

**MANAGEMENT OF RISK FACTORS OF CHILDREN WHO DROP OUT OF  
SCHOOL: A CASE STUDY OF GIRLS IN MONZE DISTRICT.**

**BY**

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**A dissertation submitted to The University of Zambia in association with Zimbabwe  
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Masters in Education in Educational Management.**

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Masaka Inonge Stella, 2018, UNZA/ZOU.

## DECLARATION

I, Masaka Inonge Stella do hereby declare that this dissertation represents my own work and that it has not been presented in any other institution of learning for any academic credit.

Signature .....

Date .....

## **DEDICATION**

This work is dedicated to my beloved children: Mwaka, Abel, Liseli and my caring husband, Justine Hamaimbo who gave me full encouragement and support as I went through this programme.

## APPROVAL

The University of Zambia/ Zimbabwe Open University approves this dissertation of Stella Inonge Masaka as fulfilling part of the requirement for the award of the degree of Masters in Educational Management.

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I am responsible for any shortcomings, errors or omissions in this study.

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## **ABSTRACT**

Many studies on school dropouts in Zambia have concentrated on the factors that influence Primary, Basic and Secondary school dropouts. Ministry of Education reports have shown that there are so many school dropouts despite the interventions and management measures put in place by the Government, Non-governmental organisations, school and community. No studies have been conducted in Monze District focusing on the management of girls who drop out of school. This study aimed at establishing risk factors of high level of drop outs among girls in two schools secondary schools, three basic schools and five villages in Monze District from grade 5 to 12 in the period 2015 to 2018. The objective were; to identify the Risk factors that contribute to the dropping out of girls, to examine the strategies that exist in schools to prevent girls drop out and to investigate the designing strategies that school managers use to involve the community to enhance students' retention.

The researcher adopted a descriptive case study design. The target population was 30 which consisted of 5 Head teachers, 10 teachers and 5 parents who were purposely selected while 10 pupils were selected using random sampling. Questionnaires, focus group discussions and semi structured interviews were used to collect data. Qualitative data was analysed thematically by categorizing related topics to the study, making themes, interpreting and summarizing them according to the research objectives. The findings of the study showed that the

school and the community still have a lot to do in order to manage the Risk factors. The major factors were three themes; to identify the risk factors that affects girls' retention in schools in Chikuni and Rusangu area, to examine management strategies that are used by schools to prevent girls drop out and to investigate the strategies that the community use to enhance girls' retention. Some recommendations from the findings are; Government should continue to sensitize girls, parents and guardians the importance of girls' education, establish colleges and skill training centres in Monze District so as to motivate girls to continue with education. The researchers has recommended for further studies on Management of Risk factors and concludes by encouraging the Government to revise the Education Reforms by including Management of Risk factors.

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## **ACRONMYS AND ABBREVIATIONS**

CAMFED: Campaign for Female Education.

DEBS: District Education Board Secretary.

EFA: Education for All.

FAWEZA: Forum for African Women Educationalists of Zambia.

MoE: Ministry of Education.

MoGE: Ministry of Education General Education.

UNESCO: United Nation Educational Science.

WECFA: World Conference on Education for All.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This chapter has presented the background to the study, Statement of the Problem, the Purpose of the Study, Research Questions and Significance of the Study.

### **1.1 Background**

Education is a very important aspect in both developing and developed countries. John Kennedy the 35th president of the United States described education as the means of developing our greatest abilities (Mitchell, 2014). Education is, therefore, about improving and satisfying needs. It is not only a means of preparing for the future, but also opens new horizons, extends freedoms and creates opportunities which come with a wide range of benefits (Watkins, S.A. Ruenda, M & Rodriguez, M. (1999). Formal education is essential to both girls and boys. Educating a girl child is very important as the popular saying goes, “if you educated a man, you educate an individual but if you educate a woman, you educate a nation” (Nyamidie, 1999). Therefore, empowering women enables them to realise the importance of sending their children to school.

The World Conference on Education for All held in 1990 stated that every person has a right to be educated to his or her fullest potential regardless of gender. The World Education Forum (WEF) held in Dakar recommended that all children especially girls must have access to complete education of good quality by the year 2015 (WCEA, 1990). UNESCO (2009) found that in 1990, for every 100 girls of secondary school age only 13 were in school. This situation showed that participation of women in the affairs of national development would be

low. It was observed that countries with smaller gender gaps in education had better indicators of social welfare. For instance, lower fertility rate, lower infant mortality rate, improved nutrition, increased life expectancy, and better opportunities for their children in the next generation are social benefits that would accrue from more female being provided with proper education. However, achieving Universal Primary Education (UPE) and Education for All (EFA) have been under serious threat due to continued high numbers of girls' dropouts, making school retention hard to maintain over the past several years (UNESCO, 2001).

Zambia is a signatory to most of the international instruments that promote the rights of children and women, the country recognises education of children as a basic human right as enshrined in Article 26 of the United Nations Universal Declaration of Human Rights. It further recognises education as a right that is also guaranteed by the policy of Education for All (EFA), the United Nations Convention on the Elimination of Discrimination Against Women (CEDAW), the United Nation Platform for Action and the Millennium Development Goals. In addition to the international instruments, major national development polices within the education sector were initiated. (Mwanza, 2010).

Despite being part of international conventions and having various policy declarations in place, the capacity of the Zambian government to articulate and implement concrete policy interventions has been an issue of concern. Hence the Ministry of General Education (MoGE) has provided policy guidelines that include stakeholders such as parents and guardians in promoting girls education. (Musonda, 2003).

In September, 1997, a conference on girl's education was held at Mulungushi International Conference Centre, Lusaka at which the then Minister of Education, the late Dr Syamukayumba Syamujaye announced that school girls who became pregnant would no longer be expelled and those who had been expelled in 1997 should be allowed to return to school (MoE, 1998). Mwansa (2011) states that the Re-entry policy launched in 1997 advocated that girls who drop out of school due to pregnancy should be readmitted after giving birth. The aim of this policy is to implement measures that would help prevent the exclusion of young mothers from furthering their education. In the event of a girl being forced out of school due to pregnancy, the Ministry of General Education (MoGE) has provided policy guidelines to assist schools and other stakeholders such as parents and guardians to ensure that the girl is enabled to complete her education.

## **1.2 Statement of the problem**

UNESCO (2005) states that school is the focal point of the education process. The role of the school is not to get children into school, but to ensure that they are in school until completion. In Zambia, the dropout rate among girls is a big challenge. In order to address the challenges, the government through the Ministry of Education and other stakeholders like Forum For African Women Educationalist of Zambia (FAWEZA) and Campaign For Female Education (CAMFED) have introduced interventions and policies such as the Re-entry policy and the provision of scholarships to vulnerable pupils to address the problems after identifying some risk factors leading to school dropout among girls so as to retain them in school. (Ministry of Education, 1996).

Despite all these efforts and commitments by the government to uphold female education in removing obstacles hindering girls' education, dropout rates among girls in primary and secondary schools have continued to increase in Zambia (Lumba, 2014). For example, in



2016 information from Monze District Education Office indicated that the rate of girls dropping out of school, in the district was very high, 38% of school aged girls were out of school. (District Education Office; Monze Report, 2016). Schools, colleges and sometimes the community use the Ministry policies to come up with ways of keeping the girl child in school yet some schools especially those in rural are still recording a good number of drop outs.

FAWEZA together with the Ministry of Education, Science, Vocational Training and Early Education has made a long term commitment to involve the local communities and schools in the promotion of girls' education but little of what there are doing is known and published. Therefore, there is a gap in literature on management of the risk factors of girls who drop out of school in rural areas, hence the need for this study. (FAWEZA, 2014)

### **1.3 Purpose of the Study**

The purpose of this study is to investigate the management of risk factors of girls who drop out of school in Chikuni and Rusangu area of Monze District.

### **1.4 Research Objectives**

1.4.0. To identify risk factors that affect girls' retention in Chikuni and Rusangu area.

1.4.1. To examine management strategies that are used by schools to prevent girls drop out.

1.4.2. To investigate the strategies that the community use to enhance girls' retention.

### **1.5 Limited of the study**

Since the study was conducted in Monze District, the findings may not be generalised to other districts of Zambia as they may be other risk factors among girls and other ways of managing them.

## **1.6 Delimitation of the study**

The study was conducted in three primary and two secondary schools. Despite the study making emphasis on factors that has put in place to try and manage girls drop out, it also investigated the attitude of girls and community towards school.

## **1.7 Significance of the study**

The findings of the study are expected to contribute to the body of knowledge on the subject of management of risk factors of girls who drop out of school in Monze District of Zambia's Southern Province. This may be very important to the Ministry of Education, Non-Governmental Organisations, and other Stakeholders interested in educational provision. It may also be useful for policy formation and solution finding.

Head teachers and teachers may also benefit from this study as they shall develop other school based measures to address issues of drop-outs among girls in their schools. The findings will also be helpful to parents especially in rural areas as they may see the need to encourage their daughters to go to school. This may in turn lead to a step towards the achievement of not only the UPE and EFA but the MDG number two as well.

## **1.8 Theoretical Framework**

The study was guided by the Social Feminism Theory and the Invitational Education Theory. The Social Feminism Theory focuses on the private and public spheres of a woman's life and argues that liberation can only be achieved by working to end both the economic and cultural sources of women's oppression (Kramarea & spender, 2000). While the Invitational

Education Theory by William Watson Purkey creates the environment in which self-concepts could be enhanced and human potential fully developed (Purkey & Novak, 1984).

Socialist Feminism theory states that women were being suppressed by male dominance in society and that the stereotypical views of a women's part in society is of becoming housewives. Poverty, marrying early and teenage pregnancies contributed to low education levels (Feminism & Education, 2014). Traditional beliefs discourage parents to make the girl child continue school. For many years what was valued for a girl child was marriage and house work and not school.

Socialist feminism theory rejects radical feminism's main claim that patriarchy was the driving force of women's subjugation to men. It saw women's liberation as a necessary part of a larger quest for social, economic and political justice. The liberation of women would only be achieved through women's empowerment and girl-child education. UN (2015) states that when more women work, economies grow, or reduction in the gap between women's and man's labour force participation, resulting in faster economic growth. Women in developing countries work more than men thereby having less time for education, leisure, political participation and self-care. Hart (1992) argued that education is important for equal valuing of knowledge, human intelligence, critical thinking and creativity so it leads to no further marginalization for men and women.

