

**COMMUNITY DEVELOPMENT AND SCHOOL DROP OUT IN PRIMARY SCHOOLS.
A CASE OF RUBONGI SUB COUNTY, TORORO DISTRICT**

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS OF THE AWARD OF
BACHELORS DEGREE OF EDUCATION OF
KAMPALA INTERNATIONAL
UNIVERSITY**

AUGUST 2018.

DECLARATION

ELLO ALOWO MONICA declare that this is my original work and has never been submitted to any university for the award of a degree.

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APPROVAL

research report entitled, Community Development and School Dropout in Primary Schools in Rubongi Sub
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ed.  Date. 10-10-2015

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DEDICATION

icate this work to my Late father Leo Ofwono and my old mother Brigget Adikini who were there for me
g my time of study.

ACKNOWLEDGEMENT

thanks and Glory be to God the Almighty for the wisdom, good health and provision all through my life.

My special thanks go to my supervisor, Mr. Wakutile Anthony Godwin for guiding me in this research.

I also thank my parents Mr. Leo Ofwono and Mrs Brigget Adikini, my sisters, brothers and children for the moral support.

I would also like to thank my colleagues, Mr. Ojiambo Stephen and Okumu Kezironi for the advice and information given to me during the course of the study.

ABSTRACT

study aimed at examining community development and school dropout in primary schools in Rubongi Sub ty, Tororo District. The objectives of the study were to: Assess the factors that influence school dropout in ry schools, find out the effect of school dropout on development and the stake holders' efforts in reducing roblem of school dropout in primary schools in Rubongi Sub County, Tororo District. The study used a sectional research design where by both qualitative and quantitative methods were employed. The study ation was 3285, comprising of five Universal primary schools, 5 head teachers, 55 class teachers, 2500 s, 700 parents and 30 opinion leaders in Rubongi Sub County, Tororo District. The sample size was 5 teachers, 48 class teachers, 333 pupils, 248 parents and 28 opinion leaders. The research Instruments used questionnaire, interview guide and observation. The data was analyzed using both descriptive analysis and tical package of social scientists (SPSS) which involved sorting, cording and tallying to get frequencies ercentages. The study established social factors that influence school dropout namely: family conflicts, of parental guidance and counseling, negative attitude of parents towards education, negative peer nce, moral degeneration, early marriages, alcoholism and drug abuse and gender Inequality. There were a number of economic factors that influence school dropout these included; poverty, lack of scholastic ials, child labor, long distance to school, unrealistic school demands and large family size. The religious s that influence school dropout included; harmful religious beliefs and practices. The political factors that nce school dropout included; inactive laws on school dropout. Other factors that influence school dropout ability of pupils to learn, death of parents, early pregnancies, poor teacher- parent relationship, repeating s and low morale among teachers. The effect of school dropout on community development included; ty, unemployment, low incomes, alcoholism and drug use, crime and missed out opportunities. holder's efforts in reducing the problem of school dropout included; free primary education, family mic empowerment, discouraging negative religious beliefs and practices and arresting school dropout. research recommends that; Government should increase community sensitization against early sex, age and pregnancy, provide free scholastic materials to needy pupils, institute strict laws against child and community leaders should discourage harmful religious beliefs and practices.

words: Pupils, parents and teachers.

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LIST OF ABBREVIATIONS

R C:	Convention on the rights of the child.
FA:	Education for All
PRC:	Education policy review commission
ER:	Gross Enrollment Ratio
MDG:	Millennium Development Goals
MOES:	Ministry of Education and Sports
NER:	Net Enrollment Ratio
DC:	Resident District Commissioner
BOS:	Uganda Bureau of statistics
NICEF:	United Nations International Children Fund
PE :	Universal Primary Education

DEFINATION OF OPERATIONAL TERMS.

out: pupil for any other reason leaves school other than death.

ation: a process of teaching, learning, training especially in schools or colleges to improve knowledge and develop skills.

lopment: the gradual growth of something so that it becomes more advanced and stronger.

oyment: work especially when it is done to earn money.

ty: the state of being poor or lacking.

eration: some sort of correctional facility such as a jail or juvenile detention center.

nnment: group of people who are responsible for controlling a country or a state.

le: a number of people or things taken from a larger group and used in tests to provide information about the group.

ation: all people who live in a particular area or country; the total number of people who live there.

CHAPTER ONE

INTRODUCTION

chapter presents the background to the study, statement of the problem, purpose of the study, objectives of study, research questions, the scope of the study, significance of the study, conceptual framework, limitations to the study and delimitations.

Background of the study.

Education is a fundamental human right as well as an indicator for economic growth and human development. Children who are not in school are being denied that right (World Bank, 2003 and Okidi, 2004). Education is a right for all children and is emphasized in international treaties and declarations in particular the Convention on rights of the child (CRC, 1989), the World Declaration on Education for All (EFA, 2000) and the Millennium Development Goals (MDG, 2000).

In order to promote economic growth and human development, the government of Uganda in 1997 implemented Universal Primary Education (UPE). Initially four Pupils were taken per family but later all children of school age were taken. The Ugandan Government is Committed to UPE, with improved budgetary allocations to the education sector. This has resulted into an increase in primary school enrolment in Uganda. From 2.7 million in 1996 to 5.3 million in 1997 to 7.1 million in 2005. This therefore means that Uganda is attaining the Millennium Development Goals (MDG) in as far as access to Education is concerned.

However, much as primary school enrolment has increased, the incidence of pupils dropping out of school is worrying. The comprehensive evaluation of basic education in Uganda report (2012) shows that UPE dropout rate escalated from 4.7 % in 2009 to 6.1% in 2013.

Dropout is a pupil for any other reason leaves school other than death. The dropout problem is in most world education systems. Many children, who enter school are unable to complete primary education. There are a number of factors responsible for this and they include poverty, low Educational levels of parents, weak family structure and pattern of schooling of sibling. School factors such as the school environment, poor comprehension, absenteeism, attitude and behavior of teachers and repetition in the same class also cause school dropouts.

The problem of school dropout may lead to inadequacy of the schooling system in quality or quantity. It is more important to carefully design strategies that could be adopted to help adolescent dropouts. This could be implemented throughout the target population.

The problem of school dropout is associated with high unemployment levels, low earnings, poor health and persistent poverty among the society. School dropouts also retarded national development. In United States one out of four pupils in primary education dropped out of high school in 2007.

This study therefore tried to assess the efforts of education stake holders in reducing school dropout rates in

tatement of the problem

problem of school dropout is wastage in education system in Uganda. This has advance effect to the idual’s life, parents, government and the society. Government of Uganda spends 1.8 % of the national et on her children. More than 50% of these children do not complete primary level (UBOS report 2011). rnment still spends a lot on infrastructure, appointing teachers under the U.P.E program. In Rubongi Sub ty, Tororo District, many children when enrolled in primary one do not complete primary seven in U.P. E ls. The research therefore focused on development and school dropout in primary schools in Rubongi Sub ty, Tororo District

urpose of the study.

urpose of this study was to examine community development and school dropout in Rubongi Sub County, o District.

esearch objectives

- o assess the factors that influence school dropout in primary schools in Rubongi Sub County, Tororo istrict.
- o find out the effects of school dropout on development in Rubongi Sub County, Tororo District.
- o find out the stake holder’s efforts in reducing the problem of school dropout in primary schools in ubongi Sub County, Tororo District.

