

PARENTS' SOCIO-ECONOMIC STATUS AND STUDENTS' DROPOUT IN
SELECTED PUBLIC AND PRIVATE SECONDARY SCHOOLS
IN BUSIA DISTRICT
– UGANDA

A Thesis
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Postgraduate Studies and Research
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In Partial Fulfillment of the Requirements for the Degree
Master of Education Management and Administration

By:

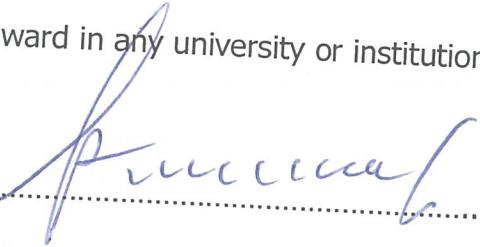
Namwamba Wilberforce Angajo
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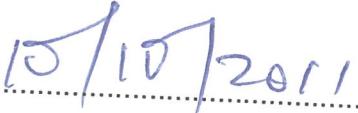


DECLARATION A

"This dissertation is my original work and has not been presented for a degree or any other academic award in any university or institution of learning".

Signature:.....

NAMWAMBA WILBERFORCE ANGAJO

Date:.....

DECLARATION B

I / we confirm that the work reported in this dissertation was carried out by the candidate under my / our supervision

Name and Signature of Supervisor

Date

APPROVAL SHEET

This dissertation entitled "Parents' Socio-Economic Status and Students' Dropout in Selected Public and Private Secondary Schools in Busia District-Uganda" prepared and submitted by Namwamba Wilberforce Angajo in partial fulfillment for the Degree of Master in Education Management and Administration has been examined and approved by the panel of oral examination with a grade of _____

Name and Signature of Chairman

Name and Signature of Supervisor

Name and Signature of Panelist

DEDICATION

To my beloved wife Christine, my dear children Milly, Isaac, Prince, Misha, Mark, Mary, Nelson and Julius without your sacrifice and encouragement, this piece of work would be a mirage. May his omnipotent power continue to nourish and nurture you and may this piece of work be an inspiration for each of you as you continue to navigate this universe in pursuit of new knowledge and a glorious life.

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ABSTRACT

This study sought to answer research questions which were; what are the demographic characteristics of the respondents in terms of age, educational qualifications, income, employment and marital status? , what is the level of school drop out in selected secondary schools in Busia District-Uganda?, What is the socio- economic status of parents in the selected secondary schools? , and is there a relationship between parents socio-economic status and students drop out. The sample size of the population included 190 parents of s.4 students in the selected schools who enrolled there right from senior one. The design of the study was a descriptive survey in particular descriptive correlation. Data were collected by means of a questionnaire . Data were analyzed using statistical package for scientific scientists SPSS). They were interpreted and analyzed using descriptive statistics of frequency, percentages, means, r values and tabular presentations.

The study indicated that the males dominated the females 75 percent and 25 percent respectively.

The results showed that the relationship of parents' socio-economic status and students' drop out in Busia District-Uganda is big. These findings further showed that the parents socio-economic status and students dropout are not significantly correlated Recommendations based on the findings were addressed to teachers, educational administrators, Ministry of Education and Sports officials, planners and researchers.

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the study:

Sub-Saharan Africa has been one of the lowest achieving regions in terms of education.

But after Education for All (EFA) by 2015 movement initiated by UNESCO in 2000. Sub-Saharan Africa region has made significant progress. Since Coleman's (1966) land mark study of Educational opportunity, socio-economic status has been seen as a strong predictor of student achievement. Coleman asserted that the influence of student background was greater than any thing that goes on within schools.

Poverty is indeed a factor among children in the United States. Rain water and Smeeding (1995) in their nation Luxemburg income study found that during the 1990s families of children in the United Sates had lower real income than families of children in almost every other nation.

The researcher was motivated to carry out this research study following his keen interest to investigate influence of parents' socio-economic status on school drop out in secondary schools in Busia District – Uganda. Having observed that a great number of secondary school children are often found in villages playing cards.

A sizeable number of secondary going age children are found riding boda-boda and others engaged in cross border trade thus smuggling goods across the border with Kenya. The researcher became interested in investigating if parents' socio-economic status and the type of family these students come from do significantly influence school

drop out. This situation has become a general phenomenon and is responsible for school drop out and is a general educational problem in the study area. Although there has been a number of laudable school programmes such as Universal Secondary Education (USE) & Education For All(EFA) intended to keep students in schools. These have not yet yielded their intended or desired objectives. Even if the introduction of Universal Secondary Education (USE) in Uganda has significantly increased access to secondary Education, the level of school drop by students seem to be on the raise. The parents' poor attitude towards work, associated with excessive drinking of alcohol has resulted in low farm output as most of the time is wasted. This lead to low income and hence low purchasing power. (2002) census results). Government funding to the post primary education is still low although increasing. The population has therefore to heavily rely on the few resources prevailed by the Government to maintain their children in school.

The (2002 census) results showed that Agriculture is still the predominant activity in the District with crop farming employing 74.8 percent of all working population aged 10 years and above. The other major activities include sale of foodstuffs, household and personal goods 47 percent, transport 2.3 percent, education 2.9 percent Restaurant/eating places and curteens 1.5 percent. Public Service 1.5 percent while manufacturing of food products and beverages, fishing and constructions of employees 1 percent each.

Statement of the problem

The problem of this study is getting students into school and keeping them in school to complete their program of study. As a result of parental socio-economic status influence many students drop out of school. Some of these parents engage their children in taking very active part in the survival needs of the family as some students are found loitering in town and some taking part in cross border trade (smuggling). Since the students leave school to hawk around and run errands for money, they stand out of the school during school hours. Among several other activities they engage in during school activities that keep them out of school during school hours, as observed, is the desire to help in the family financially. This study seeks to investigate if parents' socio-economic status is a factor of students' drop out of secondary schools in Busia District. So an empirical study to validate the observation becomes necessary, thus, as the reason for this study.

Purpose of the study

1. To validate my observations that the students drop out rate are mainly brought about by the parents' socio-economic status.
2. To contribute to additional knowledge of Collin's model theory on which the study is based on.
3. To add value to existing body of knowledge on issues of policy for education which address the area of school dropout.

General objective

To determine the relationship between parents' socio-economic status and students' dropout of school.

