

**Individual and Institutional Predictors of Girl Child Dropout in Selected  
Primary Schools in Namayingo District, Uganda.**

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### Declaration

I, Nafula Grace Winfred declare that this research report titled “Individual and Institutional Predictors of Girl child Dropout from selected Primary Schools in Namayingo District Uganda” is my original work. It has not been submitted to any other institution of learning for any award what so ever.

Signature..........

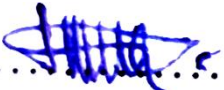
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### Approval

This research report titled “Individual and Institutional Predictors of Girl child’s Dropout from selected Primary Schools in Namayingo District Uganda” has been done under my guidance as the University supervisor and it is submitted for examination with my approval.

Signature..........

Date 

Justine Nabwire

Supervisors

## **Dedication**

This Dissertation is dedicated to my parents Mr. Oundo Agaitano(RIP) and Mrs. Jane Oundo Kimuli for their parental love, care and financial support to my Education. It is also dedicated to my husband Mr Wandera William Adriano and children; Esther, Elisha, Elizabeth, Eve-Grace and Enock for the encouragement, financial support and sacrifice you rendered me that enabled me to complete this study program

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May the Almighty God Bless you all.

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**List of Abbreviations**

CEDAW	Convention on Elimination of All forms of Discrimination against Women.
CRC	Convention on the Rights of the Child
SPSS	Statistical Package for Social Scientists
UNESCO	United Nations Educational, Scientific and Cultural Organization.
OECD	Organisation for Economic Co-operation and Development
UPE	Universal Primary Education
EMIS	Education Management Information System
UCE	Uganda Certificate of Education.
UDHR	United Nations Universal Declaration of Human Rights
LDCs	Least Developed Countries.
UNGEI	United Nations Girls Education Initiative
UNICEF	United Nations Children's Fund

## Abstract

This study investigated individual and institutional predictors of girl child in selected primary schools in Namayingo District, Uganda and was guided by objectives: To examine the individual factors influencing Girl child to dropout from primary schools in Namayingo District, To examine the institutional factors influencing Girl child to dropout from Primary schools in Namayingo District, To identify the strategies to reduce Girl child from dropping out of Primary school in Namayingo District. The study used descriptive survey design to collect data from 152 respondents who included Headteachers, teachers and girl children were selected through snowball and purposive sampling. The survey indicated that lack of school fees, females leaving school for marriage, indiscipline, and low academic performance are the key individual factors encouraging girls to drop out of primary school. The study concludes that harsh punishment for teachers who sexually abuse students, government subsidies for girl-child education, mentorship from successful women, and the involvement of NGOs and community-based organizations in the provision of education to the people are the most effective strategies for reducing the number of girls dropping out of primary school in Namayingo District. The study recommended that: Diverse education stakeholders should implement policies such as free primary education. This will ensure that girls from low-income families can attend school despite financial constraints. Parents who are found to be guilty must face legal consequences girls. In addition, the community needs to be educated on the importance of female child education. This will help to reduce the number of girls who are initiated. The girl child will have access to elementary education, as required by the Ugandan constitution. decision-making processes that seek to denigrate and exclude them There is need to provide bursaries or scholarships to students who are unable to pay their school fees.

## **Chapter One**

### **Introduction**

#### **1.1 Introduction**

This chapter presents the background to the study, statement of the problem, objectives, hypotheses, scope of the study, conceptual framework as well as definition of key concepts.

#### **1.2 Background to the Study**

##### ***1.1.1 Historical Perspective:***

Finding strategies to ensure that girl children continue their education at all levels, from pre-primary to post secondary, has long been of interest to the international community (UNESCO,2020a). With this viewpoint in mind, the United Nations published the Declaration of Human Rights in 1948, which includes the tenet found in Article 26 states: "Everyone has the right to education." The 1990 World Conference on Education for All in Jomtien, Thailand, the April 2000 World Education Forum in Dakar, Senegal, the September 2000 United Nations Millennium Development Goals (MDGs), and the 17 Sustainable Development Goals (SDGs) adopted by 193 countries in January 2016 were all subsequent international conferences. Unfortunately, despite all of these initiatives, 34 million female adolescents are not in school, missing out on the potential to acquire necessary skills for the workforce, and 2/3 of the world's 774million illiterates are female (Dawadi et al.,2020).

14.4% of young people in Europe between the ages of 18 and 24 have dropped out of elementary or primary education programs. They number around 6 million, and 17.4% of people between the ages of 18 and 24 have only completed elementary school. At the European level, Romania is among the nations with the highest rate of school dropouts, along with Malta, Portugal, and Spain (UNESCO,2020b). Between 2000 and 2016, the number of girls and women

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