Research questions.

- What are the factors that influence school dropout in Rubongi Sub County, Tororo District?
- What is the effect of school dropout on development in Rubongi Sub County, Tororo District?
- What efforts are in place to reduce the problem of school dropout in primary schools in Rubongi Sub ounty, Tororo District?

Significance of the study.

- Results of this study might.
- he stake holders of education especially policy makers with knowledge of school dropout.
- le up to date literature to those who wish to carry out further studies on factors Leading to school dropout nary schools.
- parents, teachers and administrators in dealing with economic, social, political and religious issues that education in the area of study.

Scope of the study.

Geographical scope.

study was conducted in universal primary Education schools in Rubongi Sub County, Tororo District. o District is found in Eastern Uganda. It lies between latitude 0⁰-1⁰ North of the equator and between ude 34⁰ -35⁰ East of the Prime Meridian. It is bordered by Lake Victoria to the south, Kenya to the East, . District to the North and Mbale District to the west.

Content scope.

esearch was limited to the social, economic, political and religious factors that Influence school dropout, fect of school dropout on community development and the stake holder’s efforts in reducing the problem ool dropout in primary schools in Rubongi Sub County, Tororo District.

Time scope

tudy focused on the period between 2010-2014.

imitations to the study

- researcher encountered the following challenges during the study.
- respondents especially administrators did not have sufficient time for the interview.
- respondents were not willing to give the information.
- respondents gave wrong information

Delimitations.

- ie administrators spared some time for the interview.
- ie nature of the topic encouraged the respondents to give information willingly.

CHAPTER TWO

LITERATURE REVIEW

Introduction.

This chapter reviewed the related literature, focusing on the factors that influence school dropout, effects of school dropout on development and stake holder's efforts in reducing the problem of school dropout in primary schools.

Factor Influencing school dropouts in primary schools.

Social factors influencing school dropout in primary schools.

Comb (2005), in his study portrayed that male children are seen as bread winners and age insurance for the family. Female children play a role in catering for their young sibling and performing other house hold duties which prepare them for their roles as wives. Comb's argument therefore explains why girls drop out of primary schools.

Topher (2013), gave three reasons why students drop out of school which include low parental engagement in their children's education, not enough individual attention of the students themselves and low student engagement.

Adams (2014), associated school dropout to physical disability of the pupil and peer influence of the group that the pupil belongs to.

Sharma (2006), showed that in India, women and girls receive far less education than men. The country has the largest population of non-school-going working girls. The Indian constitution guarantees free primary education for both boys and girls up to fourteen years. The District primary education program in India focuses on enrolment but not retention of girls in schools. Therefore, high levels of school dropout in primary school.

Adams (2012), put forward that marriage, pregnancy and sickness are major causes of dropout among girls. While amongst the boys, they include Jobs, lack of interest, dismissal and fees.

Journals (2013), gave family changes for example marriage, child birth and school environment as the major cause of school dropout.

Adams (2013), gave three major reasons why children dropout of school and these include: wrong decisions to get involved with gangs and wrong groups, get pregnant and commit crime.

Education is not valued by the community they come from. There is a clash between family and school values.

A public report (2009), also known as the (PROBE report) gave one major reason for children being kept out of school as lack of education of parents. Rajasthan (2012) found out that attitude towards education has a significant effect on Education. When one of the parents is literate, especially women, they are willing to send their children to school.

ever, the huge dropout rates indicate that children especially girls are needed for other activities such as ng after other sibling, domestic work and helping in farm work. Therefore, parents play a big role in ng children in school.

Economic factors influencing school dropout in primary schools.

society at large helps to contribute to the dropout problem because society values wealth and honour hy men. The poor man has no place at all. The importance society attaches to wealth causes the young and girls to pursue wealth rather than education. Thorough and careful study reveals that children of l going age search for quick money doing odd and manual Jobs such as bus conductors, sellers along and in the market places, wheel barrow pushers, mechanic work and many others.

rembe, Ministry of Education and sports (2011), reported that Uganda had school dropout among girls due ditional division of labor. Family responsibilities at home occupy pupils most of the time, hence no time ise their book and therefore leading to poor academic performance and finally dropping out of school.

a and Heneveld (2005), showed that parents worry about wasting money on the education of girls because are most likely to get pregnant or married before completing their schooling. This seems like the parental ment in them is lost and therefore parents discourage the girl child from continuing with school.

y (2007), noted that child labour becomes an absolute evil in the case of the child when it requires to work id his physical capacity. This interferes with his education and the end result may be dropping out of l.

ng money through unskilled work, bar work, prostitution or begging during school time results into school ut. One solution, where work is necessary for financial reason, would be to adopt models from Western ries, such as high school pupils taking a holiday Job, or working just a few hours a day. (winters 2006)

.wago (2005), said that parents who are well off ensure that their children are educated, Wealth allows reduce demand for labour of their children in the home by employing housemaids. This will help their en in the home and therefore reduce poor performance and subsequently dropping out of school.

es (2015), mentioned economic pressures that make leaving school unavoidable as need for money by ng in a variety of jobs, poverty of many families where students decide to provide for their parents, gs and for themselves.

Religious factors Influencing school dropout in primary schools.

S (2012), reported that some religious cults were discouraging parents to take children to school claiming 'estern education was demonic. Similarly, in Kenya, some religious cult was claiming that the end of the

It was near hence education was going to be a waste of time and people were to focus on preparing their or the coming of Jesus Christ (Wanjiku 2011).

ode .B (2002), attributed girls school dropout to some religious faith practices like the Muslim dragging girls to get married at any time as long as they could fulfill Islamic requirements.

and Sonko (2004), said that in India and Pakistan, the Hindu believe that women are to be raised to good house wives and should not appear so much in public. This has made some females to be confined at the cost of their right to education.

Political factors influencing school dropout in primary schools.

Challenges related to policies and law enforcement in place are so weak that they do not seem to exist. This is dropping out of school very normal, where the children have a voice on whether to go to school or not. In a way the children find it very easy to drop out of school because there are no laws to follow them up or punish them on why they have not gone to school.

Those in charge of executing the laws are also reluctant in Uganda; we have laws which remain in the book. This lack of political will for example, when you arrest a parent, who has not taken the children to school, as you reach where you are going, you receive many calls and the person will just be behind you, (Hoima District Education survey report 2012). The laws are not efficient enough to see to it that the children do not drop out of school. Political heads, children and family protection units do not mind, they have so many commitments, so they may not enforce it because they are threatened to lose votes, so they give up (out of school children survey 2013/2014).