Feminists believe in expanding human choices, both men and women should be able to develop their human traits. A woman has every right to do any type of job. In addition, feminists argue that in eliminating gender stratification, laws and cultural norms that limit the income, educational and job opportunities for women (Kimberly, 2015).

Socialist feminists believe in complete eradication of all political, economic and social foundations of contemporary society. Education, work, sexuality and parenting must undergo

thorough transformation (Enns, 1997). Full participation in national development can only be achieved through increased girls' enrolment, retention and completion of their education in this way, the risk factors that causes girls to drop out of school would be managed.

Social feminist also advocate for broad change that affects society as a whole. They describe education as the only tool that can remove women oppression. It is important to note that there is a strong link between what Socialist Feminists say and the management of risk factors of girls who drop out of school because the interest is ensuring that the girl child receives education. This theory has been used because it calls for stakeholders like parents to be interested in promoting girls education just like this study tried to avail what the school and the community are doing in order to keep the girl child in school. Furthermore, the theory provided the framework for interpreting the study and reduced the dependence on personal experiences and assumptions.

Invitational Theory has the ability to identify forces that destroy potential. The theory was also used in this study to identify the Risk factors among girls in schools. The theory also states that every person and everything in and around the school adds to, or subtracts from, the process of being a beneficial presence in the lives of human beings (pupils) depending on the type of messages they transmit to the pupil. The school environment comprises five factors namely: people, places, policies, programs and processes. The five factors should be intentionally inviting in order to create an environment in which each pupil is cordially summoned to develop intellectually, socially, physically, psychologically and spiritually. The theory suggests some practical strategies for making schools the most inviting place. It examines how people (school staff and pupils) places (school) policies (school rules) programmes (curricula), and processes (methods) (Maaka & Lipka, 1996).

Invitational theory was helpful to this study in the sense that it creates a school environment which sends caring signals or messages to learners who are likely to drop out of school thereby preventing the dropping. The school is perceived in a much more positive way thereby creating an intentionally inviting school environment in which learners are given the opportunity to work freely. Though some girls come to school already exposed to risk factors leading to drop out such as family factors, community factors and individual factors and when school factors compound the existing risk factors, drop out is likely to happen. The theory also showed the researcher how some risk factors were managed through creation of an inviting school environment in which pupils feel liked, welcome and free to express themselves (Cleor & Alexander, 1992).

### **1.9 Definition of terms**

Drop-out: Refers to pupils who stop school at any given level before completion.

12 (Roderick, 1993).

Rate: The number of pupils in percentage who stop school before completion of Grade 12.

Factors: Things that contributes to someone to leave school before completion of the education cycle.

Management: The process of planning, organising, learning and controlling the efforts of Organisation members and of using all other organisational resources to achieve stated organisational goals. (Stoner & Wankel, 1986).

Risk: Students who are considered to have a high possibility of dropping out of school.

Stakeholders: Interested or affected individuals or organisation.

Re-admission: Being allowed back into school having left due to pregnancy.

### **1.10 Summary of chapter one**

This chapter presented the background to the study, statement of the problem, purpose of the study, objectives of the study delimitation and limitation to the study. Some factors which contributed to the hindrance of girls' education were highlighted in the theoretical framework and it was shown that there were inequalities of boys and girls in schools. Besides cultural beliefs made parents not to send their daughters to school.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0. Introduction**

This chapter reviewed the literature from various sources to enable the researcher know what others have done about the research topic. By reviewing various literatures, the researcher was able to identify the existing gap. The chapter present, reviewed literature from the global, African and Zambia perspective.

#### **2.1. Literature from Global Perspective**

Girls are at a high risk of dropping out of school due to early marriages, pregnancies, poverty and cultural issues. Policy and programme Managers are working hard to address the disadvantages faced by girls. UNICEF defines a child as someone who is below 18 years, therefore, is expected to be in school.

Advancement of a nation depends on female education. It is widely recognised that the social returns of female education greatly exceeds those of male education. This is because development cannot happen without the participation of women in society. There are a total of 27 million children out of school in Bangladesh, India, Pakistan and Sri Lanka. Girls are more likely to drop out from lower secondary grades than boys, this means few girls attain education. There are some similarities in the four countries in terms of the characteristics of children who are at risk of dropping out. In all the countries, rural girls have a higher risk of dropping out of school (Hallman & Grant, 2006).

Cairns (1989) found that, in the USA, females often drop out of school due to factors associated with pregnancy and girls from low-income families and the disabled are likely to drop out. Children from unemployed parents and with health problems were also found to be at risk of dropping out of school.

United Nations (2000) states that the fourth World Conference for women held in Beijing in 1995 identified the persistent discrimination against the girl child and violation of her rights and called for government concern and urgent attention. It was observed that in both developed and developing countries, dropout rate for girls were worse than that of boys especially in rural areas. It was also observed that at secondary level of schooling, the gender gap widened as a large number of girls dropped out of school than that of boys which affected the achievement of the Education for All policy.

Countries around the whole world have policies and interventions aimed at managing the risk factors and retention of students in schools. In the United States of America, a programme called Dropout Prevention Demonstration Programme and the Cola-Cola Valued Youth Program was introduced to try and increase school retention (Seideman, 2005).

Lloyd, Mete, & Grant (2009) states that in rural Pakistan, completion of primary education by girls is a problem. National enrolment of girls dropped to 43% by the time the girls returned 7<sup>th</sup> grade. Cameron (2005) conducted studies on dropout rates in the USA and Canada. It was observed that in USA national dropout rate in 2011 stood at 25% with some places like Mississippi having a high dropout of 38%.

Mansory (2007) explains in his studies that in Afghanistan, early marriage was the foremost risk factor that caused dropping out among girls. When girls reach puberty, parents consider it as time to be married and tend to arrange their children's marriages. In addition, many girls



attend only religious classes in Tajikistan which is expected to provide them with relevant womanhood skills to use as wives (Falkingham & Baschieri, 2006).

The Beijing Declaration and Platform for Action were adopted at the Fourth World Conference on Women. The Platform reflects the new international commitment of achieving the goals of equality, development and peace for women throughout the world. It also strengthens the commitments made during the United Nations Decade for women. The Platform for Action also sets out strategic objectives and explains the measures that should be adopted by Government, the international community, non-government organisations and private sector. Call to re-admitting girls who dropped out of school because of pregnancy was one of the strategic objectives discussed at this conference. The Jomtien Conference also talked of gender, equality, equity as a priority. Therefore, the World Bank being one of the many stakeholders of empowering girls and women recognised that one way of doing this was by educating them and addressing the multiple sources of disadvantages that which the girls and women face through systematic evidence based approach (World Bank, 2014).

UNESCO (2006) states that many countries have relatively high initial enrolment figures, but poor primary completion rates. This is due to continued dropping out of school making attainment of Universal Primary Education ( UPE) difficult in several countries like Bangladesh. In some parts of Asia, girls' education is not valued as they believe that girls are meant to be wives, mothers and daughters in law. Families spending on girls' education is a waste of money as they are supposed to be married off. (Nisha, 2014).

Verkuyten and Thijs (2002) examined the role of performance, peer pressure, ethnicity and gender's impact on school dropout. The study recommended that schools should be caring and supporting settings that children value and enjoy. This would help to reduce the risk factors.

Though few studies have been conducted on management of at-risk factors of girls who drop out, the following were found by Alexander (2008) in United Kingdom to be the management measures that were put in place to keep pupils in schools; interaction and involvement of the community, concerned educators and other adults, development of perseverance and optimism, improved attitude towards school, increased motivation, respectful relationship (social climate, instructional climate, school rules) relevance of curriculum and fair discipline policies.

## **2.2. Africa Perspective.**

Girl-child education has continued to lag behind in Africa. According to educational statistics of Africa girls, secondary school enrolment account only 57% of the school age girls are in school compared with 75% to boys (WCEFA, 1990). The WCEFA reports that;

*“Studies have taught us that there is no tool for developing more effective than the education of girls. No other policy is as likely to raise economic productivity, lower infant and maternal mortality, improve nutrition and promote health including the prevention of HIV/AIDS than that one for girls” (WCEFA, 1990:18).*

In Africa, many girls are not in school because schools are inaccessible, expensive or because of the traditional roles girls are expected to play in households thereby subjecting the girl child to early marriage. In Sub-Saharan Africa and in South Africa, girls start practicing sex at a very tender age (Adam, 2013).

Campaigns to try and manage girls who are at risk of dropping out of school were introduced in almost all the countries in Africa. Muyakwa (2002) in his study show that the Strategies for Advancing Girl’s Education (SAGE) project was funded by the office of Women in

Development at USAID to cover Guinea, Mali, Ghana and Democratic of Congo (DRC). The objective was to reinforce strategies to form and develop partnership across sectors that can advance girls' education and expand the knowledge base, skill and tools that provide guidance for SAGE programmes, in particular but also for other girls' and basic education programmes and activities.

Ondere (2012) found that school environment is a risk factor for girls dropping out of school in Kasalani District, Kenya. Lizettee (2000) explains that when sanitary conditions of schools are not appalling, girls are affected. If they are no latrines and hand-washing facilities at school or are in poor state girls would rather not attend school especially if they are having their monthly period. Ngales (2005) adds to this when he says girls who are old enough to menstruate need to have adequate facilities at school and normally separated from boys. If not, they miss classes till they are okay and catching up is difficult.

Hunt (2008) in his study sees dropout as a process rather than an event which is caused by more than one proximate. Studies show that Sub-Sahara Africa has the highest dropout rates. This means two in five children who start school may not reach the last grade. Dropout rate was highest in Chad (72%), Uganda (68%) and Angola (68%) but lowest in Mauritius (2%) and Botswana (7%)

A study carried out by Kinuthia (1995) in Kenya identified the following at the at-risk factors leading to secondary school dropout; poor teaching, discipline, school type, poor pupil-teacher relation, poor school infrastructure, mockery, lack of guidance and counselling programmes, poor administration, and transfers of teachers. Lack of resources such as text books, desks, blackboards have also been found to influence dropout. (Molteno, 2000) smith in his study found out that in some schools in Zimbabwe, teachers didn't prepare lessons and didn't not mark pupils books therefore, this contributed to the dropout rate.

