

**FACTORS INFLUENCING SCHOOL DROPOUT AMONG GIRL CHILD IN MITYANA
DISTRICT
A CASE STUDY OF NAMUKOZI VILLAGE**

BY

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DECLARATION

I Bitamisi Kawusala hereby declare that this is my original work and has never been presented to any institution for the award of any academic award.

Signature.....

Date.....

APPROVAL

This is to certify that this research report on “the factors influence school dropouts in selected Primary Schools in Mityana District,” by Bitamisi Kawusala under my supervision and it is ready for submission with my approval.

MR. KIGUNDU JOSEPH

Supervisor:.....

Signature:.....

Date:.....

DEDICATION

I dedicate this research report to my loving parents for their support during my academic endeavors since primary up to where I am now.

ACKNOWLEDGEMENT

I truly thank God for the knowledge and strength He has given me to successfully accomplish this work and for the health of my family.

My sincere appreciation goes to my supervisor Mr. Kigundu Joseph for the guidance and patience he accorded to me up to this stage of submission.

I also take this opportunity to thank the entire staff of Muteesa 1 Royal University most especially all the lecturers in the faculty of Social, culture and development studies for the professional guidance during my stay at the university.

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LIST OF ABBREVIATION

AIDS	Acquired Immune Deficiency Syndrome
UNESCO	United Nations Economic, Social and Cultural Organization
UPE	Universal primary education
USE	Universal primary education

ABSTRACT

The study was conducted on the topic entitled that factors influencing school dropout among girl child in Mityana district, a case study of Namukozi village. The study was guided by the following objectives; to investigate the economic factors that contributes to students' dropout at primary school in, Mityana district schools, to examine the social factors that contributes to students' dropout at ordinary level in Mityana district school, and to establish the environmental factors that contributes to students' dropout at ordinary level in Mityana district.

The researcher used both qualitative and quantitative approaches. Quantitative approach involved the use of questionnaires, and other statistical like techniques such as bar graphs, pie charts and tables were drawn to analyze data. Qualitative approach involved in descriptive data. All the above helped the researcher to tap and analyze the information

The first objective of this study was to investigate the economic factors that contribute to students' dropout at primary schools in Namukozi, Mityana district. The study found that poverty, food and indirect costs of education are the major economic factors contributing to students' dropout at primary schools in Mityana district. The study found out that teenage pregnancy and early marriages, domestic violence, orphan-hood, poor law-enforcement, parental perception, indiscipline, HIV/AIDS pandemic were the major social factors contributing to the problem of students' dropout. 16(33.3%) of the respondents agreed that teenage pregnancy and early marriage was the number one social factor contributing to students' dropout problem. The study concludes that poverty, food, indirect costs of education are the major economic factors that contribute to students' dropout at ordinary in Namukozi, Mityana district. The study also concludes that poverty was the number one economic factor contributing to the dropout problem at ordinary level schools in Namukozi, Mityana district.

The purpose of this study recommends that every school should be mandated to organize general parent meetings to enable the parents to meet teachers and discuss problems affecting their students' education such as financial status of the parents in relation to children drop out

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

This study investigates the factors influencing school drop outs in selected schools and was carried out in Mityana District, Central Uganda. This chapter comprises the background to the study, statement of the problem, the hypotheses, scope of the study and its significance.

1.1 Back ground of the Study

School dropout has been a serious problem mainly among the population. Girls of between 12 and 20 years begin school with a hope of completing; find themselves out of the system. Although at times a lot of effort is made to see that they remain in the school system parent or guardians have to work hard for the study of their children in school. However, in the end they pull out of the system due to several unfavorable factors. The phenomenon of dropouts will be a problem even twenty years to come when the national rate as observed by Ociti (1994) will be 50 percent as against the present national rate of 35 percent of school dropout.

Rwendeire (2001) a senior education officer in gender unit of the Ministry of Education and sports said " the greatest barrier of girls education remains the parental negative attitudes, excessive greed for bride price by parents force their daughters to get married at an early tender age in order to get wealth out of them".

Schools are also expensive as many children find themselves out because of shortage of funds for school fees. For instance in most primary schools in Mityana district, most students in Universal Primary Education programme pay from Uganda shillings 50,000 and above. Despite the introduction of Universal primary education (UPE) and Universal primary education (USE), it is noted that these programmes does not cater for lunch, transport, uniforms and others. Many parents or guardians find fees expensive such as uniforms, lunch, textbooks, books and other requirements needed at school.

At least the government of Uganda should improve on its programmes that is to say providing school going children with text books, uniforms, lunch, transport and others to implement what is called basic education and this will reduce the above problem of school drop outs.

Monday (1999), commissioner for education in Uganda at a work shop organized by the ministry of education and sports for "the girl child in Uganda", it will be presented that parents attitudes on education of the girl child is still poor and negative and leads school dropouts.

Stack (1974) and Robin (1976) found out that "school girls whose parents are poor are faced with attitudes which drive them to indulge in early marriages". As parents orguardians lack the ability in terms of funds to sustain their children's education, it usually leads to school dropouts. The school environment has much to determine on the child's ability to study, and if humanism is not catered for in schools, there is more likely to be individual dropping out from school. In addition, factors such as peer group have an influence on the learner's mind. Many are note especially in villagers adopting behavior from their peers such as stealing, fornication, fighting on their way to and from school, and eventually some dropout of school and in most cases do not get a chance of going back. Like last

year 2015, in one school (name withheld), six students enrolled for senior five, they will be around six but they all got before completing their course and they never returned home.

Chapman (1977) there is a remarkable growth in school dropouts in response to the cultural retardation of African way of living. Because of adaptation of western culture, in Uganda many youth have dropped out of school going to look for individual jobs yet in African traditional culture work will be done communally.

The curriculum today is sometimes parallel with the learner's emotions to continue schooling because it is based on academic subjects without vocational skills. This has greatly caused a big number of dropouts worldwide. Louis (1970) in his book "life skills in schools and society" has this to say in support of the above statement that "the ability to manage one's emotions, to take advantage of one's creative potential, leisure wisely, to think rationally, to know one self and other skills, cannot be passed on the present curriculum".