Research objectives

1. To determine the profile of respondents in terms of gender, education, income, employment status and marital status level.
2. To determine the level of school dropout rate in some selected private and public secondary schools in Busia District –Uganda.
3. To determine the difference in drop out between male & female in private and public secondary schools.
4. What is the dropout rate level between students in public and private secondary schools?

Research questions

1. What are the demographic characteristics and data of the respondents in terms of age, educational qualifications, income occupation and marital status?
2. What is the level of school drop out in selected secondary schools in Busia District-Uganda?
3. What is the Socio-economic status of parents in the selected secondary schools?
4. What relationship exists between school drop out and socio-economic status of parents?

Hypothesis

1. There is no significant difference between school drop out and socio-economic status of parents.

Scope

Geographical Scope

This study focused on Busia District Uganda. The reason for choosing Busia District as a geographical area for this study was that Busia District has been one of the districts in Uganda where students drop out of school seem to be on the increase.

Theoretical Scope

This study was based on the system theory by Ludwin Von Bertalanffy as described in infant et.al (1997).

Content Scope

This study focused on the parents socio-economic status and its relationship on the students drop out of school.

Significance of the study

The findings of this study will benefit the following:-

Teachers: They will come to understand how they can handle students from different family backgrounds.

Students: They will benefit from this study in that they will find solutions to different socio-economic status problems that they encounter in their learning. They will thereafter learn with much confidence.

School Administrators: They will be informed about the different social background of the students they enroll in their respective schools.

Ministry of Education & Sports : It will be informed about the level of students drop out in Busia District-Uganda secondary schools. In addition, on the basis of the findings of this study, the Ministry will understand its strengths and weaknesses in the implementation of Universal Secondary Education (USE).

Government of Uganda: It will be informed about the actual socio-economic status differences in the Uganda secondary schools. The findings will also raise governments awareness about the socio-economic status differences that greatly contribute to students drop out of school.

Educational Planners: They will formulate favourable educational policies that benefit all learners.

Researchers: They will be interested in carrying out research on socio-economic status and students drop out in other Districts of Uganda. Researchers will be motivated to carry out research on socio-economic status as being a big contribution to students drop out.

Operational definitions of terms

Socio – economic status: - is a measure of individual's or groups' standing in the community.

Drop out: A person who leaves school or college before they have finished their studies.

Respondents: A person who answers questions especially in a survey.

Profile of respondents: It refers to parents in terms of gender, marital status, employment status, income level and education.

CHAPTER TWO:

CONCEPTS, IDEAS, OPINIONS FROM AUTHORS/EXPERTS

According to the theory of Collin's model, which is the conflicting model and stratification which states that, "society is made up of status groups", social class significantly determines the social environment and power of the individual societal classification of individuals are recognized as differing in status. Persons are ranked in terms of prestige or social worth (David Krech Et al 1989).

Every student has the opportunity to achieve his or her academic potential. It is generally noticed that at least 20% of students in a classroom who drop out of school are not well facilitated "scholastically" (Ogwu, 1994).

In almost all developing countries, school dropouts or low completion rates have been a subject of interest for academicians, researchers and policy makers for a long time.

WHO (2000) observed that a student may leave schooling as a result of some personal crisis like illness, physical disability or accident. Drop out of school among girls in Edo state of Nigeria is related to the demise of one of the bread winner of the family.

The study by Holmes (2003) found out that overall; females receive less education than males and they tend to dropout, or are withdrawn earlier for both economic and social-cultural reasons. This study further argues that its an opportunity cost to send female children to school in rural areas where girls are married quite early.

Parent's occupation are also associated with the livelihood of their children completing secondary school. Some have argued that the lower socio-economic status that accompanies lower education levels of parents can limit education opportunities of students. Studies reported in Audas and Wilims (Forth coming) suggest that students from lower socio-economic status are well aware that they are being streamed into programs and social situations that perpetuate social inequality and their resignation to their situation may be what causes them to disengage from school.

Results from the 1994 General Survey (GSS) reinforce the SIS, results that show that low socio-economic status increases the incidence of school drop out.

Russel, (2001), Bickel and Pagaianis, (1988); Clark, (1992); and Rumberger, (1993) demonstrate that communities can influence drop out rates by providing employment, opportunities during school. Since Coleman's (1966) land mark study on equality of educational opportunity, socio-economic status has been seen a strong predictor of student achievement.

Coleman asserted that the influence of student background was greater than anything that goes on within schools. Poverty is indeed a factor among children in the United States. However, the most important effect of socio-economic pressure is that it generally makes parents less available to support and encourage their children in their schooling (Baker and Sodem, 1997). Also Literatures reveal that the home background variables have a great influence on the students psychological, emotional, social and economic state. (Onocha, 1985; Crane, 1993; Rani, 1998; Dubey, 1998; Mitchel, 1999; Musgrave, 2000; Neil and Kedche 2001; Erissmer; 2003; Teese, 2004; Sharma, 2004).

This means the family background and context of a child affect his/her reaction to life situations and level of retention.

Income Level:

Household income, according to croft (2002) is an important factor in determining access to education as schooling potentially attracts a range of costs. Some research studies have confirmed these findings, highlighting the link between house hold income and how it interacts with dropping out from school.

UNICEF 2005, Brune forth, 2006 Cardoso and Verner, 2007 all perceive poverty as the most common primary and contributory reason for students to be out of school.

Coleman's (1966) land mark study on equality of education opportunity socio-economic status of families has been seen as a strong predictor of students drop out of school.

On the basis of a study in India, Farrell (1993) also found out that parents' socio-economic status influence students to drop out of school. Time spent by a student at home supporting the parent in survival core jobs for the family may adversely lead to the student dropping out of school.

Farrell (1993) concluded that in order for the parent to motivate the child to pursue with studies, material and psychological support are needed to be provided.

According to Nasri (2001) student's retention in the US, Europe, Asia and Africa depends a great deal on the resources available for the learners. He writes that

students who are enrolled in secondary schools with sufficient support from parents, the learning is done with comfort.

In Uganda, the United Nations survey undertaken by UNESCO reports that secondary school enrollment rates are far behind the rest of the world (UNESCO 2010). It varies highly from country to country. Secondary enrollment ratio was less than 11% in Niger and 97% in Seychelles and South Africa. A high level of gender bias can also be seen in this region.

In Texas, several studies have been conducted on parents' socio-economic status and students drop out. Hanushek (1998) determined that a systematic relationship existed between parents' socio-economic status and students drop out. He used state data to examine the relationship between parents' socio-economic status and students' drop out.

