu found that deeply rooted cultural beliefs about roles and responsibilities of women and girls, such as expectation of domestic labour and early marriage contributed to high school dropout rates among girls (Raesete Sefu, 2018). A study conducted by UNICEF revealed that in some societies, early marriages and pregnancies are seen as a way of protecting girls, which leads to the normalization of school dropout (UNICEF, 2020).

Studies indicate that intersectional nature of challenges faced by the girl child were cultural norms interest with others factors like poverty, ethnicity, disability and geographical location exacerbates educational disparities. They added that girls from poor backgrounds or living in remote areas often face compounded barriers to accessing quality education leading to dropping out of school (Sperling and Winthrop, 2016).

United Nations Educational Scientific and Cultural Organization estimates 1.54 billion children and youths including 111 million girls living in low income settings were currently out of school because of covid19 pandemic (UNESCO, 2022).The lock down increased adolescent girls vulnerability to gender based violence which lead to sexual harassment and pregnancies hence early marriages (UNESCO, 2022). The United Nations children's fund (UNICEF) reports that globally 129 million girls were out of school in 2021, including 32 million girls of primary school age , 29 million girls of Lower secondary age and 68 million girls of upper secondary age. The study reports that the highest number of girls out of school are found in sub-Saharan Africa, where 9 out of 10 girls are out of school due to socio-economic factors including moderate variables like covid-19 pandemic, famine and death of parents (UNICEF, 2021).

Meanwhile, a study published in the journal of adolescent health found that girls who become pregnant during school years are more likely to experience health complications which can further limit their education progress (Journal of adolescent health, 2017). Additionally a report by world health organization (WHO) emphasized that early pregnancy can lead to increased risks of maternal mortality, obstetric fistula and other health issues which can hinder girls' ability to continue her education (WHO,2019).

Basing on the study by National Commission for protection of child rights (NCPCR) in India, it was found that household chores and caregiving responsibilities were key factors that contribute to girl child school dropout in rural areas. The report cited that girls were often expected to assist with household tasks like cooking, cleaning and caring for the young ones which interfered with their ability to attend school regularly (NCPCR, 2014). Additionally, a study carried out by sustainable

development policy institution (SDPI) in Pakistan reveals that girls were more likely to be withdrawn from school to household responsibilities such as caring for siblings and household chores and assisting with agricultural work. The study indicates that those responsibilities were often prioritised over girls' education, especially in rural and low income communities (SDPI, 2016).

More still, research in Pakistan indicates that increase in family size reduces the girl child's household chores, the presence of young siblings appear to increase their workload (Hakziea & Bedi, 2003). In other studies, the number of siblings under 5 years has a strong negative impact on older female children's schooling and leads to dropout. Household size and other factors like late enrolment, large families, low education level of parents, gender, and birth order may affect girls' school attendance and completion.

IDRA stands for the integrated District Level Rural Access index which is a measure of rural accessibility developed by researchers to understand the factors influencing girl child school dropout rates. The study conducted by Jain V et al in India focusing the state of Rajasthan found that IDRA which measures the accessibility of rural areas in terms of distance to the nearest town, availability of transportation and quality of road infrastructure was a significant predictor of girl child school dropout rates. The study noted that areas with lower integrated District Level Rural index (IDRA) values indicating poorer rural accessibility were associated with higher rates of girl child dropout. The study suggests that improving rural accessibility through better roads infrastructure and transportation options can help reduce the dropout rates among girls (Jain V, Sharma. A, and Subramania L, 2019). In a related development studies suggested that long distances, lack of transportation, and inadequate infrastructure hindered girls' ability to attend and continue their schooling (Morgan & Krejcie, 1970).

Pauline Rose concluded a research study on various factors influencing girls' access in education including barriers posed by long distances to school. She highlights how the proximity of schools to students' homes can play a crucial role in determining school attendance and completion rates particularly for girls facing challenges related to safety, transportation and time management (Pauline R 2017). More research found that distance to school was a factor that contribute to girl child school dropout (June Jain, 2012), young girls tend to dropout due to vulnerability of sexual harassment due to long distances to school (Nekatibeb, 2014).

Research shows that children who combine labour and school are most likely to drop out of school. It has been found that child labour tends to create pressure on the child school time which makes it difficult for the child to attend school regularly leading to increased absenteeism, poor academic performance and eventually dropout decision can be made.(Croft 2002, Ersado,2005).

Basing on the study published in the journal of development studies in Latin America and Caribbean, it was found that child labour was a significant factor for contributing to gender gap in school

enrolment in Latin America and Caribbean countries. The study shows that girls are more likely to drop out of school due to the need to engage in household chores and care for the young ones which comes as result of child labour, (development studies in Latin America and Caribbean countries, and 2015).

According to report of international labour organisation (ILO), there was an estimated 10.5 million child labourers in Latin America and Caribbean with a significant proportion being girls (ILO, 2020). In 2018 international labour Organisation estimated that there were around 16.1 million children labourers in India with a significant proportion being girls (ILO, 2018). The study found out that girls were more likely to drop out because of the urge to engage in household chores and care giving, resulting to school drop rates (ILO 2017).

Similarly, studies indicate that in the international labour organisation, global estimates of child labour, results and trends 2016 - 2020, it was found that girls were more likely to be involved in domestic work which is invisible and under reported. The report also highlighted that girls in labour are more vulnerable to exploitation, abuse and discrimination which can further contribute to their decision of dropping out of school, (ILO, 2020).

Besides the above, studies indicate that lack of gender sensitivity policies and infrastructure such as separate sanitation facilities and menstrual hygiene management support contributed to girl child school dropout (Sommer et al, 2015). The UNESCO also found that girls in developing countries were more likely to attend school with inadequate facilities such as lack of clean water and sanitary pads which lead to absenteeism and dropout (UNESCO, 2013). In a related development, studies indicate that menstrual hygiene and menstrual stigma as a significant cause of girl child school dropout in many countries or societies. Menstruation is considered a taboo and girls are forced to miss school during their menstrual periods. This can lead to embarrassment, shame and social exclusion which can lead to school dropout (UNESCO, 2019). Hence inadequate facilities, stigma around menstruation and limited access to sanitary products can lead to absenteeism and disengagement from education among girls.

In addition to the above, studies highlight the multifaceted nature of problem with factors such as school infrastructure, teacher quality and accessibility also influencing the likelihood of girls dropping out of school (Colcough et al, 2000, Lewin, 2009).

Atayi identified age as a factor behind the girl child school dropout. In his study, he concluded that girls who were older at school were more likely to dropout and went for marriage when they lacked essential items like uniforms, books, bag, when teachers through corporal punishments and sexual harassments by both teachers and old boys in the school.(Atayi, 2008). In a study conducted by World

Bank in 2018, researchers found that early marriages and pregnancies were significant factors for girl child school dropout. The study suggests that girls who become pregnant at a young age were more likely to drop out of school (World Bank, 2018). The study found out that girls who were married at young age were more likely to experience domestic violence which further leads to school dropout rates (UNICEF, 2016).

Nonetheless, literature on polygamy as a factor that lead to girl child school dropout by Esther, indicates that polygamous societies, the distribution of resources and attention within the household can disadvantage the girls, leading to school dropout as compared to the boys. (Esther Boserup, 1970). While Sylvia Chant in her study found that economic and social pressure associated with polygamy could lead to increased domestic responsibilities for girls which could interfere with their ability to attend and succeed in education (Sylvia Chant, 2007).

On the other hand, studies indicated that diseases and reproductive health issues influence child school dropout. A study conducted by World Bank in Ethiopia found out that the girls who experienced menstrual disorders were more likely to drop out of school compared to their peers without such issues. The study found that the girls were experienced sexually transmitted infections (STIs) were more likely to experience absenteeism due to symptoms and the associated stigma causing social exclusion and discrimination which ultimately leads to school dropout (World bank, 2014, journal of adolescent health,2019).

Divorce is a significant factor that influences girl child school dropout rates in the world. It has a profound impact on family particularly on their academics of girl child. The emotional Trauma associated with the divorce can affect the motivation and well-being of girls leading to a higher likelihood of school dropout. A study conducted by World Bank found that girls in Uganda who experienced family conflict including divorce were more likely to drop out of school. The study also found that girls who experienced family conflicts were more likely to face other adverse outcomes such as early marriages and early pregnancies which can further exacerbate the challenges they face in completing their education (World Bank, 2018).

Another study published in international journal of educational development and review found that girls who experience divorce were more likely to drop out of school. The study indicates that girls experiencing the divorce are more likely to experience other forms of family violence which can further contribute to the decision to drop out of school (international journal of education work educational development, 2019). The study found that the divorced parents may face financial difficulties which can make it challenging for them to afford the costs associated with sending their daughters to school.

A study conducted by the American psychological association found that children from divorced families were more likely to experience academic difficulties including low grades and higher rate of school dropout (Amato P.R, 2014). In the same category, the study on marriage and family in Canada by Amato cited that children of divorced parents were more likely to experience academic problems including, lower academic achievements and higher rates of school dropout. In relation to development, a study conducted by the University of Essex in United Kingdom, found that children whose parents divorced were more likely to experience emotional and behaviour problems which can negatively impact their academic performances and increase the likelihood of dropping out of school (Emond R & Smart 2006). This issue of divorce is more rampant in Bushigayi town council as most women are involved in business, they tend to have more money and despise their husbands leading to breakup in marriages perpetuating girl-child dropout rates.

Not only the above, research by Rashid about the impact of parental alcoholism on girls education in Pakistan found that families which are addicted to alcoholism, girls were more likely to be withdrawn from school to take on additional domestic responsibilities, such as caring for the siblings and their parents (Fatima Rashid, 2005). On the same factor, Sylvia Chant also found that households where parents struggled with alcoholism, girls often faced increased domestic responsibilities and emotional stress which contribute to higher dropout rates compared to boys in West Africa (Sylvia Chant, 2007).

Doflo's research in several Africa countries found that in households where fathers or mothers were heavy drinkers, girls' responsibilities were many while boys were often spared from these duties (Esther Doflo, 2012). She examined the role of parental alcoholism in perpetuating gender disparities in education. She highlighted the need for interventions such as community based alcohol prevention programs and financial support for families, to address the underlying causes of girl child school dropout in the context of parental alcoholism.

Further studies indicate that girls were to be withdrawn from school to assist with income generating activities such as selling goods at the market or carrying goods from home to market or hawking. (Esther Boserup,1970). Naila kabeer in her book, "gender mainstreaming in poverty, education and millennium development goals". Hand book policy makers and other stakeholders, she discussed the impact of market proximity on girls' education in developing countries. She found that household near markets, girls were more likely to contribute to the family income generating activities leading to higher dropout rates (Naila Kabeer, 2003).

The research found that the practice of hawking or selling of goods on the street can be a significant factor to school dropout rate among girls. A study published in the international journal of instruction, found that hawking was one of the major factors leading to the high school dropout rate among girls in Nigeria (Ogunshola F, and Adewale, A.M, 2019). On the same factor, another study by Jain, S &

Prasad in India found that the need to engage in hawking or other income generating activities was a significant factor leading to girls dropping out of school (Jain S and Prasad n, 2015). A report by Ghana education service identified hawking as a key factor that leads to high dropout rate among girls in Ghana (Ghana Education service, 2016).

However, the study conducted by The National Commission for Protection for Children Rights (NCPCR) found that peer pressure was one of major reasons for the high dropout rate among female students in India, especially in rural areas. They highlighted that girls often face social stigma and pressure from their peers to drop out of school, particularly after reaching puberty (NCPCR, 2018). Additionally, a study published in the international journal of educational development examined the factors influencing the school dropout of girls in rural Pakistan. It was found that peer pressure, particularly from friends who had already dropped out of school was a significant factor contributing to the high dropout rate of girls (Malik r & Courtney k, 2011)

Another literature review on girl child, international journal of educational development in education in sub Saharan Africa, highlighted peer pressure as a key factor leading to school dropout among girls. The review found that girls often face peer pressure from their peers to conform to traditional gender roles and dropout out of school. (Untehalter E, Heslop J and Mamedu A, 2015). According to Winker et al, girls who have positive relationships with their families and peers are more likely to remain in school. However, negative influence can lead to dropout. For example peer pressure to engage in risk behaviours or teasing from classmates can disengages girls from attending school (Winker et al, 2013)

Significantly, parental substance abuse can impact on the education of girls, particularly when it leads to parental sexual abuse. A study conducted in United States found that girls whose parents were involved in substance abuse were more likely to experience serious sexual abuse which could negatively impact their education. The study entitled ‘’parental substance abuse and its importance girls' education in the United states’’ and published in the journal of substance abuse treatment in 2019, surveyed 1500 girls in grades 9 - 12 and found that parental substance abuse was associated with higher rates of school dropout and lower academic attainment (National center for education statistics, 2019).

The study carried out in South Africa in 2020, researchers found out that girls whose parents were involved in substance abuse were more likely to experience domestic violence, neglect and other forms of abuse which negatively impacted their education causing high rates of school dropout. Research indicate that these girls were likely to experience physical and emotional abuse which could lead them to a decision to drop out of school. (South African journal of psychology, 2020).

However, research indicates that low educational levels of parents, the weak family structure, pattern of schooling, unhealthy families, siblings and preschool experiences, family background and domestic problems that make an environment negatively affect the value of education hence responsible for children to drop out (Chug, 2011). Study published in the journal of development in 2014 in India examined the impact of parental education on school dropout in rural settings and found that an increase in the mothers' year of schooling by one year reduces the probability of a girl child's dropping out of school by 9.7% (Azam M & Kingdon G.G, 2013).

