

**ROLE OF PRINT MEDIA IN  
FIGHTING AGAINST GIRLS  
DROP OUT OF UPE SCHOOLS  
CASESTUDY OF DAILY  
MONITOR**

**BY**

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**A RESEARCH PROPOSAL  
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## CHAPTER ONE

### ABSTRACT

The study will be conducted on the topic entitled “the role of print media in fighting girls drop out of UPE schools”

The study will be guided by the following objectives; to find out the causes of girls drop out from UPE schools, to find out the outcomes of girls drop from UPE schools, and to find out what can be done by the print media in reducing girls drop out from UPE Schools

The study will employ a case study research design with both qualitative and quantitative aspects. Case study research design was selected because it enabled the researcher, among other things, to focus attention on a particular group of people within a specific context (Daily Monitor staff members and other teachers from different UPE schools).

### GENERAL INTRODUCTION

#### 1.0 Introduction

This chapter includes the background of the study, problem statement, objectives of the study, specific objectives, research questions, scope, hypothesis, and significance of the study.

#### 1.1 Background of the study

Education plays an important role in socializing the individual to fit and participate adequately in development of the society (Sifuna, 1990). An educated population has been recognized as being more productive than one that is not, as the former is easier to train and work better than the latter, and those educated are better off economically (Mbunda, 2010).

Psacharopoulos (2009) has highlighted the benefits of education as: improving the productive capacity of society; reducing poverty by mitigating its effects on population, health and nutrition; increasing the value and efficiency of the labour offered by the poor and enhancing democracy and good governance among others. It is only logical that the government of Kenya recognizes that elimination of poverty, promotion of human rights and attainment of sustainable development are noble goals but which cannot be realized without placing education at the core of national development agenda.

The Government's introduction of Universal Primary Education (UPE) relieved parents of direct cost burden of financing education at the primary level. Under the initiative, the government allocates grants for instructional materials and running costs. Introduction of UPE has made the gross enrolment ratio to subsequently rise to 104% in 2003 (MOEST 2003) and then to 109.8% in 2009 (MOE 2009). Any education system aims to have pupils complete the full primary cycle before either joining secondary schools or joining the world of work (Nduku, 2003; Ngotho, 2003; Mutuma, 2005). When it is apparent that a big number of children drop out of school before completing the cycle, this becomes a major problem because: firstly, children who drop out are pushed out of the education system and prematurely flow into the free world without the necessary skills and qualification.

People with higher levels of education have more paid employment, higher individual earnings, greater agricultural productivity, lower fertility, better health and nutritional status and more modern attitudes than people with lower levels of education (Psacharopoulos 2009). Further, education is considered a basic human right. The United Nations Charter via Article 26 proclaims that: "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages..."

The world conference on Education for All held in Jomtien, Thailand in 1990 was an attempt at the implementation of the UN declaration. It set goals towards achieving Education for All (EFA). In Africa, the

declaration was domesticated by the Dakar Framework of Action (2000). This was to make education, and especially at basic level available to as many people as possible (Audi, 2010). EFA Global Monitoring Report (2004) observes that one of the Planet earth's most critical challenge is providing the globe's people with universal, quality education. While there is widespread recognition and solid evidence of importance of primary education to both the individual's well-being and national development, it is paradoxical that over 130 million children between ages of six and twelve do not attend primary school. Another 150 million children begin primary school only to drop out with less than four years of education (Audi 2010:10). Many governments the world over are thus concerned by this worrying reality. Many have introduced free primary education to ensure their children complete the primary cycle of education.

The Ugandan government implemented Universal primary education in 1997. Despite the government's efforts, Holmes (2003) has noted that in Uganda only slightly more than half of pupils enrolled in class 1 in 1997 completed standard seven. Of 890,977 pupils who enrolled in class one about 446,978 completed standard seven in 2003 leaving a whopping 443,999 who either dropped out or repeated. School dropout rates are more pronounced in standard five and six which accounted for 22.1 and 34.9 percent respectively. The reasons advanced for this include multiple socio-economic factors in communities and schools. More than 6 million pupils were

enrolled in primary education in 1999. However, available information suggests that there are high rates of dropout to the extent that only about 39% of the children that enrolled in primary one in 1997 managed to get to primary five in 2001.

## **1.2 Statement of the problem**

Education is a welfare indicator and a key determinant of earnings and an important exit route from poverty (Audi, 2010). This is why the government allocates budgets to the sector every year. It therefore raises a lot of concern on the dropout rates which continue to rise and hinder development of the Ugandan economy (Nkinyangi, 1980). Uganda has continually registered unsatisfactory completion rates due to a considerably high dropout rate.

