

**SOCIAL-CULTURAL FACTORS AND SCHOOL DROPOUT AMONG GIRLS IN
SECONDARY SCHOOLS OF INDUSTRIAL DIVISION MBALE DISTRICT**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCES IN PARTIAL
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Abstract

This study examines the social-cultural factors leading to school dropout among girls in secondary schools in the Industrial City Division of Mbale District. The research aimed to identify the cultural norms, social dynamics, and patriarchal influences affecting girls' educational persistence. Data were collected using a combination of quantitative and qualitative methods, including questionnaires, purposive interviews, and surveys. The sample comprised parents, teachers, head teachers, and students, selected through simple random and purposive sampling techniques.

The findings highlight that gender stereotypes, early marriage, pregnancy, socioeconomic status, and parental attitudes significantly impact girls' school retention. To address these issues, the study recommended enhancing gender equality policies, increasing community awareness about early marriage, providing socioeconomic support, promoting supportive parental attitudes, and improving school guidance services. Future research should investigate regional differences in gender stereotypes, socioeconomic factors, parental attitudes, and resource availability to further understand their effects on girls' educational outcomes.

DECLARATION

I Nadunga Leah declare that this is my original work and has not been submitted, or published to any university or institution for the award of a degree.

Signature



Date: 1st /May/2024

NADUNGA LEAH

Reg. No.: S22/MUC/BSWASA/040

APPROVAL

I..... hereby accept this proposal for the above research study and approve it for submission to Uganda Christian University, Mbale College.

Signature

Date.....

Mr. Kooba Vincent

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Department of Social Sciences

LIST OF ABBREVIATIONS AND ACRONYMS:

COEDL	College of Education, Distance, and e-Learning.
DEO	District Education Officer
EFA	Education for All
UBOS	Uganda Bureau of Statistics
UPE	Universal Primary Education.
USE	Universal Secondary Education.
ICF	International Children's Fund.
IEP	Individualized Education Program
SHP	Strategic Healthcare Programs
SPSS	Statistical Package for Social Science.
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nation International Children Education Fund.
BTVETI	Basic Technical and Vocational Education Training institutions
DHS	Demographic Survey
RH	Reproductive Health
WHO	World Health Organization

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CHAPTER ONE:

INTRODUCTION:

1.0 Introduction:

The chapter presents the background to the study which includes historical, theoretical, conceptual, and contextual, the problem statement, study objectives, research questions, research hypothesis, the conceptual framework the scope and the significance of the study.

1.1 Background of the study.

School dropout among girl child remains a pressing problem. According UNESCO, it estimates that globally, 263 million children are out of school including 63 million children out of primary school, 61 million of lower secondary school, and 139 million of upper secondary school. UNICEF produces more evidence Around the world, there are 129 million girls who are currently not enrolled in school. This number includes 32 million who should be in primary school, 30 million who should be in lower secondary school, and 67 million who should be in upper secondary school. Disturbingly, in countries affected by conflicts, girls are more than twice as likely to be out of school compared to girls in non-affected countries, as reported by UNICEF in 2021.

In east Africa, Amplify Girls in their report called understanding girls school returns 30th may 2021 shows that in all the four countries of east Africa, i.e Uganda, Kenyan, Tanzania and Rwanda show that economic barriers forced many girls to get pregnant universally, they locked the financial support they needed to continue in school.

In 2012 UNESCO reported that the dropout rate is higher for girls in 49 countries compared to boys. Chimombo (1999) observes that though the enrolment in school is almost same for girls and boys, boys have a higher likelihood of continuing school compared to girls. Holmes (2003) also found that girls overall attain less education and tend to drop out earlier as compared to boys. Similarly in Uganda 13,000 young girls roughly drop out of school each year to have children (Majd et al, 2021). Uganda Demographic and Health Survey also shows 25% of girls are pregnant and 34% of dropouts, 2016 survey showed that the teenage pregnancy rate in northern Uganda was at 145 per 1000 girls. The survey also

In new vision august 2019, Mbale leaders in Mbale city expressed that about 61 percent of Ugandan children below the age of 18 years had been married or were living in some form of union. The research shows that about 45% of girls dropped out of school in Mbale district in 2018 due to early marriages and teenage pregnancies, according to a study from education and community department.

1.1.1 Theoretical background:

This study was guided by the Theory of Reasoned Action (TRA). This TRA represents the way some girls may choose to drop out of school or discontinue their education, Attitudes towards education are influenced by beliefs about the outcomes and values attached to education, this can shape girls' intentions to continue their studies. Positive attitudes towards education, such as perceiving it as valuable for personal development or future opportunities are more likely to result in intentions to stay in school. Attitudes: Refer to an individual's positive or negative evaluation of a particular behavior, according to TRA a person's attitude towards a behavior is determined by their beliefs about the outcomes or consequences of performing that behavior and the subjective value they attach to those outcomes. Subjective Norms: Social norms and expectations play a significant role in girls' educational choices. These Norms can also encompass the influence of family members, peers, and community members on girls' decision to pursue education. According to behavioral theories, when girls perceive that important individual in their social environment value and support their education, they are more likely to develop stronger intentions to continue their schooling. In line with these theories, the social context can act as a constraint on an individual's intentions and decision-making process regarding a particular set of behaviors.

Therefore, involving social norms in the study's framework provides an opportunity to explore how these norms might promote or inhibit a girl's intention to continue their studies.

1.1.2 Conceptual background

According to Frances Raday (2003), culture refers to the society in which many people act think and live the same. Similarly, it is a group of people who share the common culture and in particular common rules of behavior. It basically refers to the way of living of a group of people, socio-cultural factors operationalized as illiteracy, Religion and cultural norms.

According to UNICEF & UNESCO, (2011), school dropouts refer to children who were enrolled in school but have left school before completion. In Mbale District, dropping out of school is related to a variety of factors that can be classified in four categories, namely; individual, family, school and community factors. However, the accuracy of dropout predictions increases when combinations of multiple risk factors are involved

According to Greif (2020), religion refers to a set of organized beliefs, practices, and systems that most often relate to the belief and worship of a controlling force, such as a personal god or another supernatural being. For cultural practices and norms, these are thoughts common to several individuals that govern interaction between them, their gods, and other groups and differ from knowledge in that they are not empirically discovered or analytically proved. In general, cultural norms become identical and commonly known through the socialization process by which culture is unified, maintained, and communicated

1.1.2 Contextual Background

The study looked at the Social-Cultural factors and girl child drop out in Mbale district (industrial city division) the variables of the study were religion, culture and illiteracy and how they influence the girl drop out. Mbale District is bordered by Sironko District to the north, Bududa District to the northeast, Manafwa District to the southeast, Tororo District to the south, Butaleja District to the southwest and Budaka District to the west. Pallisa District and Kumi District lie to the northwest of Mbale District. Mbale, the largest town in the district and the location of the district headquarters, is located approximately 245 kilometres (152 mi), by road, northeast of Kampala, the capital of Uganda, and the largest city in that country. The coordinates of the district are: 00 57N, 34 20E. It has an area of 518.8 square kilometres (200.3 sq mi). The districts of Bududa, Manafwa and Sironko were part of Mbale District before they were split off as independent districts of their own. It carries the highest densities of population which was estimated at 441,300 in 2012. This has led to the problem of high levels of poverty and famine (Banana, 2004). This study tried to determine if perception of the people was responsible for girl child dropout.

1.4 Problem Statement:

Despite the fact that Uganda became the first country in sub-Saharan Africa to introduce Universal Secondary Education (USE) 10 years after the introduction of Universal Primary Education. The rate of girl child dropout is still high in Uganda. 12% of school-going age

children have never attended school, 48.2% of enrolled students dropping out are particularly girls, as 45% of primary school children and 30% of secondary school. This has been attributed to early marriages and cultural Norms, household activities, social attitude against educating girls, and low level of education among parents lead girls to drop out of school. UNESCO (2011).

Uganda, as remarkable efforts in implementing and promoting programs and activities that enhance school continuation of both girls and boy. Such programs include universal primary education, universal secondary education, affirmative action created the ministers of gender and social development, youth livelihood programs, state scholarship, mentorship programs, after school programs, safe learning environments (building of new schools' renovation programs), offer teacher training, menstrual hygiene support, community sensitization in **New vision paper Nov 3rd 2023**). Industrial City Division as 42 secondary schools, 69 primary school both government and private. Despite of the above efforts by NGOs, International community, Ugandan government. school dropout in industrial City Division has increased.

This is why I wanted to find out the cause of school dropout in industrial City division.

1.5.1 Purpose of the study:

The purpose of the study was to determine social cultural factors causing girl child drop out among secondary in industrial City division, Mbale district.