In connection to the study carried out in sub-Saharan Africa, it was found that girls whose parents had lower levels of education were most likely to experience barriers to education including financial constraints, cultural norms & limited access to information about educational opportunities (World Bank, 2018). In Ersado's study, it was found out that parental education determines the child's education and employment decisions. Less educated parents don't see the value of education, especially for girls (Ersado, 2005). Studies indicate that educated male parents value the education of their sons leading girls to drop out (Al Samarrai and Peasgood, 1998). Research published in the journal of research on educational effectiveness found that children with parents who have higher educational levels are more likely to complete high school than those whose parents are less educated (Belfield et al, 2015). Less educated parents don't value education for their children, especially female children leading to dropout.

On the other hand, research shows that girls' attitude towards school can have an impact on their decision to school dropout. A study conducted by World Bank found that girls who have positive attitude towards school are more likely to stay in school longer than negative attitudes. They found out that girls who have positive attitude towards school are more likely to have better academic performance and more likely to pursue higher education. (World Bank, 2018)

Another study conducted by ILO found out that girls with negative attitude towards school are more likely to have poorer labour market outcomes later in life. The study also found out that girls with negative attitude towards school are more likely to experience higher levels of depression and are likely to have lower levels of self-defence (ILO, 2013). In the same sense, girls with negative attitude towards education are more likely to experience lower levels of academic achievement and higher levels of stress and are more likely to have lower levels of motivation to succeed in school. (UNESCO, 2015). Furthermore, research indicates that most female learner's dropout of school due to their inability (Kratoch Will et al, 2000). It was also found that children from poor backgrounds especially girls believe that they are not capable leading to dropout.

Basing on the United Nations Education Fund (UNICEF) study, parental attitude was identified as a factor that contributes to girl-child school dropout. The perceived parental attitude towards the girl

education affects their daughter's ability to proceed with education. More so for poor families where due to limited finance makes families choose between educating a boy or girl child (UNICEF, 2015). Research indicate that learners may not be allowed to be in school if they haven't paid their fees (Acker et al, 2001) school costs may be related to gender patterns of access parents not willing to pay for their daughters studies show that in a rural China, parents failed to pay fees which led to 47% of girls dropping out of school in primary (Brown & Park 2002).

Similarly, studies indicate direct and indirect school costs as a major factor on whether the child is to be enrolled in and attend school or not. The study suggests school fees as a central factor for dropping out of school (Hunter & May, 2003). In addition, children dropout of school after enrolment because of parents' failure to fulfil direct costs of schooling like registration fees, gaining copies of birth certificates as well as uniforms and textbooks (Samarrai, 2001). Studies show that vulnerable households can withdraw children from school as part of their coping strategies to deal with income shocks, income often to work and save on costs or to free other household members (Boyle et al, 2002).

The education of girls living away from their biological parents can be significantly affected. A study published in the journal of family issues, found that girls in alternative care settings, such as foster homes or group homes often lack consistent parent involvement and support that is crucial for educational success hence leading to school dropout (journal of family issues, 2015).

More studies discussed that girls in alternative care settings may experience frequent school disruptions which can negatively impact their academic performance and education attainment leading to dropping out of school (children and youth service, 2018). It was also found that girls living in alternative care settings may experience emotional and behavioral challenges such as depression, anxiety and conduct disorders which hinder their educational progress (American Academy of the child and adolescent psychiatry, 2013).

In addition, studies found that girls in alternative care settings often lack access to educational advocates and resources that could help them navigate the educational system and overcome educational challenges (The Annie E Casey foundation, 2018). Children and youth services review suggested that girls in alternative care settings have higher rates of absenteeism which lead to school dropout. (Children and Youth services, 2018)

Besides the above, research indicated that death of parents affects the school attendance of children, especially girl children (Bernnel et al, 2002). There are often gender discrimination to vulnerability of schooling after parental deaths. Girls often dropout of school to care for siblings and do other house activities. Research indicated the girls whose mothers die, may be vulnerable with respect to schooling

(USAID, 2002, World Bank, 2002). Report from UNICEF found that girls who loss their parents in East Africa were pushed / forced into early marriage by their care givers leading to absenteeism and school dropout(UNICEF,2006). Notably, a research conducted by the United Nations, 2019 in Zimbabwe, the researcher found out that girls whose parents died were more likely to drop out of school due to financial hardships, loss of family support and emotional distress which further contributed to their school dropout (UN, 2019, UNICEF 2016 - 2019, World Bank, 2018). Another study by Melanahan and Sandefur, about factor that influence girl child school dropout rates, found that single parents households also can lead children to drop out of school especially girls, as they are often expected to take care of the siblings and household responsibilities. Secondly, research indicate that single parent households often face economic challenges that hinder parents to provide resources for academic success (Melanahan and Sandefur 1994)

Differently, studies indicate that disasters like landslides lead to increased girl-child school dropout rates among children. In a study conducted in Nepal in 2016, researchers found out that children who experience landslides in their communities were more likely to dropout of school especially girls. The study found that girls who experienced landslides were more likely to experience displacement, loss of family members and loss of property which further leads to drop out of school (UNICEF, 2016). In the same experience, research in Zimbabwe in 2019, Zambia in 2018, Rwanda in 2018, Tanzania in 2017 and Uganda in 2019, research indicate that students who experience landslides in their places, face a number of social economic challenges including displacement, long distances, sexual abuse, loss of property and loss of family members and end lack support resulting in school dropout (UNICEF, 2016 - 2019).

Surprisingly, research indicates that step mothers are a key factor that influence girl child school dropout. The study conducted by UNICEF in Zambia in 2018 found that girls who had step mothers were most likely to dropout as they often experience domestic violence which led them to drop out of school (UNICEF, 2018). The study indicates that heavy domestic responsibilities imposed to girls living with step mothers leads to late school attendance and absenteeism hence eventually dropping out of school, (UN,2019). Studies indicate that step mothers deny food to such children, beat and intimidates them which lead to isolation and school dropout.

A study by UNESCO in Sub Saharan Africa found out that anxiety plays a key factor in leading to girls' school dropout. The report cited that girls often face higher pressure to perform well in exams compared to boys.(UNESCO, 2018). Another study noted that fear of exam and poor performance were contributors of girl child school dropout, especially for girls from low income families (Azmat et al. 2016). In the study conducted by the World Bank in Africa, it was also found that fear of exams and other academic pressures were key factors contributing to girl children school dropout rates in

developing countries. The study highlighted that girls who performed poorly in exams were more likely to drop out of school because of shame and unable to continue their education (World Bank, 2011)

In a related development, a study published in the international research review cited that fear and academic pressures were significant factors that influence girl child school dropout in Nigeria. The study suggested that girls who experienced high levels of stress and anxiety related to exams were most likely to drop out of school, (Adebayo et al, 2015). In South Africa, it was found that fear of failure and academic pressures were key factors promoting school dropout rates. The study suggested that girls who experienced high levels of stress in exams were more likely to drop out of school. (Mthetho et al, 2018). A study by International Labour Organization also found fear of exams as key factor dragging students out of school. The study highlighted that girls who felt overwhelmed by academic demands were more likely to drop out of school as they perceived it to be an overwhelming insurmountable challenge (ILO, 2014).

Several studies have shown that bullying can have a detrimental effect on girls' education leading to lower academic performance, increased absenteeism, and ultimately higher likelihood of dropping out of school. One such study was conducted in South Africa by non-organization in the centre for justice and reconciliation. The study found that girls who experienced bullying were more likely to drop out of school compared to girls who didn't experience bullying. The study also revealed that girls who were bullied were more likely to experience depression and anxiety which further exacerbated their dropout rates (Non profit organisation, the centre for justice and reconciliation, 2018)

Another study was conducted in Ethiopia by the World Bank and found that the girls who were bullied were more likely to drop out of school compared to those who didn't experience bullying. The study also found that girls who were bullied were more likely to experience lower academic performance and were less likely to pursue their higher education (World Bank, 2019). In addition to this specific country studies, there is a growing body of research that suggests that bullying is a significant factor influencing girl child school dropout rates globally. For example, a systematic review in 22 countries with 35 studies found that bullying associated with higher dropout rates for girls particularly in low and middle income countries (World Bank, 2019). The evidence suggests that bullying is a significant factor influencing girl child school dropout rate and addressing bullying in schools is crucial for improving girls' educational outcome and reducing dropout rates.

According to Uganda National household survey, girl-child school dropout in Uganda is significantly higher compared to boys. Primary dropout rate for girls is 18% compared to 13% for boys due to socio economic factors (Uganda National household survey, 2019/2020). Latest data from United Nations International children's fund (UNICEF), Uganda country office situation analysis of children

in Uganda, research indicate the current girl child school dropout rate as 32% of girls in primary schools and 45% girls in secondary schools (UNICEF, 2022, Uganda country office). The report highlights that girl-child school dropout rate in Uganda remains high with a significant gender gap to boys. The study posts poverty and household challenges, early marriages and pregnancies and lack of sanitary access to menstruation health and hygiene resources, socio-cultural norms and gender stereotypes (UNICEF, 2022). The impact of poverty on girls' education by the International Rescue Committee, published in 2015 found that poverty was a key factor influencing girl child school dropout rates in Uganda (International Rescue Committee, 2015). More studies examined the specific ways in which household poverty contributed to high dropout rates among girl children in Uganda. The study showed that in disadvantaged families, girls were often withdrawn from school to engage in income generating activities or assisting in domestic responsibilities such as caring for siblings and performing household chores (Stella Mukasa, 2008).

Research revealed that, in low income households families were often forced to make difficult choices leading them to prioritize the education of boys over girls as girls were likely to be withdrawn from school to contribute to domestic labour in Uganda (Esther Kyomuhendo, 2010). Josephine Ahikire also, in her research found that in low income families, parents prioritized the domestic responsibilities (Josephine Ahikire, 2002). Relatively, Noah Owaraga indicated that poverty manifested in the inability for parents to afford school fees, uniforms and other educational expenses were significant barriers for girls' education (Noah Owaraga, 2014).

Basing on the ministry of education and sports in Uganda, early marriages, pregnancies and prioritization of domestic responsibilities over education are key factors that influence high school dropout rates among girls. The report highlighted that communities which are deeply involved in cultural norms, their daughters are to conform to traditional norms other than education (Ministry of education and sports, 2018).

Furthermore studies show that disaster is also an influential factor of girl-child school dropout. For example landslides in Nametsi, Bududa District in 2010. Research shows that many students were affected especially girls. According to United Nations office for coordination of Humanitarian affairs, 2010, the population and infrastructure were affected, many deaths were recorded. The report showed that girls' education was disrupted due to destruction of educational facilities, increased household responsibilities, financial constraints, loss of family members and transportation concerns for girls travelling to & from school. These forced many girls to drop out of school and those who were old decided to go for marriage (OCHA, 2010).

Notably research by United Nations Girls' education Initiative indicates that cultural norms are responsible for girl child school dropout rates in Uganda (United Nations Girls' Education Initiative,

2018). Furthermore, a study by the Uganda National Council for children found out that cultural norms that prioritize the boys' education over girls' education lead to school dropout rates among girls. The report noted that parents in Uganda often invest more in their sons leaving girls with limited access to educational opportunities (National council for children, 2019).

Similarly, the study by UNESCO on gender inequality in education in Uganda also noted that cultural beliefs and practices such as girls being inferior to boys and expectations that girls should prioritize domestic responsibilities over education were key factors that influence girl-child school dropout in Uganda (UNESCO, 2020). More research indicates that gender-based violence like sexual harassment and assault within the school environment was a significant factor leading to girl-child school dropout in Uganda (ministry of gender and social development, 2021). Importantly, research indicates that cultural practices like Kadodi, Imbalu and Inemba are major factors driving girls into early pregnancies resulting to early marriages hence absenteeism leading to school dropout in Bududa District (Nangonzi, 2015).

These traditional cultural practices disrupt the school calendar as girls and boys are actively involved in the preparation and participation of the ceremonies, leading to absenteeism and eventually dropping out of school (ministry of education and sports, 2018). In addition, studies found that cultural practices like Inemba, Imbalu and Kadodi are associated with a lot of sexual activity and risky behaviour among young people leading to high rates of unwanted pregnancies and sexually transmitted diseases such as HIV/AIDS, syphilis, gonorrhoea & unexpected pregnancies which lead many children to leave school (Namisi et al, 2017, Kiwanuka et al, 2018).

2.2 The impact of cultural norms on the girl-child school dropout.

The impact of cultural norms on the education of girl-child is a well-documented phenomenon in the academic literature. Studies show that cultural norms and societal expectations often create significant barriers to girls' access to and participation in education world widely. A study published in the journal of adolescent health in rural Pakistan investigated factors influencing girl's school dropout and found out that cultural norms and gender-based discrimination such as perception that girls' education is less valuable than boys' education thus leading to high rates of dropout (Malik and Courtney, 2017).

Basing on the study published in the International journal of educational development in India, it was found out that cultural norms and expectations like prioritization of the boys' education, early marriages and the burden of household responsibilities were factors that led to girl-child school dropout (Acharya et al, 2019). In a related development, a report by the United Nations, Educational Scientific and cultural organization (UNESCO) in Sub Saharan Africa, it was found that early

pregnancies and expectations of girls to domestic duties over education were major contributors of high dropout rates among girls in the region (UNESCO, 2018).

Furthermore, a report by the Asian Development Bank in South Asia cited cultural norms and practices such as prioritizing boys' education, early marriage and the burden of household responsibilities were major contributors of girl-child school dropout (Asian Development Bank, 2015).