Previous studies do not only state the parents' socio-economic status and students drop out but also help educational planners to adopt practices that can positively reduce on the high rate of students drop out. This corroborates Farrell (2003) findings in India that parents' socio-economic status contributes to the students drop out.

In schools, we also observe an interrelation between parents' socio-economic status and students' drop out. Realistically any school has objectives to achieve and achieving them requires it to treat all the elements involved in the process as interdependent.

Educational level:

Education is an organized and sustained communication designed to bring about learning (UNESCO, 1976). Communication in this context refers to the relation between two or more persons involving the transmission of information. It has been established that the educational level of parents is paramount in the education of a child. The impact of mothers and fathers education differ within frame work. Much of the interest to date in distinguishing the separate contributions of each other to intergenerational transmission of socio-economic status has been motivated by a desire to give due recognition to the role of women, e.g. Behrman (1997), Johnston et al (2005), Korupp at al (2002), Beller (2008). More educated mothers, it is urged, are more likely than fathers with the same level of education to make higher inputs of time and goods unto the production function. The more educated the mother, the more efficient her use of time spent with the child. Education may increase women's bargaining power within the household, giving them more control over family income, again increasing home investments in the child.

The relative importance of father's and mothers could be similar across countries. Most existing evidence on the impact of parents' education relates to the child's final level of schooling.

Recent contributions to the Literature provide some evidence for rich industrialized countries other than the US e.g. Baxter (2002) for Australia, Heineck and Riphah (2007)

for Germany, Ermich and Francesconi (2001) for the UK and Bjorkland et al (2007) for Sweden.

This is in recognition of the fact that female education is most vital element in empowering women and protecting young girls from sexual exploitation and unwanted pregnancy. What the women's centre for Jamaica Foundation launched its adolescent mothers program to ensure that pregnant adolescents are able to continue with their education and to postpone additional pregnancies.

The parents' level of education, therefore is strongly associated with students' achievement. In general children of parents with higher education perform better or average (Garbarin and Benn, 1992). A family's attitude towards the education of a child makes a significant difference in attendance and classroom achievements. Parents may not be present in the classroom but have a profound influence on the ways a child views schooling and learning.

The extent to which the parents support the schools' objectives directly affects a child's academic performance.

Karl C. Garrison, Robert A, Magoon, 1972) argues that most uneducated parents do not mind about the education of their children's daily attendance. Parental influence and expectations of a learner strongly affects the learner's aspirations and achievements (Bourque, Cosaud 1989, Goyette and Xie, 1999).

Children whose parents have greater degree of education, are much more likely to have a home that fosters educational advancement; Even if parents are not communicating

with their children, these children can see from surroundings that education is important and so they are expected to succeed.

There is evidence that parents' education will affect students' academic achievement. According to Grissmer (2003). Parents' level of education is the most important factor affecting students' academic achievement.

Taiwo (1993) submits that parents educational background influence the academic achievement of students.

Onocha (1985) concludes that a child from a well educated family with high socio-economic status is likely to attend school regularly than a child from an illiterate family.

Marital Status

Children according to Sadker and Sadker (1991) spend 87 percent of their time out of school under the influence of parents and as a result they have influence on them because of the decisions they make. The changing nature of the family affects schooling access. In the olden days teachers sent letters addressed to dear parents confident types of family, the nuclear, extended, the single – parent, the blended, cooperative and family without children.

According to Carson (1991) the number of single parent families has increased to a total of 9.7 million in America, almost all headed by women. This is likely to be more in Africa and Ghana in particular. O'Neil (1991) also added that more than half of children born today will spend at least part of their childhood years in a one parent home. Davis (1991) also noted that significant adults in many children's lives are not their parents at all, but grant parents, aunts, uncles brothers, sister or neighbors. According to Sadker

and Sadker one out of every six American families is a step family and about one in three children lives in a step family. He added that these families are created when divorced parents remarry. Step families consist of biological relationships with stepparents, stepsiblings, multiple set of grand parents and what often becomes a confusing array of relatives from old and new marriages; this has made communication and collaboration more difficult than ever and is a likely cause of school drop out. Aderson, Logio & Taylor (2005) speaking on post divorce and single parent stated that, one of the major tasks facing parents in divorce is that of determining children living arrangements, as family members separate into two households. Most decisions occur with little discussion between the parents. This put children at risk of dropping out of school. These authors further concluded that, divorcing parents find it difficult to take time to negotiate with their children over task assignments and joint plans. Under these conditions of diminishing parenting, children tend to become bored, moody and restless and feel misunderstood; these reactions lead to increase in behaviors that irritate their parent and mutually cohesive cycles ensure. Amato & Booth (1996), however, noted that, majority of children seem to cope with and adapt well to the change in their parents marital status even though they may well have to cope with multiple adverse circumstances. According to Herbert (1996), the family deficit theory views the nuclear or two parent families as the ideal family structure and their parenting as not bad for children. The theory sees the absence of the other parent as a deficit to the family since his services would be missed, thus, presents a lot of challenges to the children and the other parent. Anderson et al (2005) has stated that,

research attention on step-parenting has increased dramatically in the past as divorce and remarriage rate have escalated and remain high. He further explained that, remarriage of a divorced parent and creations of a step family entail numerous disruptions and tradition. These may include children dropping out from school.

Rice (2002) also noted that, complex histories and multiple relationships make adjustment difficult in a step family. Conger & Chao (1996) also added that, children in non-divorced families also have academic problems.

The largest education gap was found among white males, with each year spent in a one-parent family reducing eventual education by about a tenth of a year. "While men who spent an average number of years (5.1) in a single parent family complete 0.5 fewer years of schooling than those who spend none, while men who spend all 18 years in a single parent family complete 1.7 fewer years of schooling. Single operating implies that a family does not function properly because of the other parent.

Employment status:

The largest proportion of adults in Uganda are employed in the agricultural sector, over 85%, which is not surprising since the majority of the people reside in the rural areas. Agriculture is the key occupational activity, especially for the female folk. Besides agriculture, other occupations employing the people of Busia District are sale of food stuffs and household personal goods, transport, education, restaurants, eating places and canteens, fishing, manufacturing of food products and beverages, construction, mining, public service and cross-border trade (smuggling)

According to 2002 census, 68% of the households were engaged in subsistence farming followed by employment (11%), Business enterprises (10%), family support (18%). In urban setting the main source of livelihood was business enterprises. (35%), followed by employed income (28%), family support (18% and subsistence farming (10%) and others (9%).