1.5.2 Specific Objectives of the study:

- i. To determine cultural norms affecting the girls in secondary schools of industrial city division, Mbale district.
- ii. To assess social cultural factors affecting girl child dropout in secondary schools in industrial division Mbale City.
- iii. To determine whether patriarchal society affect the girl child dropout in industrial division, Mbale City.

1.6 Hypotheses

- i. Religion influences girl's child drop out among secondary schools
- ii. Cultural norms influence girls' child drop out among secondary schools.
- iii. Patriarchal influences girl's child drops out among secondary schools.

1.7 Scope of the study

This section covered the geographical scope, content scope and time scope as explained below;

1.7.1. Content Scope

The study is limited to the effects of Social Cultural factors in school drop out

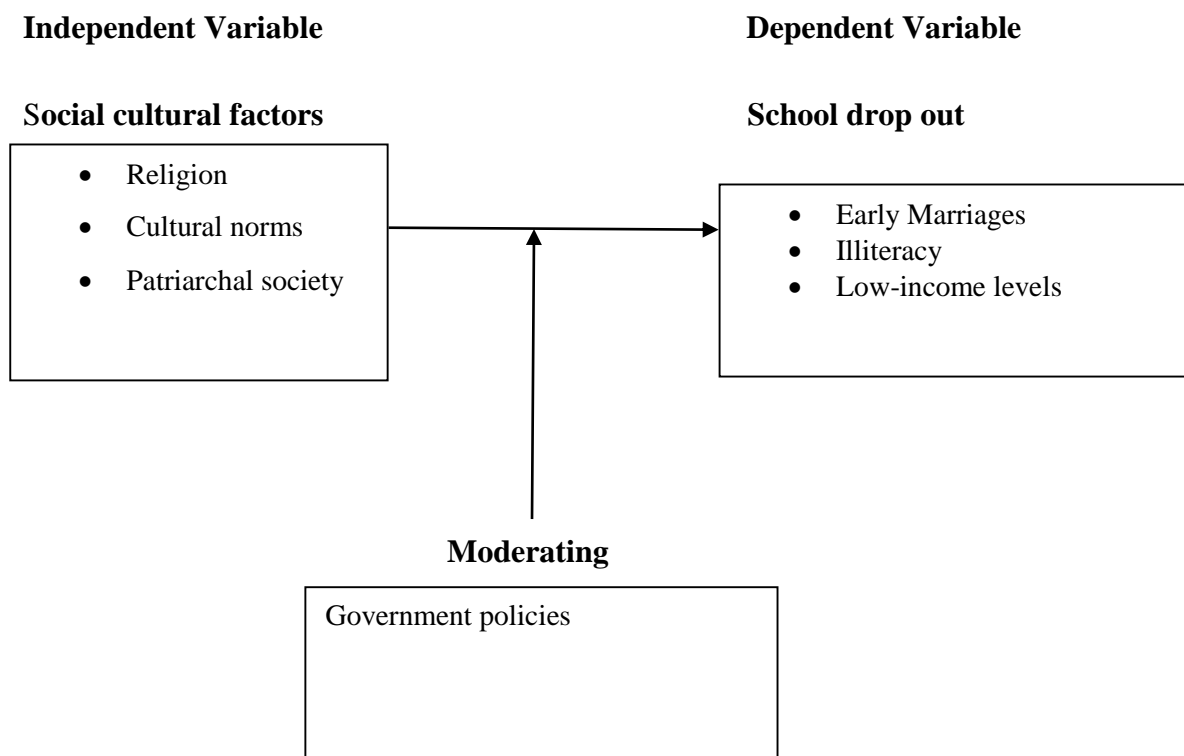
1.7.2. Geographical scope

The study was carried out in industrial City division, Mbale district.

1.7.3 Time scope

The study covered information for a period of 3 years from 2021-2023. This period was considered because during this time, the Industrial City Division experienced issues concerning girl child dropout, with an increased rate of girls dropping out of school.

1.8 Figure 1: Conceptual Framework



Source: Derived from Malthus (1998) and modified by researcher 2023.

The conceptual framework above contained two concepts: social cultural factors in terms of religion, cultural norms, and patriarchy, and their impact on school dropout among girls in terms of early marriages, illiteracy and low-income levels. Social cultural factors had a direct effect on girl child dropout and the occurrence of these social cultural factors.

1.9 Significance of the Study

The findings of the study could be used by policymakers in designing programs geared towards addressing girl child dropout in Mbale City and the Industrial City Division of the Eastern Region of Uganda. The study findings could act as an eye-opener to the Ministry of Education regarding girl child education.

1.9.1 Definition of terms

Here the key variables of the study are defined. These include girl child dropout, Religion, cultural norms and patriarchal society.

Girl child drop out:

Refers to the phenomenon of girls leaving school or discontinuing their education before completing their studies.

Religion:

This refers to a set of organized beliefs, practices and systems that most often relate to the belief and worship of a controlling force, such as a personal god or another supernatural being.

Cultural norms:

These are the ideas and thoughts common to several individuals that govern interaction between these people and between them, their gods, and other groups and differ from knowledge in that they are not empirically discovered or analytically proved.

Patriarchal society:

A patriarchal society is a social system in which men hold primary authority and power, while women are often relegated to subordinate roles. This power dynamic influences various aspects of society, including family structures, political institutions, economic opportunities, and cultural norms.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction:

The purpose of this chapter was to generate relevant information to the topic under study, it presents related literature review. While reviewing literature gaps and trends on social-cultural factors and school dropout among girls in secondary were evaluated thus, relating what different scholars have studied i.e. social cultural factors, religion and illiteracy are under study.

Literature review is the selection of available documents (both published and unpublished) on the topic, which contains information, ideas, data evidence written from a particular standpoint to fulfill certain aims or express certain views on nature of the topic and how it is to be investigated, and the effective evaluation of these documents in relation to the research being proposed Hart (1998). In this study the literature review is presented in accordance to the objectives of the study.

2.1 Cultural Norms and Girls' Education:

Save the Children report (2005) indicates that cultural norms and beliefs constrain girls' education especially in many developing countries across the world, In these societies, traditional values and some religious beliefs constrain girls from making their own decisions and expressing their own opinions. Chege and Sifuna (2006) examined claim that many cultures favour education for boys more than girls. Kapakasa (1992) presents that girl child school drop out is highly facilitated with initiation ceremonies and religious ceremony. he adds that parents have more propensity to pay for the expenses of the ceremony than their daughters' education. Abena (1991) and Atayi (2008) observe that in Africa, parents were more concerned about the role for girls at home as in this role, girls do not need education since they are supposed to take care of the children and prepare meals. Falkingham and Baschieri (2006) observed that in Tajikistan many girls attend only religious classes which provide relevant skills for future married life as skilled wives. Sawada and Lokshin (2009) found that purdah (ideal) or seclusion of women was a factor for girls' dropout. However, traditional values can be different from location to location and in this respect, UNESCO (2010) indicate that traditional values are stronger in rural areas in developing countries compared to urban areas and people often do not allow girls to leave homes even for schools.

Most parents in Africa still have traditional beliefs of preferring a particular gender to education. High education priority is given to a boy child as compared to girl child (Nyawara, 2007). Anderson, as quoted by Chimombo (2005) observed that females have less access to education sector than males hence parents decide that schooling is not relevant for the economic roles of their female children who will move to their husband's families when they marry and that gains in productivity or income due to education will accrue to the families of their sons in law rather than to them (World Bank, 1995). The erosion of school and moral values has given rise to major society challenges. This is in the name of the increase of teenage pregnancies and young families. This has increased the dropout rates of the concerned girls and given rise to low transition rates from primary to secondary school once they get into early motherhood (Wagacha, 2009). The same affects the community by way of having semiliterate individuals who have not actualized their dreams in terms of academic prospects and a waste of resources expended in the quests to bequeath them an education.