Sperling and Winthrop emphasized how deeply rooted cultural norms and gender roles can limit the perceived value and importance of educating girls in many societies. Studies indicate that traditional beliefs that prioritize the domestic and caregivers roles of women over educational and economic participation can create significant barriers to girls' access to education (Sperling and Winthrop, 2016). In addition, they explored how cultural expectations and biases against girls can manifest in various forms of discrimination such as preferential treatment, marriage and pregnancy, and devaluation of girl's intellectual capabilities. It was also noted that these societal attitudes and practices can lead to lower enrolment, higher dropout rates and poor performance outcomes for girls compared to boys (Sperling and Winthrop 2016). Stromquist argues that traditional gender roles and the perception of women's primary responsibilities as home makers and caregivers can limit the value placed on girls' education (Stromquist, 1989).

Similarly Subrahmanian explores the intersection of gender culture and education noticing that the devaluation of girls' education is often rooted in the belief that their primary duty is to become wives and mothers rather than active participation in public sphere (Subrahmanian, 2005). The studies indicate that cultural biasness reflect in the disproportionate investment in education of boys compared to girls (Chisamya et al, 2012). Beside the above, the study carried out in Pakistan by Saira Bano on the impact of cultural norms on girl-child education; found that norms such as early marriage, gender roles and the perception that girls' education is less valuable than boys' education were major barriers to girls' education. The study adds that girls were withdrawn from school after primary education due to cultural beliefs that prioritized their domestic responsibilities over their education (Saira Bano, 2015). Another study by Sharma Ritu in rural India found that cultural norms such as perception of girls as financial burden, the preference for sons and expectations of girls to perform domestic duties contributed to high school dropout (Sharma Ritu, 2014).

In addition, research carried out in Ghana on Cultural barriers to girls' education identified cultural practices, child marriage, female genital mutilation and preference for boys' education as significant contributors to girl child school dropout in Northern Ghana. The study cities that girls were most likely to be withdrawn from school due to cultural practices and they were expected to prioritize household chores and caregiving responsibilities over attending school (Esther Ofei - Aboagye, 2008).

Similarly, studies revealed that traditional Masai cultural norms which emphasized the role of women in livestock management and domestic responsibilities hindered girls' access to and retention in school in Tanzania, (Neema Lugalla, 2017). The studies by Almaz in Ethiopia also found that cultural norms like preference of boys' education, the expectations of girls to perform domestic duties and practice early marriages contributed to their school dropout in rural Ethiopia. Research indicates that girls were withdrawn from school to help with household chores or get married at a young age (Almaz Zewde, 2011).

Studies have shown that harmful traditional practices like female genital mutilation can be a significant barrier to girl school attendance and completion due to physical and psychological trauma as well as social stigma associated with practice. For example, a United Nations children's fund (UNICEF) report found that girls who underwent female mutilation in Uganda were more likely to drop out of school (UNICEF, 2014).

Furthermore, the study conducted by the ministry of education and sports (MOES) in Uganda found that cultural norms and practices such as early marriages, pregnancies and prioritization of domestic responsibilities were major factors contributing to the high dropout rates among girls. The report noted that these cultural norms were deeply ingrained in many communities and often led to the marginalization of girls in the education system (Ministry Of Education and Sports, 2018).

Similarly, the study by United Nations educational scientific and cultural organization (UNESCO) on gender equality in education in Uganda found that cultural beliefs and practices such as the perception of girls as inferior to boys and expectations that girls should prioritize domestic responsibilities over education, were barriers to girls' access and retention (UNESCO, 2020). On the other hand, a study by the Ugandan ministry of gender, labour and social development, found out that the preference of gender based violence including sexual harassment and assault within the school environment was a key factor that contributes to the high dropout rates among girls in Uganda. The report emphasized the need for comprehensive interventions to address the cultural norms and practices that perpetuate marginalization of girls in the education system (ministry of gender labour and social development, 2021).

As a result of cultural practices like Imbalu, Kadodi and Inemba dance, studies indicate the prevalence of early marriage in the Elgon region, which include Bududa district in which Bushigayi town council is found. The report from Uganda Ministry of gender, labour and social development found that Imbalu, Kadodi and Inemba celebrations often led students to early pregnancies and marriages (Ministry of gender, labour and social development, 2019). Most studies still indicate that cultural celebrations surrounding the Imbalu dance often led to increased sexual activities and risk behaviours

among young people contributing to higher rates of unwanted pregnancies perpetuating high rates of dropout (Nasimi et al, 2017).

Similarly, a study about adolescent health also examined the sexual and reproductive health outcomes in Bududa District and found out that traditional practices were associated with increased rates of sexually transmitted infections including (HIV/AIDS) Human Immune Virus /Acquired Immune Deficiency syndrome due to increased sexual activities and risky behaviours often practiced during the Imbalu, Kadodi and Inemba celebration (Kiwanuka et al, 2018). Studies indicate that children who involved in the cultural practices tend to isolate themselves due to pregnancy and stigmatization.

Family seclusion refers to cultural value system that emphasizes the importance of the family unit over individual interests. Studies have found that this cultural practice can be a significant factor contributing to girl child school dropout in certain regions. One study conducted by Herz and Sperling in India found out that families practicing strong seclusion, girls were most expected to prioritize domestic responsibilities and caregiving over their own education pursuits, leading to higher dropout rates among girls (Herz and Sperling, 2014).

Similarly, a study by Rao and Hossain in Bangladesh revealed that the cultural emphasis on family obligations and perception of girls' education as less valuable than boys' education were key drivers of girl-child school dropout in communities with strong familistic values (Rao and Hossain, 2011).

2.3 Ways of reducing girl-child school dropout rates

Research indicates that parents and teachers can play a vital role in reducing girl-child school dropout rates in primary schools.

2.3.1 Teachers

The role of teachers in reducing girl-child school dropout is crucial and has been extensively studied in academic literature. Research indicates that providing supportive and inclusive learning environment is essential for reducing girl-child school dropouts. Teachers can create a classroom atmosphere that is welcoming, supportive and free from gender-based discrimination or bias (Unterhalter et al, 2014). Encouraging active participation and providing equal opportunities for girls and boys to engage in classroom activities can help to build their confidence and interest in education (Sperling et al, 2016).

In addressing socio-cultural barriers among girls, studies indicate that teachers can work to challenge and address social cultural norms and beliefs that may discourage families from sending their daughters to school (Unterhalter et al, 2014). This can be done through sensitising parents and communities about the importance of girl children's education such that they are able to overcome

barriers and be encouraged to keep their daughters in school (Sperling et al 2016). In provision of mentorship and guidance, studies suggested that teachers can serve as role models and mentors for girls, offering guidance support and encouragement through their educational journey. More studies suggest that mentorship programs and one on one counselling can help girls navigate challenges and study motivated to continue their education (Unterhalter et al, 2014).

Furthermore, studies suggested that teachers can work with school administrators to ensure a safe and secure environment for girls, addressing issues such as harassment, violence and lack of adequate infrastructure. Collaborating with community stakeholders to address safety concerns can help reduce parent fears and encourage them to send their daughters to school (Unterhalter et al, 2014).

Research indicates that teachers can advocate for curricular and teaching methods that are responsive to the needs and interests of girls' incorporating relevant and engaging content. Flexible scheduling and alternative learning options such as, distance education or part-time program can help accommodate the unique circumstances of girls who may face challenges in offering school full-time (Sperling et al, 2016). However, in increasing access and enrolment, studies indicate that universal primary education (UPE) ensures that children including girls have access to free and compulsory primary education (UNESCO, 2015).

Research found that UPE helps to increase enrolment rates particularly for girls who may have faced barriers to accessing education in the past (Unterhalter, 2014). Studies indicated that universal primary education often comes with policies and programs that address socio-economic barriers to education such as, providing for textbooks, uniforms, sanitary materials and meals. In addition, research indicates that this can help to alleviate the financial burden on families making it more feasible for parents to send their daughters to school. (Alkman and Unterhalter, 2005). Studies indicated that universal primary education emphasizes the importance of gender equality in education challenging traditional gender norms and stereotypes. This helps to change the societal attitudes and encourage families to prioritize the education of their daughters (Unterhalter E, 2014).

In improving school infrastructure and resources, studies show that implementation of universal primary education has often led to investments in infrastructure such as building more schools, improving facilities and providing better teaching resources (UNESCO, 2015). In addition, this can create a more conducive learning environment for all students including girls (UNESCO, 2015). Universal Primary Education initiative often includes teacher training programs that focus on addressing the specific needs of girls and promoting inclusive teaching practises (Alkman & Unterhalter, 2015). Studies indicate that through training, teachers can develop their skills and strategies to support and retain female students in the education system (Alkman and Unterhalter 2015).

On the other hand, a study published in the journal of educational physiology in 2016 found that "teacher student relationships characterized by warmth, trust and open communication were associated with the lower rates of school dropout among adolescent girls". The study emphasized the importance of teachers creating a supportive and nurturing environment for female students (Longobardi, C & Prino L. E, Marengo D & Sehanni M, 2016). Research conducted by UNESCO in 2015 highlighted that "positive and supportive relationship with teachers can help us to stay in school to complete the education" (UNESCO, 2015). The report noted that teachers who are approachable, empathetic and can provide emotional support can significantly impact on education outcome (UNESCO, 2015).

A study published in International journal of educational development examined the factors contributing to girl child school dropout in sub-Saharan Africa. The study found that teacher-student relationship characterized by trust, respect and engagement were associated with lower dropout rates among female students (Woldehanna T and Gebremedhin L.A, 2018).

A study published in international journal of educational development explored the role of teacher-student relationships in reducing school dropout rates among marginalized girls in India. The study concluded that "positive and supportive teacher-student relationship help to mitigate the impact of socioeconomic and cultural barriers to girls' education" (Siddiqui, N 2020). A review article in the journal of research in the childhood education emphasized the importance of "teacher student relationship that are characterized by warmth, care and support" in promoting the educational success of girls particularly in context where gender-based barriers to education exist (Longobardi, C & Prino L. E, Marengo D & Sehanni M, 2016).

Scholastic materials being provided by teachers can play significant role in reducing girl child school dropout rates. Studies indicate scholastic materials that are tailored to the interest and learning needs of girl students can help keep them engaged and motivated in learning process. This study found that engaging and relevant educational content can help keep girls motivated and interested in their studies reducing the likelihood of dropout. The study suggests that materials that feature positive role models, inspiring stories and the content that is relevant to their lives and experience of girl student can help them see the value of education (Diprete T. A, 2012). Furthermore, providing educational resources and information on these topics can help empower girls and support them overcome these barriers to education. Most studies highlighted the importance of teacher training and professional development creating inclusive and supportive learning environment for girls (Sperling G.B & Winthrop R, 2016). This can equip teachers with the knowledge, experience and skills to create more inclusive and supportive learning environment for girls.

A study on pitfalls of participatory program in India was carried out in 2010; it examined the impact of home visits by teachers on reducing school dropout rates among girls (Banerjee. A et al, 2010). Furthermore, another study was carried out to evaluate the impact of teacher home visits on improving school attendance and reducing school dropouts among girls in Madagascar (Nguyen T, 2008). The study examine the effectiveness of teacher home visits in engaging parents and reducing school dropout among disadvantaged students including girls (Guyon N et al, 2014)

2.3.2 Parents

There are several studies and researchers that have explored the role of parents in reducing girl child school dropout rates. A study by World Bank found that parental involvement in education is associated with higher academic achievement and lower dropout rates for girls (World Bank, 2001).

The International Rescue Community found that girls who were provided with scholarship and support services were more likely to remain in school and achieve academic success (IRC, 2017). The study cites that parents can explore financial aid options; scholarships on government programs that can help cover educational expenses. It also discloses that parents can work with schools, teachers and community leaders to address systematic barriers to girls' education like inequality and inadequate infrastructure or lack of access to resources.

A study by the World Bank found that girls who were empowered through education and skills training were more likely to stay in school and pursue economic opportunities (World Bank, 2018). It suggests that parents can empower their daughters through our workshops, mentorship programs and leadership training can head up build their confidence and resilience, making them more likely to stay in school.

The world atlas of gender and education study also suggests that parents can play a vital role in reducing school dropouts among girls by being actively involved in their daughters' education, promoting gender equality and ensuring they have access to quality education (UNESCO, World Atlas, 2019). It argues that gender inequality in the education is a major contributor of school dropout rates among girls. Thus, it recommended that parents should promote gender equality by encouraging their daughters to pursue education and careers in the traditionally male dominated fields.

The report by the United Nations States Agency for Development (USAID) suggests that parents should encourage girls to pursue their educational goals and help them overcome obstacles to education and advocate policies that promote girls access to education (USAID, 2019). A study by the United Nations International children's fund (UNICEF) also suggests that parents should discourage gender stereotypes and promote gender equality in their communities (UNICEF, 2019, World Bank, 2019, UNESCO, 2020).

These studies cited that parental involvement in a girl-child's education is the key predictor of students' academic success and one of factors parents are involved in our buying scholastic materials, meals and uniforms (Mugimu, 2013). The child protection policy Uganda states that failure by parents to provide welfare for that children are one of the ways of showing child neglect and abuse (World Protection Policy Uganda, 2017). In related development studies show that students who stay in school and learn successfully seem to have parents who are informed and concerned about their children's education, cited in white and Kelly (2010).

The research on the impact of parental involvement on children's educational outcomes, including school dropout was examined by J.B Hill and P.L Peterson. They concluded that parental involvement is a critical factor promoting academic success and reducing school dropout rates (J.B Hill and P.L Peterson, 2005). Another study by Vandenberg et al, (2000), investigated the relationship between parental involvement and students' academic achievement and came to a conclusion that parental involvement has a significant, positive effect on students' academic performance, which helps to reduce the child's school dropout rates (Vandenberg et al, 2000).