From the inception of UPE, many parents thought that the government is solely responsible for everything a child needs at school, for example pay fees, provide scholastic materials like books, pens, uniform, textbooks and meals, the effect is that almost all UPE government aided primary schools stopped providing meals to learners. This is strongly recommending that provision of food at school was enforced, and the law passed to punish those who do not provide meals for their children. Provision of meals at school was a high motivating factor for school attendance in all districts. For Karamoja region, during famine, parents would force their children to go to school since there are assured meals, (UBOS 2007,2012).

Supervision of UPE schools is minimal. This is because a small budget of less than 20% with directives from the government ordering education offices to give the facilitation from the education office to the District Resident Commissioners (RDCS). As such some schools can take even two years without being visited by an inspector of schools (Nakanyike B.M 2011).

Effect of school dropout on development.

etal [2012], said that school dropout is associated with high levels of joblessness, poor health and general lack of resources that retards development of the society.

[2009], noted that the consequences of dropping out of school include: joblessness, jailing and high cost payers. Young school dropout is much less likely to be active labour force participants than the higher educated peers. Dropouts in the US have been a major fiscal burden to the rest of society. 75% of America's prison inmates and 59% of America's federal prison inmates are school dropouts. Male and female students with low academic achievement are twice as likely to become parents by their senior years compared to students with high academic achievement.

Ell (2013), indicated that poverty is associated with high dropout rates and is connected to adolescent development, family, school and community development which matter a lot.

World dropout study group report (2003), showed that personal and social costs to the community of school dropout in terms of reduced earnings for the individual reduced tax revenue and increased costs associated with employment, crime and dependence on assistance programs. Furthermore, in today's business environment, a primary concern is skilled personnel and the availability of a viable work force both today and in the future can play a role in business decision to expand and locate in this community.

etal (2009), associated school dropout to unemployment, lower incomes and incarceration which is some form of correctional facility such as a jail or juvenile detention center. School dropout also leads to missed opportunities that come about as a result of finishing school.

Government's efforts in minimizing the problem of school dropout in primary schools.

The importance that the government attaches to education can be seen in its National strategy for Education, a comprehensive strategic framework and plan for the entire education sector, the first sector to have such a strategic plan. (World Bank, 2005).

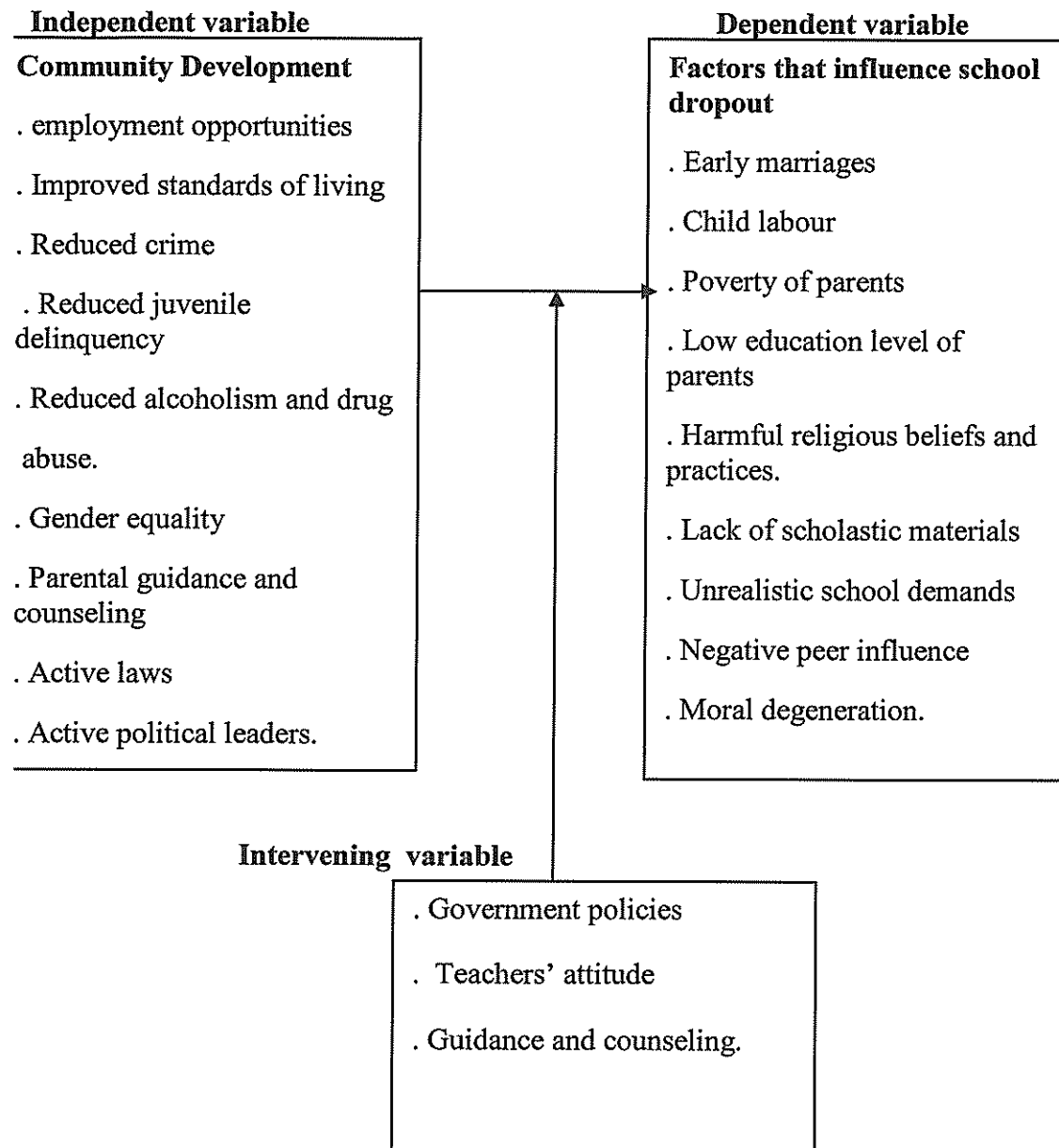
This shows a commitment by the country's leadership to education and recognition of the challenges to education.

An important step taken by the Government of Tajikistan is the initiation of discussions on gender issues through the mass media (UNICEF 2007 b). Given the social-cultural constraint on children's Education. This is an awareness and is an effort to convey to the public, the social and private returns of educating girls.

It is important that the curricular content and the attitude of teachers both need to be made gender sensitive (UNICEF, 2005). School calendar and timing can be adjusted to give opportunity of going to school. The government needs to consider its school uniform policy which will remove obstacles and costs and lead to increased school attendance (UNICEF 2012).