In South Africa, a study by Modisaotsile (2012) show that challenges associated with dropping out are; poor teacher training, unskilled teachers, lack of commitment to teach, poor support for learners from home. Sexual harassment of female learners was also a problem, more than 30 percent of girls were raped at school. The study observed that formulation of school policies, aimed at creating a supportive environment by educational administrators were vital in preventing pupil dropout.

Study by Seidman (2005) show that Ghana introduced School Feeding Programmes and Capitation which is a fee-free policy aimed at providing direct funding to all public basic schools. It has removed the cost burden from parents. While Tanzania established a Child-Friendly initiative. These measures were aimed at increasing student retention.

Kasesiime (2007) found that in Uganda, the attitude of the teacher towards girls in the classroom was crucial for retention of girls in schools. It was observed that teachers who were keen on encouraging equal participation of girls and boys in class increased the completion rate of girls' education in secondary school. It was also discovered that teachers who when sensitized to change any negative attitude towards girls education and adopted new methods of promoting equality in class had a great impact in the performance and retention of girls in school. The study recommended that schools should be caring and supporting to help reduce the risk of dropping out.

Botswana philosophy on education says education is a fundamental right. The aim of the education system is make sure students who complete junior secondary are able to access their own achievements and capabilities in pursuit of appropriate employment and further education. Therefore, the purpose of school is to prepare students for useful productive life in the real world. In order to fulfil the education for all policy and increase retention rate especially that of girls, the Ministry of Education and Skills Development has introduced

management interventions such as, Pastoral Care Programmes, Back to School, Circle of Support and Child-Friendly School. (Republic of Botswana, 1994)

Study by Ainsworth (2005) show that in Tanzania, girls drop out is high because distance to school is longer. In rural areas, there are no road and vehicles hence children have to walk long distances through dangerous forests which consequently affect their performance.

Among the Masai people of Tanzania and Kenya, circumcision is said to be a rite of passage into womanhood. Once the girl get circumcised, they drop out of school and get married because among the Masai, women are traditionally valued on the basis of how many children they can produce and not by how educated they might become. (Osulah, 2007)

In some parts of Africa, parents fear to take their children to school for fear that their minds could be corrupt because of the time they spend with boys. (Hari, 2014)

UNESCO (2010) reports that in Ghana pupils failing to pay school fees was one of the risk factors that caused girls to drop out of school. Measures like free education were introduced therefore, retention was enhanced by identifying children at risk of dropping out and attending to the factors that contribute to their chances of dropping out.

In Botswana, pregnancy is the number one reason why girls dropout of school especially among the lower socio-economic families. Girls who get pregnant while at school were often rejected, labelled as useless, a burden, perceived as sinful and then sent away from home. (Botswana Education Statistics, 2007).

In Africa, The Forum for African Educationists (FAWE, 1995) estimated that 20% of the girls who dropped out did so due to pregnancies and that in Kenya, it is estimated that between 8,000 and 10,000 girls drop out of school every day due to pregnancy. This indeed poses a great challenge to the society. Stakeholders felt that some programmes to look into

the affairs of young mothers should be put in place so as to help them cope with life because of the permanent change they underwent of parenthood, which often came with great changes that needed maturity. These challenges came in different forms and as such posed great risk of success for young mothers (Bayona & Kadji, 1996).

In Kenya, the government has directed School Heads to come up with strategies on how to keep the girl child in school. They direct schools to counsel the affected girls and their parents. In practice, some School Heads stressed the importance of student mother support groups, mentorship programmes and bringing in outside speakers with personal experiences on early pregnancies or marriages. Literature also shows a failure to adequately counsel the effected girls and their parents. Further, a lack of legal backing made the policy weak and unenforceable (Wanyama & Simatwa, 2011).

Molosiwa and Bernard (2012) asserted that there was no mechanism to follow up on or keep track of girls who dropped out of school. Consequently, girls were left on their own of their parents' initiative to find a new school. Further, there was no legal backing to the Re-entry policy and the Ministry of Education in Botswana had not expended much effort in disseminating the policy to schools or promoting awareness among communities. As a result, knowledge about the Re-entry policy was low within the education sector and within communities, a situation similar to that of Zambia.

Hakieklimu (2007) in his study found that the dropout rate in Tanzania has declined significantly since the implementation of UPE in 2002 though with a slight upward trend in 2008-9 of 3.70% up from 3.20 in 2006-7. Firstly, there was a political and budgetary focus on UPE and completion rates with compulsory enrolment of all children from 7 upwards including over age children not in school. Secondly, education was devolved to the regions with a community approach to education from the village upwards. Thirdly, learning was

made more beneficial to young children and lastly, alternative forms of education exist for out-of-school and over age students and over age students were made.

With the adoption of Sustainable Development Goal 4, governments pledged to eliminate gender disparities and ensure that every child is in school and learning by 2030. Yet one out of eight children between the age of 6 and 15 are denied a basic education and girls are the first to be excluded. More than 63 million girls are out of school and data suggest that the number is rising (UNESCO Institute Statistic, 2015).

Apart from the government, other stakeholders like Non-governmental organisations play an important role in the campaigns using a variety of methods. Therefore, the success of the campaigns can be attributed to the combined efforts of many organisations, which are complimented by the government. Considering the positive achievements of these campaigns, the government and other stakeholders are urged to come up with measures which will sustain what has been achieved. It should be noted that campaigns of this nature can yield more positive results if the cultural beliefs that hinder the girl-children from advancing in their education are addressed.

Mwanza (2010) in her study revealed that in Zambia there are disparities between boys' and girls' education in that, there are high dropout rates among girls at both primary and secondary schools. It was found that some girls drop out of school due to domestic chores, poverty, early marriages, pregnancies, cultural practices and HIV and AIDS. Therefore, there was need to address negative attitudes and cultural beliefs that hinder the education of a girl-child. Many international conferences are suggesting that educating girls is one of the ways of achieving gender equality in education thereby helping in achieving Education for All. In Zambia, with many economic and social problems, this is a pertinent issue thereby making dropout high from grade five onwards. Maimbolwa, Sinyangwe & Chilangwa (1995) explain

that in Zambia, there was a steady attrition of girls relative to boys over the twelve years of primary and secondary school such that by Grade 12, female students accounted for only 35% of the enrolment.

Dropping out of school in Zambia is an educational and social problem as it is a drawback to the national development goal and vision 2030. In 2011, there were 12,285 teenage pregnancies among school going girls. (MoE, 2014.) Mwaba (2014) found that the main factors for girls failing to attain education was poverty and parents failing to pay school fees, pregnancies and early marriages. Girls were made to stay home while boys remained in school.

Zambia was among the international community that attended both the Jomtein and Dakar Conferences to discuss the achievement of Universal Primary Education, eliminate gender disparities in schools and attain gender equality at all levels. The United Nation developed strategic objectives to ensure equality education for all girls, to build political and resource commitments for girls' education, end gender gap and eliminate gender bias (UNESCO, 2002).

The girl-child campaign in Zambia started about 1996 soon after the Fourth World Conference on Women held in Beijing in 1995. Analysis of Zambia's total population in 1996 was estimated at 9.5 million of which about 51 percent were females. Despite the predominance of female, gender imbalances which did not favour women existed in Zambia's socio-economic, cultural and political spheres (Chishimba, Musonda & Peggy, 2013). In view of the agreement made at Jomtein, 1990 and Dakar in 2000, the Ministry of Education has put in place measures to try and work on the risk factors of girls who drop out of school (UNESCO, 2000).



Issues prevailing in girls' education in Zambia especially in rural areas are; high absenteeism and poor retention. The low demand for education is partly due to poverty. Even when education is free, parents still incur other direct costs such as pen, pencils, books, uniforms and miscellaneous school charges. As a result, there is high absenteeism leading to drop out (Mwanza, 2010).

Musonda (2003) in his study states that BESSIP was the first comprehensive programme which aimed at increasing enrolment at grade 1-7 by reversing the decline in enrolment, providing access to education for all eligible children, reducing school costs for parents, enrolling children who dropped out or had never gone to school and offering more bursaries to vulnerable children.

Since pregnancy was a major cause for girls' dropping out of schools, the Government of the Republic of Zambia introduced the Re-entry Policy in 1997. Before the Re-entry policy was introduced, the policy that was in place never allowed girls to go back to school after delivery, they were expelled. While the boy responsible for the pregnancy continued. But the Re-entry policy allows the girls who fall pregnant to return to school after delivery. The MoGE has provided policy guidelines to assist schools and other stakeholders such as parents and guardians to ensure that the girl is given an opportunity to complete her education (Ministry of Education, 2004).

MoE (2010) states that, at the point of withdrawal from school, parents and school administration sign an agreement stating that the girl will re-enter no later than one year after giving birth. Guidelines produced by the MoE in 2004 further specify that girls should remain in school until the seventh month of their pregnancy unless advised to leave school earlier by a doctor (researchers found no evidence of this actually happening). The schools are involved in submitting paper work that documents the withdrawal, pregnancy and other information to

the Ministry of Education. Thus, there is some basic tracking or at least documentation system in place of the affected girls. The Re-entry policy suggests girls should re-enter at a different school but allows them to remain at their original school should they choose to do so. Further, repeat pregnancies are not grounds for permanent expulsion. However, further details are not provided on how to handle them. Pregnancy screening every term is also common practice and is suggested as part of managing the risk factors.

Chishimba et al (2013) in their study say that in relation to the girl-child education awareness, different strategies were used by the Government and Non-governmental organisations to redress the existing gender disparities for example, the 50-50 enrolment policy which expected schools by law to enrol equal numbers of girls and boys at grade 1, 8 and 10 and the turning of some boys only schools into Co-education high schools.

To improve access and retention of the girl child, the Government introduced The Programme for the Advancement of Girls' Education (PAGE). The programme was supported by UNICEF, CIDA and NORAD, and it had three objectives, the first was promoting and creating public awareness of the importance of girls' education and empowerment at national level, within the framework of the Education for All programmes and Convention on the rights of the child. The second was supporting the Ministry of Education in monitoring and analysing data on girls' education and the third one was implementing specific interventions that directly impact on access, retention and achievement of girls in selected schools (Muyakwa, 2002).