Furthermore, a review of literature by H.F Ladd and E.B Onwueghubzie on the effects of parental involvement on student outcome including academic performance / achievement and school dropout rates and they concluded that parental involvement is a key factor for promoting student success and reducing school dropout among children, especially girls (H. F Ladd and Onwueghubzie, 2002). The study suggests that parental involvement can take many forms including attending parent - teacher conferences, volunteering in classrooms and providing supportive home environment that encourages learning.

However, another study by Team Varthana posted in June 13th 2023 indicates that the involvement of parents and the community in the child's education creates a positive and conclusive environment that promotes academic success and reduces the risks of students leaving school prematurely, especially girls (Team Varthana, 2023). The team also cited that when parents are actively engaged in their child's education, it significantly impacts their motivation, self-esteem and overall academic performance.

The International Labour Organization found that girls, whose parents are involved in their education, are more likely to stay in school and pursue higher education. The study also found that girls whose parents were predictors of girls' educational attainment in Uganda involved in their education and were more likely to experience the other forms of family support such as; access to resources and networks that could help them succeed academically (international journal of educational development, 2019). The study cited that parents who were involved in their education were more

likely to experience other positive outcomes such as higher levels of self-esteem and better mental health which motivates them to take their children to school.

2.4 Literature gap

There is a significant literature gap regarding the impact of socio-economic factors on girl-child school drop rates in primary school within Bushigayi town council in Bududa district. While, there is a growing body of research on the broader topic of girl-child school dropout rates and the role of socio-economic factors, there is a lack of specific studies focusing on this particular region and context.

To better understand the impact of socio-economic factors on the girl-child school dropout rates in primary schools within Bushigayi town council in Bududa district, further research is needed. This research could involve conducting surveys, interviews and focus group discussion with parents, community leaders and teachers to gather insights into specific challenges and factors that contribute to girl-child school dropout rates in Bushigayi town council, Bududa district. Additionally, analysing existing data on school enrolment and dropout rates as well as socio-economic indicators, could provide variable insights into relationship between these factors and girl-child school dropout rates.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

The research study looked at the following; research design, area of study, study population, sampling size, sampling procedure, research instrument , data collection procedure, data quality control, ethnical consideration , and data analysis .

3.1 Research design.

The researcher proposed to use a descriptive cross section design which include both qualitative and quantitative method but due to time constraint she used qualitative research design. This method was opted for because it allows flexibility in the research process as a researcher can use a respondents' response allowing for more in-depth exploration of the topic. It also helps the researcher to understand the underlying reasons and meaning behind the participants' response.

3.2 Area of study

Bushigayi town council (TC) is one of the new sub counties in Bududa district. It was selected as a corner of interest because of being new, little was known about the girl child school dropout. It is

bordered by Bukigai Sub County on the Eastern side, Kaato Sub County in the south (Manafwa district), Bushiribo Sub County on the west and Nabweya Sub County on the Northern. Bushigayi Town council has only 3 primary schools, 2 government aided and one private owned which include;

1. Bumakuma primary school
2. Bukigai primary school
3. B and T Care Centre nursery and primary school (private).

3.3 Study population

The study population was the people of Bushigayi town council. These included; teachers, parents, p.5-p.7 female pupils, and out of school girls.

3.4 Sampling size

The sample size was estimated by modified Kesh and Leslie formular (1965).

$$\text{Sample size (N)} = \frac{z^2 p(1-p)}{d^2}$$

Where;

p = proportion of school dropout

d = absolute precision at 5%

z = standard deviation set at 1.96 for 95% confidence interval.

Basing on the proportion of 25%, school dropouts for girls before COVID-19 pandemic (Bududa District local government Report, 2022).

By substitution in the formular

$$P = 0.25, Z = 1.96, d = 0.05$$

$$N = 1.96^2 \frac{(1 - 0.25) 0.25}{0.05^2}$$

$$= 288$$

$$= 288$$

Assuming 10% non-participant.

$$N = 288 + 10\% \times 288 = 317.$$

3.5 Sampling technique.

The researcher proposed to use purposive and random sampling for the study but when she reached in the field, purposive sampling was not applicable. Therefore, she used random sampling, focus group discussion, and snow ball sampling techniques. The study population included; parents, teachers, female dropouts and P5-P7 female pupils. The sample size was 288 participants as shown on the table below.

Table 1 showing sample size and selection procedure

SCHOOLS	PARENTS	TEACHERS	FEMALE DROPOUTS	P5 – P7 FEMALE PUPILS	TOTAL
Bumakuma P/S	20	10	35	31	96
Bukigai P/S	20	10	35	31	96
B and T Care Centre Nur and p/s	20	10	35	31	96
Total	60	30	105	93	288

Source: Primary data 2024

3.5.1 Random sampling.

The teachers and p.5-p.7 female pupils in Bushigayi town council were randomly selected to give data relating to the study. A random sample of the general population was obtained to be a representative of the larger population and each element in the target population was a chance / probability of inclusion in the study. Random sampling was used to eliminate bias.

3.5.2 Purposive sampling

This was used to select schools in the place where the study took place, and this was Bushigayi Town Council which had only 3 primary schools.

3.5.3 Focus group discussion

The researcher used focus group discussion technique to get information from parents. This technique allowed the researcher to gather qualitative data from a diverse group of participants, providing insights into various prospects and opinions. It also provided a researcher with the opportunity to observe and analyze nonverbal cues, such as body language and facial expressions offered additional insights into participants' thoughts and feelings. It allowed a researcher to assess the feasibility and effectiveness of research instruments.

3.5.4 Snow ball sampling

The researcher used a snow ball sampling method to get information from female dropouts. She identified a key informant, who then helped to help a researcher to identify and recruit other participants. This technique continuously refined and updated the sampling frame as new participants were identified and recruited. It allowed the researcher and study populations [female dropouts] that were difficult to access.

3.6 Research instruments

The researcher used self-administered questionnaires and interviews that contained open ended items to solicit views and opinions that would constitute the data and the body of the study.

3.6.1 Questionnaires

The open ended questions were used to collect data from teachers and P5-P7 female pupils from selected schools in Bushigayi town council, Bududa district. The open ended questions are intended to permit greater depth of responses by stimulating the respondents to give an insight into their feelings and opinions. Questionnaires are easy to distribute, can be filled at ease, saving time and they eliminate interview bias and create greater anonymity.

3.6.2 Interview guide

This was designed to capture information from key informants such as parents and female dropouts in Bushigayi town council. The researcher interviewed the respondents and firsthand information was obtained. Quick information was obtained and clarification were made at the spot.

3.7 Data quality control

Data quality control techniques were used to ensure that data collected was valid and reliable.

3.7.1 Validity

Validity is the degree to which a test measures what is supposed to measure and consequently permit appropriate interpretation of scores. Therefore, the researcher sought for expert knowledge and experienced researchers in the field under investigation and necessary clarifications and modifications were done. This was done to ensure that research instruments, procedures and data collection methods were appropriate and valid

3.7.2 Reliability

An instrument is said to be reliable if it gives the same results every time it is administered to the same group of individuals. In this study, the reliability of the instruments was determined by inter-ratering the findings of respondents. This helped the researcher to obtain useful feedback from respondents regarding the clarity of the questions and overall presentation of instruments.

3.8 Data collection procedure

The researcher obtained an introductory letter from Uganda Christian University, which was presented to the district education officer of Bududa, Town Clerk Bushigayi Town Council, Headteacher Bumakuma Primary School, Head teacher, Bukigai Primary School, Headteacher B and T Nursary and Primary School who after receiving, forwarded it permitting to go and carry out the research. Necessary clarifications and modifications were done after which structured questionnaires were distributed to the selected teachers and p.5—p.7 female respondents. At the same time the researcher conducted the interviews with the selected parents and female dropout respondents.

3.9 Data analysis

The researcher proposed to use statistical package for social science (SPSS) but. opted to use qualitative data analysis due to time constraint.

3.10. Ethical consideration

The dignity, rights, safety and wellbeing of participants that took part in this research study included the following principles,

Permission from authority

The researcher sought for permission from authorities before questionnaires and interviews were conducted. Permission to conduct the study will be given to the researcher was given an introductory letter the education department of Uganda Christian University College, Mbale and approved by Uganda Christian University research and ethics committee. Permission was also granted by the town clerk of Bushigayi Town Council, Head teacher Bumakuma primary school, Head teacher Bukigai primary school, and Head teacher B and T Nursery and Primary school, after presenting an introductory letter from the university. Verbal consent will be obtained from the people of Bushigayi town council.

Informed Consent and Voluntary Participation.

The respondents were informed ahead of time about the intended purpose of the study and the benefits thereof, consent was sought from each of the respondents to establish their willingness to voluntarily participate in this study.

Confidentiality

The most ethical challenge encountered in this study was on confidentiality of individual respondents and data provided especially on sensitive issues that have implications on people's jobs.

Therefore, a high level of confidentiality and anonymity was maintained throughout the research process by not including names of respondents in the study and above all assured them that the work was for academic purpose only.

Integrity and respect

The researcher endeavoured to balance professional integrity and respect for the varying views and background of participants

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DATA ANALYSIS.

4.0 : Introduction.

This study investigated the impact of social economic factors on girl child school dropout rates in primary schools in Bushigayi town council Bududa district. In chapter 3 the researcher discussed the research design as descriptive cross section design which is a mixed method of analyzing data including qualitative quantity methods. However due to time constraint, the researcher didn't pilot test the mixed method. So the researcher resorted to qualitative method.

According to McMillan and Schumacher(2010) qualitative data analysis is primary an inductive process of organizing data into categories and identifying patterns and are relationships among the categories .Qualitative research design enables a research to provide context and meaning to their findings, helping to explain and interpret the result of the study.

Purposive and random sampling were discussed in chapter 3 as techniques of selecting respondents. However when the researcher reached in the field, she opted for random, focus group discussion and snow ball sampling techniques. Focus group discussion technique is a form of qualitative research in which questions are asked in an interactive group setting where participants are free to talk with other group members to get relevant information. While random sampling helps the researcher to minimize bias and maximize the generalizability of the results. Questions are asked in an interactive group setting where participants a free to talk with other group members to get a relevant information.

Random sampling is used helps to minimize bias and maximize the generalizability of the results. Thus , it was used to help the researcher to ensure that the sample was representative of the entire population to increase the validity and rehabilitee of the study’s findings.

Snow-ball simply an is a non probability sampling method that is used when it is difficult to identify a random sample from the population of interest. It is a cost effective way to recruit participants, as it relies on existing, social networks rather than using more expensive methods.

4.1. Demographics of data collecting sites.

Generally Bushigayi town council is highly populated due to its topography, and the presence of a weekly market. It is found in Bududa district bordered by Bukigai sub county on the Eastern, Kaato Sub County on the southern (Manafwa district), Bushiribo sub-county on the west and Nabweya sub-county on the Northern side.

There are only three primary schools in Bushigayi town council, hence they were chosen purposively, two are government aided schools and one is private ownership.

Below is table 2 showing the population of these schools.

Type of school teachers and pupils	Government and Bumakuma	Government aided	Private ship
Male teachers	4	9	6
Female teaches	3	5	4
Total	07	14	10
Male pupils	155	349	200
Female pupils	111	235	153
Total	266	584	353

Source: Primary data 2024

As seen in the table above it is clear that the number of boys in schools is bigger than that of girls in all the three schools. It is a believed that the low enrolment of female pupils is due to domestic responsibilities culture norms and practices and poverty among others.

Basing on the research carried out most parents are peasants depending on small scale agriculture. It was found that every Thursday being a market day in this area, most female pupils don’t attend school.

Research reveals that most girls remain at home caring for siblings and doing domestic work. Others help their parents to transport items to market and hawking as well.

Table 3. Summary of demographic information of the respondents

Sch	Respondents	Gender		Age group			Class Freq			Edu level				Marital Status freq			Occupation			No of children		
		F	M	10-16	17-25	26-35	P5	P6	P7	P	S	C	D	M	D	SG	PEA	BUS	CW	CW	F	M
A																						
	Teachers	2	3			5						5		5					5			
	P5-P7 female pupils	19					6	10	3	19						19						
	Female dropouts	17		3	14					13	4			14		3	13	2		2		
	parents	6	4			10				6	1	2	1	8	2		6	1	3		4	4
B	Teachers	1	4			5						3	2	4		1						

	P5-P7 female pupils	30		28	2		7	1	8	3					30					
	Female dropouts	21			20	1				20	1			16	6	15	3		3	
	parents	10	2		2	10				56		1	11		1	9	3			43
																				78
C	Teacher s	4	1		1	4						4	1	4		1				
	P5-P7 female pupils	24		24			6	9	9	24					24					
	Female dropouts	18		3	10	5				18			9		9	8	8	2		
	parents	7	3		2	8				54	1		9	1		7	2	1		22
																				99

Source: Primary data 2024

Key:

- M = Male
- F =Female
- P =Primary
- S =Secondary
- C =Certificate
- F = Diploma/Degree
- MD = Married
- D =Divorced
- SG = Single
- CW = civil work
- CAW = Casual work
- PE =Peasant
- BUS = Business
- FREQ = Frequency

The demographic information in the above table shows the age group, frequency class, frequency gender, frequency, marital status, occupation and number of children for parents.

It also indicates that there are more girls than boys in Bushigayi town council but due to poverty and other issues they drop out of schools and they are pushed into marriage; there is also indication of more peasants than civil workers in the town council proving high dropout rates.