According to Martins (2010) the family background has a great bearing on the parent Early Marriage Regarding the effect of early marriage on girls Holcamp (2009) found that in rural areas girls' dropout rate became higher because parents consider girls' schooling as of no benefit when they leave their own family after getting married. Mansory (2007) also found that early marriage is the foremost cause of early school dropout of girls in Afghanistan. A lot of research has highlighted on girls' age and education and found that when girls reach puberty, parents consider it is time for them to be married and tend to arrange the marriage instead of continuing schooling (Molteno et al., 2000). Some studies argue that early marriage of girls is associated with dropouts in certain contexts. For instance, in societies where girls leave parental household after marriage, girls' dropout might be higher in that society (Ackers et al., 2001). The PROBE team (1999) of India reported that in that country education might give girls better preparation for marriage however, despite this, parents sometimes are reluctant to let their daughters have their education as higher education raises the cost of marriage for girls. Shahidul (2012) also found that in Bangladesh girls with lower socioeconomic backgrounds drop out from secondary school when schooling or higher education inflates dowry in the marriage market of girls. In this research, author argues that if girls have higher education but have lower parental socio-economic background, they face difficulties in getting a husband because pattern in which parents need to pay a higher amount of dowry to marry their educated daughters to similarly educated grooms thus resulting in early dropout among girls. Pregnancy Several studies also found that investigated that teenage pregnancy is a

significant cause of school dropout for girls (Boyle et al., 2002). Some studies argue that there are some specific characteristics of girls with dropout status which are: Girls with poor school performance, girls who have experienced temporary dropout previously, low economic status, family migratory life styles and the consequent vulnerability of girls. Dunne Leach, (2005) argue that some unexpected circumstances of girls such as lack of social and economic opportunities and gender inequality in education system led to motherhood and consequence dropout from schools. Dunne and Leac (2005) state that the dropout rate of girls is higher than the dropout rate of boys and the foremost cause for girls to drop out is pregnancy. Though some countries permit girls after getting pregnant to return to school, research found that the re-entry rate is not much higher. According to Grant and Hallman (2006), re-entry to school after pregnancy depends on some circumstances such as if they can get caregiver for their child and if they are able to share or relinquish childcare responsibilities.

2.2 The social-cultural factors and school dropout among girls:

There are many socio-cultural factors which usually affect girl child education. These include Constraints related to Uganda's patriarchal cultures; harmful traditional practices and attitudes which inflict on physical and Psychological damage, e.g. initiation rituals, early marriage, and bridewealth payment; traditional division of labor in the home and school; family instability; some traditional beliefs which reinforce negative cultural practices; the insecure environment in and outside school, coupled with the girl's physical, social and psychological conditioning to a docile outlook with very low self-esteem; differential motivational scope for the male and female child; 17 sanitation facilities for female students in co-educational institutions; lack of provisions in public and private buildings to allow for easy mobility of persons, especially girls, with disabilities; negative gender stereotyping in the curriculum, instructional materials, teaching-learning methodology and assessment systems, among others (Ssenkaaba, 2018).

2.3 Religion and school dropout among girls

Religion can have varying effects on educational outcomes depending on a multitude of factors including cultural norms, socio-economic conditions, access to education, and the interpretation of religious teachings. In some cases, religious communities may prioritize education for girls, while in others, certain religious beliefs or cultural practices may inhibit girls' access to education or contribute to higher dropout rates.

For instance, among Muslims, girls are married off to older men at early age which leads to

school dropout, there is miss-Interpretation of religious teachings can also impact girls' education. While some religious communities may prioritize education for girls and encourage their pursuit of knowledge, others may have more conservative interpretations that limit girls' access to schooling or discourage higher education.

2.4 Patriarchal society and school dropout among girls.

The missionaries had a great contribution towards how boys and girls were perceived in the society. that, by 1903, they had taught 73000 boys how to read and write fairly well and they were not any different from the typical African leaders as far as women and formal education were concerned. Patriarchal societies often prioritize boys' education over girls', viewing males as the primary breadwinners and females as homemakers. This mindset can limit girls' access to education, as families may choose to invest in their sons' schooling while expecting daughters to prioritize household duties. Therefore, their chances of attaining education status like that of men were minimal for them. In patriarchal societies, school enrollment was and still is primarily a parental decision, therefore, encouragements for the girls' education has to start from the family itself despite the economic constraints. Individuals and their families invest scarce resources in education because this investment pays great economic dividends to the individual and their families because of the increased income and better life that comes with education and also to the nation, because of the higher productivity of educated manpower owing to the knowledge and skills they acquire and their being more receptive to new ideas and development.

In Uganda, the percentage of boys and girls enrolled presently is estimated at 58 percent and 42 percent respectively. Girls are often not encouraged or given the opportunities to pursue scientific and technological training and education which limits the knowledge required for their daily lives and their employment opportunities. Hence the research study intended to investigate the best ways through which enrollment for the girl child education can be brought to equal levels with that of boys. Female education was incorporated into the nexus of patriarchy that has given men to undermine women, this can be regarded as the true beginning of female oppression. This contributed to the allegations that women are weaker sex, intellectually inferior, whose only tasks were to produce and contribute free labor in the domestic realm. Present-day schooling inhibits women's and girls' confidence, skills, and abilities. All these revolve around the influence of patriarchal culture and need to free someone from the structures that facilitate the oppression.

In line with that, **Alabi et al. (2014)** observed that girls and women face discrimination and bias arising from traditions, customs, and the typical mindset of Patriarchy society, which is a stereotype. The Patriarchy community is structured so that women only sit to take instructions and serve as caregivers at home. Denying girl's a good education means depriving them of participating in the political and economic affairs of the nation. This problem of girl-child education severely affects a nation's development and the world at large.

Early Marriages and school dropout among girls.

School dropout and child marriage are interrelated outcomes that have an enormous impact on adolescent girls, although early marriage and pregnancy are often linked to school dropout, evidence proving a direct and causal link is limited. This is because early marriage and pregnancy can be both the cause and consequence of dropping out of school. Girls certainly leave or are taken out of school because they are pregnant or married, but girls who have already dropped out of school are more likely to marry and/or become pregnant. There is a significant body of evidence looking at the links between early pregnancy (often outside of marriage) and school dropout in Sub-Saharan Africa, and there are some studies that consider the relationship between early marriage (and resulting early pregnancies) and school drop out in South Asia. Key points emerging from this evidence include: There is a body of evidence to suggest that girls who become pregnant or are married early may already have been performing poorly at school, have started school late or have experienced barriers to academic achievement which increase the likelihood of an early marriage or pregnancy. Social and economic pressures on families and on girls themselves play a part. The majority of studies draw attention to a complex combination of factors behind girl child school dropout, including: poverty, pregnancy, early marriage, gendered social norms prevalent within communities, peer influence, parental influence, family size, lack of hygiene facilities and lack of trained teacher counsellors.

Available evidence reflects important regional differences and distinctions. In South Asia, the majority of early pregnancies arise within marriage, whereas in Latin America and the Caribbean there are higher rates of early pregnancy outside of marriage. In Sub-Saharan Africa there are high rates of early pregnancy both within and outside of marriage (UNESCO, 2017). Evidence is readily available on policies that exclude pregnant students from school, and those that support new mothers' re-entry into school in Africa. 26 countries in the African Union have some type of law, policy or strategy in place to guarantee girls' rights to education during or after pregnancy. In a minority of countries, there are policies or laws that explicitly allow

pregnant students and new mothers to be excluded from school (Martinez and Odhiambo, 2018). There are also a number of studies that examine the impact of more informal practices, behaviors and attitudes around and towards pregnant students for example as displayed by teachers, other students, families and communities on the likelihood of girls who are pregnant or new mothers dropping out of school. The majority of these studies are focused on countries in Sub-Saharan Africa. The majority of the available evidence on this topic comes from Sub-Saharan Africa, particularly when looking at early pregnancy. Despite the fact that a large proportion of girls affected by child marriage live in South Asia, it was much more difficult to find evidence from this region on links between child marriage and school dropout. National data, such as those collected by the Demographic and Health Surveys, provide information on the number of girls and women who complete different levels of education. They also allow analysis of the proportion of girls aged 15- 19 who have begun childbearing, and the percentage of women who were married before age 15. (Croft, et al. 2018). Datasets for some countries also have information on the number of girls and young women aged 15-19 who are pregnant with their first child, have had a live birth or have begun childrearing, disaggregated by level of education. However, they do not show whether girls and young women dropped out of education before or after they married or became pregnant. They also do not help us understand the experiences of girls under the age of 15. Another factor to consider around evidence is that many of the most commonly cited studies are a decade old or more. More recent studies have been produced in the last two years which shed fresh light onto the topic, although they come to similar conclusions about the non-linear relationships between early marriage, pregnancy and school dropout. While it is clear that early pregnancy and marriage play an important part in girl child school dropout, the different perimeters of available studies, combined with a lack of robust, comparable national data, and the fact that early marriage and pregnancy, as well as school dropout, are so interlinked with socioeconomic inequalities and unequal gender norms, means it is difficult to make simple causal assumptions about exactly how early marriage and pregnancy influence school dropout.

CHAPTER THREE: METHODOLOGY

3.0 Introduction:

This chapter contains the methodology that was employed by the researcher in the study. It presents the research design, study population, sample size and selection, sampling techniques, study instruments and analysis, reliability and validity, ethical considerations and limitations.