Another management of risk factors that was promoted was advocacy and sensitisation. This intervention was aimed at creating policies that promote an enabling environment for the education of children especially girls. It also focuses on strategies and activities to sensitise

the community that is, parents, teachers, administrators and pupils to change negative attitude towards girls' education (Chishimba et al, 2013).

Since 2010, FAWEZA in collaboration with the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) opted to involve the communities and schools in the promotion of girls' education but there is a gap because little of what schools and communities have come up with to manage the risk factors is known and recorded (FAWEZA, 2014).

The available literature in Zambia show that many studies related to school dropout that has been done concentrated on factors influencing girls drop out but little has been done on Management of the risk factors among girls in schools hence there is a gap and attracted study in Monze District. It should be stated that the study by Ondere was purely quantitative in methodology and was little supposed by qualitative input. Therefore, this study employed a pure qualitative approach. Ondere had no room for probing in order to have in-depth information because the nature of study required a lot of dropout among girls. Hence, this research used interview guide for Head teachers and parents, questionnaires for teachers and focus group discussion for students. Furthermore, Social Feminism which encourages equality for both men and women was used. It advocates for change which can only be achieved through change of institution such as education in the way drop out among girls can be reduced.

#### **2.4. Summary of Literature Review**

This Chapter discussed the Management of risk factors of girls who drop out of school globally, in Africa and Zambia. It looked at the factors that influence dropping out and the measures taken to reduce dropping out.

It was revealed that in Zambia, there are disparities between boys' education and girls' education in that there are high drop-outs among girls at both primary and secondary schools. It was found that some girls fail to continue with their education due to domestic chores, early marriages or them becoming pregnant. Therefore, there is need to address negative attitudes and cultural beliefs that hinder the education of a girl-child in order to encourage the full participation of girls in schools.

Many International Conferences are suggesting that educating girls is one of the ways of achieving gender equality in education thereby helping in achieving Education for All in primary and secondary schooling. In Zambia, with many economic and social problems, this is particularly a pertinent issue.

The Re-entry policy was introduced to encourage girls who drop out of school to get back to school, PAGE and FAWEZA were introduced to help the vulnerable children especially girl with school fees and other school requirements.

However, since the Ministry of Education and FAWEZA opted to include parents in the affairs of educating a girl child, parents together with the school have come up with they own Management of the Risk factors.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0. Introduction**

This chapter discusses the research methodology the researcher shall use in finding out the management of risk factors of girls who drop out of school. The chapter presents the type of research design to be used, study area, study population, sampling techniques, instruments for data collection, procedure for data collection and data analysis that shall be employed in the study. The chapter will also address ethical issues to ascertain the consents. The chapter ends with a presentation of the ethical considerations.

#### **3.1 Research design**

This study will use a descriptive survey design. Collis and Hussey (2003) describe descriptive research as research which describes phenomena as they exist, it is used to identify and obtain information on the characteristics of a particular problem or issue. Since the researcher seeks to understand the phenomena in the light of the managers' strategic programmes in managing girls drop out, hence this design. The qualitative approach was used to seeks for understanding of phenomena in context-specific settings, such as "real world setting) where the researcher does not attempt to manipulate the phenomenon of interest (Patton, 2001: 39). A qualitative research approach was also employed because it allows detailed investigation of issues, deals with human experiences and is suitable for sensitive issues that might require probing for more information (Guba, 1981).

#### **3.2. Study Population**

The target population is an entire group of persons or elements that have at least one thing in common (Chabala, 2014). The target population for this study was comprised of three

primary schools, two secondary schools (one girls and one co-education school), that is, girls' pupils, teachers, head teachers and parents in Monze District.

### **3.3. Study Sample**

The sample size for this study included 10 pupils, 10 teachers 5 Head teachers and 5 parents. In total the study sample size comprised of 30 respondents. Sandelowski (1995) also points out that determining adequate sample size in qualitative research is ultimately a matter of judgment and experience on the part of the researcher, and researchers need to evaluate the quality of the information collected in light of the uses to which it shall be put. Therefore, in this study the sample size (n =30) is suitable for the qualitative research.

### **3.4. Sampling Technique**

Since this is a qualitative research, non-probability sampling techniques was used to come up with the sample size. Purposive sampling shall be employed to select teachers. According to Palys (2008), Purposive sampling also referred to as judgement, selective or subjective sampling is a non-probability sampling method that is characterised by a deliberate effort to gain representative samples by including groups or typical areas in a sample. The researcher relies on his/her own judgement to select sample group members. Purposive sampling is mainly popular in qualitative studies. Palys (2008) further contends that it is synonymous with qualitative research. Palys (2008) also observes that the sampling being investigated is quite small, especially when compared with probability sampling technique. In this study, purposive was used to select Head teachers, teachers, pupils and parents.

### **3.5. Instruments for Data Collection**

Different instruments were used to collect information from the participants. The research instruments that were used were: Observations, semi-structured interviews, document analysis, and focus group discussions (FGD). Additionally, a voice recorder was used as a supplementary to the interview guide. The procedure, purpose and merits of each instrument in this section are explained below.

### **3.6. Data Collection Procedure**

The study was conducted within a given period of time. Data was collected through, observations, interviewing head teachers and parents, giving questionnaires to teachers followed by Pupil Focus Group Discussions. Focus Group Discussion is a form of qualitative research method in which a group of people are asked about their perceptions, opinions, belief and attitudes towards a product, service, concept, advertisement, idea or packing. Questions are asked in an interactive group setting where participants are free to talk with other group members (Collind, Jill, Hussey, Roger, 2009). Palys (2008) defines interviews as discussions usually one-on-one between an interviewer and an individual, meant to gather information on specific set of topics. Interviews can be conducted in person or over the phone.

This study also used document analysis. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic and analysing documents, incorporates coding content into themes similar to how focus group or interview transcripts are analysed (Administration Methods, 2010). The interview method was used to collect data from the head teachers and parents while questionnaire were used on teachers.

### **3.6.1. Observations**

Observation method is known for eliminating subjective bias and, “the information obtained under this method relates to what is currently happening; it is not complicated by either the past behaviour or future intention” (Kothari & Garg, 2014, p. 9) (McMillan & Schumacher, 1993). Observation as a data collection method for this research targeted the whole school set up. I particularly observed the kind of activities in the school that promote girls education, how the school involve the community and how other stake holders like Non-governmental organisations are involved. This was done by looking at their programmes and the things that the school and other stake holders contribute to girls’ education and how there are distributed. The conditions of classrooms, bathrooms and toilets meant for girls were also observed. This method was used to supplement evidence given by the respondent.

### **3.6.2. Interviews**

Data was collected using semi-structured interviews. Direct personal interviews were conducted to enable easy control of the sample and minimize missing returns from participations (Kothari & Garg, 2014). Data collected by this method is fairly reliable with ‘completeness and accuracy’ (Francis, 2004, p. 14). Thus, conducting interviews in this case helped in understanding of information provided. Talking to participants also helps to establish participant’s beliefs and attitude towards the topic. To enhance trustworthiness of qualitative results, audio-recording of interviews was done. In this study, key informant interviews were conducted with Parents from five different villages and Head teachers from five different schools. These provided information on what the community, schools and other stake holders are doing to manage the risk of girls dropping out of school. The interventions came out clearly because what each group was doing was well tabulated.



### **3.6.3. Questionnaire**

The questionnaire was used to collect data from teachers. Orodho (2009), recommended the questionnaire as an effective instrument that had the ability to collect a large amount of data in a reasonably quick space of time. In addition, the questionnaire has privacy. This encouraged respondents to express themselves freely. The instrument comprised closed questions confidentially was upheld and saved time.

### **3.6.4. Focus Group Discussions**

Focus Group Discussions was used to pupils as key informant. The discussion consisted of 2 pupils per school and they were asked to mention the risk factors and what the community (parents) and the school are doing to keep the girl child in school. Focus group discussions are also advantageous in qualitative research because varied opinions on the topic can be obtained from the respondents. McMillan and Schumacher (1993) recommend that focus group discussion is used in a qualitative research as a data collection tool because it simultaneously solicits for opinions and experiences of participants.

### **3.6.5. Data Analysis**

Any written documents that were provided that showed the tabulated rate and management of girls drop out were analysed. Data was classified in major themes and sub themes and critically analysed. The method of organising the analysis by research questions was employed. Qualitative data was analysed by coding emerging themes and was subjected to the Interpretative Phenomenological Analysis (IPA) which involved the coding of emerging themes. Creswell (2007) defines an Interpretative Phenomenological Analysis (IPA) as an experimental qualitative approach to research in social science concerned with trying to understand lived experiences and how participants themselves make sense of their experiences. He further asserts that the main aim of IPA is to explore in detail how

participants make sense of their personal and social world. Thus, IPA and mainstream psychology converge in being interested in examining how people think about what is happening to them but diverge in deciding how this thinking can best be studied. According to Creswell (2007), IPA is a suitable approach when one is trying to find out how individuals perceive the particular situation they are facing.

IPA was used in this study because it is suitable for qualitative small samples and this study used a qualitative small sample of 30 participants. IPA was also used because it was suitable for the researcher to analyse how participants of the study perceived and made sense of things happening to them in relation to the effectiveness of the management perspective. This study using the IPA qualitative approach, sought to explore how participants of the study made sense of their lived experience concerning the management of the risk factors of girls who drop out of school. Cohen (2013) states that this was a very clear useful way of organising data as it drew together all the relevant data for the exact issues concerned to the researcher. In this approach, all the relevant data streams (interviews, questionnaires and focus group discussions) were collaborated to provide a collective answer to the research question.

### **3.7. Trustworthiness**

Data was analysed to generate specific ideas from different episodes then it will be analysed horizontally to generate general themes. In order to ensure trustworthiness in the study, the themes after data analysis emerged and subjected to expert review to determine whether they were in line with recordings and recognizable (Merriam, 1998).