This demographic information of respondents in the study, particular parents and female dropouts indicate that most of them left school in primary level. This suggest likelihood of not educating their children.

4.2 Process of Data collection

In this stage, the researcher used focus group sampling technique to get respondents who were parents. There after she interviewed them using an interview guide to collect/ get data .However she used a snow-bill sampling technique to get female dropout respondents, after which they were also, interviewed by the researcher using the interviewed guide to get data.

On the other hand, the researcher used at random sampling technique to get teachers and P.5 to P.7 female respondents she used a strict questions.

The table 4 showing proposed respondents and actual respondents

Category	Selected schools & proposed respondents				Selected schools \$ actual respondents				Techniques
	A	B	C	Total	A	B	C	Total	
Teachers									Purposive
P-5-P7 Female Pupil	10	10	10	30	5	5	5	15	Random
Female Dropouts	31	31	31	93	19	30	24	73	Focus group
Parents	20	20	20	60	10	12	10	32	Focus group discussion
Total	96	96	96	288	51	67	57	176	

Source: Primary data 2024

4.3 Coding and data classification

Data was analysed and synthesized in order to develop efficiency in the presentation of findings. The findings were analysed using categories that emerged. It was classified and coded where various themes

emerged. The general presentation and analysis of the findings is thus based on the major themes identified as in the table below.

Table 5 showing qualitative data analysis

School	Theme: 1 Factors influencing girls to drop out of school			
A	Teachers	P-5-P7 female pupils	Female drop outs	parents
	<ul style="list-style-type: none"> ❖ Fearing their teachers. ❖ Absenteeism. ❖ Ignorance of parents ❖ Early pregnancies. ❖ Early marriages. ❖ Peer group influence. ❖ Poverty. ❖ Adolescent stage. ❖ Sexual harassments. ❖ Neglect by parents. ❖ Lack of support 	<ul style="list-style-type: none"> ❖ Early pregnancies. ❖ Early marriages. ❖ Corporal punishments. ❖ Sickness. ❖ Poverty. ❖ Lack of parents. ❖ Menstruation stigma ❖ Sexual harassments. ❖ Absenteeism. ❖ Peer group influence. ❖ Lack of support 	<ul style="list-style-type: none"> ❖ Early pregnancy. ❖ Long distances. ❖ Punishments. ❖ Poor performances. ❖ Harsh teachers. ❖ Death of parents. ❖ Discrimination. ❖ Lack of transport. ❖ Absenteeism. ❖ Early marriages. ❖ Lack of support 	<ul style="list-style-type: none"> ❖ Early pregnancies. ❖ Early marriages. ❖ Sickness. ❖ Peer group influence. ❖ Poverty. ❖ Sexual harassments. ❖ Lack of support
	Theme: 2 Challenges faced by girl child in school and homes			

<ul style="list-style-type: none"> ❖ Early marriages. ❖ Limited chances of schooling. ❖ Sexual harassments. ❖ Limited access to resources. ❖ Discriminations. ❖ Domestic responsibilities ❖ Lack of support 	<ul style="list-style-type: none"> ❖ Lack of conducive school environment. ❖ Sickness. ❖ Early pregnancy. ❖ Early marriage. ❖ Household chores. ❖ Corporal punishments. ❖ Sexual abuses. ❖ Fighting. ❖ Poor performance. ❖ Menstruation stigma. ❖ Discrimination. ❖ Lack of support 	<ul style="list-style-type: none"> ❖ Domestic responsibilities. ❖ Early pregnancy. ❖ Punishments. ❖ Bullying. ❖ Sexual harassments. ❖ Under marking of exercises. ❖ Discrimination. ❖ Harsh teachers. ❖ Punishing them. ❖ Early marriages. ❖ Lack of support. 	<ul style="list-style-type: none"> ❖ Limited access to education ❖ Early pregnancy. ❖ Peer group influence. ❖ Poverty. ❖ Gender disparities ❖ Limited chances of schooling. ❖ Limited access to resources. ❖ Domestic responsibilities ❖ Sexual harassment ❖ Lack of support
<p>Theme: 3</p>			
<p>Challenges faced by girls after dropping out of schools.</p>			
<ul style="list-style-type: none"> ❖ Early marriages. ❖ Early pregnancies. ❖ Sexual harassments. ❖ Under payment after work. ❖ Undervalued. ❖ Limited job opportunities. ❖ Poverty. ❖ Health risk e.g. HIV/AIDs, STDs. ❖ Alcoholism. ❖ Drug abuse. ❖ Lack of support 	<ul style="list-style-type: none"> ❖ Social stigma. ❖ Poverty. ❖ Early marriages. ❖ Peer pressure. ❖ Drug abuse. ❖ STDs and HIV infections. ❖ Sexual exploitation. ❖ Prostitution. ❖ Limited job chances. ❖ Lack of support 	<ul style="list-style-type: none"> ❖ Peer pressure. ❖ Sexual harassments. ❖ Early pregnancies. ❖ Early marriages. ❖ Poverty. ❖ Undermined by the community. ❖ Alcoholism. ❖ Drug abuse. ❖ STDs/HIV infections. ❖ Over worked and less paid ❖ Lack of support 	<ul style="list-style-type: none"> ❖ Pressure. ❖ STDs/HIV infections. ❖ Less valued ❖ Early pregnancies. ❖ Early marriages. ❖ Alcoholism. ❖ Prostitution. ❖ Over working ❖ Lack of support
<p>Theme: 4</p> <p>The impact of cultural norms on girl child education</p>			

	<ul style="list-style-type: none"> ❖ Pregnancy ❖ Early marriage ❖ Gender responsibilities ❖ Limited access to education ❖ Societal expectation ❖ Tradition gender roles ❖ Lack of support 	<ul style="list-style-type: none"> ❖ Limited access to resources for girls ❖ Providing paying fees for boys over girls ❖ Lack of support ❖ Limited access to education due to gender roles ❖ early Pregnancy ❖ Early marriage 	<ul style="list-style-type: none"> ❖ Discrimination by paying fees for boys ❖ early Pregnancy ❖ Early marriage ❖ Limited access to education ❖ Lack of support 	<ul style="list-style-type: none"> ❖ Regarding girls' education as less benefit ❖ marriage ❖ Traditional gender roles and expectation from the community ❖ marriage
Theme: 5				
Support given to girls to remain				
	<ul style="list-style-type: none"> ❖ Guiding & counselling ❖ Sensitizing on the benefits education ❖ Government should give hand to support a girl child ❖ Providing academic support services ❖ Sensitizing girls on the evils of early marriage and early pregnancy ❖ Creating friendly environment for girls 	<ul style="list-style-type: none"> ❖ Providing career guidance ❖ Providing mentorship programs ❖ Girls should participate in decision making ❖ Girls should be empowered to be leaders ❖ Encourage girls to go for higher education ❖ materials ❖ Joining youth clubs in societies ❖ Guidance and counselling ❖ Avoiding peer influence ❖ Absenteeism ❖ Providing support. 	<ul style="list-style-type: none"> ❖ Parent to support their daughters ❖ Teacher should avoid abusing girls sexually ❖ Teacher to avoid being harsh ❖ Stopping punishing girls ❖ Guiding & counselling ❖ Avoid discriminating ❖ Empowering girls to become leaders ❖ Encouraging girls to pursue higher education ❖ Providing career guidance ❖ Provision of mentorship programs ❖ Adequate and supportive environment 	<ul style="list-style-type: none"> ❖ Avoiding harshness ❖ Giving time to do homework ❖ Guiding & counselling ❖ Good parent relationship ❖ Provision of conducive school environment ❖ Promoting gender equality ❖ Providing girls with reproductive education ❖ Involving girls in decision making
B	Theme: 1			
	Factors influencing girls to drop out of school			
	<ul style="list-style-type: none"> ❖ Peer influence ❖ Poor management ❖ Defilement ❖ Lack of support from parents ❖ Poor guidance from community ❖ Child Abuse 	<ul style="list-style-type: none"> ❖ Poor performance ❖ Child Abuse ❖ Abusing girls sexually ❖ Harshness of teachers ❖ Early marriage ❖ Early pregnancy ❖ Harshness of parents 	<ul style="list-style-type: none"> ❖ Household chores ❖ Pregnancy ❖ Age ❖ Poverty ❖ Lack of support. ❖ Long distance ❖ Group influence ❖ Working as maids 	<ul style="list-style-type: none"> ❖ Poor attitude towards education ❖ Poverty ❖ Sickness ❖ Early pregnancy ❖ Early marriage

❖ Earl marriages	❖ Menstruation stigma	❖ Lack of Biological Parents	❖ Lack of support
❖ Parental Negligence	❖ Poverty	❖ Hawking	❖ Peer group influence
❖ Poor Home Background	❖ Death of Parents	❖ Sickness	❖ Lack of guidance and counselling
❖ Household chores	❖ Death of parents		
Theme: 2			
Challenges faced by girls in schools and homes			
❖ Punishment by teachers	❖ Harshness of Teachers	❖ Discrimination	❖ Raping
❖ No changing rooms at school when they' re in MP	❖ Early pregnancies	❖ Child Abuse	❖ Earl pregnancies
❖ Walking Long Distances	❖ Bad weather	❖ Early marriages	❖ STDs infections
❖ Death of parents	❖ Child abuse	❖ Poor performance	❖ Punishments
❖ Lack of support	❖ Sexual harassment	❖ Sexual harassment	❖ Poverty
	❖ Sickness	❖ Long distance	
	❖ Death of parents	❖ Bulling by fellow pupils	
	❖ Poor performance	❖ Lack of support	
	❖ Long Distances		
	❖ Bad group influence		
Theme: 3			
Challenges faced by girls after dropping out of school			
❖ Poverty	❖ Producing un helped children i.e. basic needs are not fulfilled	❖ Hunger	❖ pregnancy
❖ Moving any how	❖ Working extra time and paid less or not paid	❖ Insufficient clothing	❖ joining bad group leading
❖ Peer group influence e.g. going to bars & lodges	❖ Not recognized/less value	❖ Quarrel some husband	❖ alcoholism & sexual explosion
❖ Being infected with STDs		❖ Beaten by husband	❖ drug abuse
❖ Over working under paid or less paid		❖ No respect from husband and his relatives	
		❖ Sickness e.g. HIV/AIDs	
		❖ Pregnancy	
		❖ Being raped	
		❖ Being abused sexually	
		❖ alcoholism	
Theme:4			
The impact cultural norms on girl child education			
❖ Early marriage	❖ Early marriage	❖ No respect for elders/ parents	❖ Marriage
❖ Alcoholism	❖ Pregnancy	❖ Dancing with opposite sex dressing half naked	❖ Pregnancy
❖ Drug abuse	❖ STDs	❖ High rate of sexual activity	❖ Obscene talks due to alcoholism
❖ Poor dressing	❖ Drug abuse		❖ Drug abuse
❖ Sexual Exploitation	❖ Dancing Kadodi with opposite sex		
	❖ Obscene talks		

	<ul style="list-style-type: none"> ❖ STDs e.g. HIV/AIDS ❖ Talking obscene words ❖ Early pregnancy ❖ Traditional gender roles ❖ Limited access to education 	<ul style="list-style-type: none"> ❖ High sexuality ❖ Limited access to resources ❖ Lack of support ❖ Limited access to education ❖ Gender roles ❖ Early marriage ❖ Prioritizing education for boys over girls 	<ul style="list-style-type: none"> ❖ Pregnancy ❖ STDs e.g. HIV/AIDS ❖ Alcoholism ❖ Obscene talks ❖ Early marriage ❖ Limited access to education ❖ Limited access to resources 	<ul style="list-style-type: none"> ❖ Traditional gender roles ❖ Lack of support ❖ Sexual abuse
<p>Theme:5</p> <p>Support given to girls to remain in school</p>				
	<ul style="list-style-type: none"> ❖ Sensitizing parents on the importance of education ❖ Strict –laws should be in place ❖ Guidance and counselling ❖ Teachers to be role models ❖ Listening to them ❖ Sensitizing them about the dangers of school dropouts ❖ Girls should participate in decision making ❖ Girls should be empowered to be leaders 	<ul style="list-style-type: none"> ❖ Conducive school environment ❖ Avoid absenteeism ❖ Teachers avoid child abuse ❖ Avoiding going to market regularly ❖ Parents not being harsh ❖ Teachers marking books ❖ Avoiding bad peer groups ❖ Providing support 	<ul style="list-style-type: none"> ❖ Conducive environment for learning ❖ Counselling & Guidance by both teachers & parents ❖ Conducive facility for girls for changing girls ❖ Avoid being harsh ❖ Making friendship with parents ❖ Attending church conference ❖ Providing educative conference ❖ Avoid abusing girls sexually ❖ Provision of support. 	<ul style="list-style-type: none"> ❖ Provision of special rooms for revision ❖ counselling & Guidance ❖ Avoid harassing children ❖ Making friendship ❖ Girls should participate in decision making ❖ Girls should be empowered to be leaders ❖ Provide career guidance ❖ Provide mentorship programs ❖ Encourage girls to go for higher education
C	<p>Theme:1</p> <p>Factors influencing girls to drop out of school</p>			
	<ul style="list-style-type: none"> ❖ Peer group influence ❖ Adolescent stage ❖ Family disputes ❖ Lack of parental love ❖ Child abuse 	<ul style="list-style-type: none"> ❖ Lack of enough teachers ❖ Pregnancy ❖ Poor pressures ❖ Poverty ❖ Harsh parents ❖ Death of parents 	<ul style="list-style-type: none"> ❖ Household responsibilities ❖ Death of parents ❖ Poor performance ❖ Absenteeism ❖ Long distance ❖ Harsh teachers ❖ Early marriage 	<ul style="list-style-type: none"> ❖ Sickness ❖ Lack of school fees ❖ Negative attitude towards education