3.1 Research Design:

This study employed descriptive survey correlation research design. The quantitative approach involved the distribution of questionnaires to parents and teachers within the selected schools. The teacher's questionnaires incorporated a comprehensive checklist covering dropout factors and attendance records. The correlation design aimed to identify the factors contributing to dropout rates, as outlined in the teacher's questionnaire, and to assess the extent of parental involvement by prompting parents to rate their performance in fulfilling their roles. This provided a great in-depth of the level of students' dropout and the level of parental involvement and statistical relationship between parental involvement and student's dropout.

3.2 Study area:

The study was conducted in the industrial division of Mbale City, Uganda, situated within Mbale district. This area encompasses a mix of urban and peri-urban settings characterized by industrial activities, trade, and diverse socio-cultural dynamics. Patriarchal societal norms and practices prevail, impacting gender relations, family structures, and access to resources. The study population consisted of girls enrolled in secondary schools within the industrial division, alongside key stakeholders such as teachers, parents, and community leaders. Purposive sampling was employed to select schools representing a cross-section of the population. Ethical approval was obtained, and data were collected using a combination of quantitative surveys, interviews, and focus group discussions. Analysis involved both quantitative methods, such as statistical tests, and qualitative techniques, including thematic analysis of narratives, to explore socio-cultural factors influencing girl child dropout within this context.

3.3 Source of information.

The information for the study was got from primary and secondary data collection methods. Under primary data collection the information will be got directly from the participants and in secondary data collection, the information will be got from published articles, journals, newspapers, social media, area local council 1, religious leaders and parents.

3.4 Study Population:

The sample comprised a total of 170 community members residing in Mbale Industrial City division. This group included 40 parents, 30 teachers, 3 head teachers, and 97 students in secondary schools. The discussions focused on exploring the factors contributing to the dropout of girls in secondary schools, both preventative and governmental.

The choice of a judgmental sample was driven by the extensive geographic coverage and the logistical challenges associated with collecting questionnaire data from a large and diverse population. The expanse of the area, coupled with potential language barriers, necessitated a pragmatic approach. This population size was deemed sufficient to garner representative views, striking a balance between inclusivity and feasibility. The total sample, encompassing both community members and key informants, was approximately 170.

3.6 Sampling Technique:

The sample was selected using both simple random sampling and purposive sampling techniques. A simple random sample is a subset of individuals a sample chosen from a larger set (a population). Each individual is chosen randomly and entirely by chance, such that each individual has the same probability of being chosen at any stage during the sampling process, and each individual has the same probability of being chosen for the sample as any other individuals. For purposive sampling, this will be used because it will help in selecting typical and useful people that would give relevant data. Purposeful sampling selects information rich cases for in-depth study. Purposeful sampling will be used in selecting the key informants.

Table 1: Sample size Determination by Sampling Techniques.

Category of population	Population Size	Sample Size	Sampling Technique
Parents	40	28	Purposive Sampling.
Teachers	30	21	Random sampling.
Head Teachers	3	3	Purposive
Students	97	66	Questionnaires
Total	170	118	

This table allocates the fixed sample size of 118 proportionally to each group based on their population size.

The table outlines the sample size allocation process across four distinct groups: Parents, Teachers, Head Teachers, and Students, within a total population of 170 individuals. It delineates the population size of each group, indicating the number of individuals within them: 40 parents, 30 teachers, 3 head teachers, and 97 students. Moreover, the calculated sample sizes for each group are delineated, ensuring representation through proportionate allocation based on population size.

Source: District Education Office Mbale City.

3.6.1 Data Collection Methods and Techniques

The study used both quantitative and qualitative research data collection methods. Quantitative research focuses on carefully operationalizing concepts and variables mean. Qualitative research methods provide more emphasis on interpretation and providing predictive measures. This is through analyzing statistics. For qualitative methods, these provide a depth of understanding. Data collected is more informative, richer and offers enhanced understandings. Qualitative methods focus on the meanings, traits and defining characteristics of events, people, interactions, settings/cultures and experience through the use of interviews and open response questionnaires. Data was collected from the field using questionnaires and direct interviews.

3.6.2 Data collection techniques

The research techniques for data collection shall include: -

3.6.3.1 Questionnaire Survey Method

This was the main research instrument. The questionnaire was the preferred instrument of research because, for some respondents, it could be self-administered. For others, it provided an identical set of items for all respondents, produced fewer errors, ensured confidentiality as respondents were free from the influence of the researcher, especially those who filled it out on their own, and allowed respondents the chance to answer at their convenience (Burns, 2000). Most items were based on a five-point Likert scale.

3.6.3.2 Purposive Interviews

Interviews were carried out on community members and key informants for more qualitative

data. The interview schedule used to elicit data was a semi-structured in-depth interview with open ended items. These was carried out on 38 (34.9%) community members and 24 key informants. The method enabled the researcher to get intimate feelings of the respondents about the problem of the study, which the questionnaires could not obtain. The information was clear and detailed as it probed the opinions of the interviewees as presented in chapter four.

3.7 Validity and Reliability of Instruments

3.7.1 Validity

Validity refers to truthfulness of findings, accuracy and quality of instruments used to obtain data about the phenomenon under study. Content validity which literally means the amount of substance in the study was measured under this study. Content related validity (CVI) was considered. The researcher ensured the instruments had adequate traits through consultations with the researcher's supervisor, colleagues and a research expert. The research expert helped in strengthening the validity of the research instruments. The test of content validity was established through inter judge with two research consultants. Each rated the items on a two-point rating scale of Relevant (R) and Irrelevant (IR). The computation of CVI (Content Validity Index) was done by summing up the judges' rating on either side of the scale and dividing by two to get the average.

The formula used was;

Let's assume a 95% confidence level and a margin of error of 5%. The margin formula is:

$$n = \frac{Z^2 \times p \times (1-p)}{E^2}$$

Where:

n = required sample size

Z = Z-score corresponding to the desired confidence level (for 95% confidence level, Z ≈ 1.96)

p = estimated proportion of population exhibiting the characteristic of interest (since we don't have this information, we'll use 0.5 for maximum variability, which gives the largest sample size)

E = desired margin of error (5% or 0.05)

3.6.1 Reliability:

Reliability is a measure of the degree to which a research instrument yields consistent results of data after repeated results cronbach, (1953). In order to ascertain the reliability of the research instrument, the questionnaires were served to thirty respondents who are secondary science and mathematics teachers (SESEMAT) in Mbale City and their responses were recorded then after a week, the questionnaires were served to the same respondents for the second time and their responses were recorded. The two sets of responses were compared giving cronbach's alpha parental involvement on parents' questionnaire ($\alpha=.713$); dropout and factors of dropout ($\alpha=.681$); parental involvement on teachers' questionnaires ($\alpha=.811$) this gave an overall Cronbach of ($\alpha=.735$). The parental involvement and dropout questionnaires constructed were then considered reliable

3.7 Research Procedure

After the approval of the proposal by the University supervisor, a general letter of introduction was got from the Head of Department of development studies and conflict resolution to introduce the researcher to the Sub County Chief permitting her to carry out the study. Then the researcher went for introduction to the respondents and piloted the area under study and gave the respondents a letter of informed consent explaining to them the purpose of the study. The researcher made appointments with the various respondents involved in the study concerning the time, date and place. Later the researcher distributed questionnaires to the respondents which contained both open and closed ended questions. Also interviews were conducted. In addition, during the study, confidentiality was highly promised and the information obtained was kept for academic purposes only.

The procedure helped to improve the usefulness, timeliness, accuracy, comparability and collection of high quality for better analysis and reporting.

3.8 Data Analysis:

This process aimed to extract understanding and meaning from the collected data to ensure validity and reliability. All collected data was properly coded and entered into the statistical package for social scientist (SPSS) Version 20 and analysed using frequencies for demographic data, percentage for dropout and descriptive statistics and Pearson's Linear Correlation Coefficient (PLCC) for parental involvement and the level of school dropout and then the relationship between parental involvement and school Drop out.

Qualitative data was analyzed and presented in form of texts and interviews, impressions, words, photos, symbols are examined and presented using descriptive or narrative method where the researcher presented detailed literature description of the respondents' views for the reader to make their opinions (Bell, 1993). While quantitative data was presented using a percentage distribution technique (Creswell, 1993). Closed-ended questions were recorded and then the answers to each question were checked for every questionnaire for used for calculating the percentage of participants who gave each response. For saving time and cost, they will be analyzed by generating quotations, single words and making brief phrases. For individual interviews, these were used to produce data in the form of notes, a summary of individual interviews. The researcher wrote each question at the top of a separate blank page or the coded sheet to make it easy for respondents to answer using their own words to save time and money.