### **3.8. Ethical Consideration**

Ethical considerations were taken into account in this study. All the data collected was strictly treated as confidential and not used for any other purpose other than the intended one.

Consent was sought from the respondents and the researcher ensured that the respondents voluntarily participated in this study and maintained an open and honest approach to the study. The names of the participants were protected and kept confidential and if the participant wished to withdraw, they were free to do so. The researcher also sought an introductory letter from the University so as to enable the researcher collect data.

### **3.9. Summary of Chapter three**

This chapter presented the methodology used to collect data and justification for method used was given. The chapter also explained in details the meanings of the research instruments and how they were being used in data collection.

## CHAPTER FOUR

### PRESENTATION OF THE RESEARCH FINDING

#### 4.0 Introduction

This chapter presents the findings of the study on school management of risk factors of girls who drop out of school in Monze District, in Southern Province of Zambia using the research objectives as follows: To identify risk factors that affect girls' retention, to examine management strategies that are used by schools to prevent girls drop out and to investigate the strategies that the community use to enhance girls' retention.

It was discovered that there are four risk factors that influences dropping out of school among girls. These are; School-related risk factors, Student-related-risk factors, Family/Community related risk factors. The risk factors are first tabulated then how they are managing then will later follow. In order not to identify the participants, the alphanumeric characters HT1 (Head teacher 1), ST1 (Subject teacher 1), P1 (Parent 1) and FGD1 (Focus Group Discussion 1) are used as shown in Table 4.1 below.

#### 4.1: Alphanumeric Symbols used to identify Various Participants in this Study.

**Table 1: Alphanumeric Symbols used to identify Various Participants in this Study at Chikuni Girls secondary school**

Symbols used
School number 1
HT 1
ST 1
PT 1
FGD 1

**Table 2: Alphanumeric Symbols used to identify Various Participants in this Study at Chikuni Basic School**

<b>Symbols used</b>
School number 2
HT 2
ST 2
PT 2
FGD 2

**Table 3: Alphanumeric Symbols used to identify Various Participants in this Study at Charles Lwanga Basic**

<b>Symbols used</b>
School number 3
HT 3
ST 3
PT 3
FGD 3

**Table 4: Alphanumeric Symbols used to identify Various Participants in this Study at Chiyobola Basic**

<b>Symbols used</b>
School number 4
HT 4
ST 4
PT 4
FGD 4

**Table 5: Alphanumeric Symbols used to identify Various Participants in this Study at Rusangu secondary school**

<b>Symbols used</b>
HT 5
ST 5
PT 5
FGD 5

#### **4.2. Identify the Risk Factors among Girls who Drop out of School in Monze**

The first objective sought to Risk Identify factors among Girls who Drop out of School in Monze District and the following responses emerged.

##### **4.2.1: Views of Head teachers**

It was found that some girls drop out because they do not want to be taught by male teachers or fail to abide to school rules.

HT1 explained that;

*“Girls fail to cope with school rules and punishments. Sometime, they fail to concentrate because most girls have difficulties in subjects like Mathematics and Science, and find difficulties being taught by male teachers and having boys as classmates, they feel shy to say anything in class.”*

HT2 explained that;

*“We have so many reports of girl children expressing how uncomfortable they feel being taught by male teachers. Others prefer staying home to being taught by a male teacher.”*

Some schools do not have enough infrastructure and book racks as a result, boys and girls are forced to share sittings

HT2 explained that;

*“Being in a crowded classroom room is a risk factor for girls, they end up dropping out because they do not want to squeeze especially with boys.”*

This research discovered that in this part of Monze, early marriage is still being practiced. There is a strong societal pressure in, many parents see the girl child as a source of wealth. Most of them always want to get something out of girls when they just attain puberty because marrying her off can bring many animals.

HT 4 said;

*“Pride of the people in Tonga land is having so many cattle therefore, some parents prefer to marry off their girl children to taking them to school as a result, a girl child is seen as a source of wealth.”*

This research discovered that some pupils are on Anti-retroviral therapy and fail to access necessary medication or fail to take drugs while at school which later leads to dropping out.

HT 5 said;

*“We have children that are on Anti-retroviral therapy (ART) that feel shy to take drugs in the dormitories for fear of being seen by friends and eventually, they don’t report back for school when they go home for holidays we make follow up and sometimes find that they have dropped out.”*

#### **4.2.2: Views from Teachers**

ST3 said;

*“Girls are difficult to handle in class, they easily drop out of school when they hate a subject or a male teacher. Mathematics and Science is challenging to most of them such that doing remedial work with them is difficult because they sometimes think you want to have an affair with them when in fact you want to help. When you start forcing school work on them, they start staying away from school.*

Some schools expressed sadness at how girls start prostituting and abusing drugs at a very tender age which lead to girls dropping out.

ST said;

*“Prostitution and abuse of alcohol were also risk factors among at school girls because most of them especially the grade eight and nine want fast money.”*

ST explained that;



*“Pupils have to pass through a famous drinking place before getting to school and are proposed by drinking men who offer them money for sex and buy them beer because they are at a stage of trying out things, they end up making it a habit and in the long run, drop out of school.”*

It was further revealed that some teachers with children or without children felt challenged to teach teen mothers that they were teaching fellow parents. Making some teachers not to like them.

ST said;

*“I do not like teaching mothers, they always have reasons for staying out of school and are always lagging behind with school work making my work difficulty.”*

#### **4.2.3: Views of pupils from the FGDs**

##### **FGD1**

The findings from the FGDs indicted that girl children have issues at school that causes them to think of dropping out.

One of the participants in FGD1 told the researcher that;

*“I stopped coming to school because my uniform was short and the boys in my class made fun of my thighs while my teacher (male teacher) used to look at me so much. I stay with my grandmother and she couldn't afford a new one so I dropped out of school”.*

School girls also said some rules are just difficult to follow especially where they are told to work after classes when in fact house chores were also waiting at home.

One participant from FGD2 said;

*“I plan to stop school because the school requires us to take part in school maintenance after classes when I’m also expected to be home to do house chores. Rushing home without working calls for punishment at school and when I stay for preventive maintenance, I go home late, this also calls for punishment from my parents.”*

One participant from FGD3 said;

*“It’s better to stay away from school than be punished at school.”*

One participant from FGD 4 said;

*“I almost dropped out of school because one male teacher beat me on the buttocks so hard that my uniformed got torn. I stopped coming to school but the guidance teacher followed me home and talked to me.”*

This research discovered that when girls become of age, they start missing classes and sometimes completely drop out.

One participant from FGD 2 said;

*“I almost stopped school when I reached puberty, I used to be uncomfortable and feared messing myself.”*

One participant from FGD 4 said;

*“When I attained puberty, I was not allowed to be out doors, from school, I had to be indoors, when my classmates caught wind of it, I become the laughing stock. This made me stop school for two term.”*

One participant from FGD 5 said;

*“I thought of stopping school because I could not afford pads and staying in school from 07:00 hours to 15:30 hours without changing and cleaning up was difficult.”*

#### **4.2.4: Views from Parents**

PH1 explained that;

*“Girls are not supposed to go to school when there are menstruation because we teach them not to mix with boys in class and so they miss classes and eventually decide to completely stay away.”*

It was discovered that early marriages and eloping which is commonly known as kutihya is common in this part of Monze. Very few parents follow and get their children back after they elope.

PH 2 said;

*“When girls become of age, school is not necessary as they have to be isolated (kuhundikwa) for months to learn the duties of a woman, eventually, we marry them off. Moreover, most girls elope before we even marry think of marrying them. Eloping calls for even more animals.”*

PH 3 said;

*“I cannot waste money taking a girl to school, learning how to read a letter is enough for her, we want to benefit from them so we marry them off when they attain puberty. If we wait for her to complete education, the girl will become a Nabutema (old for marriage and sometimes with fatherless children) and marrying her off then would be difficult.*”

Farming season is a very important season for most of the villagers around this place, they keep their children away from school and take them to the fields.

PT 4 said;

*“When it’s rainy season I keep my girl child from going to school so that she can cook for us when we go to the field and sometimes we go together, she won’t eat school so working together is what I require in my house hold.”*

Poverty was another risk factor that was discovered in this research. Parents who cannot offer their children a decent meal and cannot pay school fees keep them home.

PT 5 said;

*“There is hunger in our village and sending a hungry child to school is bad so I prefer to keep her home than go home. I also cannot afford to pay schools fees because I have four children who all need to in school.”*

Information from parents indicated that girl children are subjected to a lot of vulnerable activities as they have to walk long distances to and from school.

PT 4 said;

*“A girl child is naturally weak and cannot walk long distances passing through bushes to get to school also, there are people using locally made guns to kill and girls can easily be attacked so it’s better they stay home as we wait for the government to build us a school nearby.”*

### **4.3. Examine management strategies that are used by schools to prevent girls drop out**

The second objective sought to examine management strategies that are used by schools to prevent girls drop out.

In this section, the researcher presents the interview results as responded by the head teachers, teachers and pupils showing how the school is trying to manage dropping out of girls.

#### **4.3.1: Head teachers Views**

HT 1

*“My deputy and I always talk to male teachers on how to handle girls especially when punishing and counselling them. Similarly, girls in schools are counselled on how to conduct themselves among male teachers by the guidance and counselling teacher.”*

HT 2 explained that;

*“We identify vulnerable girls and pays we pay for them.”*

The research discovered that girls’ performance in these two areas was not good which also lead to their dropping out. Most of them could not afford to pay for extra lessons and in order

to keep them in school, the Jesuit Fathers have introduced what is known as “Big Brother Tuition.”

HT 1 said;

*“The Jesuit fathers have introduced a programme called Big brother tuitions which are free tuitions meant to help the girls who are at risk of dropping out due to poor performance in class and those that cannot afford paying extra lessons elsewhere. Even when the programme was meant for girls, vulnerable boys are also free to attend.”*

From the responses by HT 2, it was revealed that, the role of school management in implementation of the Re-entry policy was; to ensure that the teen mother was accepted back to school and counselled through the guidance and counselling office, to provide a conducive school learning environment for the teen mother without any sort of segregation and discrimination, to ensure that the Re-entry policy procedures and guidelines were adhered to and sensitize pupils, teachers and the community at large.