<ul style="list-style-type: none"> ❖ Poor school structure ❖ Early pregnancy ❖ Poor home management ❖ Performance in school ❖ Early marriage ❖ Poor parental care ❖ Poverty ❖ Alcoholism ❖ Death of parents ❖ Ignorance of parents ❖ Poor teacher relationship 	<ul style="list-style-type: none"> ❖ Poor teaching methods ❖ Lack of support 	<ul style="list-style-type: none"> ❖ Poverty ❖ Parental alcoholism ❖ Pregnancy ❖ Sexual harassment ❖ Lack of support 	<ul style="list-style-type: none"> ❖ Peer group influence
<p>Theme:2</p> <p>Challenges faced by girls in schools and homes</p>			
<ul style="list-style-type: none"> ❖ Punishment by teachers ❖ Some teachers and male pupils abuse girls sexually ❖ No changing rooms at school when they' re in MP ❖ Walking Long Distances ❖ Death of parents ❖ Lack of support 	<ul style="list-style-type: none"> ❖ Harshness of Teachers ❖ Early pregnancies ❖ Bad weather ❖ Child abuse ❖ Sexual harassment ❖ Sickness ❖ Death of parents ❖ Poor performance ❖ Long Distances ❖ Bad group influence ❖ Lack of support 	<ul style="list-style-type: none"> ❖ Discrimination ❖ Child Abuse ❖ Early marriages ❖ Poor performance ❖ Sexual harassments ❖ Long distance ❖ Bullying by fellow pupils ❖ Early pregnancies ❖ Lack of support 	<ul style="list-style-type: none"> ❖ Lack of support ❖ Early pregnancies ❖ STDs infections ❖ Punishments ❖ Poverty ❖ Early marriages ❖ Sexual abuse ❖ Domestic responsibilities
<p>Theme: 3</p> <p>Challenges faced by girls after dropping out of school</p>			
<ul style="list-style-type: none"> ❖ Sexually abused ❖ Less valued ❖ poverty ❖ They are over worked ❖ They are less paid ❖ Lack of support 	<ul style="list-style-type: none"> ❖ Punishing ❖ Alcoholism ❖ Poverty ❖ Being abandoned by husbands ❖ Sickness ❖ Household responsibilities ❖ Sexual exploitation ❖ Discrimination ❖ Lack of support 	<ul style="list-style-type: none"> ❖ Discrimination ❖ Poverty ❖ Less payment ❖ Sexual harassments ❖ Insufficient clothing's ❖ Denial of food by parents ❖ No parental love ❖ Household responsibilities ❖ Being abandoned by husbands ❖ Lack of support 	<ul style="list-style-type: none"> ❖ Sexual Harassment ❖ Sickness ❖ Poverty ❖ Discrimination ❖ Under payment ❖ Lack of support

Theme:4			
The impact of Culture norms on girl child education			
<ul style="list-style-type: none"> ❖ Sexually abused ❖ STDs ❖ Pregnancies ❖ Early marriages ❖ Alcoholism ❖ Poor dressing ❖ School dropouts ❖ Discrimination ❖ Household responsibilities ❖ Sexual exploitation ❖ Lack of support ❖ Societal expectation 	<ul style="list-style-type: none"> ❖ Early marriages ❖ Early pregnancies ❖ Drug abuse ❖ Alcoholism ❖ Talking obscene words ❖ Dropping out of school ❖ Sexually abused 	<ul style="list-style-type: none"> ❖ Early marriages ❖ Early pregnancies ❖ Talking obscene words due to alcoholism ❖ Bad Touches ❖ Limited access to education ❖ Domestic responsibilities ❖ Limited access resources ❖ Discrimination 	<ul style="list-style-type: none"> ❖ Early marriages ❖ Early pregnancies ❖ Gender roles ❖ Limited chances to education ❖ Limited chances to resources ❖ Sexual exploitation
Theme: 5			
Support given to girls to remain in school			
<ul style="list-style-type: none"> ❖ Guidance and counselling of girl child ❖ Encouragement of girls to do revision& home work ❖ Government should setup lows against girl child dropouts ❖ Sensitisation about the evil of peer groups ❖ Sensitizing girls on evils of early marriage and early pregnancy ❖ Providing gender equality 	<ul style="list-style-type: none"> ❖ Good teacher-pupil relationship ❖ Good parents-children relationship ❖ Abstaining from sex ❖ Guidance and counselling ❖ Good teaching methods ❖ Providing separate rooms with opposite sex ❖ Promoting gender balance ❖ Provision of conducive school environment ❖ Provision of support 	<ul style="list-style-type: none"> ❖ Parent should follow children at school ❖ counselling & Guidance ❖ Avoid abusing girls sexually ❖ Provision of special rooms for girls ❖ Avoid corporal-punishments ❖ Avoid stigmatizing ❖ Avoid bulling ❖ Provision of a conducive school environment ❖ Observing girl child rights ❖ Provision of educative programs about girl child 	<ul style="list-style-type: none"> ❖ Guidance and counselling ❖ Provision of enough time for revision ❖ Provision of conducive room for revision Giving them less time at home ❖ Providing girls with reproductive health education ❖ Involving girls in decision making

Source: Primary data 2024

4.4. Data Interpretation.

According to the above qualitative data analysis, it is clear that girls drop out of school due to various factors as reported by teachers, parents, P.5-P.7 female pupils and female dropouts from the purposively selected schools in Bushigayi T.C in Bududa district.

Basing on this analysis, all the four categories of respondents identified poverty, lack of support lack of biological parents, parental ignorance and child labour as major factors that contribute to girl child school dropout these show that girls leave school because parents are poor and ignorant, hence they are not able to facilitate their daughters to remain in school. This even makes parents to push their girls to work as housemaids or casual worker.

Furthermore, the respondents observes cultural traditional practices such as early marriage, early pregnancy and also sexual harassment and menstruation stigma. These indicate that girls are pushed into marriages due cultural norms and societal expectations. It shows that cultural traditional practices conflict with girls

On the other hand the study show that societal gender norms and expectations were identified as significant factor for girls to drop out of school. It is believed that girls are expected to take on domestic roles and responsibilities which conflict with their education pursuits. pregnancy and child birth lead girls to drop out of school because responsibilities associated with mother hood can make it challenging for such girls to continue their education.

During the study, respondents observed death of parents, adolescent stage, and corporal punishments and negative attitude towards education as variables that lead to dropping out of school. This implies that when girls loose their parents and all the time they are punished, they are easily over taken by the demands of the adolescent stage.

The study indicates that girls challenges in schools and homes. The analysed data show early marriages, early pregnancy, sexual harassments limited access to education, domestic responsibilities and limited access to resource. This implied that when girls face such challenges, even their future opportunities become less.

Besides the above, in the study respondents are observed that girls who drop out of school are prone to sexual harassment, underpayment alcoholism, drug abuse, prostitution, limited job opportunities, and sexual transmitted infections.

This indicates that girls face a lot of challenges after dropping out of school.

However, the during the study the respondents suggested ways of supporting girls. In order to remain in school.

Teachers observed sensitization of parents and the community as one way of helping girls remain sensitized about the importance of education, they will be encouraged to educate their daughters.

Furthermore, provision of mentorship programs career guidance, participation in decision making, empowerment of girls, guidance and counselling, academic support services, scholarships and creation

of friendly environment for girls. These means that when the above mentioned measurers are considered, girls will remain in school and with go for higher education securing high chances of job opportunities and breaking poverty cycle.

4.5. PRESENTATION AND DISCUSSION OF RESULTS

4.5.0.Introduction

In this study of the impact of social economic factors on girl child school dropout in primary schools in Bushigayi T.C Bududa district, data was analysed qualitatively, it was analysed, coded classified into themes in line with the objectives of the themes. In line with the objectives of the study such as.

- a) Factors influencing girls to drop out of school
- b) Challenges faced by girls in schools and homes.
- c) challenges faced by girls after dropping out of school
- d) The impact of cultural norms on girls child education
- e) Support given to girls to remain in school.

4.5.1. Factors influencing girls to drop out of school.

Basing on the findings from the field the researcher discovered that poverty. Was the major constraint making parents not able to support their daughters in school in the same context a study by united nations educational scientific and cultural organization (UNESCO,2019) found poverty as one of the primary factors or girls dropping out of school as families priorities education of boys over girls. However, poor family association theory of drop out explains that students from low income families often face financial constraints that make it difficult for them to afford the costs

Associated with attending school, such as function fees, books and transportation. This can lead students to drop out of school in order to work and support their families.

On the same note poor family association theory explains that student from low income families face limited access to resources, such as mentoring, tutoring and extracurricular activities that can help them succeed in school. This confirms that limited access to resources makes it hard for girls to stay on track academically and may increase the likelihood of dropping out. In the study, the researcher discovered that limited access to resources due to poverty leads girls to make decisions of dropping out of school since there is no support.

The researcher found that girls are instructed by their parents to remain at home doing household chores as parents to remain at home doing household girls escort them to market while carrying items

for selling from school to assist within incomes generating activities such and selling goods at the market or hawking (Esther Boserup, 1970).

During the study, the researcher found out that poor support, child abuse and lack of guidance and counselling by parents plays a significant role in girls decision to drop out of school. However, literature on the same issue indicates that girls in alternative care settings, such as foster homes or group homes often lack consistent parent involvement and support that is crucial for educational success(journal of family issues,2015) meanwhile, poor family association theory of attribution suggests that when parents are not activity involved in their children's education ,students are more likely to struggle academically and socially leading to dropout.

Besides the above, in field study, the researcher discovered peer pressure is the major factor.

that encourages dropout rates in girls. However, the review of literature showed that girls often face peer pressure from their peers to conform to traditional gender roles (Unterhalter E) He slop J and Mamedu A, 2025) .In accordance with poor family socialization theory, pull factor which refer to the external factors that attract students away from school. These includes peer pressure, part time work opportunities or the desire to the work force.

In the study, participants reported that domestic roles and responsibilities as reasons why girls leave school. Attrition theories explain that cultural factors in low income families may place a greater value on work and earning a living than on education.

Besides research indicates that families with limited finances resources may prioritizes education for boys over girls leading to girls being withdrawn from school contributing to household chores or income generating activities (Huisma and smits,2015).

Relatively, a study published in the international journal of educational development in rural Ethiopia, it was found that traditional gender roles, the perception of girl's education as less valuable and a burden of house hold responsibilities were significant factors to girls child school dropout rates(woldehanna & Gebre madhin,2016).

In the field study, respondents reported that early marriage and early pregnancy and domestic responsibilities as factors responsible for girl child school dropout rates. However poor family association theory of attrition posts that struggling families embrace marriage as it is a source of income as paying dowry is a routine once the girl gets married. Whereas ,the report from the ministry of education and sports in Uganda, highlights that communities which are deeply involved in traditional cultural practices ,their daughters are to conform to traditional norms other than education(ministry of education- & sports,2018) These confirms that traditional cultural norms or

practices like marriage, pregnancy and gender roles play a significant role in girls decision of dropping out of school.

In the study, respondents reported parental education level , negative attitude as factors that lead girls to drop out of school. Meanwhile attrition theories posts parental background and attitude as factors leading to attrition. But studies reveal that low educational levels of parents, the weak family structure,pattern of schooling, unhealthy families, siblings and pre-school experiences, family background and domestic problems that make an environment negative, affects the value of education, leading to drop out of school(chug,2011)

More still, the researcher discovered the death of parents leads girls to leave school. However, dropout theories like poor family association also posts that lack of parental involvement leads to un successful educational goal. It also posts that death of parents leads to a gap in children's education. whereas, research review indicates that death of parents affects the school attendance of children especially girl children (Bernnel et al, 2002). Report from UNICEF found that girls whose loose parents are pushed /forced into early marriage by their caregivers. (UNICEF,2006). Parental death lead to loss of family support, financial hardship and emotional distress which further contributes to school dropout (UN,2019, UNICEF, 2016-2019,world bank,2018).

Notably the researcher in her study, found that traditional cultural practices like imbalu,Inemba and Kadodi disorganize school children making then absent from school. However, literature review indicated that traditional cultural practices disrupt the school calendar as girls and boys are actively involved in the preparation and participation of ceremonies leading to absenteeism and eventually dropping and of school(ministry of education and sport,2018) In addition, studies found that cultural practices like Inemba, Kadosi and imalu are association with a lot of sexual activity and risky behavior among young people leading to high rates of unwanted pregnancies and sexually transmitted diseases like HIV/AIDS, Syphilis and gonorrhea which lead many girls to leave school(Namisi et al, 2017,Kiwanuka et al 2018).

The researcher in her study found gender inequality as one of the factors that lead girls to drop out of school. However, literature review shows cultural beliefs and practices such as girls being inferior to boys and expectations that girls should prioritize domestic responsibilities as key factors influencing girls to leave school in Uganda (UNESCO, 2020).

Family conflicts leading divorce among families was reported as a factor that lead to school dropout. Attention. Theory of poor family association also posts that family conflicts highly affects students, academic performance and overall well-being, increasing the likelihood of dropout. On the same note, research indicates that girls who experience family conflicts are more likely to face other advance

outcomes such as early pregnancies and early marriages which can further exacerbate the challenges they face in completing their education (World Bank, 2018)

4.5.2. Challenges faced by girls in schools and homes.

Girls as individuals have a lot of challenges they face in both home and school environments as the researcher discovered.