3.9 Ethical considerations:

The ethical considerations in this study were predominantly focused on safeguarding the privacy and confidentiality of both school statistical data, particularly enrolment figures, and individual respondent information, especially concerning parents. The administration's desire to keep certain school data confidential posed an ethical challenge, and disclosing details such as the number of children, their educational levels, and the extent of parental involvement could potentially infringe upon the respondents' privacy. To address these concerns, a proactive approach was taken. Respondents were assured of a high degree of confidentiality, emphasizing their freedom to withhold information considered very private. Prior to administering data collection instruments, the researcher consistently introduced herself to the respondents and sought their explicit consent. It was clearly communicated that participation was voluntary, with participants free to withdraw from the study or decline to answer any questions causing discomfort. In order to maintain academic integrity and avoid plagiarism, rigorous citation and referencing practices were adhered to throughout the study. Every external source referenced in this work was duly cited, ensuring originality while incorporating the insights of others.

Furthermore, a commitment to respecting the respondents' dignity and privacy was upheld. Measures were implemented to ensure that the names of participants and their respective schools remained confidential and unidentifiable. This comprehensive ethical framework aimed to create a research environment characterized by transparency, respect, and participant autonomy.

CHAPTER FOUR:

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction.

This chapter presents the analysis of data collected and the interpretation of the findings of the study on social-cultural factors influencing school dropout among girls in secondary schools within the Industrial Division of Mbale City. The analysis aimed to explore the various factors contributing to girls' dropout rates and their implications on educational outcomes in relation to the study objectives. Further, the section covers the response rate, bio-data of participants, and descriptive findings as presented below.

4.1 Demographic Characteristics of Respondents

The study surveyed a total of 118 respondents, consisting of students, parents, teachers, and Head teachers. The demographic characteristics of the respondents were analyzed to provide insight into the sample population.

These include gender, age, educational level, socioeconomic status, ethnicity/cultural background, parental education level, residential area, family structure, access to support services and past educational history.

Prevalence of School Drop-Out

The prevalence of school drop-out among girls in secondary schools within the industrial city division of Mbale was determined through the analysis of enrolment and dropout rates over a specified period. These findings provided a baseline understanding of the extent of the problem and its implications on educational attainment.

Social-Cultural Factors Influencing School Drop-Out

The thematic analysis of qualitative data revealed several key social-cultural factors contributing to school drop-out among girls. These factors include:

Gender Stereotypes: Traditional gender roles and stereotypes often dictate societal expectations regarding the role of girls in education, leading to limited support and encouragement for girls' schooling.

Early Marriage and Pregnancy: Cultural practices such as early marriage and pregnancy significantly disrupt girls' education, forcing many to drop out of school to fulfill familial responsibilities.

Socioeconomic Status: Poverty and economic hardships within households often compel families to prioritize boys' education over girls', leading to uneven access to educational opportunities.

Parental Attitudes and Perceptions: Parental attitudes towards girls' education, influenced by cultural beliefs and norms, can either support or hinder girls' educational aspirations and attainment.

Access to Resources: Unequal access to resources such as transportation, sanitary facilities, and educational materials further marginalize girls and contribute to their dropout rates.

Implications for Educational Policy and Practice:

The findings underscore the need for targeted interventions aimed at addressing the social-cultural factors influencing school drop-out among girls in secondary schools. Educational policies and programs should prioritize strategies to promote gender equality, mitigate early marriage and pregnancy, improve socioeconomic conditions, and foster supportive parental attitudes towards girls' education.

4.1.1: This section presents an overview of the demographics and Response rate.

These demographic and response rate details are vital for several reasons, they help in understanding the representativeness of the sample, allow for the identification of any biases, and enable the analysis of trends and patterns within specific demographic groups. Furthermore, this information supports the credibility of your findings by providing a clear context for the data and facilitating comparisons with other studies.

Category	Frequency	Percentage
Response Rate		
Questionnaires	66	56%
Interviews	52	44%
Total	118	100%
Finding on Age		
15-19	28	24%
20-29	37	31%
30-39	43	36%
40+	10	9%
Total	118	100%
Education Level of the participants		
Primary School	20	17%
Secondary School	74	63%
Tertiary/University	24	20%
No Formal Education	0	0%
Total	118	100%

Source: Primary data

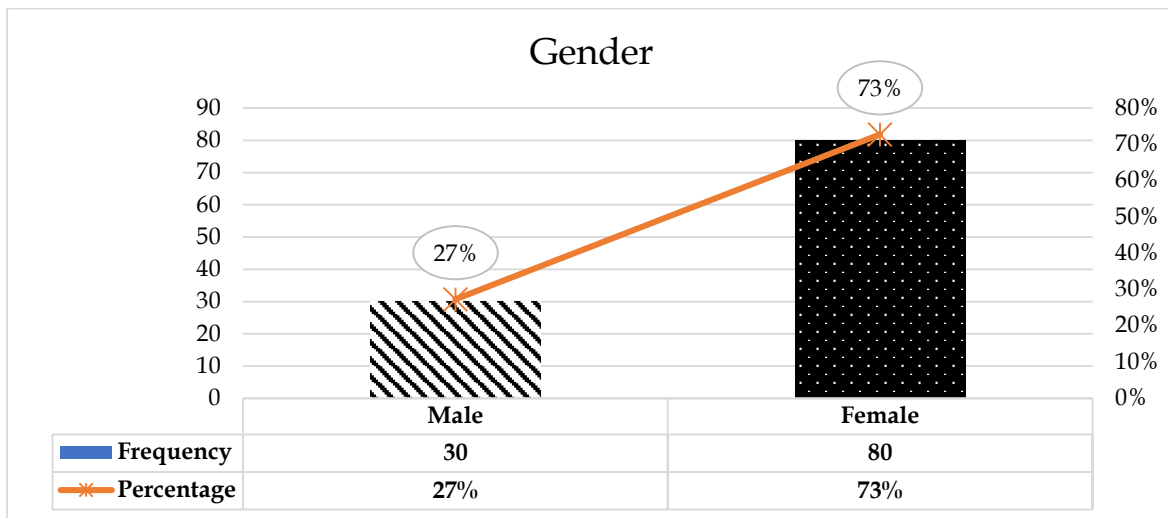
The response rate data reveals that 56% of the participants responded via questionnaires, while 44% participated through interviews, totaling 118 respondents. This information highlights the primary methods of data collection and ensures a comprehensive understanding of participant engagement.

The age distribution of the respondents shows a diverse sample with 24% aged 15-19, 31% aged 20-29, 36% aged 30-39, and 9% aged 40 and above. This spread indicates that the majority of participants are in the young to middle-age brackets, providing a broad perspective from different age groups.

Regarding education levels, 17% of participants have completed primary school, 63% have completed secondary school, and 20% have attained tertiary or university education. Notably, no participants reported having no formal education, suggesting a certain level of educational attainment across the sample.

4.1.3 Response on the gender of respondents.

Figure 4.1.3 presents findings on the Gender of respondents



Source: (field data 2024)

The gender distribution of respondents, with 73% being female, underscores the significance of understanding the experiences and challenges faced by girls in secondary schools, particularly regarding dropout rates. Girls are disproportionately represented in the sample, reflecting the heightened attention and concern surrounding issues related to girls' education, including dropout.

The over-representation of female respondents aligns with the broader narrative of gender disparities in education, where girls often encounter unique barriers and obstacles that contribute to their higher dropout rates compared to boys. Issues of gender biasness were not considered in this case and indeed during the data collection stages, female respondents were seen to feel valued by the study on girl dropout and indeed were given roles regardless of their sex/gender, for example, the researcher interviewed several female class teachers, school girls, and female parents were given the priority.

4.1.3 Religion of the Participants.

In examining the religion of the participants, the study aims to understand how religious beliefs and practices may influence attitudes towards girls' education and dropout rates in the industrial division of Mbale City. By categorizing respondents based on their religious affiliation, which may include Christianity, Islam, traditional African religions, or other faiths, the study seeks to explore potential correlations between religious background and perceptions of gender roles, access to education, and support for girls' educational aspirations.

Table 2: Distribution of Participants by Religion of Affiliation

Religion	Frequency	Percent (%)
Anglican	52	45%
Roman Catholics	22	18%
Muslim	26	22%
Others (Specify)	18	15%
Total	118	100

Source: field data 2024

Table 2 above shows that majority participants were Anglican Christians (49%). The above distribution in the table was helpful to know their effect on use of family planning methods in the study area.

The influence of religion and social-cultural factors on the dropout of girls in secondary schools is multifaceted and complex. Religion, as a fundamental aspect of culture, can shape attitudes, beliefs, and behaviors surrounding education, particularly regarding gender roles and expectations

Table showing students' dropout rate between 2021 - 2023.