It is perhaps for this same reason that we need to have more counselors today in schools especially in rural schools. So that children stand strong with their studies and reflect the needs of this dynamic society. Meeks (1968) put it that "the growth of guidance movement has always reflected the needs and pressures of society of these needs have been clearly allied to the man power needs of a rapidly changing society".

Namara (1991) it should be noted that in Uganda there is an increasing number of orphans in schools as the result of the popular killer diseases 'AIDS' which has claimed the lives of many parents in the area.(draft report on an evaluation study of Uganda Aids control programmes information education and communities activities) (1991).

Many of the orphans have found a problem of school fees and thus eventually school dropping out results. Despite of Uganda's universal primary education, parents still fail to pay additional fees such as for lunch, uniform and other scholastic materials.

UNESCO (2010) policies to improve school progression and reduce the numbers of girl children dropping out of school are critical if universal primary education is to be achieved. Children are starting primary school in greater numbers than ever before but dropout rates are significant and lead to low levels of primary school completion in many counties. Mubatsi A.H (2009) the school dropout rate in Uganda's rural areas is causing alarm in the country. Despite the introduction of free primary education in 1996, it is now estimated that only 20 percent of pupils who enroll for primary education end up completing primary seven, the highest level of Uganda's primary education.

Meeks (1968) guidance and counseling has a special place among the many unique and dynamic recent, developments in education. But due to lack of this, especially in primary schools there are likely to be more students dropping out. It not only plays a crucial role in individuals learning but also helps change a school from being simply a socializing institution to one more concern with individuals. At school, when there is counseling and guided in what we call career guidance where students are helped to choose their subjects and subject combinations which makes them keep studying and not dropping out. Counseling and guidance also helps students to manage their issues while at school and out of school that is to say students know how to go about their individual problems and continue with education.

1.2 Statement of the Problem

An effective and efficient education system aims at making sure that all children of school going age enroll in schools. All possible measures, innovations and timely interventions must be put in place to facilitate learners' completion of the school cycle. Learners, regardless of their gender, are expected

to complete this cycle. However statistics indicate that in Uganda, girls have less chances of completing school than boys. Although studies have been conducted to identify the causes of school dropouts in other parts of the country, little attention has been given to causes of school dropouts in Mityana District. It is therefore, the aim of this study to identify factors causing school dropouts in selected primary schools in Namukozi Village, Mityana District.

1.3 Purpose of the study

The purpose of the study was to establish the factors causing school drop outs in selected secondary, primary schools in Namukozi village, Mityana district.

1.4 Specific objectives

- i. To investigate the economic factors that contributes to students' dropout at primary school in, Mityana district schools.
- ii. To examine the social factors that contributes to students' dropout at ordinary level in Mityana district school.
- iii. To establish the environmental factors that contributes to students' dropout at ordinary level in Mityana district.

1.4.1 Research questions

- I. What are the economic factors that contributes to students' dropout at primary school in, Mityana district schools.
- II. What are the social factors that contributes to students' dropout at ordinary level in Mityana district school.
- III. What are the environmental factors that contributes to students' dropout at ordinary level in Mityana district?

1.5 Scope of the study

1.5.1 Content scope

The study investigated the factors contributing to the school dropouts in selected secondary schools with specific interest in; finding out how family influences school dropout; finding out how early pregnancies influence school dropout and; how lack of guidance and counseling influence school drop outs.

1.5.2 Geographical scope

Geographically the study was carried out in Namukozi Village in Mityana district whereby three secondary schools was selected for the study; this was selected because it near the research Home District.

1.6 Significance of the study

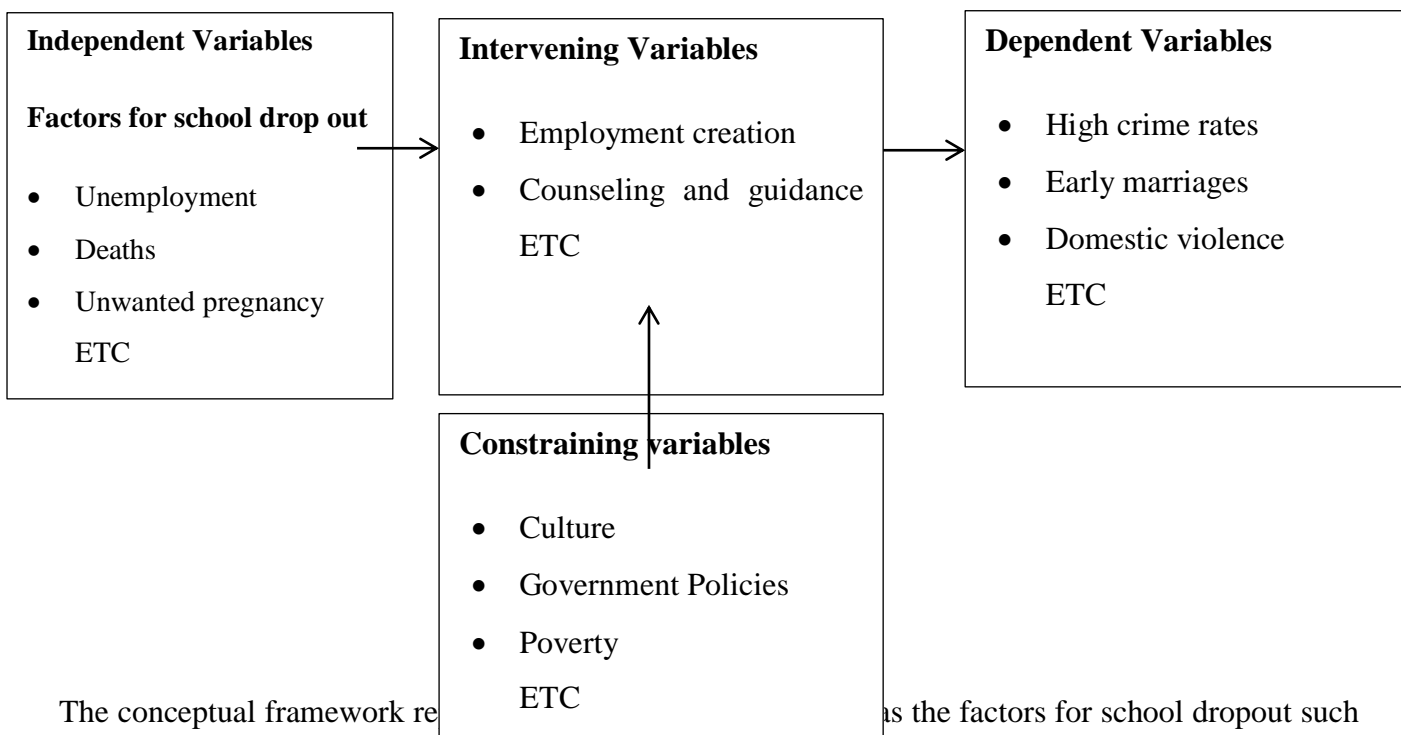
The results of this research would be able to highlight the factors that lead to school dropouts and it would help the head teachers, teachers and local politicians aware of some of these factors and also make them appropriate measures regarding the learners desire to study and keep at school.