Universal Primary Education (UPE) was launched in 1997 following recommendations of the Education Policy Commission (EPRC, 1989) and the development of children's statute (1996). This policy advocated for redistribution of resources in the education sector hence more resources have been allocated to primary education for all (EFA). This Policy was a move by the government to ensure that every one, child and adult benefit from timeless and Universal advantage of education. This is based on the recommendation by the government white paper on Education (1992).

Conceptual frame work



CHAPTER THREE

METHODOLOGY

Introduction

This chapter gives the research design that was used in the study, study population sample size and sampling procedures and research instruments.

Research Design

The study used a cross sectional research design where both qualitative and quantitative methods were employed. A cross-sectional research design was used because it captures various aspects from varied sources enhanced a deeper understanding about the area under study.

Study Area

The study was conducted in Rubongi Sub County, Tororo District, Eastern Uganda. This area was considered because of the high rate of school dropout despite government effort in ensuring that school going children benefit from universal primary Education program.

Study Population

The study population was 3285, Comprising of five Universal primary schools, 5 Head teachers, 55 Class teachers, 2500 Pupils, 700 Parents and 30 opinion leaders in Rubongi Sub County, Tororo District

Sample Size

The size of the Sample was 662, with 333 pupils, 5 Head teachers, 48 teachers, 248 parents and 28 opinion leaders in Rubongi Sub County This was because such categories are big enough to provide the necessary information needed in the study.

e 3.1 Categories of respondents.

Categories	Population	Sample size	Sampling method
Head Teachers	05	05	Purposive
Class teachers	55	48	Purposive
Parents	700	248	Simple random
Pupils	2500	333	Simple random
Opinion leaders	30	28	Purposive
Total	3285	662	

ce: R. V. Krejcie & D. W. Morgan (1970).

sampling procedure

researcher used simple random and purposive sampling to select respondents.

Purposive sampling

According to Patton, (2010), purposive sampling, also known as subjective sampling is a type of non-probability sampling technique. Non probability sampling focuses on sampling techniques where the units that are investigated are based on the judgment of the researcher. Usually the sample is small. Purposive sampling was used in the selection of Head teachers, teachers and opinion leaders.

Simple Random sampling

Simple random sampling is the selection of items by use of probability method. Simple random sampling provided equal chances for all the respondents to be selected and thus avoid biasness. The researcher used random selection on pupils and parents because they were many and there was need to limit errors and biasness.

Research instruments.

Three research instruments used to collect data and these are: questionnaire, interview and observation.

Questionnaire

According to Briggs (2009), questionnaire is a research instrument which consists of series of questions for the purpose of gathering information from respondents. A structured questionnaire was administered to 5 head teachers, 48 teachers and 333 pupils. Teachers received a self-administered questionnaire while pupils were asked questions and the researcher records the responses on the questionnaire.

Interview

According to Davies (2011), interview is a method of data collection, information or opinion gathering that typically involves asking a series of questions. It represents a meeting or dialogue between people where personal and social interaction occurs.

The interview instrument was used to collect data from the parents and opinion leaders. Interviews were used because they were easily adaptable and effective and encourage probing for deeper information.

Observation

The observation instrument was used to get data from school records such as pupils enrolment of each level, attendance registers to determine the dropout ratio of each class in selected primary schools.

Data Collection Procedures.

This refers to the steps that the researcher used to determine validity and reliability of data collection methods that were used in the data collection and pre-test the instruments to see if they produced the desired results.

Data Analysis

The data was analyzed using both descriptive and statistical package for social scientists (SPSS) by sorting, coding and tallying to get frequencies and percentages. Then the data was presented by use of frequency tables and tabulation. This helped the researcher in presenting and interpreting the data findings in the proceeding chapters, as a basis for discussion and conclusion thereafter.

Validity and Reliability of the Research Instruments.

Validity and reliability was done to ensure that the research instruments selected that is to say; questionnaire, interview guide, gave the desired results which were dependable and achieved desired objectives. This was done by pre-testing the instruments to see if they produced the same results.

Validity

Validity refers to the extent to which an instrument measures what it is intended to measure. Validity therefore was demonstrated in the quality that an instrument used in the research that is questionnaire, interview and observation was accurate, true, correct, meaningful and right. The tools that were used in the research must be administered to the right categories of people in relation to the topic of study. These include head teachers, teachers, pupils, parents and stake holders. This implies accuracy of research tools and research findings.

Reliability

Reliability refers to the extent to which the research instruments measured the consistency of the variables. Reliability more showed the degree of consistency demonstrated in the study. It also showed the stability and dependability of an instrument to obtain information. The interview, questionnaire and observation all gave similar pieces of information hence reliability of the research instruments.

Ethical Considerations

The researcher sought permission from the local authorities, particular head teachers and local leaders in Migori Sub County, Tororo District. The researcher also sought for permission from the respondents before administering the research instruments.

To ensure confidentiality, the researcher assured the respondents that the information that was provided, was secret and was to be used for academic purposes only.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

Introduction

Chapter presents findings of the study on the factors that influence school dropout in primary schools in Tororo District according to data collected. The findings were analyzed, interpreted and presented according to objectives of the study and the research questions.

Social factors that influence school dropout in primary schools in Tororo District study established the factors that influence school dropout in primary schools in Rubongi Sub County, Tororo District. The following responses were given:

4.1 Social factors that influence school dropout in primary schools in Tororo District

Social factors	Frequency	Percentage
Family conflicts	130	19.6
Lack of parental guidance and counseling	115	17.4
Gender Inequality	106	16
Moral degeneration	100	15.1
Negative attitude of parents towards education	73	11
Negative peer Influence	65	9.8
Early marriage	52	7.9
Alcoholism and drug abuse	21	3.2
	662	100

Source: Field data 2016

There were varied responses on the social factors influencing school dropout in primary schools in Rubongi Sub County, Tororo District as follows; 19.6 % mentioned family conflicts, 17.4% mentioned lack of parental guidance and counseling, 16% mentioned gender Inequality, 15.1% mentioned moral degeneration, 11% mentioned negative attitude of parents towards education, 9.8% mentioned negative peer Influence, 7.9% mentioned early marriages and 3.2% mentioned alcoholism and drug abuse.

the findings therefore suggest that there were many social factors that influence school dropout in primary schools in Rubongi Sub County, Tororo District namely:

Family conflicts where mother and father are always fighting and quarreling which results into divorce. In such cases, the children may not have enough care by the father and hence end up dropping out of school. Family conflicts also do not create peace at home and hence children are not encouraged to go to school, as a result they drop out of school. The children from such families are also always worried about the conflicts in their family and cannot concentrate while in class which later leads to school dropout. Fortin (2010), Said that family conflicts between families and adolescents put children at risk of dropping out of school. Therefore, the findings of this research and what has been given by other scholars confirm that family conflicts is a major factor that influences school dropout in primary schools in Rubongi Sub County, Tororo District.