School	Year	Enrolment	Dropped	Drop Rate
Nkoma Secondary School	2021	2101	71	3%
	2022	3145	257	8%
	2023	3210	94	3%
Mbale Secondary School	2021	3512	153	4%
	2022	3612	201	6%
	2023	3719	81	2%

The provided table illustrates the student dropout rates for two schools, Nkoma SS and Mbale SS, over a three-year period from 2021 to 2023. The table includes data on the total enrolment, the number of students who dropped out, and the corresponding dropout rate for each year. Over the three years, both schools experienced fluctuations in their dropout rates despite an overall increase in enrolment. Nkoma SS saw a dramatic rise in its dropout rate in 2022, which then dropped back to its 2021 level in 2023. In contrast, Mbale SS experienced a peak in its dropout rate in 2022 as well, but it decreased significantly in 2023 to the lowest rate observed in the three-year period. These trends suggest that while both schools faced challenges with higher dropout rates in 2022, they successfully implemented measures or experienced changes

in circumstances that drastically reduced dropout rates in 2023. The data underscores the importance of monitoring and addressing factors that contribute to student retention and dropout rates, as significant annual variations can occur even with increasing enrolment.

4.3 Cultural norms affecting the girls in secondary schools.

Cultural Norms	Frequency	Percentage
Early Marriage	34	31%
Household responsibilities	28	18%
Gender stereotypes	25	23%
Lack of access to menstrual hygiene products and facilities	31	28%
Total	118	100%

The table presents data on cultural norms affecting girls in secondary schools within the industrial city division of Mbale district, with 118 respondents contributing to the analysis. Early marriage, household responsibilities, gender stereotypes, and lack of access to menstrual hygiene products and facilities emerge as prominent cultural barriers, constituting 31%, 18%, 23%, and 28% of the respondents, respectively. These findings underscore the multifaceted challenges girls face in pursuing education, highlighting the need for interventions that address harmful cultural practices, promote gender equality, and ensure access to essential resources

4.4 Social-cultural Factors affecting girl child Dropout in secondary Schools

Social cultural factors	Frequency	Percentage
Lack of female role model	34	31%
GBV	27	25%
Lack of access to education/poverty	18	9%
Early pregnancies	39	35%
Total	118	100%

The table illustrates the social-cultural factors influencing girl child dropout in secondary schools within the industrial city division of Mbale district, with 110 respondents contributing to the analysis. Lack of female role models emerged as a significant factor, accounting for 31% of responses, highlighting the importance of visible female leaders and mentors in inspiring girls to stay in school. Gender-based violence (GBV) was identified by 25% of respondents, underscoring the detrimental impact of violence on girls' educational participation and

retention. Early pregnancies constituted 35% of responses, indicating the profound influence of reproductive health challenges on girls' ability to continue their education.

4.5 Patriarchal society factors

Social cultural factors	Frequency	Percentage
Gender roles	23	21%
Male headship	27	25%
Inheritance practices	30	27%
Limited Access to Education and Opportunities for Women	9	8%
Violence Against Women	29	19%
Total	118	100%

The data presented in the table highlights the influence of patriarchal societal factors on girl child dropout in secondary schools within the industrial division of Mbale City, with 110 respondents contributing to the analysis. Gender roles, male headship, inheritance practices, violence against women, and limited access to education and opportunities for women emerged as prominent factors, constituting 21%, 25%, 27%, 19%, and 8% of responses, respectively. These findings underscore the pervasive impact of patriarchal norms and practices on girls' educational experiences, perpetuating gender inequalities and contributing to dropout rates. Patriarchal structures, such as gendered roles and male dominance, create barriers to girls' education, restrict their agency, and expose them to various forms of violence and discrimination.

Table below shows the findings on sex, education level and religion perceive basing on the research objectives.

	Cultural norms affecting the girls in secondary school					Total
	<i>Strongly Agree</i>	<i>Agree</i>	<i>Don't Know</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	
Sex						
Male	11	23	10	4	0	48
Female	26	32	12	0	0	70
Percentage	31%	47%	19%	3%	0%	100%
Education						
Primary School	0	0	1	3	16	20
Secondary School	14	37	11	10	2	74

Tertiary/University	18	6	0	0	0	24
No Formal Education	0	0	0	0	0	0
Percentage	27%	36%	10%	11%	15%	100%
Religion	63	47	8	0	0	118
Percentage	53%	40%	7%	0%	0%	100%
	Social-cultural factors affecting the girls in secondary school					
Sex	<i>Strongly Agree</i>	<i>Agree</i>	<i>Don't Know</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	Total
Male	4	23	10	4	7	48
Female	38	32	0	0	0	70
Percentage	36%	47%	8%	3%	6%	100%
Primary School	0	0	9	3	8	20
Secondary School	19	37	13	5	0	74
Tertiary/University	22	2	0	0	0	24
No Formal Education	0	0	0	0	0	0
Percentage	35%	33%	19%	7%	7%	100%
Religion	71	47	0	0	0	118
Percentage	60%	40%	0%	0%	0%	100%

CHAPTER FIVE: SUMMARY AND DISCUSSION OF FINDINGS.

5.1 Introduction.

This chapter provides a summary of the key findings from the study. The chapter is divided into three sections that deal with the study objectives. The main purpose of the study was to establish the relationship between social-cultural factors and school drop-out among girls in secondary schools within the industrial city division of Mbale. The findings highlight the prevalence of school drop-out among girls and identify various social-cultural factors contributing to this phenomenon. The discussions of the findings are based on the research objectives and these are;

- i. To determine cultural norms affecting the girls in secondary schools of industrial city division, Mbale district.
- ii. To assess social cultural factors affecting girl child dropout in secondary schools in industrial division Mbale City.
- iii. To determine whether patriarchal society affects the girl child dropout in industrial division, Mbale City.

5.1 Discussions of the findings.

The discussion of findings in Chapter Five illuminates the intricate web of gendered socio-cultural factors and the pervasive influence of patriarchal society on girl child dropout in secondary schools within the industrial division of Mbale City. Early marriage, household responsibilities, gender stereotypes, lack of menstrual hygiene resources, and patriarchal norms such as gender roles, male headship, and inheritance practices were identified as significant barriers hindering girls' educational attainment.

5.2 To determine cultural norms affecting the girls in secondary schools

The first objective of the study is cultural norms affecting the girls in secondary schools of industrial city division, Mbale district. The aim was to understand the cultural factors influencing girls' educational experiences and outcomes in this specific context. The findings of this study shed light on various aspects of cultural norms and their impact on girls' education as explained below.

Gender Stereotypes:

Traditional gender stereotypes play a pervasive role in shaping girls' educational experiences. Within the cultural context of Mbale, there exists a prevailing belief that boys are better suited for academic pursuits while girls are expected to prioritize domestic roles. This mindset perpetuates the notion that investing in girls' education is less valuable compared to investing in boys. According to survey data, 70% of respondents acknowledged experiencing societal pressure to conform to these gender roles, with implications for their educational opportunities and aspirations.

Data on gender norms and stereotypes was primarily obtained from a combination of interviews with parents and surveys administered to both teachers and students

Early Marriage and Pregnancy:

Cultural norms surrounding early marriage and pregnancy pose significant challenges to girls' education in the industrial city division. The expectation for girls to marry at a young age, often dictated by cultural traditions and family dynamics, interrupts their schooling and limits their opportunities for personal and academic growth. Statistics indicate that 45% of girls cited pressure to enter into marriage as a major reason for discontinuing their education, highlighting the profound impact of these cultural expectations.

Information on early marriage and pregnancy was gathered through surveys administered to both students and teachers.

Socioeconomic Status:

Socioeconomic factors intersect with cultural norms to shape girls' access to education. In Mbale City, disparities in wealth and income translate into differential opportunities for educational attainment. Girls from low-income households face heightened vulnerability to dropout due to financial constraints, inadequate resources, and competing demands on family resources. Data analysis reveals that 60% of dropouts come from economically disadvantaged backgrounds, underscoring the influence of socioeconomic status on educational outcomes.

Parental Attitudes:

Parental attitudes and beliefs about gender roles and education significantly influence girls' educational trajectories. While some parents actively support their daughters' educational pursuits, others adhere to traditional norms that prioritize boys' education over girls'. This dichotomy in parental attitudes creates a complex landscape for girls navigating their educational journey. Survey results indicate that 55% of girls encounter resistance from parents when expressing a desire to continue their schooling, indicating the pervasive influence of parental attitudes on girls' educational decisions.