The study of Renzulli and park (2000) in Tanzania revealed that the main barrier of sending children to school was financial and inability to pay.

Ampiah's (2003) research on schooling in Ghana found education as being regarded as a relatively luxury with many villagers considering education not worthwhile. How people regard schooling and the importance placed on it at times might shape interactions between schooling, household income and dropping out. Children in rural areas and children in poor homes drop out of school earlier, dropout in greater numbers, and fail to make transaction to advanced secondary education compared to their peers in richer homes.

Studies reported in Audas and Williams (forthcoming) suggest that students from a lower socio-economic status are well aware that they are being streamed into programs and social situations that perpetuate social inequality and their resignation to their situation may be what cause them to disengage from school. Therefore parents' occupations are also associated with the likelihood of their children completing secondary education. Drop outs were somewhat more likely to occur among children of parents employed in blue-collar fields than graduates' who are working in white –collar jobs.

Theoretical perspective:

This study drew upon Ludwin Von Bartalanffy's theory known as system theory.

According to this theory, a system can be said to consist of four parts/things;

The first is objectives: - the parts, elements, or variables within the system. These may

be physical or abstract or both, depending on the nature of the system. Second, a

system consists of attributes- the qualities or properties of the system and the objects.

Third, a system has internal relationships among its objects. Fourth, systems exist in

an environment. A system is a set of things that affect one another within an

environment and form a larger pattern that is different from any of the parts. (Infant,

Rancer & Womack, 1997).

With respective to the theory developed by himself, Bertalanffy (1968) writes that real

systems are open to and interact with, their environments and that they can acquire

qualitatively new properties through emergences resulting in continual evolution.

According to infant,et al. (1997), the fundamental systems – interactive paradigm of

organizational analysis features the continual stages of input through out (processing)

and outputs. Several system characteristics are wholesome and interdependence (the

whole in more than the sum of all parts).

In every community, there is a status system, the most pervasive of which is social

class. Social class significantly determines the social environment and power of the

individual societal classification.

Persons are ranked in terms of prestige or social worth (David Krech et al. 1989). It is generally noticed that at least 20% of students in a classroom who drop out of school are not well facilitated "scholaristically" (Ogwu, 1994).

This study was guided by the systems theory because schools are systems where the parents have to contribute to the learning of their children.

Related studies:

A number of researchers in relation with parent's socio-economic status and students' dropout have been carried out and what can be noticed from them is that in developing and undeveloped countries, students' dropout of school is dependent on parents' socio-economic status.

Schnelder (2003) conducted a survey across Europe and Asia to determine the influence of parents' socio-economic status to determine the level of student's concentration at school and students' academic performance and the data from the survey substantiated that there was a clear relation between parents' socio-economic status and students dropout. In most schools, only students from upper socio-economic status class had an advantage over their peers from low socio-economic status class in terms of meeting school costs, both up front and hidden costs.

Schrann (2005) made a survey on factors that explain African students' performance at school especially in science subjects and found out that students from upper class socio-economic status families had better performance than those from the lower socio-economic status families. Those from the low socio-economic status families were even

vulnerable to dropping out of school due to lack of some instrumental materials such as computers, laptops etc).

In Norway and Sweden, the difference in class performance and students' dropout in average score of students with parents in upper socio economic status class was 59 points while in Germany and Netherlands the differences were about 42 and 39 points respectively (Euromosaic 2004).

On the basis of the findings of a study in Ohio and Washington DC Schnelder (2003) substantiates that parents' socio-economic status have a direct impact on students' retention in schools. The study of Holmes (2003) reaffirms the findings of Schnelder (2003).

The study of Lokshin (2001) reported a consistently positive and significant coefficient of father's and mother's education levels as playing a crucial role in the education of their child.

The journal of the population Association of America published on June 29th, 1988 said that many studies have been conducted and their findings are that children who grow up in a one single parent family tend to face psychological consequences that sometimes force them out of school.

CHAPTER THREE

METHODOLOGY

Research Design:

The researcher used the descriptive sample survey design. This was because it has the ability to produce normative data required for qualitative analysis, allowing simultaneous description of views, opinions, perceptions and beliefs at a single point in time (Gray, 1996). It also allowed the researcher to assess and analyze the variables of interest in a sample (Sarandakos, 1998). The design allows a relationship, which generally represents suggestive evidence of a causal connection. It was also time saving given that the researcher did not have to make a follow up of the subjects over a long time.

Research Population:

The research population of this study was parents of senior four students in selected public and private secondary schools in Busia District – Uganda.

This study did not cover students who joined after senior one enrolment in these schools at the beginning in 2008. A total of 12 and 7 public and private secondary schools respectively were targeted.

Table 1: show the schools visited and the number of respondents contacted

| No | Name of school | Number of students | Target population |
|-----|-----------------------|--------------------|-------------------|
| 1. | Masinya S.S | 40 | 10 |
| 2. | Lumino High School | 242 | 10 |
| 3. | Kayoro S.S | 47 | 10 |
| 4. | Riverside S.S | 83 | 10 |
| 5. | Bukalikha S.S | 77 | 10 |
| 6. | Masaba College -Busia | 206 | 10 |
| 7. | Buhobe S.S | 214 | 10 |
| 8. | Busime S.S | 36 | 10 |
| 9. | Buhehe S.S | 45 | 10 |
| 10. | Busia S.S | 239 | 10 |
| 11. | Buwembe S.S | 124 | 10 |
| 12. | St. John S.S | 319 | 10 |
| 13. | Dabani S.S | 111 | 10 |
| 14. | Trust S.S | 19 | 10 |
| 15. | Tiira S.S | 75 | 10 |
| 16. | Lwagula S.S | 100 | 10 |
| 17. | St. Elizabeth S.S | 30 | 10 |
| 18. | Forward S.S | 82 | 10 |
| 19. | Enebezer S.S | 62 | 10 |
| | | 1940 | 190 |

Sample Size:

The sample for this study was drawn from the target population of 190 parents, 10 each from every school. Using the Slovens formula. This formula is written as;

$$n = \frac{N}{H N(\epsilon^2)}; \text{ where}$$

n = the sample size
 N = the population size
 ϵ = the level of confidence

Sampling Procedure:

The researcher used purposive, stratified random sampling. Purposive sampling was used to select respondents basing on the following inclusion criteria; either male or

female. Stratified random sampling was used to select different schools from which students of senior four were targeted to take questionnaires to the respondents (their parents).