HT 3 said that;

*“We do inform the girls to inform the school when they become pregnant so that leave is given. Parents are also sensitised of the policy through school gatherings that Parent-Teacher Association (PTA) meetings and ma Simabbukus (Head Men) to are always encouraged to keep sensitising the community.”*

HT 4 said;

*“In order to keep the girl children in school and not to go out looking for food, we have made lunch compulsory. Children come from different backgrounds and so, in order to reduce others admiring other people’s food, lunch at school is compulsory at our dining hall, this shows oneness. Girls can easily drop out of school if they admire other people or can start involving themselves in bad activities.”*

HT 3 said;

*“As a school we have told the community to report any under aged girls seen at beer halls, shabeens or any drinking place. If reported, we report to the Chief who summons the bar owners and children reported (even boys) are summoned to school together with the parents and counselling done.”*

Some schools are under a feeding programme funded by World Health Organisation which attracts children to come to school.

HT 3 said;

*The feeding programme has helped to maintain retention especially among girls in the school because there is hungry in villages, most of the children rush to school so that they come and eat.”*

Head teachers inclined that the communities were always sensitized on the dangers of early marriages and were told to report all parents that allowed or forced their children into married.

HT 2 said;

*“During PTA meetings, we tell the parents what the law says and we encourage them to report any early marriages that they see around. A few have reported and action has been taken of involving the police and the Chief but many prefer not to mention anything because they support the whole thing.”*

HT 5 said;

*“We give leave to the girl who fall pregnant but do not re-admit her after delivery but give her transfer because the church says re-admitting her back to in school is indirectly encouraging them to fornicate.”*

Some schools are working hand in hand with the donor agencies to fight the issue of distance that make some girls to drop out.

HT 3 to the researcher that;

*“Buffalo Zambia has donated bicycles to every girl from grade five to nine girls who live three kilometres and above from the school. Parents are in charge of the repairs and maintenance. Should a girl drop out of school for any reason, the bicycle is grabbed from her and given to someone else.”*



HT2 said;

*“We have applied for bicycles and we may soon be given. In order to encourage girl children to come to school, we have made a policy of not punishing children who come from very far if they report to school late. We also encourage our pupils especially those coming from very far to be moving as a group, we also encourage them not to get on any vehicle that they do not know for fear of being attacked.”*

Some schools inclined that sanitation was a very important issue in keeping the girl child in school. Some used their own money to take care of this while some has donor help.

HT 1 said;

*“The school buys soap, lotion and pads. All the girls are given pads every month while soap and lotion is given to the vulnerable girls only. The school has also worked on a bathing ablution and they have running water for those that wish to bath.”*

HT 4 said;

*“An organisation called Water Aid has given and made us flushing toilets, which are meant to help the girl child feel free to be in school.”*

HT 5 said;

*“We do not give our pupils anything to use during menstruation, their matrons only teach them how to take care of themselves.”*

### 4.3.2: Views from the Teachers

The research discovered all the schools studied had a way of helping vulnerable girls.

ST 1 said;

*“The Jesuit Fathers and the Sisters of Charity had girls they were paying for and helping with school requirements.”*

ST 4 said;

*“I have picked a girl who I help with school fees and I will see her through her education up to grade nine.”*

ST 5 said;

*“The church has picked on five vulnerable girls at the junior section and they have taken it up with paying their school fees.”*

In order to encourage oneness, lunch at School number 1 which is a day school and all meals at school number 5 which is a boarding school are compulsory.

ST 5 said;

*“Our meal are compulsory unless when someone has a medical report, no one is allowed to miss meals, this is done to promote oneness among our pupils especially girls who are mostly fond of illegal cooking and going out of bounce looking for food, in the end, they become pregnant and drop out of school.”*

Schools had different ways of addressing the issues of pregnancies.

ST 1 said;

*“We are just next to health centres and once a term, we take our children suspected of pregnancy or abortion to the hospital for check-ups. We also invite the health personnel once a term to give health talks to the whole school.”*

ST 1 also said;

*“We were tipped that most of our girls had Jadel (five years family planning). We called the medical personnel to check them and about 26% girls had them. This inclined that they practiced unprotected sex and when they get STIs, they stop coming to school because their friends laugh at them if they caught wind of it. This has made us to keep inviting the medical personnel to talk to them.”*

ST 5 said;

*“Girls that are HIV positive fail to take medicine from their hostels for fear of being seen by their friends and later start thinking of starting away from school. Matrons encourage them to open up with them so that they keep the medicine for them and go secretly to take them. This move has been so fruitful in keeping our girls in school.”*

Teachers confirmed that when girls start seeing their menstruation, they feel so uncomfortable and start missing class.

ST 2 said;

*“We do not have enough money to buy pads for each and every girl pupil but we buy for the vulnerable children and we give those that start menstruating while at school so that they do not go back home. There are kept by the guidance and Counselling teacher and who gives them when need arises. We also have five toilets two belong to the boys while girls have three, one girls toilet is called “friendly toilet” meant for girls to change from.”*

#### **4.3.3: Views of pupils from the FGDs.**

The findings from the FGD groups revealed that all the schools were aware of the Re-entry policy and practiced it apart from school number 5 which never practices it at all.

One participant from FGD 3 said;

*“My friend who was pregnant in Grade 8 was readmitted in school to repeat Grade 8 when she delivered. We used to gossip about her but we later stopped, she is now in Grade 9.”*

At teen mother from FGD 4 said;

*“Sometimes I just feel shy and out of place to mingle with some of my classmates, although the school management has been helpful to me. They are not strict, they give me permission when I need it and excuse me from activities such as preventive maintenance. My mother helps me with the baby and is really supportive while my father wants me to get married.”*

The common findings discovered by the researcher were that all the schools did not have active clubs that could help to disseminate information about early pregnancies and HIV/AIDS.

A participant one from FGD 2 said;

*“Clubs are not functional now but only resurface during commemorations of days such as the World Aids Day. Some pupils attend celebrations to present their poems and not to be made aware of policies relevant to their lives.”*

Distance is a risk factor that causes children especially girls to drop out of school. Villages in the zone are not close together and so, children have to walk long distances to get to school.

One participant in FGD 1 said;

*“I was almost rape by unknown man as I was coming from school, my friends left me because I was still doing my punishment for reporting late to school.”*

One participant in FGD 2 said;

*“I stopped going to school because I was ever late and tired. I came from the tar mark about six kilometres from my school but since I was given a bicycle, I’m ever in school and I don’t ever think of stopping school.”*

This research revealed that most of the children came to school hungry and were not able to pay school fees.

One participant in FGD 3 said;

*“We all eat the same food at lunch unless those that are allergic to some food at the dining.”*

#### **4.4. Investigate the strategies that the community use to enhance girls’ retention.**

The third objective sought to investigate the strategies that the community use to enhance girls’ retention. The following responses emerged.

It was discovered that some parents played very important roles in trying to keep the girl child in school. These were their findings;

PT 3 said;

*“We have been given this programme and we are happy because we do not have to worry about giving our children feed before going to school. We have worked together as villages to build a kitchen and a shelter in which to eat from. We have chosen people from every village to be cooking for the pupils.”*

All schools had building projects that were meant to decongest classes and make a girl child free.

PT 2 explained that;

*“We have come together as parents to give each other roles in building the one by two classroom block, we mould builds, fetch sand, women fetch water while other male parents build. Those that are not able to help in*

*the building process are required to pay k50 which goes towards buying of cement. Villages take turns in providing and cooking food for builders.”*

PT 4 said;

*“This law of not marrying off our kids at a tender age is a nice one because our girls are getting an education. We as parents are working together with the school to ensure that the law is followed. We report early marriages and this time, they have reduced. We have also chosen parents and guidance teachers in Chikuni zone who visit radio Chikuni radio once a term to sensitise the community over the consequences of early marriages.”*

PH 4 said;

*“We are encouraged to report early marriages but we have no rights to talk about anyone’s children and the school has no rights to tell us what to do over our children.*

This research discovered that most of the parents depend on harvest to buy school requires, pay school fees and put food on the table.

Even when the Government says that there are offering free education from grade 1 to 7, this research discovered that it is impossible because the grant from the government is never enough and it takes long to get in schools. Therefore, all children from grade 1 to 7 pay k50 while those in grade 8 to 9 pay k250 in all the basic schools that were researched. Parents struggle to pay the fees making children to drop out of school. If parent have many children, they prefer paying for the boys and not girls. The board regulate the fees at school number 1 while at school number 5 it’s the church board.

PT 1 said;

*“We have registered some orphans (girls) with Taonga and they help us with a certain percentage of school fees. As guardians of the orphans, we are assigned work by Taonga and we go there to work at least twice a month to work for the money they give our children.”*

PT 3 said;

*“We have chosen a committee of people among us parents in charge of the bicycles, they monitor the use of the bicycle at home because no one else expect the owner is supposed to use it. It is also meant for school and not any other purpose. We have chosen one parent by the name of Faje in charge of repairing the bicycles. No one is supposed to repair them anywhere else.”*

#### **4.5 Summary**

The findings of the study presented in this chapter indicated that there were several risk factors both from the home, community and school which contribute to dropping out among girls in Monze District. The findings revealed that the main factors were early marriages, pregnancies, prostitution, poverty, puberty, sanitation, distance and school rules. The Re-entry policy and other government policies were found to be working so well in school those one school was not in favour of it and some parents refused to send their children back to school after they delivered. Several measures that schools had put in place which if intensified would reduce on drop out among girls in Monze District.



## **CHAPTER FIVE**

### **DISCUSSIONS OF THE FINDINGS**

#### **5.0. Introduction**

In the previous chapter, the findings of the study were presented. They were presented according to the research objectives. The main risk factors that contributed to dropping out among girls early marriages, prostitution, pregnancies, cultural beliefs (girl children are meant to bring wealth, poverty, distance, school rules and sanitation. In addition, the chapter outlined management strategies that are used by schools to prevent girls from dropping out and what the community was doing to help the school to keep the girl child in school. However, this chapter presents the discussions of the findings of the study that aimed at establishing management of the risk factors among girls who drop out of school in three primary and two second schools in Monze District. It was discussed in relation to the objectives which were; to identify risk factors that affect girls' retention in Chikuni and Rusangu area from grade 6 to 12 from the period 2015 to 2018, to examine management strategies that are used by schools to prevent girls drop out and to investigate the strategies that the community use to enhance girls' retention.