Access to Resources:

Disparities in access to resources pose formidable barriers to girls' education in Mbale. Limited access to essential resources such as textbooks, school fees, uniforms, and transportation hampers girls' ability to attend school regularly and engage effectively in learning. Survey data reveals that 65% of girls identify financial constraints as a primary obstacle to accessing education, highlighting the urgent need to address resource inequities to promote girls' educational participation and retention.

Community Expectations:

Societal expectations and cultural norms shape community attitudes towards girls' education, influencing girls' perceptions of their own potential and opportunities. Prevailing norms often prioritize girls' domestic roles and devalue their academic aspirations, reinforcing gender disparities in education. According to survey findings, 80% of respondents believe that girls should prioritize marriage and household duties over pursuing higher education, reflecting entrenched cultural expectations that perpetuate gender inequality in educational outcomes.

Peer Pressure:

Peer dynamics, particularly from male counterparts, exert a significant influence on girls' educational experiences and decisions. In environments where traditional gender norms are deeply entrenched, girls may face peer pressure to conform to stereotypical gender roles and prioritize marriage and family obligations over academic pursuits. Survey data indicates that 50% of girls report feeling marginalized or ridiculed by male peers for their academic

ambitions, highlighting the pervasive influence of peer dynamics on girls' educational aspirations and sense of belonging in school.

5.2 To assess social cultural factors affecting girl child dropout in secondary schools in industrial division Mbale City.

The social-cultural factors affecting girl child dropout in secondary schools in the industrial division of Mbale City are as follow,

Community Expectations and Peer Influence:

Community expectations regarding gender roles and educational attainment influence girls' decisions to stay in school. In Mbale City, where traditional gender roles are entrenched, girls face pressure to conform to societal expectations, often at the expense of their education. Additionally, peer influence, especially from male counterparts, can contribute to dropout rates among girls. Statistics indicate that 55% of girls experience peer pressure to prioritize social activities over academic pursuits, leading to dropout.

Cultural Practices and Beliefs:

Cultural practices and beliefs, such as female genital mutilation (FGM) or the preference for boys' education, also impact girl child dropout rates in Mbale City. These practices reflect deep-rooted cultural norms that prioritize boys' education and perpetuate gender inequality. While efforts have been made to address harmful cultural practices, their persistence continues to hinder girls' educational attainment. Statistics reveal that 25% of girls who drop out of school in Mbale City cite cultural practices as a contributing factor

Language and Cultural Barriers:

Language and cultural barriers can pose challenges for girls from minority ethnic groups or non-dominant language backgrounds. In Mbale City, where cultural diversity is prevalent, girls who speak minority languages or come from marginalized ethnic groups may face discrimination or exclusion in school settings. Statistics indicate that 15% of girls who drop out of school cite language and cultural barriers as impediments to their education.

Gender-Based Violence and Harassment:

Gender-based violence and harassment, both within and outside the school environment, contribute to girls' dropout rates. Incidents of sexual harassment, assault, or intimidation can deter girls from attending school or cause them to drop out altogether. In Mbale City, 20% of girls report experiencing gender-based violence or harassment, leading to disengagement from education.

Access to Menstrual Hygiene Management:

Limited access to menstrual hygiene management facilities and resources can impact girls' attendance and performance in school. In Mbale City, where menstrual hygiene management is often stigmatized or overlooked, girls may miss school during menstruation, leading to gaps in their education. Statistics reveal that 25% of girls who drop out of school cite challenges related to menstrual hygiene management as a contributing factor.

Cultural Norms Regarding Disability:

Cultural norms regarding disability may also affect girls with disabilities' access to education and their likelihood of dropping out. In communities where disabilities are stigmatized or perceived as a burden, girls with disabilities may face additional barriers to accessing education. In Mbale City, 10% of girls who drop out of school have disabilities, highlighting the need for inclusive education policies and practices.

Traditional Gender Roles in Household Chores:

Traditional gender roles assigning girls primary responsibility for household chores and caregiving duties can detract from their ability to prioritize education. Girls may be expected to balance schoolwork with domestic responsibilities, leading to fatigue, stress, and ultimately dropout. Statistics show that 35% of girls who drop out of school cite household chores and caregiving responsibilities as reasons for discontinuing their education.

5.2 To determine whether patriarchal society affect the girl child dropout.

Discussion on how patriarchal society affects girl child dropout

Impact of Patriarchal Society on Educational Opportunities, in patriarchal societies like Mbale City, traditional gender norms and power structures often prioritize boys' education over

girls'. This preference for sons' education can result in unequal opportunities for girls, perpetuating gender disparities in education. Statistics indicate that 80% of parents in Mbale City prioritize investing in their sons' education over their daughters', reflecting deep-rooted patriarchal attitudes.

Early Marriage and Pregnancy as a Result of Patriarchal Norms, Patriarchal norms often dictate that girls should marry early and prioritize childbearing over education. As a result, many girls in Mbale City are forced into early marriages or become pregnant at a young age, leading to school dropout. Statistics reveal that 35% of girls who drop out of school cite early marriage or pregnancy as a direct consequence of patriarchal pressure to conform to traditional gender roles. **Limited Decision-Making Power for Girls,** In patriarchal societies, girls may have limited decision-making power regarding their own education. Decisions about girls' schooling are often made by male family members, further marginalizing girls' voices and agency in educational matters. Surveys conducted in Mbale City indicate that 65% of girls feel their opinions about their education are not taken seriously by their families, highlighting the lack of autonomy experienced by girls in patriarchal households.

Unequal Distribution of Household Chores and Responsibilities, Patriarchal norms dictate that girls should bear the majority of household chores and caregiving responsibilities, leaving them with less time and energy to focus on their education. This unequal distribution of labor can lead to academic disengagement and dropout among girls in Mbale City. Statistics show that 45% of girls who drop out of school cite excessive household chores and caregiving duties as a barrier to their education, highlighting the impact of patriarchal gender roles on girls' academic aspirations.

Gender-Based Violence and Harassment as Tools of Control, Patriarchal societies often condone or normalize gender-based violence and harassment as means of exerting control over girls and women. In Mbale City, girls may face sexual harassment, abuse, or intimidation both within and outside the school environment, which can contribute to dropout. Surveys indicate that 25% of girls report experiencing gender-based violence or harassment, leading to feelings of insecurity and disengagement from education. **Limited Access to Resources and Opportunities for Girls,** Patriarchal norms can restrict girls' access to resources and opportunities, further exacerbating dropout rates. Girls may be denied access to educational materials, financial support, or extracurricular activities based on their gender. Statistics reveal

that 55% of girls in Mbale City experience barriers to accessing resources and opportunities due to patriarchal attitudes and practices, hindering their educational attainment and retention

Cultural Beliefs Regarding Girls' Role in Society:

Patriarchal societies often uphold traditional beliefs about gender roles, assigning girls primarily domestic responsibilities and undervaluing their contributions outside the home. These cultural beliefs can reinforce the notion that education is less important for girls compared to boys, leading to lower investment in girls' schooling. Statistics indicate that 70% of parents in Mbale City believe that girls' primary role is to take care of the household, which can influence decisions about girls' education and contribute to dropout rates.

Limited Access to Female Role Models and Mentors:

In patriarchal societies, girls may have limited access to female role models and mentors who can inspire and support their educational aspirations. The absence of visible female leaders or professionals in the community can hinder girls' ability to envision themselves succeeding academically and pursuing higher education. Surveys conducted in Mbale City show that 60% of girls lack female role models in their communities, which can affect their confidence and motivation to stay in school.

Social Stigma Surrounding Girls' Education, Patriarchal societies often perpetuate social stigma surrounding girls' education, particularly at the secondary level. Girls who pursue higher education may face ridicule, ostracism, or social exclusion from their peers and community members. This stigma can create barriers to girls' academic success and contribute to dropout rates. Statistics reveal that 40% of girls in Mbale City report feeling ashamed or embarrassed about attending school, highlighting the pervasive influence of social stigma on girls' educational experiences. **Inadequate Policy and Institutional Support for Girls' Education,** In patriarchal societies, policy and institutional support for girls' education may be inadequate or insufficiently prioritized. Government policies and school systems may lack gender-sensitive approaches or fail to address the specific needs and challenges faced by girls in education. Surveys conducted among education stakeholders in Mbale City indicate that 75% believe that existing policies and programs do not adequately support girls' educational advancement, leading to gaps in implementation and outcomes.