Based on the study population, the Krejcie and Morgan (1970) table for determining sample size as in Gray (1996) was used to sample the population.

Study Instruments:

The researcher used the questionnaire and a note book. A questionnaire is a research instrument consisting of a series of questions for gathering information from respondents (Ary, Jacobs and Razarieh, 1990).

The questionnaire

The questionnaire was used as an instrument of data collection. Kakooza (1990) affirms that a questionnaire is a convenient tool for data collection comprising a large population in a short time. Since the questionnaires were self administered, respondent were able to fill it during their own convenient time hence saving time for both the respondents and the researcher. The questionnaire format embraced close – ended questions. This was to enhance easy analysis given the large sample size.

The purpose of the questionnaire was to enlist information in regard to generate background, factors, that determine the parents' socio – economic status (independent variables) as being driving factor for student's drop-out (dependent variable). Questions

among others aimed at establishing whether students drop out were dependent on parents Socio – economic status.

Finally, yet importantly, the questionnaire enlisted information on other variables.

A note book was important in enlisting information on students drop out from senior one to senior four the target population.

The record of this information embraced drop out per class per sex from the year 2008 – 2011; in the selected public and private secondary schools. Each school had a sheet on which the drop out numbers for male and female students was recorded.

The validity of the instruments:

Since validity was a very important psychometric property of measurement, there was need to establish it before the instruments were used by doing the following;

The questions in the questionnaire were subjected to face validity by the supervisor, their appropriateness and generalizeability to the topic was validated by use of two raters who were more knowledgeable in the field of study under research.

In order to ensure validity, the supervisor had to judge their suitability, aptness, appropriateness and scrutinized the objectives of the study. Adjustments were made to improve on clarity and comprehensiveness aimed at covering the relevant information.

The reliability of study instruments:

After establishing the validity of the researcher instruments, a pre-test was carried out among twenty respondents whose responses were subjected to a crookback alpha coefficient reliability test using the formula.

$$\begin{aligned}\text{Reliability} &= K \quad 1 - \{\text{SDI}^2\} \\ &= K - 1 \{\text{SD1}^2\}\end{aligned}$$

Where $\{\text{SDI}^2\}$ = Sum of variance of individual items in the questionnaire

SDt^2 = Variance of the entire questionnaire
K = Number of items in the questionnaire

The calculation of the SPSS reliability output based on the above formula is included in the appendices. According to Fraenkel (1990), since the reliability was 0.75 (see SPSS calculation of reliability in appendices) above 0.1, the questionnaire was reliable for use during the study.

Data Gathering Procedures:

Before the administration of the questionnaire;

The researcher selected research assistants who would assist in the data collection, briefed and oriented them in order to be consistent in administering the questionnaire.

An introduction letter from the school of PGSR for the researcher was provided to enable the research solicit approval to conduct the study from the respective selected public and private secondary schools.

During the administration of the questionnaire;

The respondents were requested to answer completely and not to leave any part of the questionnaire unanswered.

The researcher and assistants emphasized the retrieval of the questionnaires within 7 days from the date of distribution.

On retrieval, all retrieved questionnaires were checked if all were answered.

After administration of questionnaires;

The data gathered were collated, encoded into the computer and statistically treated using the statistical package for social sciences (SPSS).

Data analysis

The mean and standard deviations were applied for parents' socio-economic status and students drop out. An item analysis illustrated the strengths and weaknesses based on the indications of terms of mean and rank. From these strengths and weaknesses; the recommendations were derived.

The following mean ranges were used to arrive at the mean of the individual indicators and interpretations for the level of employment status.

Mean 1.8757 response, mean 2.8084 education, mean 1.423 and mean 1.62 for family access respectively.

The analysis of variance (ANOVA) was utilized to test the difference between means for hypothesis one ($H_0 \ #1$) at .349 level of significance.

Ethical Considerations:

A transmittal letter to explain the purpose of the study was obtained from the School of Post Graduate Studies and Research of Kampala International University.

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following were undertaken by the researcher;

The respondents' names were not reflected in this study. This anonymity of the respondents was upheld.

Permission was solicited from the concerned officials of the District and the secondary schools included in the study.

The Researcher acknowledged the authors quoted in this study through citations and referencing.

The findings were presented in a generalized manner.

Limitations of the study

There were some limitations to the study. All questionnaires sent out could not be brought back on the agreed date of return. Some respondents were skeptical and therefore hesitant to speak freely.

There was also an aspect of bad weather and the muddy roads to the schools where the target population could be obtained.

The costing done during the budgeting process was overtaken by the rapidly increasing inflation and therefore making it hard to obtain some materials necessary for this work.

The Researcher claimed an allowable 50% margin of error at 0.5 level of significance in view of the following threats to validity. Measures were also indicated in order to minimize, if not to eradicate the threats to the validity of the findings of this study.

CHAPTER FOUR:

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter dealt with presentation, analysis and interpretation of the data based on objectives and research questions that guided this study.

This chapter, shows therefore profile of respondents, the employment status, education, income marital status and students drop out both in public and private secondary school and the testing of the relationship between two variables.

The research hypothesis was also tested in this chapter.

Profile of respondents:

The respondents in this study were parents of senior four students in the selected public and private secondary schools.

The first objective of this study was to determine the profile of the respondents. In this respect, the respondents of this study were described in terms of gender, level of education, employment status, income levels and marital status.

Table 2: Demographic Data of Respondents

| Demographic of respondents | Frequency | Percentage |
|-----------------------------------|------------------|-------------------|
| (a) Sex | | |
| Male | 141 | 75.0% |
| Female | 47 | 25.0% |
| Total | 188 | 100% |
| (b) Marital status | | |
| Married | 153 | 81.0 |
| Single | 11 | 5.8 |
| Divorced | 11 | 5.8 |
| Widowed | 14 | 7.4 |
| Total | 189 | 100 |

Again respondents were asked to indicate their marital status. This was done in order to establish the respondent's participation by family status.

This further enabled the researcher to deduce the percentage of participation of respondents' marital status of students' parents from the selected public and private secondary schools.

It follows from these data that male parents out-number female parents in Busia District – Uganda, which is twisted with the characteristics of Busia District schools where boys out numbers girls and the disparity continues to sharpen even at the higher secondary schools.

As far as employment status is concerned the data in table 4 show that parents who have a formal job have a mean index of 2.19, parents employed on a permanent basis 2.07, parents who have a government job mean 1.96, parents employed on a part-time basis mean 1.83, parents employed in private company mean 1.68 and parents employed on contract basis with a mean 164 ranked from 1–6 respectively.