This therefore prompted the researcher to conduct a study on the role of print media against girl's dropout of UPE schools using Daily Monitor as the case study

## **1.3 Objectives of the study**

### **1.3.1 General objective**

To assess the role of print media in fighting girls drop out of UPE schools

### **1.3.2 Specific objectives**

1. To find out the causes of girls drop out from UPE schools
2. To find out the outcomes of girls drop from UPE schools

3. To find out what can be done by the print media in reducing girls drop out from UPE schools

## **1.4 Research questions**

1. What are the causes of girls drop out from UPE SCHOOLS?
2. What are the outcomes of girls drop from UPE schools?
3. What can be done by the print media in reducing girls drop out from UPE SCHOOLS?

## **1.5 Scope of the study**

### **1.5.1 Geographical scope**

The study will be conducted in different UPE schools in Uganda and Daily Monitor publication Uganda which is located in Namuwongo industrial area approximately 7km away from Kampala City Center.

### **1.5.2 Time scope**

The study will last for a period of 6 month that is being effective or starting from the month of April 2018 to October 2018.

### **1.5.3 Content scope**

The study will be concerned about the role of print media in fighting against girl drop out of UPE schools in Uganda.

### **1.5.4 Significance of the study**

The study will be of importance to different parties as shown below;

#### **To the government**

The study will help to reveal the different reasons girls drop out from UPE schools.

It will also help to provide government with the possible solutions that can be employed to reduce girls drop out from UPE schools.

#### **To the media**

It will also help to show what print media can do in reducing girls drop out from UPE schools

#### **To parents**

The study will be of significant to the parents in providing them with what causes girls to drop out from UPE schools and what parents can do to reduce this threat.

#### **To the student**

It will be of significant in partial fulfillment of the requirement of an award of diploma in journalism.

#### **To the teachers**

The study will be helpful to different school Teachers mostly primary school teachers to combat girl drop out from UPE School and what teachers can do to help girls stay in school.

#### **To other researchers**

The study will act as a source of reference for other researcher who will conduct research on the girls drop out and print media.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 CAUSES OF DROPOUT IN PRIMARY SCHOOLS**

Causes of dropout in primary schools may vary from one school to the other or from one region to another, yet this problem stems from a number of factors.

Rumberger (1983) identifies four broad categories of reasons for dropping out of school: - school related factors, economic related factors, personal factors and others. In his study, he indicates that school related factors accounted for 44 percent of the total dropout as compared to other three factors investigated-race, sex and family background. He concludes that “the propensity of dropout is undoubtedly related to a number of underlying factors, and these are assumed to be the more powerful cause”. According to UNESCO (2008) the reasons for dropping out of school are multiple and complex and may depend on a country’s level of development. According to the report, these include unsafe, overcrowded and poorly equipped schools and inadequately trained teachers.

Bella and Mputu, (2004) in UNESCO (2008) report that, the ultimate decision to leave school would be enhanced when personnel, financial, home and employment problems coincide with the children’s lack of confidence in the schools’ ability to give

them adequate support. This suggests that schools have the potential to act as powerful support mechanisms for students enabling them handle external difficulties without dropping out of school.

Gisore, (2005) proposes four groups of factors namely, socio-economic background, socio-cultural level, the pedagogical conditions and psychological development of the child. The four may either separately or jointly lead to a child dropping out of school. He thus largely agrees with Rumberger's (1983) model on these causes.

### **2.1.1 School environment as a cause of**

Kiriikua, (2010) reports that more boys than girls dropout of school in Kiengu Division, Igembe South district. As per enrolment, classes had a mean of 19.63 boys and 20.48 girls. An average dropout rate of 7.35 percent per year was reported in the Division. The study attributed this to miraa trade which boys engage in. Kiarie (2010) reports that in Central Province, the enrolment of girls is higher than that of boys. MOE (2009) figures on dropout rates and survival rates presented in Table 2 support this assertion. Between 2003 and 2007 girls in the province had a higher survival rate to standard 5 than boys for all the years except 2004. The dropout rate was higher for boys for all the other years.

The reasons why pupils dropout of school differ with gender, Soi (2001), in his study on dropout among boys and girls in Keringet, Nakuru District, noted that while girls dropped out of school mostly due to

early marriages and pregnancies, boys dropped out due to forced repetition, peer influence and indiscipline. As a result of these differences in causes of school dropout, we would expect the rates to differ as well for each gender.