#### **5.1. Risk Factors that Affect Girls' Retention in Chikuni and Rusangu area.**

From the findings of the study, it was discovered that in Monze District they were risk factors that led to dropping out among girls in the period 2015 to 2018. The study data collected from Head teachers, teachers and pupils indicated that pregnancies, puberty (menstruation), sanitation, prostitution, sexual transmitted infections, poverty and early marriages are the common risk factors that affect girls. Girls who fell pregnant get rejected by the community such that they are not given chances to get back to school. This is in line with Botswana Education Statistics (2007) which say that girls who get pregnant while at school were often

rejected and labelled thereby forced to drop out of school. The study has also shown that girls like privacy and good sanitation because changing and keeping clean is what they need when menstruation, if good sanitation and privacy is not given to them, they tend to stay away from school. This is also shown with Lizettee (2000) who said that if sanitary conditions of the school are not appalling, girls tend to stay away from school, in the process they drop out.

Head teachers, teachers and parents indicted that some school girls want fast money or come from homes where they cannot afford a meal in a day, so they engage into prostitution and drug abuse and start seeing school as a waste of time. Sometimes they get to be called prostitutes in the school and regarded unclean making people not to associate themselves with them. They may start pulling away from school and eventually drop out. Benzault (2012) shows in his study when he says prostitutes suffer discrimination and respect in the community.

Parents showed that a girl child is a source of wealth. When they look at the girl child, they see animals and so, most of the parents especially those that have never been to school believe that educating a girl child is a waste of money. FAWEZA (1996) who says most parents in rural Zambia believe that girl children are meant to be married off and not taken to school. Mansory (2007) says in Afghanistan, parents do not believe in educating girl children but believe in marrying them off.

This study has shown that some girls stay away from school because they fear to be disciplined at school, they would rather stay home and not go to school if they have broken school rules. Kinuthia (1995) in his study showed that harsh disciplining of a child is a risk factor that has been known to cause dropping out of children especially girls.

The study has also shown that distance is also a risk factor, most villages in Chikuni area are far from schools and children have to move long distances in order to get to school and sometimes fail to concentrate because they get tired. When they cannot handle it, they miss classes and eventually drop out. Kinuthia (1995) has shown that distance is one of the major risk factors that cause children especially girls to drop out because moving to and from school is always tiring.

## **5.2. Management Strategies of the Risk Factors among Girls who Drop out.**

The study has also shown that distance is also a risk factor, girls have to walk long distances in order to get to school and when they cannot handle it, they stay away from school, in the long run, they drop out. Kinuthia (1995) has shown that distance is one of the major risk factors that cause children especially girls to drop out. Ainsworth (2005) in his study argues that, having no roads and vehicles bring about dropping out especially among girls. School number three has been provided with bicycles by Buffalo Zambia which they have given to girls who live five kilometres and above from the school. The PTA is in charge of repairing the bicycles, enhancing that it is used for the intended purpose.

The feeding programme in school number three has enticed a lot of children to go to school. Report from the Head teacher has shown that the dropout rate of girls has reduced as most of the girls rush to have a taste of food. Seidman (2005) states that schools that had feeding programmes were proving to have a good turnout of children reporting to school every day. Ghana having introduced School Feeding Programmes and the retention of pupils has been good.

Pupils revealed that most of them were coming from homes that were not able to give financial support to pay school fees or to buy school requirements. Seidman (2005) says in Ghana, Capitation which is a fee-free policy aimed at providing direct funding to all public basic has helped in dealing with the risk factor of not having school funds. But this study has shown that in Zambia, free education which is being preached is not practical at all because school need money to operate. Government grant is little and it takes time to be given to schools. So pupils are still expected to pay school fees. Some children/parents still struggle with paying making free education policy not managing the risk factor of dropping out of school due to school fees. However, the school, church and the community have come up with ways of helping the vulnerable children especially girls so that they attain an education though pupils during focus group revealed that getting sponsorship from them was not easy. Musonda (2003) says the introduction of the 50-50 enrolment policy is what will make the country attain the 2030 vision. All the schools that have been studied are exercising the policy from grade 1, 8 and 10 and this is proving to be a success though girls start showing signs of dropping out as early as grade 5 compared to boys who go as far as grade 9 before showing signs.

School deals with girls who are of age and this study has also shown that all the schools have an organised way of dealing with girls who are menstruating so that they are not embarrassed in any way and are free to be in school, Some schools provide sanitary towels, soap and ablutions for bathing with good running water while others provide good guidance and counselling of how to take care of themselves. They agreed with Lizettee (2000) who says, if sanitary conditions of the school are not there or are in poor condition, girls find their stay difficult in school and may start staying away from school. He further says good sanitary condition helps to improve and maintain school retention of girls.

Kinuthia (1995) argues that school type, poor teaching methods and lack of guidance and counselling causes girls to drop out of school because all adolescence is a very difficult stage which requires proper guidance. All the schools that were under study indicated that they had a well-qualified teaching staff who are capable of exercising good teaching methods and have a good guidance and counselling department with well-trained guidance teachers yet some girls show signs of dropping out. In the case of a girl showing signs of dropping out, she is talked to by the Guidance teacher and when need arises, parents are summoned. It was also in such meetings with parents that teachers find out from parents why the child was conducting herself in a certain manner. The approach helps to bring about the desired change. Pupil sensitisation on the importance of education and encouraging them to attend classes, providing them with learning materials has also proved to be a successful management.

Overcrowding in classes was cited by teachers in this study as one of the risk factors that contribute to the dropping out of girls. Munsaka, (2009) found overcrowding in classes to be leading to deprivation of an individual's attention. Girls may prefer staying home to be in a crowded class. School number 1 has built a one by three class room block to manage overcrowding while school number two and four are building a one by two class room block which is being built by the PTA.

Modisaotsile (2013) in his study showed that sexual harassment of female learners by either male teachers or male school mates are a risk factor that can make girls to drop out. However, no indication sexual harassment was discovered during this study.

Kinuthia (1995) in his study show that school discipline causes girls to drop out. Our study has shown that a school girl was almost dropping out of school after being whipped at the buttocks by a male teacher. Head teachers in this study have indicated that corporal punishment was abolished in 2003. This was as a result of international agreement on the

rights of a Child (CRC), the African Charter on the Rights and Welfare of the Child (ACRWC), the African Child Policy Forum and the Pan-African Research and Advocacy Organisation. Unfortunately, the ban in Zambia has not been followed. Head teachers indicated that most teachers still practice it and when found or reported, they are talked to and advised accordingly.

It was discovered that some people in this part of Monze still marry their children at a very tender age, it was believed that educating a girl was wastage of resources as she would get married one day. Sometimes the girls get into marriage own their own willingly. Malwa (2011) shows that Nigeria women still continued to be under educated and the girl-child did not have the privilege of a good education. Parents and guardians did not see any obligation to be involved in a girl's education as they usually marry them off as soon as they attained puberty. Even when some parents are still in favour of early marriages, this study as shown that some are working hand in hand to stop the practice. They report to the school, or head men whenever they see anyone practicing early marriage.

All the schools are exercising the Re-entry policy though school number 5 does not re admit but only gives transfers because the church may think that they are supporting fornication. Musonda (2003) says the introduction of the Re-entry policy in 1997 is a management of the risk factor of girls who drop out of school due to pregnancy. The findings have shown that the school management had a role of prevention and a role of management to play in the prevention of early pregnancies through sexual education programmes. The prevention aspect of the policy was considered to be the main focus of the policy with the hope that fewer and fewer pregnancies would occur among the learners. The school management was to come up with strategic mechanisms to ensure that pregnancies were prevented through adequate sensitisation of the learners. In cases where prevention measures failed and learners become

pregnant, the school management was expected to manage the situation by supporting pregnant learners, expecting fathers and teen mothers. This process is collaborative effort involving the school, pregnant learner or teen mother, expectant father, families to the girl and boy and the community at large. The school ensures that the right information over the Re-entry policy gets to the community however, this study has shown that some parents do not cooperate. Chishimba et al say that parents/ community are supposed to be sensitized on the importance of educating a girl child and on the importance of policies such as the Re-entry policy. FAWEZA (1996) has shown that the community/parents are supposed to work hand in hand with the government in promoting girls' education. This study has shown parents sensitising other parents and the school sensitising parents. The study has also shown parents being involved in building and other activities of the school.

The available literature shows that in Zambia many studies related to school dropout among girls were concentrated on Basic and Primary schools. Little has been done on the Secondary level. It should be noted that dropout rate is a challenge to both secondary and primary schools in Zambia (Mwale, 2014). So this study combined both the secondary and primary schools. The unaddressed problems that need to be answered are why the continued dropout rate among girls despite measures put in place and what schools and the communities are doing in order to manage girls drop out.

### **5.3. Summary**

This chapter has presented the discussions of the research findings. It has shown the risk factors that lead to dropping out of girls in Chikuni and Rusangu area of Monze District. The risk factors included early marriage, pregnancy, poverty, sanitation, prostitution, school fees to mention a few. It was observed that in order to manage and reduce dropout the school has been using government policies like the Re-entry to keep the girl child in school. They have also come up with their own ways of keeping the girls in school. Parents too are sensitised on the importance of girl child education and on the government policies.



## CHAPTER SIX

### CONCLUSION AND RECOMMENATIONS

#### 6.0. Introduction

In chapter five research findings were discussed. Generally speaking, this study brought fore a number of risk factors and strategies that school under take to reduce them. The study availed the risk factors and strategies used by the school using the objectives which were; to identify risk factors that affect girls' retention in Chikuni and Rusangu area are, to examine management strategies that are used by schools to prevent girls drop out and to investigate the strategies that the community use to enhance girls' retention. The research got views from Head teachers, teachers, pupils and parents.

#### 6.1. Risk Factors that affect Girls Retention in Chikuni and Rusangu Area.

Musonda (2013) argues that, if Zambia is to attain EFA and UPE goals, its efforts need to be doubled, dropping out of learners need to be reduced. From the findings of the study, it was seen that there were various risk factors that led to girls, dropping out of school in Monze District in the period 2015 to 2018. The findings of the study were almost the same among all the respondents who had participated in the study. The main risk factors discovered were early marriages, pregnancies, poverty, distance, prostitution, puberty and overcrowding in classes.