Table 3: To determine the levels of employment status and education

| Employment | Mean | Interpretation | Rank |
|---|-------------|-----------------------|-------------|
| You adequately have a formal job | 2.19 | Low | 1 |
| You are employed on permanent basis | 2.07 | Low | 2 |
| You have a government job | 1.96 | Low | 3 |
| You are employed on a part-time basis | 1.83 | Low | 4 |
| You are employed in a private company | 1.68 | Very low | 5 |
| You are employed on contract basis | 1.64 | Very low | 6 |
| Sub Total | 1.87 | Low | |
| Education | | | |
| Education level of any other relatives in the family if any | 3.13 | High | 1 |

| | | | |
|------------------------------|-------------|------|---|
| Your own education level | 2.84 | High | 2 |
| Education level of your wife | 2.36 | Low | 3 |
| Sub Total | 2.80 | High | |
| Total | 2.34 | Low | |

Interpretation guide

| Mean range | Response mode | Interpretation |
|------------|-------------------|----------------|
| 3.26-4.00 | Strongly Agree | Very high |
| 2.51-3.25 | Agree | High |
| 1.76-2.50 | Disagree | Low |
| 1.00- 1.75 | Strongly Disagree | Very low |

In the same table 3, data was recorded and most sampled respondents have education level of any other relative in the family if any with a mean index 3.13, your own educational level mean 2.89, education level of your wife mean 2.36. This ranking was from 1-3 respectively. Data on education level of your husband was not investigated. This therefore implies that most families in the District have a relative who is at least educated. On the other hand, the findings showed that most families in the District have uneducated wives. The findings further showed that most families in the District lack house possessions (eg Tvs, Radios, Cookers, Fridges etc).

Table 4:

To determine the parents' socio-economic status

| Income level | Mean | Interpretation | Rank |
|---|-------------|----------------|------|
| Income level of any other relatives if any | 1.65 | Very low | 1 |
| Your own income | 1.47 | Very low | 2 |
| Income level of your wife | 1.20 | Very low | 3 |
| Sub Total | 1.42 | Very low | |
| Family access to adequate feeding | 1.92 | Low | 1 |
| Provision of school materials to children (e.g. | 1.84 | Low | 2 |

| | | | |
|---|------|----------|---|
| uniforms, books). | | | |
| Access to medical care | 1.82 | Low | 3 |
| Fees provision (e.g. does it come in time) | 1.87 | Very low | 4 |
| Access to adequate housing facilities e.g. a permanent house with enough space and well furnished | 1.47 | Very low | 5 |
| Stability of income | 1.46 | Very low | 6 |
| Family house possessions (e.g. TVs, radios, cookers, fridges, etc) | 1.28 | Very low | 7 |
| Sub Total | 1.62 | Very low | |
| Total | 1.51 | Very low | |
| Grand mean | 1.93 | Low | |

| Variable Correlated | R Value | S | Interpretation | Decision on Ho |
|--|---------|-----|----------------------------|----------------|
| Level of education and employment us drop out in boys | 119 | .35 | Not significant difference | Accepted |
| Level of education and employment us drop out in girls | 109 | .38 | Not significant difference | Accepted |

As far as income level is concerned, the data recorded in table 4 above, give a sense that most parents have a low income. Income level of any other relatives in the family if any has a mean index of 1.65, your own income level mean 1.47, income level of your wife mean 1.20. The three gave a sub-mean of 1.42.

On family access, adequate feeding had a mean index of 1.92; provision of school materials to children (e.g. uniforms, books mean 1.84, access to adequate medical care mean 1.82. The grand mean index was 1.93 conforming that the parents' income and family access to the facilities mentioned in the table is low. However, the findings further showed most parents in District of Busia are able to feed their families.

The analysis of variance (ANOVA) was utilized to test the difference between mean for hypothesis one ($H_0\#1$) at 349 level of significance for boys; drop out and at 384 for girls drop out respectively as indicated in table 4.

The r-value ($r = 119$, $sig = .35$ dropout in boys) in table 4, indicate that there is no significant correlation between the level of education, parents' employment status and students' drop out.

This indicated that the two variables (parents level of education, employment and students dropout are not significantly correlated – significance is more than 0.05 which is the maximum significance value to declare a significance relationship).

The fourth objective of this study was to establish whether there is a difference in students' dropout between public and private secondary schools in Busia District Uganda.

The table 5 below presents the mean and levels of significance.

Table 5: Difference in students' dropout between public and private secondary schools

| Categories | School Type | Mean | T | Sign | Interpretation | Decision on H_0 |
|----------------|------------------|-------|-------|------|---------------------------|-------------------|
| Boys' dropout | Government Aided | 93.26 | 2.440 | .017 | Significant Difference | Rejected |
| | Private | 60.29 | | | | |
| Girls' dropout | Government Aided | 53.91 | 1.392 | .168 | No significant Difference | Accepted |
| | Private | 43.00 | | | | |

The table 5 above shows the mean and standard deviation of the Likert scores from the enrolment and dropout data.

Based on the Likert analysis, the boys in public and private secondary school had a mean index of 2.440 and with a standard of .017, girls' mean index was 1.392, with a standard deviation of .168, respectively.

Data recorded in the table above, show that dropout rates are higher for girls than boys in both public and private secondary schools. However on allover, dropout rate is higher with 69.7 percent in public than in private secondary schools with percent The third objective was to determine the parents' socio-economic status and students' dropout of school in Busia District-Uganda

Girls' mean index is 53.91 public and 43.00 for private secondary schools. This therefore means that there is significant difference in dropout rates in public and private secondary schools for boys and that there is no significant difference in dropout for the girls in the same secondary schools. Farrell (1993) confirmed that in order for a student to stay in school and study well, the parent needs to play his role for the child to have psychological satisfaction.

Material and psychological support are both instrumental in the learning process, provision of fees (e.g. does it come in time?, with a mean index of 1.57, access to adequate housing facilities (e.g. a permanent house with enough space and well furnished) mean 1.47, stability of income mean 1.46 and family house possessions (e.g. TVs, radios, cookers, fridge, etc.) mean 1.28 save, thus, sub total mean 1.62 parents socio-economic status with a mean index of 1.516.