It would stimulate other educators to undertake research on the same topic to discover even more factors that cause school dropouts in their respective sub counties and districts.

It would make both parents, the society, and the school administration aware of some of these factors that cause school dropouts so as to make them appropriate measures regarding the learners desire to study and keep at school.

It would also help education departments in Uganda, Non-Governmental Organizations, and local politicians to play and organize educational programmes which would provide formal education to children out of schools.

1.7 Conceptual Framework



The conceptual framework represents the relationship between independent variables such as the factors for school dropout such as unemployment, deaths, unwanted pregnancy among others, dependent variables as the effects of school dropout such as high crime rates, early marriages, domestic violence among others and intervening variable of the study such as employment creation, and counseling and guidance among others.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the researcher explored the findings of other scholars concerning the factors causing school dropouts. Studies about dropouts have been conducted in many countries including Uganda. The term dropout has been defined by a number of writers.

2.1. Economic factors that contribute to students' dropout at primary schools

Inter-Agency Community (1990) observes that, the education inequalities in most countries are commonly relocated to poverty, gender, location, region, linguistics or ethnic identification and physical or mental disability. This is similarly advanced in many studies and researchers. (Abagi 1977, Beckley 1989, Combs 1985 and Lockheed et. al. 1991). In many developing countries like Uganda, education is neither compulsory nor entirely free inevitable, therefore, students whose parents are economically derived are said to be among the educationally deprived (Beckley

1989). Micro-economic analysis indicates that the level of poverty in Uganda is high and on the increase. Official documents indicates that, about 50% of Ugandans live below the poverty line and therefore, unable to access basic services like food, education, shelter and health (Republic of Uganda 2001). Due to increasing poverty, households and communities have therefore been unable to invest and support the development of basic education. Most parents especially in slums in urban centers have been unable to provide their students with necessary education requirements. (Republic of Uganda 2001) Lockheed et al (1991), observed that, in poor families, child labor is critical to income and the survival of the household especially in rural areas students who work have little or no time to attend school.

Indirect cost of education includes, school uniform, shoes, transport, accommodation, stationary and personal effects. According to a number of studies carried out by Work Bank and Ministry of Education between 1995 and 1996, indirect costs are signified and constitute a big percentage of school dropout rates. Girls from poorer households are mostly affected by their inability to obtain personal effects such as sanitary towels and underclothing. Some attend school in regular basis and eventually dropout when the provision of these affects is unpredictable.

Some student's dropout of school because they have no food to eat at school and even back at home there is nothing. (Tindyebwa, 2012). So, staying at home and looking for want to eat seems better than being at school and starving. Giere et al (1999), noted that students have a hard time retaining information when they are hungry so, in the Jong run they end up failing and they get fed up with school and dropout. For some families, putting a meal on the table was a problem leave alone thinking about education. (Kagenha, 2005).

2. 2 Social factors that contribute to students' dropout at primary schools

Many studies and research data tend to indicate that teenage pregnancies and early marriages as another factor of dropout, especially among girls. Kibogy (2001) observed that, throughout Uganda, the school careers of girls are cut short by unwanted pregnancies. A study done by Amunga (1997) pointed out that, teenage pregnancy by school going girls were on the increase. In

other study, Kabogy, (2001) observed that, pregnancies accounted for 80% of female dropout at primary schools while 29.6% of the dropouts were said to get married. Wanjohi (2002) found out that in her study, that early marriages and pregnancies of girls (50.7%) also affected and contributed to girl's dropout. Kamoja (1998), in future of ordinary learners in Uganda sees withdrawing girls from school to marry as a major factor. According to Kamoja, parents marry their daughters early for the following reasons:-to obtain bride wealth, prevent pregnancies out of marriage, evading paying school fees for the girls who may not benefit her family after marriage, and to get wives for their sons before wealth is exhausted.

According to Beckley, (1990), domestic violence was rampant factor which mainly lead to the separation of parents, and students are left vulnerable without the help of one or both parents hence drop outs. Students who are victims of domestic violence have got so many problems that are beyond their control. For the case of schooling, they mainly dropout because they have to execute duties of the missing parents which interrupts their schooling and as such a child may fail to handle coordinating school and home duties. (Abagi, 1991).

Some parents have got a very poor perception or attitude towards education which eventually culminates into school dropouts, Coleman (2006). Most parents in the villages are not aware of the importance of education and therefore, see no use for taking their students to school, for they believe that, it is just a waste of resources and time. Some parents do not care whether the child has gone to school or not and if that finds a child who is not self-motivated, that child will automatically dropout of school, Kirui, (2006). Some parents do not have anything good to talk about education, because they personally do not seem to see any advantage from it. So you find that, they also discourage their students from going to school because they see no use, their students had better stayed at home and make quick money other than going for education which is for the future that they cannot wait for. (Barugahara, 2012).