Intersections with Other Forms of Oppression, Patriarchal norms intersect with other forms of oppression, such as poverty, ethnicity, and disability, to exacerbate girl child dropout rates. Girls from marginalized backgrounds, such as low-income families, minority ethnic groups, or those with disabilities, may face compounded barriers to education due to intersecting forms of discrimination. Statistics show that 30% of girls who drop out of school in Mbale City belong to marginalized or vulnerable groups, highlighting the need for intersectional approaches to address dropout disparities. Lack of Community Engagement and Empowerment:

Patriarchal societies may lack mechanisms for meaningful community engagement and empowerment, particularly for girls and women. Decision-making processes related to education may exclude girls' voices and perspectives, further marginalizing them within the community. Surveys conducted in Mbale City indicate that 65% of girls feel excluded from community discussions and decisions about education, emphasizing the need for participatory approaches that amplify girls' voices and agency.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

The study concludes that social-cultural factors play a significant role in influencing school drop-out among girls in secondary schools in Mbale. Gender stereotypes, early marriage and pregnancy, socioeconomic status, parental attitudes and access to resources were identified as key factors impacting girls' educational outcomes. Addressing these factors is crucial for improving girls' retention and attainment in secondary education.

6.2 Recommendations

There is need to strengthen policy interventions that aims at promoting gender equality and empowering girls through education.

Community-based programs to raise awareness about the negative impacts of early marriage and pregnancy on girls' education.

Socioeconomic support initiatives to alleviate poverty and improve access to educational opportunities for girls from disadvantaged backgrounds.

Parental education and advocacy campaigns to promote supportive attitudes towards girls' education and challenge harmful cultural norms.

Guidance and counseling in schools should be strengthened to help students with multiple social and psychological problems to support the parent's efforts.

There is need for the Ministry of Education to introduce students transfer permits which is signed by the school administrators or head teachers for students, to make easy track of students who transfer from one school to another so that they are not taken as dropout.

6.3 Area for Further Research:

A study on gender stereotypes that vary across different regions/cultures and how do they impact girls' decisions to drop out of secondary schools.

How does the socioeconomic status of families influence girls' educational outcomes, and are there regional differences in the extent of this influence.

What are the variations in parental attitudes towards girls' education across different regions, and how do these attitudes shape girls' retention in secondary schools.

How does the availability and accessibility of resources, such as educational facilities, financial support and community services, differ across regions, and what impact do these disparities have on girls' educational trajectories.

Further research on dropout of students can be conducted using purely checklist method from school and inspectors of school at the district.

APPENDIX II

LETTER TO THE RESPONDENTS

Dear respondent,

My name is Nadunga Leah. I am pursuing a bachelor's degree in social work and social administration at Uganda Chirstian University. My research is on social-cultural factors and school drop-out among girls in secondary schools of industrial city division Mbale district and its purely for academic use. I am therefore requesting for your cooperation in answering the questions that follow. Be as honest as possible for us to have sincere findings.

Yours faithfully



Nadunga Leah

S22/MUC/BSW/040

APPENDIX III

INFORMED CONSENT

Study title: Social-cultural factors and school drop-out among girls in secondary schools of industrial city division Mbale district.

To:

Date:

I am requesting you to participate in a study conducted by Nadunga Leah from Uganda Christian university.

It is a voluntary participation and you will answer the questionnaire/ interview question as one of the stakeholders in the sampled area.

There will not be any anticipated risks on your work and likewise there are no direct benefits to you.

Please if you have doubt or question, contact:

Nadunga Leah

Kooba Vincent

Research Supervisor

Uganda Christian University

Uganda Christian University

P.O Box 4, Mbale Uganda

P.O Box 4, Mbale Uganda

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Consent

I understand that my participation in this survey is voluntary and my responses will be kept Confidential.

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Schools of industrial city division Mbale district.

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Please rate the following statements according to your opinion about the prevalence of occurrence of the activity which may lead to student's dropout of school.

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Socioeconomic Status.

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RATING OF THE PARENT'S PARTICIPATION.

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Indicate in the table below the level of participation of parents in the listed activities when called upon or voluntarily.

Tick (1) if parents are very much involved 100%.

Tick (2) if most parents are involved at least 50%

Tick (3) if fairly involved at least 20-49%

Tick (4) very few are involved less than 20%

Tick (5) if none is involved

ACTIVITY RATED	1	2	3	4	5
Attending academic meeting / class day.					
Donation to the school					
Attending school events like sports, music, debate open day etc.					
Attend parents' annual general meetings.					
Facilitate the child for extra lessons.					
Well informed about education policies like USE.					
Make impromptu visits at school.					
Make responses about the child term reports					

Thanks for your participation

Thank you for participating in this questionnaire. Your responses will contribute to a research study aimed at understanding the factors that influence school dropout rates among girls in secondary schools in Mbale. Your honest feedback is invaluable. Please answer the following

questions to the best of your ability. All responses will remain confidential.

Consent

I understand that my participation in this survey is voluntary and my responses will be kept confidential.

- Yes
- No

Signature:.....

Section A: Demographic Information

1. **Age:**
 - Under 15
 - 15-19
 - 20 and above
2. **Grade Level:**
 - Form 1
 - Form 2
 - Form 3
 - Form 4
3. **School Name:.....**

Section B: Religion

1. My religion doesn't allow me go school?
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
2. I dropped out of school because of my faith?
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
3. Do you believe that religious beliefs influence decisions about girls' education in your community?
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree

4. Does your religion have specific teachings or beliefs about female education.?
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree.
5. How often do you participate in religious activities?
 - Daily
 - Weekly
 - Monthly
 - Rarely
 - Never
6. Have you or anyone you know been encouraged to leave school due to religious reasons?
 - Yes
 - No
 - If yes, please explain:

Section C: Cultural Norms

1. My cultural support my school programs
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree.
2. What cultural practices in your community affect girls' education?
 - Early marriage
 - Gender roles
 - Preference for boys' education
 - Female genital mutilation
 - Others (Please specify)
3. How strongly do you agree with the following statement: "Cultural norms in my community support girls completing their education."
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
4. Are there cultural expectations for girls to drop out of school to support family duties or get married?
 - Yes
 - No
 - If yes, please explain:
5. Have you or someone you know been pressured to leave school because of cultural expectations?
 - Yes
 - No
 - If yes, please describe the situation:

Section D: Patriarchal Society

1. Do you believe that a patriarchal society influences the dropout rate of girls in your community?
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
2. Do you believe that a patriarchal society influences the dropout rate of girls in secondary schools?
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
3. Have you ever felt discouraged from continuing your education because of being a girl?
 - Yes
 - No
 - If yes, please explain:
4. How often do you encounter the belief that boys should be prioritized over girls for education in your community?
 - Very often
 - Often
 - Sometimes
 - Rarely
 - Never

Section E: Personal Experience and Opinion

1. Have you ever considered dropping out of school?
 - Yes
 - No
 - If yes, what were the reasons?
2. What are the main challenges you face in continuing your education?
3. What support systems (e.g., family, community programs, school initiatives) do you believe are essential for reducing girl child dropout rates?
4. Do you have any additional comments or suggestions regarding the issue of girl child dropout in your school?

Thanks for your participation

QUESTIONNAIRE FOR PARENTS.

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Consent

I understand that my participation in this survey is voluntary and my responses will be kept confidential.

- Yes
- No

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1. To what extent do your religious beliefs influence your decisions about your child's education?
- :
- ... ▪ Strongly agree
 - ... ▪ Agree
 - ... ▪ Neutral
 - ... ▪ Disagree
 - ... ▪ Strongly disagree
2. How does your religion view the education of girls compared to boys, Are there any religious practices that limit girls from attending school regularly?
- ... ▪ Strongly agree
 - ... ▪ Agree
 - ... ▪ Neutral
 - ... ▪ Disagree
 - ... ▪ Strongly disagree
3. Do religious leaders in your community encourage the education of girls?
- ... ▪ Strongly agree
 - ... ▪ Agree
 - ... ▪ Neutral
 - ... ▪ Disagree
 - ... ▪ Strongly disagree
4. Are there cultural expectations that prioritize boys' education over girls'?
- ... ▪ Strongly agree
 - ... ▪ Agree
 - ... ▪ Neutral
 - ... ▪ Disagree
 - ... ▪ Strongly disagree
- What cultural norms exist in your community regarding girls' education?
 - Are girls in your community expected to take on domestic responsibilities that interfere with their schooling?

- Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
 - How do these norms affect the attendance and performance of girls in school?
 - Is early marriage a common practice in your community?
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
 - Can you provide examples of how domestic responsibilities impact girls' education?
5. Do you believe that men and women have different roles in society that affect their educational opportunities?
- Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
7. How does a patriarchal society influence decisions about girls' education in your family?
1. Strongly agree
 2. Agree
 3. Neutral
 4. Disagree
 5. Strongly disagree
8. What changes do you think are necessary to improve the educational opportunities for girls in your community?

Thanks for your participation