Another factor that influences school dropout in primary schools in Rubongi Sub County, Tororo District is lack of parental guidance and counseling. According to the findings, parents have no time to guide and counsel their children most especially the girl child. They are taken up with garden work in the morning and evening and house work. They have left most of the work for teachers who also concentrate on the curriculum. This greatly influenced school dropout as children are not guided on what to do. Christopher (2013), Said that the main reason students drop out of school is lack of parental guidance and counseling which leads to school dropout. This is therefore in line with the findings of the study which shows that lack of parental guidance and counseling is one of the factors influencing school dropout in primary schools in Rubongi Sub County, Tororo District.

According to the findings, gender inequality is another factor that influences school dropout in primary schools in Tororo District. The girl child takes up most of the house work at home and has got little time for studies and hence ends up dropping out of school. In case there is a patient at home or in hospital, in most cases the girl child is taken to take care of the patient while the boys concentrate at school. This affects the girl child's education and can lead to school dropout for the girl child. When the mother is away or has gone for a visit, the girl child is the one to look after the other siblings at the expense of going to school. All these result into school dropout for the girl child. In line with the above, Combs (2005), portrayed that male children are seen as breadwinners and age insurance for their parents.

le children play a role in catering for their young sibling and performing other household duties that re them for their roles as wives.

a (2006) also showed that Indian girls and women receive far less education than boys and men. Therefore, ding to these scholars and the findings of the study, gender inequality is another factor that influences l dropout in primary schools in Tororo District.

l degeneration is another factor that influences school dropout in primary schools in Rubongi Sub County, o District. According to the findings, children no longer have suspect for the parents, elders and teachers. do not take advice from elders and consider them to be out dated and have bad morals that have led to l dropout. The pornography displayed in film shows and music played have all led to moral degeneration g the young generation. Such children are taken up by that and cannot have time to concentrate on studies end up dropping out of school.

etal (2010), gave moral degeneration among the youth as a cause of school dropout, it is common to find l children engaging in immoral acts and many dropout of school. The findings of the study together with other scholars said confirm that moral degeneration is among the factors that influence school dropout in ry schools in Rubongi Sub County, Tororo District.

er factor which influences school dropout in primary schools in Rubongi Sub County, Tororo District ling to the findings is negative attitude of parents towards education. Parents who have not gone to school it sending their children to school as use less. Others who have money that they got through other ways education as not the only way to success in financial matters. Other parents just generally have a negative le towards education. Therefore, such parents discourage their children from going to school hence school ut. In relation to the above, the Public Report (2009), indicates that negative attitude of parents towards tion is due to parent's lack of education as a factor that influences school dropout. This therefore together he findings of the study show that negative attitude of parents towards education is a factor that influences l dropout in primary schools in Tororo District.

ding to the findings of this research, negative peer influence is also another factor that influences school at in primary schools in Tororo District. Adolescents are always taken up by the group they associate with ay not have the intension of staying in school and therefore end up dropping out of school. Wrong groups ink about boy and girl friends, rebellion against teachers, school rules and regulations do influence one r to drop out of school; Negative peer influence also leads to indiscipline cases that result into school at. Lynch (2014), associated school dropout to peer influence of the group that the child relates with. rly, negative peer influence leads to school dropout.

gel (2013), gave wrong decisions to get involved with gangs and wrong groups as the cause of school at. The findings of the research are in line with what was given by other scholars confirming that negative fluence is a major cause of school dropout in primary schools in Rubongi Sub County, Tororo District.

marriages are another factor that influences school dropout in primary schools in Rubongi Sub County, Tororo District. According to the findings of the research, boys and girls indulge themselves in early sexual activity and end up in marriage at an early age hence dropping out of school. Some parents who want to get wealth from their daughter marry them off at an early age and bride price is paid to them. This leads to young girls dropping out of school. Other mature men look at young girls as being free from HIV/AIDS hence marry them which leads to school dropout.

Sagezi (2013), put forward that early marriages are the major cause of school dropout among children. Sagezi (2013), also gave marriage as a major cause of school dropout. Therefore, there is a connection between the findings and what other scholars have given confirming that early marriage is a factor that influences school dropout in primary schools in Tororo District.

Another factor that influences school dropout is alcoholism and drug abuse. This is according to the findings of the research carried out in primary schools in Rubongi Sub County, Tororo District (Field data). Parents who are addicted to alcohol are always drunk all the time and do not mind about taking their children to school and provide for their needs at school. Such parents cannot also monitor the education of their children while at school and therefore pupils go to school at their own wish which leads to school dropout. The Consumer Health Communication (2013), said that alcoholism and drug abuse lead to high school dropout. US report also confirms that kids engage in drinking. This therefore relates the findings and what other scholars have given confirming that alcoholism and drug abuse is a factor that influences school dropout in primary schools in Rubongi Sub County, Tororo District.

Economic factors that influence school dropout in primary schools in Tororo District

The research established the economic factors that influence school dropout in Tororo District and the findings are as follows;

4.2 Economic factors that influence school dropout in Tororo District

Economic factors	Frequency	Percentage
Unemployment	151	22.9
Lack of scholastic materials	138	20.8
Lack of labour	122	18.4
Large family size	102	15.4
High scholastic school demands	96	14.6
Long distance to school	53	8
	662	100

Source: Field data 2016

majority of the respondents [22.9%] mentioned poverty, 20.8% mentioned lack of scholastic materials, 18.4% mentioned child labour, 15.4% mentioned large family size, 14.6% mentioned unrealistic school demands 8% mentioned long distance to school.

The above findings therefore suggest that there were a number of economic factors that influence school dropout in primary schools in Tororo District namely:

Poverty where parents cannot afford to take their children to school and pay for their needs at school. Parents are always worried about getting money to meet the school needs where by their children are sent home for the school requirements that leads to school dropout. They cannot afford to pay for their children's lunch and hence stay hungry at school the whole day. All these lead to school dropout as a result of poverty.

Kyalo (2004), urged that poverty is an important factor that prevents parents from sending their children to school. He said that low incomes may be a good predictor of pupil's dropping out of school. This is in line with the findings of the research which therefore confirm that poverty is a factor that influences school dropout in primary schools in Tororo District.

Another factor that influences school dropout in primary schools in Tororo District is lack of scholastic materials according to the findings of the research. Some children go to school without pens, pencils, books and mathematical sets. Such children cannot learn properly and hence end up dropping out of school. Other children go to school without uniform and therefore look a misfit with the others who are smartly dressed in uniform. Such children may also be forced to drop out of school.

Kwago (2005), said that parents who are well off ensure that their children are educated while the poor do not provide for their children's needs at school for example scholastic materials. The findings and what scholars have said confirm that lack of scholastic materials leads to school dropout in primary schools in Tororo District.

