

School-related factors contributing to school dropout among adolescent girls aged 10-19 years in koboko town council, koboko district, uganda. A cross sectional study.

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Abstract

Background

In most of those societies, the average rural parent would rather invest in the education of the son rather than the daughter. The study aims to determine the school-related factors contributing to school dropout among adolescent girls aged 10-19 years in Koboko town council, Koboko district, Uganda.

Methodology

The study design was cross-sectional and descriptive, and quantitative data collection techniques respondents were selected using cluster sampling. Data was analyzed using SPSS version 20 after was presented in tables and transferred to Microsoft Excel 2016 for the presentation of graphs.

Results

96 (26.2%) of the girls were housewives, and 222 (61.8%) of the girls did not have children. Most, 96(75.2%) had had female teachers but dropped out of school. The majority, 72(56.7%), showed they had never received support, encouragement, and motivation from teachers but dropped out of school. The majority, 108(58.4%), who had received corporal punishment at school sometimes dropped out of school. The majority of 130(69.5%) Schools did not have all the required resources, and the girls dropped out of school. The majority, 82(43.9%), had a distance of more than 3 km and dropped out of school. 71(39.7%) had a distance of 2-3 km from school and remained in school, followed by 69 (38.5%) who had a distance of less than 1 km and remained in school.

Conclusion.

The hospital-related factors contributing to school dropout among adolescent girls aged 10-19 years were motivation by teachers, punishments in schools, availability of resources, and distance of schools from homes.

Recommendations.

The Koboko local government through the District Education Officer should do a regular support supervision of the schools. To ensure schools maintain the standards and girls remain at school.

Keywords: School related factors, School dropout among adolescent girls aged 10-19 years, Koboko town council.

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Background

In most of those societies, the average rural parent would rather invest in the education of the son rather than the daughter (Lama, 2014). Furthermore, gender inequality in most countries is promoted by religious and communal

customs, and young girls, in particular, are denied the benefit of education, leading to grave consequences for both the individual and the society at large (Malla, 2018). However, emphasis on girls' education varies widely among the least developed and developed countries

(Raynor and Wesson, 2017). Statistics show that many girls are not enrolled in school, and the global figure for out-of-school children is estimated at 121 million, 65 million of whom are girls, with over 80 percent of these girls living in sub-Saharan Africa (UNICEF, 2015). In developed countries such as the USA, Germany, and Australia, girls have equal access and opportunities to education as do boys, and a lot of emphases is also placed on educational institutions to ensure equal access to opportunities for girls through programs such as gender equality and affirmative action (Squires, 2015). In Africa, girl-child education remains a serious challenge due to various factors, both internal and external, including socio-cultural patterns, religious misconceptions, poverty, teenage pregnancy, and early marriage, amongst others that oppose girl-child education (Saccone, 2016). Furthermore, inadequate support and infrastructure in most educational institutions also contribute to low levels of girl-child education (Unterhalter, Rajagopalan, and Challender, 2016). This is exemplified in a study by Action Aid International (AAIN), which cites that not until recently, in a school of 150 students in Northern Nigeria, only 2-3 students were girls (Tansel, 2017). Conversely, in Uganda, efforts have been put in place to ensure improved enrollment of girls in Universal Primary Education (UPE) (Agaba, 2015). Despite the efforts by government and non-governmental agencies to improve girl-child education, many challenges and factors that seem to be hindering girl-child education persist and result in higher school dropout of girls compared to boys (Agaba, 2015). The study aims to determine the school-related factors contributing to school dropout among adolescent girls aged 10-19 years in Koboko town council, Koboko district, Uganda.

Methodology

Study Area.

The study was conducted in the Koboko Town Council in the Koboko District. This area is strategically selected due to its various socioeconomic factors.

Study Design

The study design was cross-sectional and descriptive, employing quantitative data collection techniques. It was a cross-sectional type of design because it involved the collection of data at a single point in time from respondents whose characteristics, such as age, sex, and marital status, were described. The design is descriptive because it will describe the data as it is without any changes.

Study Setting

The study was carried out in Koboko Town Council, Koboko District in Northern Uganda, which lies approximately 248 kilometers, by road, west of Gulu town and approximately 494.5 kilometers North of Kampala city. The town council is inhabited by Ugandans of various tribal backgrounds as well as non-Ugandans, and many businesses are carried out in the area, including wholesale and retail shops, food vending, and subsistence agriculture, among many others. The study setting was selected because the problem under study is noted on the ground.