Health issues was also seen as a contributory factor to the dropout problem. With the HIV/AIDS pandemic many parents die and leave school going, students displaced. By and by, they drop out of school in order to find for themselves and support their siblings. Dan Tengo, Daily Nation in February, (2003). HIV affects both the demand and supply of the basic education. For example, many teachers are either infected or affected by HIV/AIDS, thus unable to be efficient and effective in their work Republic of Uganda (2001). A report from UNESCO indicates that, more teachers are dying of AIDS. In Zambia, for example, more than 100 teachers die per month on an average in (1998). In Rwanda recent assessment on the impact of HIV/AIDS on education delivery conducted in (April 2003) indicated that, 7.5% of school head reported they had staff with suspected HIV absenteeism. Many students have been affected by the disease due to loss of their parents. As parents fall ill, students are forced to take greater responsibility for income generation, food production and care for family members.

According to Kibogy (2001) discipline is the foundation of good performance and responsible behaviour. When a student is undisciplined or exhibits unacceptable behaviour, he/she may be suspended from schools or expelled making him/her not to be in school with others. Studies have shown that, discipline and students administration conflict in schools influence school dropout.

The law enforcement in Uganda are so weak to an extent that they do not even seem to be there or exist which makes dropping out of schools very normal, the students have a choice on whether to go to school or not Martin, (2005). In such away, the students find it very easy to drop out of school, because there are no laws to follow them up or question them on why they have not gone to school. The people in charge of executing the laws are also doing reluctant. In Uganda we have very good laws which remain in the books. There is lack of political will for example, when

you arrest a parent who has not taken his/her students in school, before you reach where you are going, you receive many calls and the person will just be behind you. (Barugahara, 2012).

According to Davison, (2008), students who are orphans in most cases do not have any body to take care and provide for them mostly on issues concerning education and even if they have them these people normally care less about them and not leaving with his/her parents tends to have wishes their parents were alive. At times, in case the guardian lacks, the child might not be able to understand that this is due to a genuine reason. They wish their parents were alive. (Wanjohi, 2009).

2. 3 Environmental factors that contribute to students' drop out at primary schools

Poor school administration has been singled out in contributing to dissatisfaction amongst teachers and students thereby resulting into indiscipline and eventually dropping out of school. In the East African standard, June 2nd 1993, Tesot argued that head teachers were to blame for the chaos in schools. According to Ayuma, (1996) as cited by Wanjohi, (2002), some school leaders like prefects are authoritative and fail to give room for dialogue. The student or students become(s) tensed up especially during adolescence. Because of fear, some end up dropping out to look for alternative places to air out their views.

According to Kamajo (2008), unfavorable school environment makes it hard to some students to continue with school which eventually leads to school dropouts. Some teachers were so unapproachable and tough for even they embark on beating the students, harassing girls by touching their breasts; punish students a lot for even the slightest things. Other teachers do not teach well, some come late to class or do not come at all. These all discourage students from attending school. The male teachers always want to fall in love with the young girls and destroy their future, really you find an old man who has impregnated a small school girl and that one automatically drops out of school forever. (Kikwete, 2007).

Student's engagement in domestic chores contribute to their dropout of school. Lockheed et al, (1991), notes that, in India and several African countries poor rural girls seldom participate in school because they must fetch water, prepare food, gather fire wood, tend young children and also help with farm activities. Kihara (2003) observed that, in countries where early child care programme and education are not properly developed such as Uganda, poor parents often require older siblings to stay home and look after young ones. Kibogy, (2001), asserts that, girls' labor is not only a cultural demand but in most cases it may be absolute imperative for family survival. For example, when one mother is sick or out earning additional income, the girl "presence" at home may become essential. They are at times expected to take care of their siblings and manage the household instead of going to school.

The World Bank (1990) noted that, where teachers in their personality traits do not display emotional stability, extroversion and dependability, students' academic performance tends to be affected. This may result into frustration and eventual withdraw of students from school. Teacher's credentials, education effectiveness, low quality instructions and poor methods of teaching can result into frustration and boredom of the learner and eventual dropout from school. (Adam, 2001). This is where a teacher uses subject -centered instead of child centered approach.

According to Nderitu, (2004), long distances made students drop out of school. Sparsely populated areas have schools that are 10kms away from the homes that people live which is a very long distance and this discouraged students from going to school because in most cases they

were caught for late coming which calls for punishment and also by the time they get to school they are extremely tired. This made them to eventually dropout of school

2.4 Influence of low income levels on drop outs in primary school

As far as the economic status is concerned, Bookman (1960) defined it as "a variation in power, wealth and prestige". The various studies undertaken prove that economic status has a great impact on the individual dropping out of school.

Banks (1959) states; "it is true to say that the family environment is most likely to encourage a favorable response to school and a good attitude towards learning".

Like Combs(1985) Banks continue to write; "at the same time, the increasing weight of evidence pointing to the persistence of social ideas, inequalities in educational performance in spite of democratization of educational provision has made it inevitable that studies of family back ground should be closely related to considerations of social class. The consistent tendency of working class or manual workers children to perform less well in school and to leave soon than the children of non-manual workers calls for explanation in the working class family".

An educational economist, Simmons (1980), supported this when he gives an example asserting that the poor are beginning to seriously regard education. He states; "In school the poor quickly learn. That education is an escape from poverty.. The poor are the first to drop out because they need to work, the first to be pushed out because they fall asleep in class as one result of malnourishment, and the first to fail French or English tests because upper income children have better opportunities at home. Consequently, the hope brought to village parents by the construction of primary school soon fades".

Simmons (1980)also stresses the effect of poverty on learning, as the poor dropout because of poor nutrition and no opportunities of foreign language speaking at home than the upper income children. Simmons (1980)further observed that; "Enough schooling to secure a steady even menial job for their son, let alone for their daughter, seems just beyond their grasp before any schooling would have done to achieve their aspiration".

Robin (1976),found out that "school girls whose parents are poor are freed with attitudes which drive them to indulge in early marriages". As parents or guardians lack the ability in terms of funds to sustain their children's education, it usually leadsto school dropouts.

At least the government of Uganda should improve on its programmes that is to say providing school going children with text books, uniforms, lunch, transport and others to implement what is called basic education and this will reduce the above problem of school drop outs.

2.5 Influence of early pregnancies on school drop outs

For the problems that appear while at school especially on the girl's side, like pregnancy, they can easily drop out and not get a chance of being re-admitted.

According to Mugere's report (1996) "in Uganda, as in several other African countries, school girls expelled from being pregnant are not re-admitted after giving birth".