According to the findings of the research, child labour is another factor influencing school dropout in primary schools in Tororo District. Parents give their children a lot of work which may lead to school dropout. Going to school early in the morning before leaving for school makes pupils to reach school late. Doing house work in the morning like sweeping the house and compound, washing plates, fetching water, all make pupils to fear going to school late and hence end up hiding in the bush. This may later on lead to school dropout. Giving children a lot of work after school does not give them time to revise their books. Such children fail even to do their work and at the end perform poorly which leads to school dropout.

Kyalo (2007), noted that child labour becomes an absolute evil in the case of the child when it requires to work beyond his or her physical capacity. This interferes with his education and the end result may be dropping out of school. This is in relation to the findings which confirm that child labour is a major factor that influences school dropout in primary schools in Tororo District.

Family size is another factor that influences school dropout in primary schools in Tororo District according to the findings of the research. Large family is a result of polygamy and giving birth to many children. This makes parents unable to provide for the family and educate their children hence they drop out of school. A father in a polygamous family may finish many days without going to some families and leaves all responsibilities to the mother who may not manage it. This leads to children dropping out of school.

Waweru (2015), mentioned economic pressures due to large family size that make leaving school unavoidable as for money where students decide to provide for their parents, siblings and for themselves. This is in line with the findings of the research showing that large family size is a factor that influences school dropout in primary schools in Tororo District.

Another factor that influences school dropout is unrealistic school demands according to the findings of the research carried out in primary schools in Tororo District. Schools have set demands that parents cannot afford hence school dropout. The money they pay for extra lessons also lead to school dropout. Payment for lunch is made compulsory and the fee is high for some parents to afford. This also leads to school dropout. Excessive examination and test money is asked from parents who cannot afford and hence leading to school dropout. Waweru (2005), said that parents who are well off ensure that their children are educated while the poor may not afford to educate their children. There is therefore a relationship between the findings of the research and what has been given by other scholars confirming that unrealistic school demands lead to school dropout in primary schools in Tororo District.

According to the findings of the research, long distance to school is among the factors that influence school dropout in primary schools in Tororo District. Pupils move long distances to and from school. If it is time for school, these children may have slept hungry and have no energy to move the long distance to school hence they may be dropping out of school. Children are always worried of the long distance to and from school and are not able to concentrate on studies which results into school dropout. Heward Law School Report (2015), states that those who move long distance to school may easily dropout of school. The findings of the study together with what has been given by other scholars show that long distance to school influences school dropout in primary schools in Tororo District.

3 Religious factors that influence school dropout in primary schools in Tororo District

research also established the religious factors that influence school dropout in primary schools in Tororo District and the findings were as follows;

4.3 Religious factors that influence school dropout in primary schools in Tororo District

Religious factors	Frequency	Percentage
Harmful religious beliefs	365	55.1
Dangerous religious practices	297	44.9
Total	662	100

Source: Field data 2016

According to the findings, 55.1% of the respondents mentioned harmful religious beliefs and 44.9% of the respondents mentioned dangerous religious practices.

The above findings therefore suggest that there were religious factors that influence school dropout in primary schools in Tororo District namely:

Harmful religious beliefs influence school dropout where some religious cults discourage their believers from sending their children to school. The Kanungu incidence that led to many Christians perishing in a church burning is among the religious beliefs that lead to school dropout. The Muslims according to their religion believe that girls can be married off at any age as long as they fulfill the Muslim obligations. This therefore leads to school dropout due to early marriages as a result of religious beliefs. MOES (2012), reported that some religious cults were discouraging parents to take their children to school claiming that western education was demonic. Similarly, in Kenya, some religious cult was claiming that the end of the world was near hence education was going to be a waste of time.

and Sonko (2004), said that in India and Pakistan, the Hindu believe that women are to be raised to make good house wives and should not appear so much in public. This has made some women to be confined in their homes at the expense of education. Therefore, the findings of the research together with the report of other studies show that harmful religious beliefs influence school dropout in primary schools in Tororo District.

Another factor that influences school dropout in Tororo District is dangerous religious practices according to the findings of the study. Religious practices like the back to Eden who pray while they are naked because they are imitating what was in the garden of Eden.

Adede (2002), attributed girls' school dropout to some religious faith practices like the Muslim encouraging girls to get married at any time as long as they fulfill Islamic requirements. This therefore shows that some religious beliefs and practices encourage school dropout in primary schools in Tororo District. This is in line

the findings of the study showing that dangerous religious practices lead to school dropout in primary schools in Tororo District.

4.4 Political factors that influence school dropout in primary schools in Tororo District

The study also established that there were political factors that influence school dropout in primary schools in Tororo District and the findings included the following;

Table 4.4 Political factors that influence school dropout in primary schools in Tororo District

Political factors	Frequency	Percentage
Inactive laws on school dropout	648	97.9
Neglect by the political leaders	14	2.1
Total	662	100

Source: Field data 2016

A majority of the respondents (97.9%) mentioned Inactive Laws on school dropout, 2.1% mentioned neglect by political leaders.

The findings also suggest that there were political factors that influence school dropout in primary schools in Tororo District namely: Inactive laws have led to school dropout in Tororo District according to the findings of the study. The laws are just on paper and have not been effected hence encouraging school dropout. Parents and children themselves are not conscious of the law hence they do not mind about it. There is no penalty given to school dropouts that can serve as an example to the rest so that they can fear to fall victims of school dropout. All these have encouraged school dropout. Out of school survey report (2013/2014), mentioned that laws are not efficient enough to see to it that the children do not drop out of school. Political heads, family units and children do not mind. They have so many commitments, so they may not enforce it. This all can give a confirmation that inactive laws are a factor that influences school dropout in primary schools in Tororo District.

Another factor that influences school dropout in primary schools in Tororo District is neglect of political leaders according to the findings of the research. The local council leaders, community leaders are reluctant in enforcing the law.

Those who are arrested are also released without serving any punishment which just encourages school dropout. They also accuse local council and community leaders for interfering with their family affairs in case any action is taken against school dropouts. Hoima District education survey report (2012), mentioned that people in charge of enforcing the laws are reluctant in Uganda. We have laws which remain in books. There is no political will, if you arrest a parent who has not taken a child to school, you will receive many phone calls and the person will be released. The relationship between the findings and other scholars shows that neglect by political leaders is a factor that influences school dropout in primary schools in Tororo District.