Study Population

The study included adolescent girls among 10-19 years residing or working in Koboko Town Council, Koboko District.

Sample Size.

The sample size was calculated by using the Kish and Leslie Formula. Sample size determination is as below:

$$\text{Formula } n = \frac{Z^2 \times P(1-P)}{e^2}$$

$$Z = 1.96$$

$$(e) = 0.05$$

(P) = Proportion of girls who dropped out of school found in a previous study

Reference (UNICEF 2015)

Assume P=50% if no previous study was done.

$$n = \frac{1.96 \times 0.5(1-0.5)}{(0.05)^2}$$

$$n = 384$$

Hence, according to the Formula above, the sample size for the study was 384 respondents, deemed enough representative for the entire study population. However, managed to interview only 359 respondents because of challenges met in the field during the Covid-19 error.

Inclusion Criteria.

The study included only adolescent girls aged 10-19 years residing or working in Koboko Town Council and who have voluntarily consented to participate in the study.

Girls with a history of ever going to school.

Exclusion Criteria.

The study excluded all adolescent girls who are not in the age of 10-19 years, those who are ill and cannot participate,

as well as those who do not wish to consent to participate in the study.

Sampling Method

The respondents for the study were selected using cluster sampling to get the available respondents who met the study criteria for inclusion in the study. In this procedure, the Koboko Town Council was subdivided into 3 clusters, and each cluster will provide a total of 120 adolescent girls for a total of respondents from the 3 clusters. A sample study population of 359 was achieved.

Research Instruments

Data was collected using an approved research questionnaire which consists of both open and closed-ended questions. This tool was selected because it would elicit valuable information from participants by use of probing.

Data Collection Method

Data was collected using an approved questionnaire with simple, structured questions that were administered by the researcher through face-to-face interviews. The questions were all standardized in such a way that they had the same questions. The researcher would aid the data collection by tool which was pre-tested among 359 adolescent girls aged 10-19 years in Koboko Town council and this helped the researcher to verify the accuracy and reliability of the tool before using it for data collection. The principal investigator collected and stored all collected raw data safely. Data was collected for 15 days. Depending on the availability of respondents, the researcher hoped to interview 10-15 adolescent girls per day.

Data Management

All collected raw data was kept under lock and key and only accessed by the researcher. After the collection of data, the researcher was carefully code the responses for easy identification and to prevent loss. Raw data will be entered in a software, Epidata 3.1, then to SPSS version 20, cleaned and analyzed.

Data Analysis and Presentation

The study data was analyzed using SPSS version 20 after it was presented in tables and transferred to Microsoft Excel

2016 for the presentation of graphs. The study variables will be used to analyze the variables.

Ethical Considerations

A letter of introduction was obtained from Uganda Martyrs University introducing the researcher and seeking permission to carry out the study from the Koboko district local government, and Koboko Town Council and seeking permission to conduct the study. After permission was granted, the researcher was introduced to the respondents by the Community district officers of the Koboko Town Council. Participants were assured of maximum confidentiality, and numbers instead of names were used to identify respondents. The study was only commenced after the objectives of the study were well explained to participants, and they understood and consented to participate in the study.

Ethical Considerations

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Informed consent

The purpose of the study was explained, and informed consent was sought from the respondents before they could participate in the study.

Results.

Socio-demographic characteristics of respondents.

The majority, 232 (63.2%) of the girls were aged 17 years or less, and most, 256 (71.1%) of them were not married. Of the 359 girls interviewed, 134 (36.4%) were between primary five and primary seven. Slightly more than a quarter, 96 (26.2%) of the girls were housewives, and 222 (61.8%) of the girls did not have children.