This second objective of this study was to determine dropout rates in selected public and private secondary schools in Busia District – Uganda. Data recorded in table 3.2 below give a sense that dropout rates are higher in public secondary schools than the private secondary schools.

Overall, dropout rates for boys are higher with a mean 80.50 while the girls had mean 49.67 reflecting the school dropout mean 1.39 overall.

Table 6: Dropout rates by gender in public and private secondary schools

| Schools | Students' Enrolment | Dropout total | Dropout rate | Rank |
|--------------|---------------------|---------------|--------------|------|
| Public | | | | |
| Boys | 1199 | 295 | 24.6 | 3 |
| Girls | 741 | 292 | 39.4 | 1 |
| Total | 1940 | 587 | | |
| Private | | | | |
| Boys | 493 | 117 | 23.7 | 4 |
| Girls | 369 | 121 | 32.8 | 2 |
| Total | 862 | 238 | | |

Based on the data recorded in table 6 above, the dropout rates are higher for girls than boys in both public and private secondary schools in Busia District. But there is no significant difference in the dropout of girls in both public and private secondary schools. However, the findings show that there is a significant difference in the dropout rates for boys in public and private secondary schools with the dropout rate being higher in the public secondary schools.

CHAPTER FIVE:

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter was brought about to depict the discussion of the findings of the study that were presented in chapter four.

The discussion of the findings relates to the objectives, research questions and hypotheses that guided this study as they were presented in chapter three.

In this chapter, conclusions were also drawn and recommendations were given.

Findings:

This study sought to identify the demographic data of respondents' items of gender, employment status, education, income levels and marital status in the area of study in selected public and private secondary schools in Busia District.

The findings showed that a number of males overweight the number of female parents (75 percent and 25 percent respectively). These findings showed that the majority of respondents were married 81 percent, followed by the widowed 7.4 percent while the single and divorced parents weighed 5.8 percent each respectively.

The findings also showed that there is a high level of school dropout in both public and private secondary schools in Busia District for the girls and low for the boys.

The dropout mean index for girls 39.4 percent in public and 32.8 percent in private secondary schools. This proves that despite the introduction of Universal Secondary Education (USE) dropout rates in Busia public secondary schools is higher than in private schools. Overall dropout rate is very high in both public and private secondary schools at 69.7 percent and 65 percent in public and private secondary schools respectively.

The findings further showed that data analysis using variances (ANOVA) reflect that there is no significant correlation between parents' socio-economic status and student dropout of schools in public and private secondary schools in the District.

Conclusions:

In this section, conclusions were given basing on the findings of the study in relation to its objectives.

The first objectives were to identify the demographic data on gender, employment status, education, income levels and marital status. The study indicated that the study was dominated by male respondents (75 percent) where as females were low at (25 percent). This shows that males are the dominants of the parents in Busia District.

The study further demonstrated that the majority of parents are married (81 percent), widowed (7.4 percent), single and divorced (5.8 percent) each respectively.

The second objective was to establish the level of school dropout in some selected public and private secondary schools in Busia District. Basing on the results, the researcher concluded that there is high dropout for girls and low for boys. The computed overall means index was 1.39. It was further established that the dropout rate for both boys and girls in public secondary schools is higher than in the private schools.

The third objective was to establish the relationship between parents' socio-economic status and students dropout of school in Busia District, and it was found that these two variables are not significantly correlated at 119 r - value and these results are not significant at .349 level of significance for boys, 109 r – value results for girls are not significant at .384 level of significance.

Basing on the calculated r – value .349 and .384 for boys and girls drop out respectively, the researcher concluded that there is no significant correlation between parents' socio-economic status and students' dropout of school, which provided enough

evidence to accept the null hypothesis of there is no significant relationship between the parents' socio-economic status and students' dropout. However the results proved that the parents in the District have low socio-economic status.

The fourth objective was to establish whether there is a difference in students' dropout by category between public and secondary schools in the District.

The dropout rate of boys in both public and private secondary school in the District is low at 24.6 percent and 23.7 percent respectively and that of the girls is high for both public and private secondary schools at 39.4 percent and 32.8 percent

The researcher further concluded that there is a significant difference in dropout in public and private secondary schools. Boys' dropout mean 93.36, 60.29 std dev. = 2.440 with a significance .017, while dropout for girls, mean 53.91, 43.00 std dev. = 312 in public and private secondary schools.

Therefore, the researcher provided a firm ground to reject the null hypothesis of there is a significant difference and to accept the null hypothesis that there is no significant difference between the dropout for boys and girls in public and private secondary schools in Busia District.

Recommendations

The school administrators should provide conducive atmosphere for the children to learn equally even those who do not have opportunity to access extra learning facilities at home. By doing so, the gap between the poor and the rich at school will be narrowed.

Teachers as implementers of the education policies should have a balanced view of students from various socio-economic status background as to blend their teaching for the benefit of all.

The government of Uganda while planning for the delivery of education services should take into account the socio-economic status of parents. Government should in addition of paying tuition fees, supply of text books, construction of learning infrastructure for the learners and accommodation for teachers, should also provide mid-day meals to learners.

The District of Busia in collaboration with government of Uganda and other development partners in education , should make effort to improve on the socio-economic well being of the parents, parents should be encouraged to participate in programmes that alleviate poverty.

Given that the present study is limited to selected public and private secondary schools in Busia District, similar studies could be carried out in other district of Uganda to affirm or refute the conclusions reached

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TRANSMITTAL LETTER FOR THE RESEARCHER

**KAMPALA
INTERNATIONAL
UNIVERSITY**

Ngasa Road - Kansanga
O. Box 20000, Kampala, Uganda
Tel: +256-41-266813 / +256-41-267634
Fax: +256-41-501974
E-mail: admin@kiu.ac.ug,
Website: www.kiu.ac.ug

**OFFICE OF THE COORDINATOR OF EDUCATION
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)**

July 27, 2011

Dear Sir/Madam,

**RE: REQUEST FOR NAMWAMBA WILBERFORCE ANGAJO
MED/41380/91/DU: TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Education in Education Management and Administration. He is currently conducting a field research of which the title is "Parents' Social Economic Status and Students' School Dropout, in Selected Private and public Secondary Schools in Busia District, Uganda."

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Ms. Kyolaba Sarah
Coordinator Education, (SPGSR)

Appendix II

TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir / Madam,

As part of my degree course requirements for the award of Masters Degree in educational Management and Administration, I have to write a research paper. In this respect, I am carrying out a study on parents' socio-economic status and students' dropout in selected public and private secondary schools in Busia District – Uganda.