The researcher in her study discovered that girls are vulnerable to sexual harassment by male teachers, old male pupils and village boys and men leading these girls to early pregnancies and sexually transmitted infections. However literature review reveals that male teachers and old boys at school abuse girls sexually and corporal punishments are given to girls in case they refuse to give in (Atay 2008). This confirms that girls are sexually abused in schools and homes.

In her study, the researcher found that menstruation periods make girls isolate due to symptoms and the associated stigma that cause social exclusion and discrimination. This implies that when girls are under menstruation, they don't feel free. It disorganizes them until they isolate themselves. The review indicate that girls experiencing menstrual disorders are prone to absenteeism due to associated stigma leading to social exclusion and discrimination (Journal of Adolescent health, 2019).

During field study, the researcher found out that girls faced a problem of being discriminated in the way that when parents provide scholastic materials, fees boys are prioritized. In accordance with the poor family association theory of attrition, it posts that gender disparities within homes and schools, girls have limited chances of resources. Literature review indicate that girls living in alternative care settling such as foster homes often lack consistent parental assistance and support for educational success (Journal of family issues, 2015)

In the study, dropout girls were found having limited chances of schooling, the education for boys is prioritized over girls as girls are likely to be withdrawn from school to contribute to domestic labour (Easter Kyomuhendo, 2010).

In relation to the above, the researcher in her study found that domestic responsibilities as one of the challenges girls face in homes. Studies indicate that the traditional beliefs that prioritize the domestic and caregivers role of woman over educational and economic participation creates significant barriers to girls education (Sperling and Winthrop, 2012)

Furthermore, it was found in the study that girls face a challenge of early pregnancies and early marriages due to sexual harassment in schools and communities limiting girls education pursuits; However research posts that early marriages and early pregnancies due to sexual harassments limits educational chances and job opportunities to girls (MOES, 2018). The researcher also found out that

girls are forced into marriage early . However, research indicates marriages and pregnancies are seen as way of protecting girls which leads to the normalization of school dropout(UNICEF;2020)

In the study, the research found that girls face high pressure to perform well in exams compared to boys. Studies indicate that fear of exams and poor performance as a challenge to girls in schools (Azmal et al, 2016).

In a related development, girls face a challenge of being bullied at school as reported by respondents in the field of study. However, literature review shows that bullying can have a detrimental effect on girls education, leading to lower academic performance, increased absenteeism and ultimately higher likelihood of dropping out (Non-profit organization, the centre for justice and reconciliation,2018)

The researcher in her study found that girls are over worked and less paid in communities. Literature review also reveals that child labour tend to create pressure on the child school time which makes it difficult for the child to attend school regular leading to increased absenteeism and poor academic performance (caft,2002)

As a result from the study, respondents reported that girls face challenges like lack of access to resource, basic needs like sanitary products and many others. Meanwhile attrition theories post that low income families face difficulties in providing basic needs for girls. It is therefore confirmed that girls dropout of school due to lack of access to resources. Even literature review indicates that low income families cannot be able to afford fees, uniform, sanitary products and other educational expenses for their daughters (Noah Owaraga,2014).

45.3. Challenges faced by girls after dropping out of school.

As shown in the data analysis table, it is clear that girls who drop out of school face number of challenges that impact their lives and future opportunities.

The researcher found that these girls after dropping out from school, they are faced with increased vulnerability to poverty and exploitation. In relation, dropout theory posts that girls from impoverished backgrounds, often have limited resources and support systems making it hard for them to afford the costs associated with sending their children to school. Besides poverty, this theory posts that girls may be forced into marriage/domestic servitude or other forms of exploitation due to their limited economic opportunities. However, studies indicate girls are more likely to be involved in domestic work which is invisible and under reported. So they are vulnerable to exploitation, abuse and discrimination (ILO, 2020)

4.5.4: The impact of cultural norms on girl –child’s education.

Cultural norms significantly influence girl child’s education, often affecting her access, retention and overall educational outcomes.

In the study the researcher found that cultural norms, pressures lead girls to early marriages early pregnancies and ending girls’ education. While poor family dropout theory suggests that also posts that cultural traditional practices conflicts with girls’ education pursuits and force them to leave school. Meanwhile the related literature indicates that girls who become pregnant before the age of 18 have high chances of not returning to school (world Bank, 2015)

Notably the researcher in the field discovered that gender roles and expectations to be prioritized to education. So there is a clear indication that girls have to prioritize gender roles according the societal expectations. However literature review reveals that girls are expected to take on domestic roles and responsibilities which conflict with their education pursuits (NCPCR, 2014).

Through the study, much has been revealed on the impact of cultural norms on the girls’ education, for instance, it was discovered that girls face ridicule or shame for pursuing education. It is noted that these girls face stigma and shame associated with dropping out.

Furthermore, the researcher discovered that girls who drop out have limited access to resources as teachers, peers and parents, may hold bias against girls’ abilities, affecting self-esteem.

According to the information gathered, coded and classified in the table ,it is clear that limited access to education makes these girls to be inferior and hence they may not be able to defend themselves leading to discrimination and bias in education and employment.

In the study, it was also found out that all the four categories of respondents agreed that girls have limited access to education due to gender inequality within the society leading to less chances of job opportunities. Literature review reveals that traditional gender roles, the perception of girls’ education is less valued.(woldehannas Gebremadhin,20216).

4.5.5. Support given to girls to remain in school.

According the data analysis table, it is revealed that conducive environment and avoiding discrimination to have girls remain in school. Research indicates that teachers, parents, individuals, provide support to help girls remain at school. For example, teachers can create a classroom atmosphere that is welcoming, supportive and free from gender based discrimination or bias (unterhalter et al, 2014). “Encouraging active participation and providing equal opportunities for girls and boys to engage in classroom activities can help to build their confidence and interest in education (sperling et al, 2016)

Furthermore, there is clear indication from the study that providing mentorship programs to girls can help them remain in school. However, literature review reveals that mentorship programs and one on one counselling can help girls navigate challenges and stay motivated to continue their education (Unterhalter,2014). It is then believed that mentorship programs, guidance and counselling can help girls come to fulfil their educational dreams.

The researcher in her study found out that providing awareness of the importance of girls' education is crucial. Research reveals that teachers can work to challenge and address social cultural norms and beliefs that discourage families from sending their daughters to school.Unterhalter,2014 .This can be done through sensitizing parents and communities about the importance of girl children's education such that they are able to overcome barriers and be encouraged to keep their daughter in school(sperling ,2016).

Besides, in the study the respondents revealed that provision of basic needs can help girl to remain in school. Studies cites that parental involvement in a girl's education is the key predictor of student's academic success and one of factors parents are involved in is buying scholastic materials, meals, uniforms and paying school fees(Mugima,2013). This confirms that provision of support in girls' education is important.

In relation to the above, information from the field reveals that avoiding discrimination is also essential to help the girl remain in school. Meanwhile, studies indicate that promoting gender equality ensures girls' access to quality education (UNESCO, World Atlas 2019). It argues that gender inequality in education is a major contributor of school dropout rates among girls. Thus, it recommends that parents should promote gender quality by encouraging their daughters to pursue education and cares in the traditionally male dominated fields.

The researcher discovered that provision of academic support services to learners with difficulties is vital in reduction of school dropout rates in Bushigayi Town Council. This implies that when girls having academic difficulties are provided with academic support services, they can be able to accomplish their goals in education. On the other hand, literature review indicate that "teacher student relationships characterized by warmth, trust, and open communication are associated with lower rates of school dropout among adolescent girls" (journal of educational physiology,2016). Additionally, another study emphasized the importance of teachers creating a supportive and nurturing environment for female students (Langobardic et al,2016).

The report noted that teachers who are approachable empathetic and can provide emotional support can significantly impact on education outcome.

The researcher found out that there is need for the government to give support to a girl child to help her accomplish her goal in education. Studies indicate that universal primary education often comes with policies and programs that address socioeconomic barriers to education, such as providing textbooks, uniforms, sanitary materials and meals. In addition studies indicate that universal primary education emphasizes the importance of gender equality in education challenging traditional norms and stereotypes (unterhalter, 2014).

Besides, it was discovered that there is need for girls participate in decision making. The prioritization of boys' education over girls' often demoralize girls'. Therefore, girls should also be encouraged to participate in decision making to maintain them in school.

Relatively, the researcher discovered that encouraging girls to go for higher education is essential. So there's need to support girls to go for higher education, However, studies indicate that girls who are provided with scholarships and support services are more likely to remain in school and achieve academic success(IRC, 2017).

During the field study, the researcher discovered that when girls are empowered to be leaders, it can encourage, and motivate them to remain in school. While, studies suggest that female teachers can serve as role models and mentors for girls offering guidance support and encouragement through their educational journey (sperling et al 2016).

From the field, it was discovered that girls should be given time and a safe place for doing their homework and revision. Whereas, literature review discloses that conducive learning environment promotes learning engagement (unterhalter,2014).

In the field study, the respondents disclosed that creating friendly environment for girls can help them stay in school and perhaps achieve their educational goals. However, literature review reveals that teachers can advocate for curricular and teaching methods that are responsive to the needs and interests of girls incorporating relevant and engaging content. Flexible scheduling and alternative learning options such as, distance education or part-time programs can help to accommodate the unique circumstances of girls who may face challenges in offering full-time sperling et al,2016)

CHAPTER 5:

CONCLUSIONS SUMMARY, RECOMMENDATIONS AND FURTHER SUGGESTION.

5.1 . Conclusion.

From the research findings of the study, it is clear that socioeconomic factors play a crucial role in influencing girls to make a decision of dropping out of school.

Following objective one, family back ground and structure greatly impact girls' decision to continue or discontinue with her education. Girls from families with limited financial resources feel pressured to drop out of school to contribute to their family's income.

Additionally, cultural norms and expectations within the family also influence girls' decision to drop or continue with her education. It has been noted that in some families' girls' education is regarded as less important.

The study found that the community where these girls live also influence their dropout rates. Cultural norms and societal expectations pressure girls to drop out of school to take on domestic responsibilities or marry at a young age.

It has been established that a non-supportive school environment encourages girls to drop out of school. If the school does not provide mentorship programs or scholarships, adequate and appropriate facilities for girls, it becomes challenging to them to remain school.

According to objective II, cultural norms play a significant role in shaping the educational experiences and opportunities available to girls. Deeply ingrained and traditions often perpetuate gender inequality, limiting girls access to education and other resources. Norms emphasize importance of domestic duties and care giving roles for women devaluing importance of formal education for girls.

Basing on objective III reducing girl child school dropout rates is crucial for promoting gender equality and empowering women. It is uncovered that addressing cultural and societal barriers and implementing girl's self-esteem, confidence and leadership skills can help reduce girl-child school dropout rates

From the study, it is clear that provision of access to quality education is essential. Building schools in underserved areas, improving infrastructure and providing necessary resources can help girls remain in school. Provision for conducive and supportive school climate, thus adequate and appropriate facilities, safe and inclusive learning environment and good teacher relationship have been identified as ways of reducing girls' from identified as ways of reducing good from discontinuing their education.

Offering scholarship and financial assistance to girls from low income families to help girls as fees, uniforms, books and transportation has been also established as one of the ways that can reduce girl child school drop out rates.

5.2. Summary of the Study.

Basing on the study, socioeconomic factors that influence girls to make decisions of dropping out of school have been classified in three categories, such as school, community and home related factors. However, the impact of cultural norms on the girl child education in the study indicated how the girls' education is devalued due to gender disparities and gender roles in the society. Therefore the study indicated the need for supporting girls to remain in school by providing mentorship programs, scholarships and empowering them.

5.3. Recommendations

In view of the findings and conclusions the study recommends the following.

There is need for sensitization of parents on the importance of girl child education

There is need to create awareness of the evils of early marriages and early pregnancies to adolescent girls.

There is need to create awareness on evils of gender disparities.

More female teachers should be trained to act as role models.

All teachers should be sensitized about child abuse in terms of corporal punishments, sexual abuse and discrimination.

Stakeholders should put laws and restrictions prohibiting children from going to market .Parents should be aware of these laws and restricts

There is need for parents to be sensitized on evils of sending their daughters for hawking.

There is need for creation of safe and inclusive learning environments. Ensuring that schools are safe ,inclusive and free from discrimination and harassment.

There is need for alternative education path ways, such as vocational training.

The government should put in place adequate and conducive facilities for girls

There should be provision of scholarships and finance aid for girls

Government and institutions should implement policies that address gender inequality and promote equal opportunities for girls in education.

5.4. Suggestions for further research.

The study investigated the impact of socioeconomic factors on factors influencing girl child school dropout rates in Bushigayi town council. Through this, the researcher investigated factors influencing girl child school dropout, the impact of cultural norms and ways of reducing girls from dropping out of school. However, there are areas that seem relevant to this study that were not dealt with to establish the magnitude of the study. The researcher therefore recommends other researchers to also take further studies about the topic to make the subject colourful. For example some of the research topics relating to this topic may include;

- ❖ The role of policies and programs aimed at gender equality in education.
- ❖ The influence of family structure and dynamics on girls' education outcomes.
- ❖ The role of cultural norms and traditions in preventing gender inequality and school dropout rates among girls.
- ❖ The impact of poverty and economic instability on the educational opportunities of girls.

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APPENDIX A:

QUESTIONNAIRE FOR TEACHERS

Dear respondents,

I am Nambozo Beatrice, a student of Uganda Christian University, pursuing a bachelor's degree in primary education carrying out a research about the impact of socioeconomic factors on girl-child school dropout rates in Bushigayi Town Council, Bududa District. This research is purely for academic purposes. I am therefore, requesting for your cooperation to answer the following questions. Your responses shall be treated with confidentiality and the information obtained is strictly for education purposes.