Mugere (1996) continues to report that; "A recent published demographic report says that Uganda's teenage pregnancy rate stands at 43 percent which is the highest in the whole sub-Saharan region. Many of these certainly school going children who become pregnant and drop out at different stages".

As for the ratio of drop outs is concerned, which is said to be that girls drop out more. Than boys Mugere (1996) continued to report that; "survey carried out in Lusaka Zambia (1993) revealed that 30.4 percent of the school dropouts will be attributed to pregnancies. A similar survey carried out pregnancies accounted for 16.7 percent of the drop outs".

In the same report Mugere (1996) states the major causes for pregnancy in the school girls including: girl's parents' poor financial position leading to failure to cater for their wards, peer group influence, broken homes, and when these girls drop out of school become misfits in society.

As far as the dropout ratio is concerned it has been realized that girls dropout more than boys. Girls in Uganda and other parts of the world have been trapped in the pregnancy net. as Beijing (1995) reports that school girl drop out is on an increase in united states on average 2,756 girls drop out every day because of pregnancy and that on average, 1,340 underage girls give birth every day. Many of these girls even after giving birth fail to go back to school and other institutions of learning.

Beijing router (1996) as far as the dropout ratio is concerned it has been realized that girls drop out more than boys. Girls in Uganda and other parts of the world have been trapped in a pregnancy net.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter provides a detailed description of the research design, sampling procedures and characteristics of population, the tools, instruments of data collection and analysis used.

3.1 Area of the study

The study was carried out in Namukozi Village Mityana District. The researcher chose this area after observing a big number of youths not going to school, her being also a resident there. It was also easier for her to gather the information. Namukozi Village covers an area of 135 Square Kilometers. Its population is 25,697 yet the population density is 156 persons per square kilometer. Fifty percent of its population is below 19 year old.

3.2 Research design

The researcher used both qualitative and quantitative approaches. Quantitative approach involved the use of questionnaires, and other statistical like techniques such as bar graphs, pie charts and tables were drawn to analyze data. Qualitative approach involved in descriptive data. All the above helped the researcher to tap and analyze the information.

3.3 Study Population

The researcher targeted parents, teachers and primary students in selected schools of Mityana district. The study population contacted 20 teachers, 50 parents with students at primary data seven class and 50 students in P.7. Teachers being the managers of schools were in position to give information concerning school dropout and its implications to education.

3.4 Sample size

The sample size of any research study was a subject of the total population which was randomly selected and possesses characteristics of and represents the population. From the sample, one should be able to identify characteristics that are found in the overall population. The test sample size was 30% of the total population (Best and Khan, 1993). The sample size of the study was 50 respondents.

3.5 Sample selection

All the 20 teachers in the school were selected as respondents. 15 students were selected from class to act as respondents which are 30% of the 50 students at primary level. 15 parents were also selected, which is 30% of the 50 parents who were their students at primary level. From those respondents, the study used a sample size of 48 respondents.

3.4 Procedures of data collection

An introductory letter from the Dean Faculty of Social Culture and Development Studies of Muteesa I Royal University was given to the sub-county chief and the two (2) schools that is to say Namukozi secondary Primary School and Country View Primary School.

The researcher organized informal meetings and visits to the primary school head teachers, teachers, students and parents to sensitize them about the need for carrying out the research.

Questionnaires were issued to the schools head teachers, teachers, students and parents after seeking permission to carry out this investigation and collect data, and the researcher collected the questionnaires the same day.

3.5 Research instruments for data collection

Three methods were mostly used in data collection namely; questionnaires, interview guide and observation.

3.5.1 Questionnaires

Open and closed ended questions were administered to the respondents specifically teachers and students. The questionnaires were used because it saves time as it enables the collection of much information in a short time.

3.5.2 Interview Guides

Face to face interviews were conducted by the researcher to collect information. These were administered to some respondents especially parents who were able to read and write. The researcher used interview guides because it is good for collecting firsthand information and avoids over exaggeration of information by some respondents. Information expressed in form of body gestures were also be recorded.

3.6 Data analysis and presentation

The researcher collected the information for some time, later organized the data according to the hypotheses of the research study.

The collected information were then assessed, tabulated and simplified into easily understood statistical form and later presented as percentages in tables, pie charts and a graph.

3.7 Limitations of the study

In the course of the study the researcher faced the following problems.

The study on focused on factors contributing to students' dropout at primary data in Mityana district covered the whole district. However, the case study research design and random sampling technique confined the study to a relatively smaller number of respondents in Mityana. Not only that, but also the instruments that was used in data collection had their own weaknesses. Therefore, the data collected was for the particular school in the study.

Additionally, the study was conducted using a sample size of 50 respondents only, this limited the scope of the data collected. The researcher was a student and therefore had limited time and

financial resources for an extensive study. Nevertheless, this study provided a fertile ground for further research on factors contributing to students' dropout at primary level in Uganda.

CHAPTER FOUR

DATA INTERPRETATION, ANALYSIS, AND PRESENTATION

4.0 Introduction

The chapter is organized in sections, first the questionnaires response return rate, followed by the findings of the study as per the objectives. The findings are explained using figures and percentages in a table form and in a descriptive form

4.1 Background information

4.1.1 Gender of the respondents

The results of the findings show that out of the 48 respondents, 28 (58.3%) of the respondents were male while 20 (41.7%) were female as shown in the table 2. This implies that the study was somehow less gender bias and took almost equal opinion from both sexes hence considered valid and dependable.

Table 2: Showing Gender of Respondents

Gender	Distribution	Percentage
Male	28	58.3
Female	20	41.7
Total	48	100

Source: Primary Data, 2020.

4.4 Age of the respondents

The results of the study showed that, all the students in senior two were in the range group of 11- 15 years. The majority of the parents and teachers 24(50%) in the age group of 21-40 years, 6 (12%) parents and teachers were in age group of 41-50 years and 3 (6.3%) parents and teachers were in age group of above 50 years as shown in table 3. This implies that the researcher gathered information from the right respondents and the information were from mature minded people hence valid and reliable.