As a parent in the above mentioned district, you were selected to take part to answer the questionnaire about the parents' socio-economic status and students drop out.

The information you will provide through this questionnaire will be used only for the academic purpose and will be treated with confidentiality.

Thank you for your cooperation.

Namwamba Wilberforce Angajo

Appendix III

INFORMED CONSENT

I am signing this document; I am giving my consent to be part of the research study of Mr. Namwamba Wilberforce Angajo, that will focus on parents' socio-economic status and students' dropout.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation any time.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initial _____

Date _____

APPENDIX IV
CLEARANCE FROM ETHNICS COMMITTEE

Date : _____

Candidate's data

Name _____

Reg # _____

Course _____

Title of the study _____

Ethical review checklist

The study reviews considered the following physical safety of human subjects

Psychological safety

Emotional safety

Privacy

Written request for author of standardized instrument

Coding of questionnaire / anonymity / confidentiality persimmon to conduct study

Informed consent

Citations /authors recognized

Result of ethical review

Approved

Conditional (to provide the ethnics committee with corrections)

Disapproved / re-submit proposal

Chairperson _____

Members _____

APPENDIX V

PROFILE OF THE RESPONDENTS (FACE SHEET)

(Please supply us with the following facts about you)

A. Bio data:

1. Your Sex: Male Female

2. Your Age: _____

B. Indicators of employment status:

B1 You adequately have a formal job.

B2 You have a government job.

B3 You are employed in a private company.

B4 You are employed on permanent basis.

B5 You are employed on a contract basis.

B6 You are employed on a part-time basis.

C. Education:

C1 Your own education level.

C2 Education level of your wife.

C3 Education level of any other relative in the family if any.

D. Income Level:

D1 Your own income.

D2 Income level of your wife.

D3 Income level of any other relative in the family if any.

How do you rate your family in terms of access to the following aspects?

D4 Stability of income.

D5 Provision of school materials to children (e.g. uniform, books).

D6 Access to adequate medical care.

D7 Access to adequate feeding.

D8 Access to adequate housing facilities (e.g. permanent house with enough space and well furnished).

D9 Family house possessions (e.g. TVs, radios, cookers, fridges, etc.)

D10 Fees provisions (e.g. does it come in time?)

E. Marital Status:

E1 How do you describe your marital status?

Appendix VI

QUESTIONNAIRE TO DETERMINE PARENTS' SOCIO-ECONOMIC STATUS

B. Employment Status:

Please rate your employment status by showing the extent to which you agree with the following statements. Your respective answers should range between 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 5 = Strongly Agree.

| Indicators of employment status: | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| B1 You adequately have a formal job | 1 | 2 | 3 | 4 |
| B2 You have a government job | 1 | 2 | 3 | 4 |
| B3 You are employed in a private company | 1 | 2 | 3 | 4 |
| B4 You are employed on permanent basis | 1 | 2 | 3 | 4 |
| B5 You are employed on a contract basis | 1 | 2 | 3 | 4 |
| B6 You are employed on a part-time basis | 1 | 2 | 3 | 4 |

C. Education

How would you describe the education level of the following; Key 1 = No education at all; 2 = Primary; 3 = Secondary; 4 = College (Certificate or Diploma); 5 = University (One Degree or more).

| | | | | |
|---|---|---|---|---|
| C1 Your own education level | 1 | 2 | 3 | 4 |
| C2 Education level of your wife | 1 | 2 | 3 | 4 |
| C3 Education level of any other relative in the family if any | 1 | 2 | 3 | 4 |

How would you arte the income level of; Key 1 = Low; 2 = Medium; 3 = High;

| | | | |
|--|---|---|---|
| D1 Your own income level | 1 | 2 | 3 |
| D2 Income level of your wife | 1 | 2 | 3 |
| D3 Income level of any other relative in the family if any | 1 | 2 | 3 |

How would you rate your family in terms of access to the following aspects?

Key 1 = Low; 2 = Medium; 3 = High

| | | | |
|---|---|---|---|
| D4 Stability of income | 1 | 2 | 3 |
| D5 Provision of school materials to children (e.g. uniform, books) | 1 | 2 | 3 |
| D6 Access to adequate medical care | 1 | 2 | 3 |
| D7 Access to adequate feeding | 1 | 2 | 3 |
| D8 Access to adequate housing facilities (e.g. permanent house with enough space and well furnished). | 1 | 2 | 3 |
| D9 Family house possessions (e.g. TVs, radios, cookers, fridges, etc.) | 1 | 2 | 3 |
| D 10 Fees provisions (e.g. does it come in time?) | 1 | 2 | 3 |

Marital Status:

| | | |
|---|----------|---|
| E1 How do you describe your marital status? | Married | 1 |
| | Single | 2 |
| | Divorced | 3 |
| | Widowed | 4 |

Appendix VII

RESEARCHER'S CURRICULUM VITAE

PERSONAL PROFILE:

| | | |
|------------------|---|--|
| SURNAME | : | Namwamba |
| OTHER NAMES | : | Wilberforce Angajo |
| FATHER'S NAME | : | Were |
| MOTHER'S NAME | : | Aguttu |
| MARITAL STATUS | : | Married |
| DATE OF BIRTH | : | 9 th October, 1960 |
| NATIONALITY | : | Ugandan |
| HOME ADDRESS | : | Bujwanga Primary School P.O. Box 86 Busia (U) |
| CURRENT ADDRESS: | : | Busia District Local Govern... |
| TELEPHONE | : | 0772 676465 / 0704 64282... |
| EMAIL | : | namwambaa@yahoo.com |



EDUCATION BACKGROUND:

- | | | |
|---------|---|---|
| Ongoing | - | Master's of Educational Management and Administration – Kampala International University. |
| 2005 | - | Bachelor of Education Degree – Kampala International University. |
| 1985 | - | Diploma in Education Secondary – National Teachers' College, Kyambogo. |
| 1983 | - | Advanced Certificate of Education – Jinja Hall. |
| 1978 | - | East African Certificate of Education – Jinja Senior Secondary School. |
| 1974 | - | Primary Leaving Certificate, Bujwanga Primary School. |

WORK EXPERIENCE:

- 2011 to date - Education Officer, Busia District Local Government
P.O. Box 124, Busia (U)
1985 – 2001 - Teacher in Masaba College – Busia Secondary School.

I, Namwamba Wilberforce Angajo, solemnly declare that the information provided above is true and sincere