Other factors that influence school dropout in primary schools in Tororo District

ondents were asked to mention other factors that influence school dropout in their communities that were social, economic, religious or political in nature and the responses were as follows;

e 4.5 Other factors that influence school dropout in primary schools in Tororo District

r factors	Frequency	Percentage
school learning environment	142	21.5
lity to learn	126	19
teacher- parent relationship	110	16.6
i of parents	96	14.5
ating classes	88	13.3
ancy	66	10
morale amongst teachers	34	5.1
	662	100

re: Field data 2016

ity of the respondents (21.5%) mentioned poor learning environment, 19% mentioned Inability to learn, 6 mentioned poor teacher- parent relationship, 14.5% mentioned death of parents, 13.3% mentioned ing classes, 10% mentioned pregnancy and 5.1% mentioned low morale amongst teachers.

bove responses indicate that apart from social, economic, religious and political factors, there were other s that influence school dropout in primary schools in Tororo District namely:

school learning environment influences school dropout in primary schools in Tororo District. The nent is high in schools which has created congestion in the classrooms hence poor school learning nment that leads to school dropout. The latrines are not enough due to the big number of pupils that s a poor learning environment. Sage journals (2013), gave poor school learning environment as the major of school dropout. The relationship between the findings and what was given by other scholars therefore te that poor school learning environment influences school dropout in primary schools in Tororo District.

er factor that influences school dropout according to the findings of the research in Tororo District is ty to learn. This is due to poor retention by the learners hence they are unable to learn. The learners do ve enough individual interest in the learning and the end result is dropping out of school. The pupils elves have low engagement in education which results into school dropout. Christopher (2013), gave not h Individual attention of students themselves and low student engagement in education that leads to ty to learn and repeating the classes by the learners that results into school dropout. Nyanzi (2012), put d that lack of interest by the learners lead to school dropout. This is in line with the findings of the study

confirm that inability to learn is a major factor influencing school dropout in primary schools in Tororo District.

According to the findings of the research, poor teacher- parent relationship influences school dropout in primary schools in Tororo District. Parents do not appreciate the teacher's work they do. They claim teachers get a lot of pay and yet they do not teach the children which creates poor teacher- parent relationship. At times parents confronted teachers on issues that just need discussion to be resolved. The public report (2009), gave the main reason for children being kept out of school as lack of education of parents and their attitude towards education. This is in line with poor teacher- parent relationship. This is in line with the findings of the study that show that poor teacher-parent relationship influences school dropout in primary schools in Tororo District.

Lack of parents is also a factor that influences school dropout according to the findings of the research. This is especially for the death of the father where the mother is left and cannot support the children's education. Orphans are then left to stay with other relatives who cannot support them fully in their education.

Pratiwi (2004), said that results from Indonesia indicate that the death of the father doubles the dropout rate while the death of the mother lowers the probability of school enrollment. Therefore, the findings of the study are in line with other scholars all show that death of parents is a factor that influences school dropout in primary schools in Tororo District.

Another factor that influences school dropout according to the findings of the study carried out in primary schools in Tororo District is repeating classes. This is due to lack of interest by the learners, no individual attention and low retention of the learners which have led to school dropout. Christopher (2013), gave not enough individual attention of students themselves and low student engagement in education that leads to inability to learn and repeating the classes by the learners that results into school dropout. This is in line with the findings of the study which confirm that repeating classes influences school dropout in primary schools in Tororo District.

According to the findings of the research, pregnancy is another factor that influences school dropout in primary schools in Tororo District. This is caused by involvement into early sex by the girls and boys, moral decay has led to pregnancy and girls get involved with wrong groups that lead them into early sex and hence get pregnant and the parents send them into marriage because they cannot manage to maintain them at home hence drop out of school. Schargel (2013), also gave pregnancy as a major cause of school dropout due to early involvement into sex. All these are a confirmation that pregnancy is among the other factors influencing school dropout in primary schools in Tororo District.

Low morale amongst teachers is another factor influencing school dropout in primary schools in Tororo District. This is due to low salaries paid to teachers. Government has failed to meet the teachers' demands of salary increase. The teachers also work under poor conditions like having no breakfast and lunch. The teacher

ratio is too high with teachers having too much teaching load that brings about low morale amongst
ers.

IS report (2005), said that it is important that the curriculum content and the attitude of teachers need to be
ive and the school calendar need to be adjusted to give opportunity for going to school. Therefore, the
onship between the findings and what was said by other scholars confirms that low morale amongst
ers is a factor influencing school dropout in primary schools in Tororo District.

Effect of school dropout on development in Tororo District

research also established the effect of school dropout on development in Tororo District and the following
nses were given:

e 4.6 The effect of school dropout on development in Tororo District

Effect of school dropout	Frequency	Percentage
Poverty	146	22.1
Unemployment	140	21.2
Low incomes	134	20.2
Alcoholism and drug abuse	93	14
Crime	82	12.4
Missed out opportunities	67	10.1
Total	662	100

Source: Field data 2018

There were varied responses on the effect of school dropout in primary schools in Tororo District and these
as follows; 22.1% mentioned poverty, 21.2% mentioned unemployment, 20.0% mentioned low incomes,
mentioned alcoholism and drug use, 12.4% mentioned crime and 10.1% mentioned missed out
rtunities.

The findings suggest that there is a great effect of school dropout on development in Tororo District that has
led into the following:

ty is a major effect of school dropout in primary schools in Tororo District with in the community. School out has left many young people poor and they cannot afford to live a good life. People cannot afford the needs of life and some families even get one meal in a day. The standard of living is very low and the of houses are grass thatched for most people indicating that the community is poor as a result of school out. Russell (2013) indicated that poverty is associated with high dropout rates and is connected to scent development, family school and community development which matter a lot. This therefore shows overty is a great effect of school dropout in Tororo District.

er effect of school dropout in Tororo District is unemployment in the community according to the gs of the study. People do not get jobs because they no longer have the qualifications that can enable them bs in the competitive world due to school dropout. . The young boys have resorted to playing games and in the trading centres early morning hours as a result of unemployment. Unemployment has made it ult to get money to earn a living. Auds etal (2012), said that school dropout development is associated with levels of joblessness, poor health and general lack of resources that retards of the community. Jason), noted that the consequences of dropping out of school include joblessness. Therefore, this is in line with dings of the study which show that unemployment is a great effect of school dropout in Tororo District.

ding to the findings of the research, low incomes are one of the effects of school dropout in primary ls in Tororo District. Most of the people depend on subsistence farming for their food and the balance is which fetch low prices when taken to the market. Others work on people's farms and are paid three and shillings per day which leads to low incomes in the community. The young men have resorted to ling stones where they assume there is gold. The others have joined boda boda bicycle riding that fetches incomes at the end of the day. School dropout report (2003), showed that there are personal and social costs community of school dropout in terms of reduced earnings, reduced tax revenue and increased costs. rmore, in today's business environment, a primary concern is skilled personnel and the availability of a workforce both today and in the future that can play a role in business decision to expand and locate in community. The relationship between the findings of the research and what other scholars have said all that low incomes are an effect of school dropout that retards community development.

olism and drug abuse is also another effect of school dropout in Tororo District. Some community ers drink the whole day without doing any work and this retards community development. Such people do ce care of their families and this leads to family conflicts and divorce which does not promote community pment. The health of such persons deteriorates a lot and this discourages development. The Consumer i Day Communication Report (2013), said that alcoholism and drug abuse is a likely effect of school at. Therefore, this is in line with the findings of the study which confirm that alcoholism and drug abuse is act of school dropout in Tororo District.