Shadow (2010) argues that debate on gender equality has eventually created a conducive environment for the development of girls in the society. The efforts have yielded plausible results and improved the situation for the girl child. However, Shadow (2010) claims that the effect of this has been the compromising of the plight of the boy child, further arguing that the boy child is now the most marginalized group. The writer adds that female pupils are more likely to be promoted to the next class out of sympathy rather than merit while male pupils are retained or even expelled as punishment for being inattentive, insufficiently motivated or otherwise uncooperative. Kiarie, (2010), reports that boys are more likely to be forced to repeat classes than girls with head teachers claiming that since girls age faster than boys it is more risky for girls to repeat. This issue is supported by Soi (2001) who found out that dropout of boys is caused by forced repetition, peer influence and indiscipline.

Boys are more likely than girls to experience frequent and severe physical violence. Benbenishty and Ashtor(2005), as cited in Kiarie, (2010), did a study on primary and junior high school in Israel. Their study showed that gender was a stronger predictor of violence than ethnicity or culture. They further noted that boys experienced more

physical victimization than girls. A UNESCO report (2008) noted that boys were 2.5 times more likely to be punished than girls in schools-hence more likely to drop out of school.

## ***2.2 Chapter conclusion***

It can be seen that economic factors influence school dropout in three ways: Firstly, through the effect of costs and returns of education on individual incentives. Secondly, the effects of incomes or inability of governments/sponsors/parents to afford the necessary educational expenditure. Lastly, children are lured to paid employment hence leaving school.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the how data will be collected, equipments that will be used and way to analyze data. It includes the research design, study population, sample size and sampling technique, source of data, data collection methods, presentation and analysis of data and limitation of the study.

#### **3.1 Research design of the study**

The study will employ a case study research design with both qualitative and quantitative aspects. Case study research design will be selected because it enables the researcher, among other things, to focus attention on a particular group of people within a specific context (Daily Monitor staff members and other teachers from different UPE schools).

#### **3.2 Study population**

The study population will be comprised of 100 employees of Daily Monitor that will be from different department such as finance department, human resource department, credit department and sales and marketing department. Key informants in this study will be involved including senior management of the Daily Monitor. It will

involve school Teachers of different schools and few parents selected.

### **3.3 Sample size and Sampling technique**

The total sample size will be 40 respondents for the self-administered questionnaires. To arrive at the sample size for the quantitative data, the researcher will divide the total study population of 100 employees who are currently working with Daily Monitor Uganda and teachers plus parents into 3 strata or groups. The study will adopt stratified random sampling because it respects the categories of employees and offers accurate results.

### **3.5 Source of data**

#### **3.5.1 Primary source of data**

It will be collected using questionnaires and interview designed by the researcher, since Daily Monitor is the case study, its working staff will serve as the researcher's source of primary data.

#### **3.5.2 Secondary source of data**

The information will be obtained from various textbooks, previous submitted reports journal magazines and newspapers that were obtained from the libraries and Daily Monitor head quarter office.

### **3.6 Data collection instruments**

Data will be collected using the following methods

#### **3.6.1 Face-to-face interviews**

The researcher will use face-to-face interviews to allow an in-depth examination of the key informants, who will be comprised of senior managers and policy implementers, on issues related to print media and girl's dropout of schools. These will be information rich cases and normally very busy people who do not have time to complete questionnaires.

#### **3.6.2 Questionnaires**

This is a research instrument consisting of a series of statements and other prompts for the purpose of gathering information from respondents. This technique will help to collect primary data through setting a number of statements and questions, which were given to the respondents to be answered and were collected; they were self-administered with open and close ended questions

### **3.7 Ethical Considerations**

As part of the ethical consideration the study recognized all the works of other scholars. At data collection, the respondents never indicated their names on the questionnaire and participation was voluntary and the data collected from the respondents was kept confidential.



## Data processing and analysis

### Data processing

Data will be checked and edited for more classification into meaningful information. The data was thoroughly checked for purposes of deleting and eliminating errors, ensuring accuracy, uniformity, and consistence, completeness of answers and legibility of the collected data. Further data was presented in tables using percentages and frequencies.

### 3.8 Limitations to the study

Inadequate funds will be one of the limitations during this research. Funds were needed for transport, printing, consultation and buying scholastic materials among others were inadequate. However this was overcome through borrowing, begging from guardians.

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