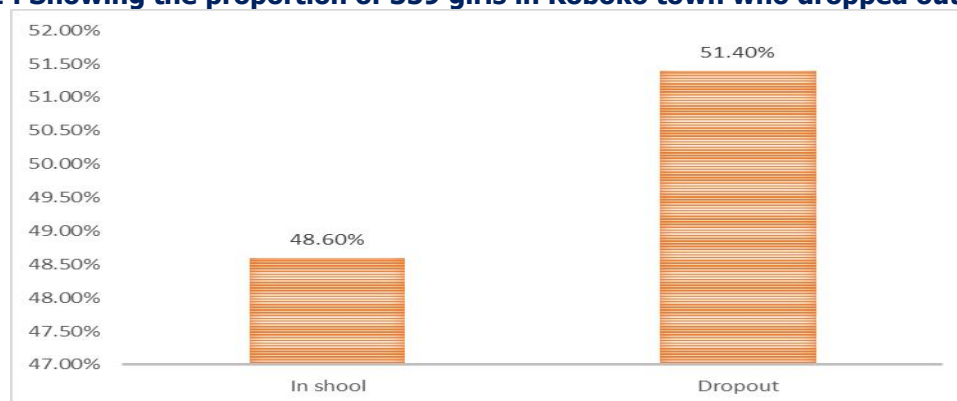
Table 1: Showing the distribution of 359 girls according to socio-demographic characteristics in the Koboko town council, Koboko District.

Variable	N	Percent
Age in years		
≤17	232	63.2
>17	135	36.8
Marital status		
Single	256	71.1
Married	104	28.9
Highest class attended		
P1-P4	89	24.2
P5-P7	134	36.4
O'level	103	28.0
'A'level	36	9.8
Others	6	1.6
Occupation		
Housewife	96	26.2
Self-employed	37	10.1
Peasant farmer	40	10.9
Unemployed	70	19.1
Others	124	33.8
Have children		
Yes	137	38.2
No	222	61.8

The proportion of girls who dropped out of school

The study recruited 359 and asked whether they were still in school going 185 (51.4%) of them reported that they had dropped out of school, as presented in figure 1.

Figure 1 : Showing the proportion of 359 girls in Koboko town who dropped out of school



School-related factors contributing to school dropout among adolescent girls aged 10-19 years in Koboko town council, Koboko district.

Table 2: Showing school-related factors contributing to school dropout among adolescent girls aged 10-19 years in Koboko town

Variable	In school n (%)	Dropout n (%)	χ^2	p-value
Ever had female teachers.				
Yes	143(96.6)	97(75.2)	27.345	<0.001
No	5(3.4)	32(24.8)		
Ever received support, encouragement, and motivation from teachers				
Sometimes	71(47.7)	72(56.7)	49.362	<0.001
Always	63(42.3)	11(8.7)		
Never	15(10.1)	44(34.6)		
Ever abused while at school				
Yes	32(22.9)	91(71.7)	63.819	<0.001
No	108(77.1)	36(28.3)		
Ever given corporal punishments at school				
Sometimes	96(55.2)	108(58.4)	30.142	<0.001
Always	11(6.3)	43(23.2)		
Never	67(38.5)	34(18.4)		
Schools have all the required resources				
Yes	94(52.5)	57(30.5)	18.319	<0.001
No	85(47.5)	130(69.5)		
Distance of school from home				
Less than 1km	69(38.5)	55(29.4)	20.341	<0.001
2-3km	71(39.7)	50(26.7)		
More than 3km	39(21.8)	82(43.9)		

Table 2 shows that most respondents 143, 96.6%) who ever had female teachers remained in school. Most, 96(75.2%), had had female teachers but dropped out of school. The majority, 72(56.7%), showed they had never received support, encouragement, and motivation from teachers but dropped out of school. 63(42.3%) had never received support, encouragement, and motivation from teachers who always remained in school. Most 108, 77.1%) were not ever abused while at school and remained in school. Most 91(71.7%) were ever abused while at school and dropped out of school. The majority, 108(58.4%), who had received corporal punishment at school sometimes dropped out of school. Most 96(55.2%) who had ever got corporal punishment sometimes remained in school. 67(38.5%) had never received corporal punishment at school and remained in school. The majority of 130(69.5%) Schools did not have all the required resources, and the girls dropped out of school. Most 94(52.5%) Schools had all the required resources for the girls to remain in school. 85(47.5%) schools did not have all the required resources but remained in school. The majority, 82(43.9%), had a

distance of more than 3 km and dropped out of school. 71(39.7%) had a distance of 2-3kms from school remained in school, followed by 69 (38.5%) who had a distance of less than 1 km remained in school.