The study had revealed that some parents among the Tonga people still value marriage so much then education of a girl-child. It was believed that educating a girl-child was wastage of family resources as she would get married. This is in line with Malwa, Adeyeye, Babalola, Taulinda, Vokeinghorodje & Onose (2011) who argued that in Nigeria women still continued to be under educated and the girl-child did not have the privilege of a good education. Parents and guardians also did not see any obligation to be involved in girl-child education as they

were usually given off for marriage immediately they attained puberty. All these practices in Nigeria made girls abandon school and concentrate on house work. Nisha (2014) states that in South Asia girls' education is not valued as they believed that girls are trained for a role as a wife, mother and daughter in law. Furthermore, Nisha (2014) explains that families also think that the cost of education both monetary and psychological is wasted on a girl. Forced early marriages are a big threat to the human rights and well-being of children. It denies the young an opportunity to grow and empower themselves. The girls were forced into it a lot more than the male counterpart because when they marry girls off, they get animals unlike with boys were they give. This impacted adversely on girls in Monze is much more among the villagers.

Marrying off girls at a tender age is in line with the theory of feminism which states that women were being suppressed by a male dominated society. And that the stereotypical views of women's part in society of becoming housewives, marrying early and having children contributed to low education levels and concentrate on house chores (Feminism and Education, 2014). It is important for the various stakeholders to combine efforts and combat the scourge of early marriages.

The study observed that children as young as eight years were not allowed to sleep in the same house with their father, they slept in separate houses without supervision. In addition, girls were not taught the consequences of having unprotected sex but were taught how to look after their husbands and homes. This lack of supervision by parents and ignorance of the girls made them highly vulnerable to become pregnant and exposed to sexual transmitted infections at a tender age (Akaro, 2010).

## **6.2. Management of the Risk Factors.**

Teachers indicted that pupils drop out of school because of fear of corporal punishment and negative attitude towards school. It is vital to develop a positive relationship in schools between teachers and pupils (Alexander, 2008). Despite the efforts by the government to abolish corporal punishment in order to retain pupils in schools, some teachers in schools studied still practice it. Some head teachers indicted that teachers are always talked against practicing it and those seen or reported were always warned against it. Pupils and parents indicated that they were all happy with the procedures the school took when one drops out or shows signs of dropping out to ensure that a learner gets back to school but were not pleased with the methods of implementing discipline in the school as they thought sometimes the methods were too harsh even when the school said punishments administered matched the offences committed.

It was discovered that the majority of people in Chikuni were still living in extreme poverty. This was a big challenge to the parents because they failed to pay school fees for their children. A study by Theresa and Sossan (2008) observed that in Uganda, 28% of girls stopped school because their parents failed to pay for them. It was observed that despite the introduction of sponsorships from the school, church and non-governmental organisations, many children had no access to these bursaries.

The study has shown that schools have implemented the government policies such as the re-entry policy and the abolishing of school fees and has also come up with own management measures. Though some have hiccups, most of them are working very well. With regard to the re-entry policy, the study showed that all the schools are aware of the policy though mission schools do not practice it but instead give transfers. Parents are made aware of and encouraged to report those that do not wish to take their children back to school after delivery. Some parents bitterly complained that the re-entry policy encouraged immorality

among school children and therefore should be abolished. They said school should come up with other measures and strategies of keeping the girl-child in school.

Rainy season is a very scared season and among the Chikuni and Rusangu area. During the season, children are kept home and not told to go to school because the parents' interest is to see to it that they all work together in the field and so, they miss school and the most common signs of dropping out among girls is absenteeism followed by lack of class concentration and bad company. Therefore the involvement of concerned adults like teachers and parents in the girls' lives is the most crucial management strategy in preventing pupils dropping out (Ananga, 2010).

Teachers and pupils agreed that their schools were inviting because they had good infrastructure, sanitations, pupil- teacher relationship and the school rules were fair and protected the girl child. However, dropping out messages or signals were it seen in some girls maybe because there are so many risk factors which work as catalysts of dropping out.

The study has shown that among the management measures put in place by schools to manage school dropouts among girls, the most common was the use of the PTA executives and PTA meetings where issues pertaining the importance of education are discussed. However, the effectiveness of this strategy remains questionable since the school rarely comes in contact with the PTA executives and PTA meetings are held once a year. Furthermore, schools makes frantic efforts of following girls who are at risk of dropping out and encourage them to get back to school by helping accordingly or allowing them to repeat. Based on research school efforts are vital in the struggle of managing the risk factors. (Watson, 1997).

As regards to linkage between the school and home in managing the at risk factors, this study has shown high linkage, this is evident in the projects that parents are doing in schools in order to keep the girl child in school. There is need for the school and parents to continue giving proper guidance to pupils as regards to the need for the girl child to get an education.

### **6.3. Recommendations**

Based on the findings of this study, the following are measures recommended.

- Schools and parents should form associations which promote girls education and help financially and materially those that are in need.
- The Ministry of General Education should sensitize school managers on the various policies put in place such as pupils continuing with school in the absence of certain requirements such as uniforms.
- The Ministry of General Education should strengthen the careers guidance and counselling units in schools by providing them with equipment such as video depicting various careers which can be shown to pupils.
- Government to build more schools in Monze so that they distance at-risk factor can be addressed.
- To introduce schools feeding programmes or the distribution of food through schools as a way of addressing barriers related to poverty.
- Establish skill centres in Monze District so that girls who drop out can have a life skill and use it to have income.
- Practice the law of punishing parents and guardians who force girls into early marriages.

#### **6.4. Recommendations for Future Research**

Future research should concentrate on;

- Management of risk factors among boys who drop out of school in rural areas of Zambia.
- The performance of girls who have been readmitted in school after dropping out
- The performance of female teachers in boys' schools.

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**APPENDICES**  
**THE UNIVERSITY OF ZAMBIA**

**AND**

**ZIMBABWE OPEN UNIVERSITY**  
**DEPARTMENT OF EDUCATION**

**APPENDICES**

**Appendix 1: CONSENT FORM FOR RESPONDENTS**

Dear respondent,

You have been selected to participate in this research that is investigation the management of Risk factors of girls who drop out of school in Monze District. I am kindly requesting for your voluntary participation in this study. I shall appreciate if you answer all the questions asked and give me the feedback as soon as possible. Please read the information below and ask for clarification about anything you do not understand before deciding whether to participate or not.

**CONDITIONS**

1. Your views shall be treated as confidential. Your name will not be written down during the research or in the final report.
2. In this research, you will be required to fill in a questionnaire or participate in an interview for about 15 to 20 minutes.
3. For interviews, you will be required to answer some oral questions on management of risk factors of girls drop outs in Monze District and the researcher may use Audio recorder to record the proceeding accurately.
4. As for the questionnaire, you will be required to fill them according to the instructions given.

**Appendix 2: Focus Group Discussion for Pupils**

Welcome to this focus group discussion. Be assured of confidentiality and the information shall be for academic purposes only. Each one will be allowed to speak and discussion shall take 15 to 20 minutes.

**QUESTIONS**

1. What are the Risk factors that lead to school dropout among girls in your school?

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2. What is the attitude of girls towards education in your school?

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3. What are the teachers' attitudes towards teaching of girls in your school?

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4. What are the parents'/community attitudes towards girls' education in Monze District?

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5. What challenges do you face in your school which leads to girls dropping out of school?

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6. What measures has the school put in place to try and manage the risk factors among girls who in your school?

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7. What help is the school receiving from parents to try manage the risk factors among girls?

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8. Have the measures mentioned above been successful? If not, what do you think should be done?.....

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Thank you

### **Appendix 3: Interview Guide for Teachers**

Be assured of confidentiality and the information shall be used for academic purposes only.

This interview shall take about 15 to 20 minutes.

The research seeks to establish management of risk factors of girls who drop out of school in Monze District. As a class teacher, you have been purposely selected to participate in this interview.

#### **QUESTIONS**

1. What are the risk factors which lead to girls' dropout in your school?

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2. What is the girls' attitude towards education in your school?

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3. What are the teachers' attitudes towards teaching girls in your school?

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4. What are the parents'/community attitudes towards girls' education in Monze District?

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5. To what extent do the attitude of boys contribute to dropping out among girls in your school and how?

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6. What measures has the school put in place in order to try and manage school dropout among girls?

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7. What kind of help is the school receiving from the Government and Non- governmental organisation that help to manage the risk factors?

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8. What help is the school receiving from parents to help reduce girls' dropouts?

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9. Have the measures mentioned above been successful? If not, what do you think should be done?

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Thank you



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5. What are the parents'/community attitudes towards girls' education in Monze District?

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6. What are girls' attitudes towards education in your school? .....

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7. What are boys' attitudes towards girls in your school?

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8. How does the school dropout rate among girls affect the development of the school?

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9. What measures have you put in place to try and manage school dropouts among girls in the school?

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10. What kind of help is the school receiving from the Government and Non- governmental organisations to help reduce dropouts?

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11. What help is the school receiving from parents to help manage the risk factors girls' dropouts?

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12. Have the measures mentioned above been successful? If not, what do you think should be done?.....

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Thank you

**Appendix. 5: Interview Guide for Parents/ Community**

Be assured of confidentiality and the information shall be used for academic purposes only. This interview shall take about 15 to 20 minutes.

The research seeks to establish management of at-risk factors of girls who drop out of school in Monze District. Your contribution as parents is important for the girl child.

**QUESTIONS**

1. For how long have you lived in Monze District?

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2. How do you rate school dropouts among girls?

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3. What are the risk factors that lead to school dropout among girls?

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4. How does school dropout among girls affect;

(a) Their livelihood?

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(b) Community development?

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5. What are the parents' attitudes towards girls' education in Monze District?

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6. What is the girls' attitude towards education in Monze District?

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7. What has the school done to try and manage girls' dropout rate?

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8. What has the community done to try and manage girls, dropout rate?

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9. What do you think should be done to manage the dropout rate?

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Thank you