Table 3: Showing Age of the respondents

Category	Age group				
	11-15	21-40	41-50	Above 50	Total
Parents	0	10	2	1	13
Teachers	0	14	4	2	20

Students	15	0	0	0	15
Total	15	24	6	3	48

Source: Primary data, 2020.

4.5 Economic factors that contribute to students' dropout at primary level

The first objective of the study was to investigate the economic factors that contribute to students' dropout at primary schools in Mityana district. The study was guided by the following research question. What are the economic factors that contribute to students' dropout at ordinary level? The data collected and analyzed under this section revealed that, economic factors that contribute to students' drop include; poverty food, indirect costs of education. The analysis and presentation of the findings are presented in table 4 below-

Table 4: Showing Economic factors that contribute to students' dropout at primary schools.

Economic factors	Frequency	Percentage
Poverty	24	50
Food	10	20.8
Indirect costs of education	14	29.2
Total	48	100

Source: Ordinary Data, 2020.

In the interviews conducted, the interviewees said that economic factors contribute to students' drop out in this way;

4.5.1 Poverty

The findings of the study revealed that, poverty was the number one economic factor contributing to students' drop out at primary schools in Mityana district. This is because 48 (96%) of the respondents agreed that, poverty was the number one cause students' dropout in Mityana district as shown in figure 2 below. A respondent revealed that, most people in Mityana district live in absolute poverty, they are too poor to provide for themselves and in such away they are not able to provide school materials which are a necessity at school. So the students go back to their parents who do not have money, with time they forget about school and consequently drop out.

4.5.2 Food

The findings of the study revealed that, some students drop out of ordinary schools in, Mityana district because they have no food to eat at school and even back at home there is nothing, 40(80%) of the respondents agreed that food is a major cause of students' drop out from ordinary level in Mityana district as shown in figure 3 below. In an interview conducted, the interviewees said that, students have hard time retaining information when they are hungry, so in the long run they end up failing and get fed up with school and dropout

4.5.3 Indirect costs of Education

The study also found out that, indirect costs of education was a major economic factor that contribute to students' dropout in, Mityana district, 42 (84%) of the respondents agreed that, indirect costs of education such as purchase of school uniform, school fees, accommodation, transport, purchased of scholastic materials such as books, pens, pencils, function fee, all contribute to students' dropout. Respondents also revealed that, girls from poorer house-holds are affected by their inability to obtain personal effects such as sanitary towels, and underclothing. So, some attend in irregular basis and eventually dropout of school.

4.6 Social factors that contribute to students' dropout at primary schools

The second objective of this study was to examine the social factors that contribute to students' dropout at primary schools in Namukozi , Mityana district. To achieve the stated objective, the study was guided by the following research questions: What are the social factors that contribute to students' drop out at primary schools in Mityana secondary schools? The data collected and analyzed under this question revealed that social factors that contribute to students' dropout at primary schools include; teenage pregnancy and early marriages, indiscipline, domestic violence, parental perception, poor law enforcement, orphan hood, HIV/AIDS pandemics. The analysis and presentation of the findings are presented in table 5.

Table 5: showing Social factors that contributed to students' dropout at primary schools in Namukozi, Mityana district.

Social Factors	Frequency	Percentages
Teenage pregnancy and early marriages	16	33.3
Domestic violence	10	20.3
Orphan-hood	4	8.3
Parental perception	4	8.3
Indiscipline	6	12.5
HIV/AIDS pandemic	2	4.2
TOTAL	48	100

Source: Primary data, 2020.

In the interviews conducted, the interviewees said that social factors contribute to students' drop out in this way;

4.6.1 Teenage pregnancy and early marriages

The findings of the study revealed that, teenage pregnancy and early marriage was number one social factor that contribute to students' dropout at primary schools in Namukozi , Mityana district. This was because 16(33.3%) of the respondents agreed that, teenage pregnancy and marriage was a major social factor that contribute to school drop out of students. This has been shown in table 5 above. A respondent revealed that, girls are cut short by unwanted

pregnancies and dropout of school to get married. An interview conducted with the teachers found out that, parents marry their daughters early to obtain bride wealth, evade paying school fees for the girls who may not benefit her family after marriage. This contributes to school dropout.

4.6.2 Domestic violence

The study also found out that, domestic violence is a major social factor that contributes to students' dropout at primary schools in Namukozi , Mityana district. 10(20.8%) of the respondents agreed that, domestic violence was a major social factor of students' dropout at ordinary level in Mityana district. Respondents said that, domestic violence was rampant in Namukozi , Mityana district and mainly leads to the separation of parents and students are left vulnerable without the help of one or both parent, hence dropouts. This is because the victims (students) have to execute duties of the missing parents which interrupt their schooling and as such they may fail to handle coordinating school and home duties and eventually drop out.

4.6.3 Poor law enforcement

The study also found out that, poor law enforcement was a major social factor that contribute to students' dropout at primary schools in Namukozi Mityana district 6(12.5%) of respondents agreed that, poor law enforcement was a major social factor that contribute students' dropout. In an interview conducted, the interviewees said that the law enforcement in Namukozi were so weak to the extent that, they do not even seem to be there or exist which made dropping out of school very normal. Respondents noted that, students have a choice on whether to go to school or not. This made it very easy to drop out of school because there were no laws to follow them up or question them on why they have not gone to school.

4.6.4 Indiscipline

The study also found out that, indiscipline is a major social factor that contributes to students' dropout in Namukozi , Mityana district. 6 (12.5%) of respondents agreed with this. Respondents said that indiscipline students' are often suspended or expelled from schools. One of the teachers of Buyanja b.cs ordinary school noted that; five (5) students were expelled from Buyanja b.c.s ordinary school in 2010, because of fighting a teacher who was responsible for feeding at school having denied them lunch (food) because they had not cleared food requirements.

4.6.5 Parental perception

The findings of the study also found out that parental perception is another major social factor that contributes to students' dropout at primary level schools in Namukozi , Mityana district. (4(8.3%) of the respondents agreed that parental perception as a social factor contributes to school dropout. Respondents said that some parents have a very poor perception or attitude towards education which eventually culminates into students' dropouts. The findings of the study also found out that most parents in the villages in Namukozi for example some village are not aware of the importance of education and therefore they don't see any use of taking their students to school, for they believe that it is just a waste of resources and time. One of the teachers (interviewee) said that some parents do not care whether their students have gone to school or

not and some parents do not have anything good to talk about education, they often discourage their students to go to school hence leading to school dropout.