Factors associated with school dropout

The results of multivariate analyses presented in Table 4 indicate that girls whose school fees were always ($p=0.008$) or never ($p<0.001$) paid on time were less likely to be retained in school compared to those whose school fees were sometimes paid on time. This study also revealed that girls who expressed no interest in schooling were less likely to be in school than those who were willing to study ($p=0.005$). Girls who have never been abused in school were 3 times more likely to be in school than those who reported a history of abuse in school ($p=0.044$). The girls who said schools lacked resources for learning were less likely to be retained in school than those who claimed that requirements for learning were available at schools ($p=0.010$)

Table 3: Showing factors associated with school dropout among adolescent girls aged 10-19 years in Koboko town council.

Variable	AOR (95%CI)	P-value
School fees paid on time	1	
Sometimes	0.193 (0.057 – 0.653)	0.008
Always	0.026 (0.006 – 0.115)	<0.001
Never		
Interest in schooling	1	
Yes	0.070 (0.011 0.458)	0.005
No		
Ever abused while at school	1	
Yes	2.902 (1.031 – 8.166)	0.044
No		
Availability of resources at school	1	
Yes	0.263 (0.095 – 0.726)	0.010
No		

Discussion

School factors contributing to school dropout among adolescent girls in Koboko town council aged 10-19 years.

The majority of the respondents, 143(96.6%), who had female teachers, remained in school. That demonstrated that support from the female teachers could have made the girls remain in school. Most of the respondents showed that 96(75.2%) had had female teachers but dropped out of school. This demonstrated that even having female teachers did not stop the girls from dropping out of school. The girls are vulnerable because of their gender; a weaker sex could easily be manipulated by the opposite sex, and adolescents' superego could influence their thinking and cause them to fail to listen to the female teachers. The majority of the respondents, 72(56.7%), had never received support, encouragement, and motivation from teachers but dropped out of school. This demonstrated that even when the girls sometimes received support, encouragement, and motivation from teachers, they still dropped out of school. The majority of the respondents, 108(58.4%), who had ever gotten corporal punishment at school sometimes dropped out of school. This demonstrated that those who sometimes ever get corporal punishment at school can leave school. Because facing various factors such as the school environment not being conducive because of fear of abuse and corporal punishment which does not encourage them to stay at school which can lead to school dropout among adolescent girls. A similar study was revealed by Squires (2012).

The majority of the respondents, 82(43.9%), had a distance of more than dropped out of school. This demonstrated that long distances were a great worry because they would get tired, body fatigue resulting in loss of interest and could have contributed to school dropout among adolescent girls. A similar study was conducted by Ocho (2017). Most of the respondents, 71(39.7%), had a distance of 2-3 km from school and remained in school. This demonstrated that despite the long distances and their effects, it did not stop them from leaving school. This showed that the girls were determined to go to school despite the distance not being a barrier.

Conclusion.

The hospital-related factors contributing to school dropout among adolescent girls aged 10-19 years were the presence of female teachers, motivation by teachers, punishments in schools, and distance of schools from home.

Recommendations.

The Koboko local government through the District Education Officer should do a regular support supervision of the schools. To ensure schools maintain the standards and girls remain at school.

Every school should be mandated to organize general parents' meeting to enable the parents to meet teachers and discuss problems affecting their daughters education. These parents should be advised on the need to motivate their children to remain in school.

School management should regularly develop school professionalism through in-service programs, workshops,

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and seminars. The local leaders, religious leaders, parents at the grass roots sensitizing communities of advantages of Girl child education.

The communities should work with law enforcement to maintain rule and order in case police cases such as the defilement and elopement of young girls, are exposed and judgment is executed.

Abbreviations

AAIN : Action Aid International.

UNICEF : United Nations International Children Education Fund

UPE : Universal Primary Education

Source of funding

The study was not funded

Conflict of interest

The author did not declare any conflict of interest

Author contributions

Emily Opu Likico collected data and drafted the manuscript of the study.

Robert Afaayo supervised all the stages of the study.

Data availability

Data is available upon request

Author Biography

Emily Opu Likico is a student of a bachelor's degree in midwifery sciences at Uganda Martyrs University.

Robert Afaayo is a lecturer at Uganda Martyrs University.

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