TICK OR FILL IN THE BLANK SPACES APPROPRIATELY

SECTION A DEMOGRAPHIC DATA OF RESPONDENTS

1. Sex of the respondent

- (a) Male (b) Female

2. Age of the respondent

- (a) 18-25 (b) 26-33. (c) 34- 41 (d) 42-50 (e) 51-above

3. Marital status

- (a) Married (b) Single. (c) Others

4. What is your education level?

- (a) Certificate (b) Diploma (c) Degree (d) Masters (e) Others

Section B

General knowledge

5. What challenges do you face with girl pupils in school?

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

6. Why do girl children drop out of school in primary level?

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.....
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.....

.....
7. How do girls behave during adolescent stage?

.....
8. Which days do you register a high rate of absenteeism among girls in your school?

.....
9. What do you think make these girls to be absent on these/this day (s)?

.....
10. How do girls behave in traditional ceremonies Like Kadodi, Inemba and Imbalu sessions?

.....
11. What do you think parents expect in their daughters in the age of adolescent stage?

.....
12. What ways can be done to reduce on girl child school drop out?
.....
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.....
.....

Thanks for your cooperation.

APPENDIX B:

QUESTIONNAIRE FOR P5 - P7 FEMALE PUPILS

Dear respondents,

I am Nambozo Beatrice, a student of Uganda Christian University, pursuing a bachelor's degree in primary education carrying out a research about the impact of socioeconomic factors on girl-child school dropout rates in Bushigayi Town Council, Bududa District. This research is purely for academic purposes. I am therefore, requesting for your cooperation to answer the following questions. Your responses shall be treated with confidentiality and the information obtained is strictly for education purposes.

SECTION A

TICK OR FILL IN THE BLANK SPACES APPROPRIATELY

DEMOGRAPHIC DATA OF RESPONDENTS

Sex : Male..... Female.....
Age:..... Class..... School.....

SECTION B:

1. Do you want girls to complete their education?
No /Yes
2. If yes, whom do you want to become after school?
.....
3. If no, what makes you feel bad at school?
.....
4. How do you feel when your at school?
Bad Good.....
5. Do your parents provide lunch for you at school?
No/Yes
6. Do your parents provide enough scholastic materials for you?
Yes/ No
7. Do your parents provide for you sanitary pads?
No/Yes
8. Do your parents provide a convenient environment to your doing homework?

No/Yes

9. Do your parents provide transport to and fro school?

No/Yes

10. Do your parents pay school fees for you?

No/Yes

11. Do your parents cause you to be absent at school in order to do household work and care for siblings?

No/Yes

12. What do your parents say about your performance in class?

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

13. What makes girls to perform well in school?

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

14. What challenges do you face in school?

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

15. What makes girls to drop out of school?

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

16. What challenges do you face with male teachers at school?

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

17. What challenges do you face with boys both at school and also in the community?

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

18. Do you involve yourself in traditional ceremonies like Kadodi, Inemba and Imbalu sessions?

No/Yes

19. Suggest ways which can help to reduce girls from dropping out of school.

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

Thank you very much for your cooperation.

APPENDIX C:

INTERVIEW GUIDE FOR FEMALE SCHOOL DROPOUTS

Dear respondents,

I am Nambozo Beatrice, a student of Uganda Christian University, pursuing a bachelor's degree in primary education carrying out a research about the impact of socioeconomic factors on girl-child school dropout rates in Bushigayi Town Council, Bududa District. This research is purely for academic purposes. I am therefore, requesting for your cooperation to answer the following questions. Your responses shall be treated with confidentiality and the information obtained is strictly for education purposes.

SECTION A

DEMOGRAPHIC DATA OF RESPONDENTS

TICK OR FILL IN THE BLANK SPACES APPROPRIATELY

1. Age of the respondent
(a) 7-12 (b) 13-16 (c) 17-25 (d) 26-33. (e) 34 - above
2. Marital status
(a) Married (b) Single. (c) Others
3. What is your education level?
(a) Primary (b) Secondary (c) Tertiary (d) University
4. Occupation of respondents
(a) Peasant/farmer (b) Carpenter (c) Barber (d) Security guard
(e) Bodaboda rider (f) Builder (g) Shopkeeper (h) Driver
(i) Shoeshine (j) Casual workers (h) Others

TICK OR FILL IN THE BLANK SPACES APPROPRIATELY

SECTION B

4. Did your parents use to buy for you all the school requirements like books, uniforms, pens, pencils and sets?
No/Yes
5. Did your parents use to absent you from going to school to do household activities and care for your siblings?
No/Yes
6. Did you like being at school or not?
No/Yes
7. What caused you to leave school?
.....
.....
.....

.....

8. What challenges did you get with your male teachers?

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

9. What challenges did you get with the boys at school?

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

10. How do adolescent girls behave during circumcision ceremonies?

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

11. How do low income parents think when their daughters reach in adolescent stage?

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

12. What challenges are you experiencing?

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

.....

13. What are the possible way that parents can do to reduce girls from dropping out of school?

.....

.....

.....

.....

14. What are the possible way that teachers can do to reduce girls from dropping out of school?

.....

.....

.....

.....

Thanks for your cooperation

APPENDIX D

INTERVIEW GUIDE FOR PARENTS

Dear respondents,

I am Nambozo Beatrice, a student of Uganda Christian University, pursuing a bachelor's degree in primary education carrying out a research about the impact of socioeconomic factors on girl-child school dropout rates in Bushigayi Town Council, Bududa District. This research is purely for academic purposes. I am therefore, requesting for your cooperation to answer the following questions. Your responses shall be treated with confidentiality and the information obtained is strictly for education purposes.

DEMOGRAPHIC DATA

TICK WHERE APPLICABLE

1. Sex of respondents

Male. Female

2. Marital status of the respondents

Married

Unmarried

Divorced

3. Education level of respondents

Primary

Secondary

Tertiary

University

4. Occupation of the respondents

Farmer

Civil servant

Businessman/ woman

5. How many children do you have?

Boys

Girls

6. Are they all schooling?

Yes No

If no, why are they not school?

.....
.
7. Do you provide them with books pens and pencils?

No yes

8. Do you pay school fees for them?

.....
No Yes

9. Do they have uniform?

.....
No Yes

10. What problems do you face with girl children?

.....
.....
.
Do you allow her to go to market on market days??

.....
.....
.
Do you allow your daughter to move anyhow or you restrict?

.....
.....
.
How do girls behave during circumcission period?

.....
.....
.
Do you provide your daughter with a convenient environment for revision/ doing her homework?

.....
.....
.
What possible ways do you think can help to reduce girls from dropping out of school.

Thanks very much for your cooperation.



UGANDA CHRISTIAN
UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To

.....

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. NAMBOZO BEATRICE

Of Registration Number; RJ.22/MUC/BED/027 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree : BACHELOR'S DEGREE

He/ she is required to carry out an academic research on the topic

THE IMPACT OF SOCIOECONOMIC FACTORS ON GIRL CHILD SCHOOL DROPOUT RATES IN PRIMARY SCHOOLS IN BUSHIGAYI TOWN COUNCIL, BUDUDA DISTRICT.

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

Mr. Akampurira Timothy

Academic Registrar





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UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To TOWN CLERK
BUSHIGAYI TOWN COUNCIL

*Academic Registrar
Permission granted to
to carry out an
academic research*

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss NAMBOZO BEAMIC

Of Registration Number; RT22/MUC/BED/02 pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree : BACHELOR'S DEGREE

He/ she is required to carry out an academic research on the topic

THE IMPACT OF SOCIOECONOMIC FACTORS ON GIRL
CHILD SCHOOL DROPOUT RATES IN PRIMARY SCHOOLS IN BUSHIGAYI
TOWN COUNCIL, BUDUDA DISTRICT.

and thereafter produce a well bound hard cover research report (MAROON) in color
undergraduate and three (BLACK) copies for Postgraduate students as a University
requirement for the award of a degree/diploma in the academic discipline that he / she
pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

19 FEB 2024

Mr. Akampurira Timothy

Academic Registrar





UGANDA CHRISTIAN UNIVERSITY
 A Centre of Excellence in the Heart of Africa
 MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To HEADTEACHER
 BUMAKUMA P/S



Forwarded

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. NAMBOZO BEATRICE

Of Registration Number; R.J.22/MUC/BED/027 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree : BACHELOR'S DEGREE

He/ she is required to carry out an academic research on the topic

THE IMPACT OF SOCIOECONOMIC FACTORS ON GIRL CHILD SCHOOL DROPOUT RATES IN PRIMARY SCHOOLS IN BUSHIGAYI TOWN COUNCIL, BUJUMBURA DISTRICT.

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

19 FEB 2024

Ar. Akampurira Timothy

Academic Registrar



Office of the Academic Registrar

To... HEADTEACHER
BUKIGAYI P/S



Permission granted for academic research

Dear Sir/Madam,
 Re: Academic Research
 Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. NAMBOZO BEATRICE
 Of Registration Number; RT22/MUC/BED/027 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree : BACHELOR'S DEGREE

He/ she is required to carry out an academic research on the topic
THE IMPACT OF SOCIOECONOMIC FACTORS ON GIRL CHILD SCHOOL DROPOUT RATES IN PRIMARY SCHOOLS IN BUKIGAYI TOWN COUNCIL, BUDEDA DISTRICT.
 and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.
 Thank you.

Yours faithfully,

10 FEB 2024

Ar. Akampurira Timothy
 Academic Registrar



UGANDA CHRISTIAN UNIVERSITY
 A Centre of Excellence in the Heart of Africa
 MBALE UNIVERSITY COLLEGE

Academic Registrar

To: HEADTEACHER B & T
 CARE CENTRE NURSERY
 AND PRIMARY SCHOOL.

Dear Sir/Madam,

Re: Academic Research

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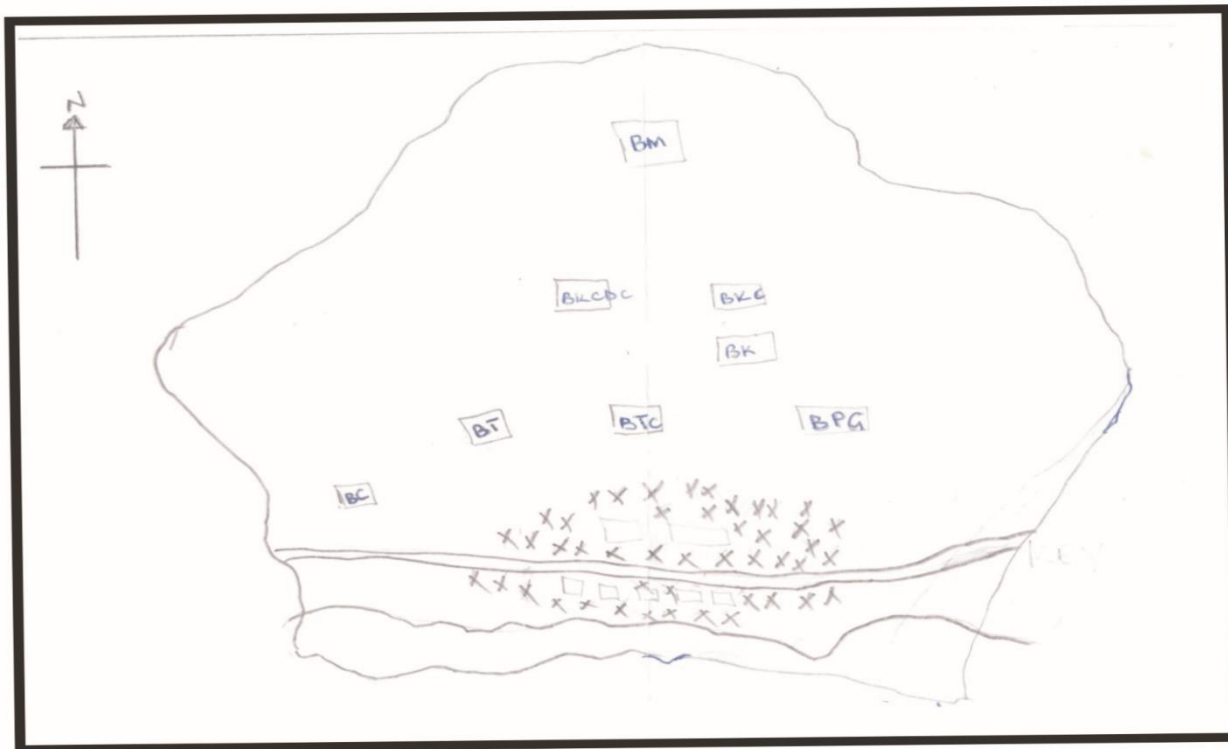
Yours faithfully,

14 FEB 2024




Ar. Akampurira Timothy

Academic Registrar

A MAP OF BUSHIGAYI TOWN COUNCIL SHOWING PRIMARY SCHOOLS.



KEY

- BC** Bukigai College
- BT** Bushigayi Town Council Office
- BTC** B&T Care centre Nursery & Primary school
- BPG** Bukigai play ground
- BK** Bukigai primary school
- BKC** Bukigai church of Uganda
-  Road
- BM** Bumakuma primary school
- BK CDC** Bugai child development centre
- XXX** Bukigai market
-  Shops
-  Manafwa river

List of primary schools in Bushigayi Town Council.

1. Bushigayi primary school
2. B and T Nursery and primary school
3. Bumakuma primary school