4.6.6 Orphan-hood

The findings of the study also found out that orphan-hood are a major factor that contributes to students' dropout at primary schools in Namukozi , Mityana district. 4(8.3%) agreed with the findings. An interview with one of the teachers from St. Mary's secondary school revealed that most students who are orphans in Namukozi do not have any body to take care and provide them mostly on issues concerning education. A respondent said that students without their parents wish their parents were alive.

4.6.7 HIV/AIDS pandemic

The findings of the study also found out that HIV/AIDS pandemic was socially a contributory factor for dropout problems in Namukozi , Mityana district. The findings revealed that 2 (4.2%) agreed that health issues are contributory factor to school dropout problem. Respondents said that parents with HI /AIDs disease die and leave school going students displaced and they drop out of school to find for themselves and support their siblings.

4.7 Showing Environmental factors that contribute to students' dropout at primary schools in Namukozi, Mityana district schools

The third objective of the study was to establish the environmental factors that contribute to students' dropout at primary schools in Namukozi , Mityana district. To achieve the stated objective, the study was guided by the following research question: What are the environmental factors that contribute to students' dropout at primary schools in Mityana district secondary schools? The collected data and analyzed under this question indicted that, the environmental factors that contribute to students' dropout at primary schools in Mityana secondary schools in Namukozi , Mityana district include; school environment, poor school administration, teachers' attitudes and their credential academic performance, child labour, distance. The analysis and presentation of the findings are presented in table 6 below:

Table 6: Environmental factors that contribute to students' drop out at primary schools in Mityana secondary schools

Environmental factors	Frequency	Percentage
School environment	10	20.8
Poor school administration	5	10.4
Distance	15	31.3
Child labour	16	33.3
Teachers' attitudes and their credential academic performance	2	4.2
Total	48	100

In the interviews conducted, the interviewees said that environmental factors contribute to students' drop out in this way;

4.7.1 School environment

The findings of the study also found out that, unfavorable school environment makes it hard for some students to continue with school, which eventually leads to school dropouts. 10(20.8%) of the respondents stressed that unfavorable school environment is a major environmental factor of school dropout in Namukozi Mityana district. Respondents especially from students of senior two said that, some teachers are so unapproachable and tough; embark on canning students a lot for even slightest things. These all discourage the students from attending school. Hence students eventually drop out of school.

4.7.2 Poor school administration

The study also found out that poor school administration is an environmental contributory factor to school dropout problem. 5(10.4%) of the respondents stressed the issue of poor school administration as a major factor for school dropout at primary schools. Respondents said that poor school administration contributes to dissatisfaction amongst teachers and students thereby resulting into indiscipline and eventually dropping out of school. One pupil (respondent) noted that in 2012 when he was at primary level five, the prefectural body (prefects) was authoritative to other students but this caused chaos in Buyanja B.C.s ordinary school and some students were expelled out of school and eventually dropped out of school.

4.7.3 Distance

The findings of the study also found out that the distance was a major factor that contributes to students' dropout at primary schools in Namukozi , Mityana district. The study revealed that 15(31.3%) of the respondents stressed that long distances make students drop out of school. Respondents said that most of the students who study from St. Mary's secondary school at primary schools move or travel a distance of about 10 kilometers to and from school, which made them extremely tired and this discourages some students from going to school because in most cases they are caught late which calls for punishment. This makes students to lose interest in going to school and in the long run, they eventually drop out of school.

4.7.4 Child labour

The findings of the study revealed that child labour is number one environmental contributory factor to school dropout problem. 16(33.3%) of the respondents stressed that child labour was the major environmental factor contributing to school dropout in Namukozi , Mityana district. Respondents said that students were engaged in activities like farming, quarrying, and petty business to earn a living than going to school. Respondents said that some students study in the morning and they do not come back in the afternoon because they have to go for farming in order to support their families and in the long run dropout of school.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter includes the discussion of findings, conclusions, recommendation and suggestions for further studies.

5.2 Discussion of findings

The discussions of the findings are based on the objectives of the study.

This section provides the discussion of the findings of the analysis. The section focuses on the research objectives which were on economic, social and environmental factors that contribute to students' dropout at primary schools in Namukozi, Mityana district.

5.2.1 Economic factors that contribute to students' dropout at ordinary level in Namukozi, Mityana District.

The first objective of this study was to investigate the economic factors that contribute to students' dropout at primary schools in Namukozi, Mityana district. The study found that poverty, food and indirect costs of education are the major economic factors contributing to students' dropout at primary schools in Mityana district. The findings of the study revealed that 24(50%) of the respondents agreed that poverty was the number one economic factor that contributed to students' drop out. The findings of the study also found out that 10(20.8%) of the respondents agreed that lack of food was a major economic factor that contribute to students' dropout. The study revealed that 14(29.2%) of the respondents stressed that indirect costs of education such as purchase of scholastic materials was a major economic factor contributory to drop out ordinary schools in Mityana district

5.2.2 Social factors that contribute to students' dropout at primary schools in Namukozi, Mityana district.

The second objective of the study was to examine the social factors that contributed to students' dropout at primary schools in Namukozi, Mityana district. The study found out that teenage pregnancy and early marriages, domestic violence, orphan-hood, poor law-enforcement, parental perception, indiscipline, HIV/AIDS pandemic were the major social factors contributing to the problem of students' dropout. 16(33.3%) of the respondents agreed that teenage pregnancy and early marriage was the number one social factor contributing to students' dropout problem. 10(20.8%) of the respondents agreed that domestic violence was a major social factor contributory to the students' dropout problem. 6 (12.5%) of the respondents agreed that poor law enforcement was a social contributory factor to the students' drop out. The study still found out that girls in Namukozi were cut-short by unwanted pregnancies and dropout of school to get married. The findings of the study revealed that domestic violence is rampant in Namukozi which leads to separation of parents and makes them victims (students) fail to handle

dropout. The study findings revealed that the law enforcement in Namukozi were so weak to the extent that they never seemed to be there or existed which made students dropping out very easy and normal. The findings also revealed that parents in Namukozi have a very poor perception or attitude towards education which eventually culminated into drop outs.

5.2.3 Environmental factors that contribute to students' dropout at ordinary level in Namukozi , Mityana district.

The third objective of the study was to establish the environmental factors that contribute to students' dropout at primary level in Namukozi , Mityana district. The study found out that child labour, distance, school environment, poor school administration, teachers' attitude and their credential academic performance are the major environmental factors that contribute to students' dropout at primary schools schools. 15(31.3%) of the respondents stressed that distance was a major environmental factor contributory to students drop out. The findings of the study revealed that long distances make students drop out of school. The study also found out that student of St. Mary's secondary school move a distance of over 10 kilometers to and from school which discourages them to go to school and eventually drop out. The study found out that unfavorable school environment where some teachers are unapproachable, tough, embark on caning students, discourage students from attending school and eventually drop out. The study also revealed that child labour is a contributory environmental factor to the students' drop out. The findings revealed that students in Namukozi are engaged in activities like farming, quarrying, and petty businesses to earn a living than going to school. They study in the morning and they do not come back to school in the afternoon and in the long run drop out of school.

5.3 Conclusion

From the findings of the study, the researcher made the following conclusions.

The first objective of the study was to investigate the economic factors that contribute to students' drop out at primary schools in Namukozi , Mityana district, the study concludes that poverty, food, indirect costs of education are the major economic factors that contribute to students' dropout at ordinary in Namukozi , Mityana district. The study also concludes that poverty was the number one economic factor contributing to the dropout problem at ordinary level schools in Namukozi , Mityana district.

The second objective of the study was to examine the social factors that contribute to students' dropout at primary schools in Namukozi , Mityana district. The study concludes that teenage pregnancy and early marriages, domestic violence, indiscipline, parental perception, poor law enforcement, orphan-hood, HIV/AIDS pandemic are the major social factors contributing to students' dropout at primary schools in Namukozi , Mityana district. The study also concludes that teenage pregnancy and early marriages was the number one social factor contributing to the dropout problem.

The third objective of the study was to establish the environmental factors that contribute to students' dropout at primary schools in Namukozi, Mityana district. The study concludes that distance, unfavorable school environment, poor school administration, child labour, teachers' attitudes and their credential academic performance are the major environmental factors that are

contributing to the dropout problem at primary schools in Namukozi, Mityana district. The study also concludes that long distance was the number one environmental factors that contribute to the dropout problem

5.4 Recommendations

Based on the findings of the study, the study comes with the following recommendations.

5.4.1 Recommendations on the Economic factors that contribute to students' dropout

The purpose of this study recommends that every school should be mandated to organize general parent meetings to enable the parents to meet teachers and discuss problems affecting their students' education such as financial status of the parents in relation to children drop out. These parents should be advised on the need to motivate their students to remain in school.

5.4.2 Recommendations on the social factors that contribute to students' dropout

Government should strengthen the sensitization of parents and guardians on their roles and responsibilities and a mechanism should be put in place to oblige parents to fulfill their ordinary parental responsibility of giving their students packed lunch. Providing them with school requirements and doing everything possible to keep their students in school.

Government should enforce the ban of corporal punishment in schools. Also the teachers have to be counseled on importance of using alternative methods in disciplining the students.

The government should regard the provision of education on utmost priority; enforce laws seriously against school dropout.

5.4.3 Recommendations on the environmental factors that contribute to students' dropout

A legal provision should be put in place to impose sanctions against parents and guardians who fail to keep their students in school.

Ordinary school students should be enrolled on the school which is located nearby their residence.

The school in collaboration with other stakeholder including the parents should establish the food programme in the school to ensure that their students are fed while they are at school.

5.5 Suggestion for further studies

This study has covered a small portion of the Ugandan population. The findings might not reflect the situation of the whole country especially when we take into account that the rates of dropout from one district or region to another differs significantly. Therefore a study is needed to be carried out in all the districts and regions of Uganda to provide a clear nation image on school dropout. There is need to carry out a study, to investigate the causes of dropping out from schools among girl students at primary schools school

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APPENDIX I

QUESTIONNAIRE FOR HEAD TEACHERS

Dear Sir/ Madam,

My name is Bitamisi Kawusala, a student of Muteesa I royal University pursuing a bachelor's Degree in Social Work and Social Administration. I am conducting a study on the factors influence school dropouts in selected Primary Schools in Mityana District. The information given will be treated with respect and it will be purely used for academic purpose only. So I therefore, kindly request you to give your honest opinion. Your views will be helpful to address the causes of school dropout at Primary Level.

SECTION A: Background Information of Respondents

Gender

Male

Female

Age group

11-20

21-40

41-50

Above 50

Marital status

Married

Single

Level of education

Primary

Secondary

Tertiary institution

University

SECTION B: ECONOMIC FACTORS THAT CONTRIBUTE TO STUDENT’S DROP OUT

For this section rate as follows; Strongly Agree- SA, Agree-A, Not Sure - NS, Disagree –DA, and Strongly Disagree - SDA

	SA	A	NS	DA	SDA
Poverty					
Food					
Indirect cost of education					

In your opinion what are other economic factors that contribute to student’s drop out?

.....
.....
.....
.....

SECTION C: SOCIAL FACTORS THAT CONTRIBUTE TO STUDENT’S DROP OUT

	SA	A	NS	DA	SDA
Teenage pregnancy and early marriages					
Domestic violence					
Orphan hood					
Parental perception					
Indiscipline					
HIV/AIDS pandemic					

SECTION D: ENVIRONMENTAL FACTORS THAT CONTRIBUTE TO STUDENT'S DROP OUT

	SA	A	NS	DA	SDA
Social environment					
Poor school administration					
Distance					
Child labour					
Teacher's attitudes and their credential academic performance					

THANKS FOR YOUR PARTICIPATION

APPENDIX

INTERVIEW SCHEDULE

1. Do some students drop out of this school?
2. If yes, what are the economic factors that contribute to the dropping out of these students from this school?
3. What are the social factors that contribute to students' dropout in this school?
4. What are the environmental factors that contribute to students' drop out in this school?