er effect of school dropout in Tororo District according to the findings is crime. People who drop out of are arrested for different crimes for example theft, this is done by the young men who dropped out of

al and have not found anything to do to earn a living and therefore resort to stealing to earn a living. Others rested because of defilement and taken to prison and this does not lead to community development. Jason D), noted that the consequences of dropping out of school include: jailing and high cost of tax payers. Outs in the US have been a major fiscal burden to the rest of society. Sum etal (2009), associated school out to crime. Therefore, school dropout has a great effect on community development in Tororo District ding to the findings of the research and what was given by other scholars.

ed out opportunities is another effect of school dropout in Tororo District according to the findings of the . School dropout has caused the young men and women to miss out many opportunities for example good driving expensive cars, building good houses dressing in expensive clothes, having balanced diet and s. Sum etal (2009), associated school dropout to unemployment, low incomes and crime. School dropout eads to missed out opportunities that come about as a result of finishing school. Therefore, the findings of search together with what other scholars have given confirm that missed out opportunities is an effect of l dropout in Tororo District.

akeholder’s efforts in reducing the problem of school dropout in primary schools in Tororo District

What is being done to reduce school dropout in Tororo District

ponses on what was being done to reduce school dropout in the study area include the following:

4 What is being done to reduce school dropout in Tororo District

What is being done	Frequency	Percentage
Free primary education	471	71.2
Family economic empowerment	84	12.7
Discouraging negative cultural and religious practices	55	8.3
Arresting school dropouts	40	6
Nothing is being done	12	1.8
	662	100

Source: Field data 2018

66% of the respondents mentioned free primary education, 12.2% mentioned family economic empowerment, 8.3% mentioned discouraging negative religious practices, 6% mentioned arresting school dropouts and 1.8% mentioned nothing is being done. Responses from parents and opinion leaders equally revealed that there some efforts are being made to reduce the problem of school dropout in the area of study.

The findings suggest that a lot is to be done to help the children stay at school these include the following:

Free primary education as one of the way of reducing school dropout in primary schools in Tororo District. This is through Universal Primary Education program that made it compulsory for all children to be enrolled in primary school. Under this program, parents are not supposed to pay fees and therefore are to stay in school. Free

ary education has also led to increased enrolment in schools and hence has reduced on school dropout. Universal Primary Education (UPE), was launched in 1997 following recommendation of the education policy review commission (EPRC 1989) and the development of children's statute (1996).

policy advocated for redistribution of resources in the education sector hence more resources have been allocated to primary education for all (EFA). This policy was a move by the Government to ensure that every child and adult alike, benefit from timeless and universal advantage of education. World bank report (2005), evidenced a commitment by the country's leadership to educate and recognition of the challenges to education. It therefore confirms that Free Primary Education is a way of reducing on school dropout in Tororo District.

Another way of reducing school dropout in primary schools in Tororo District according to the findings of the study is family economic empowerment. This can be done by empowering families economically through Operation Wealth Creation that is helping families earn a living and be able to get their basic needs among which is education of their children. The Operation Wealth Creation supplies seeds, seedlings, poultry, goat, cows, cassava stems and potato vines. Family economic empowerment is also done through village savings groups where people are given the opportunity to save from their earnings and at the end of the year they are able to get some money to take their children to school and reduce on school dropout.

Uganda (2015), said the preventive measures suggested to reduce child dropout include economic empowerment of families. This is in line with the findings of the study which shows that family economic empowerment can reduce on school dropout in primary schools in Tororo District.

According to the findings of the research, discouraging negative cultural and religious practices is another way of reducing school dropout in primary schools in Tororo District. This is done by sensitizing the parents at community gatherings like at burial places, in church, in village savings and all other similar gatherings. The Non-governmental Organizations like World Vision, Child Fund have helped to sensitize the parents. Parents should be encouraged to keep their children in school in order to reduce on school dropout. An important step taken by the Government of Tajikistan is the initiation of discussions on gender issues through the mass media (UNICEF2007), given the social- cultural constraints on children's education. This builds awareness and is an effective way to convey to the public, the social and private returns of educating of educating girls. The relationship between the findings of the research and what was given by other scholars show that discouraging negative cultural and religious practices can reduce school dropout in primary schools in Tororo District.

ting school dropouts is another way of reducing school dropout in primary schools in Tororo District ding to the findings of the research. This can be done by the Local councils who arrest school dropouts n their villages and can reduce on this problem. The community leaders together with Local council rities can launch an operation from home to home to net school dropouts within their areas. Parents and en should be given serious warning against school dropout. The argument given by other scholars and the gs of the research show that arresting school dropouts can reduce on school dropout in primary schools in o District.

What else could be done to reduce the problem of school dropout in primary schools in Tororo
ct The researcher further sought for responses on what else could be done to address the problem of school out in the study area and the findings were as follows;

**4.8 Responses on what else could be done to reduce the problem of school dropout in primary
ls in Tororo District**

What else can be done	Frequency	Percentage
Increased community sensitization against early sex and marriage	155	23.4
Provision of free scholastic materials	134	20.3
Strict laws against child labour	124	18.7
Guidance and counseling to pupils	102	15.4
Punishing defilers	98	14.8
Establishing primary schools in every village	49	7.4
	662	100

Source: Field data 2018

Majority of the respondents (23.4) mentioned increased community sensitization against early sex and marriage, 20.3% mentioned provision of free scholastic materials, 18.7% mentioned strict laws against child labour, 15.4% mentioned guidance and counseling to pupils and 14.8% mentioned punishing defilers.

The above findings suggest that a lot needs to be done to reduce the problem of school dropout in Tororo District as follows:

Increased community sensitization against early sex and marriage can be done to reduce on school dropout in Tororo District according to the findings of the research. This can be done by the Local councils, community leaders and religious leaders. It can be done at burial places, during church service and at other gatherings in the community. An important step taken by the Government of Tajikistan is the initiation of discussions on gender issues through the mass media (UNICEF2007), given the social- cultural constraints on children’s participation. This builds awareness and is an effort and convey to the public, the social and private returns of

ating of educating girls. Therefore, the findings of the study and what was given by other scholars confirm community sensitization against early sex and marriage can reduce school dropout in Tororo District.

Another thing that can be done to reduce on school dropout in Tororo District is provision of free scholastic materials to the needy pupils according to the findings of the research. Materials like pens, books, pencils and mathematical sets can be given to pupils freely to enable them stay in school. This will also help the parents who cannot afford to buy scholastic materials to take their children to school. Out of School Survey Report (2014), gave provision of free scholastic materials as a means of reducing school dropout. This is related to the findings of the study which confirm that provision of free scholastic materials can reduce on school dropout in Tororo District.

According to the findings of the research carried out in primary schools in Tororo District, strict laws against child labour can reduce on school dropout. It can reduce on the number of children who work as house maids. It can also stop the parents from giving their children a lot of work before going to school. Children who work in informal jobs to earn some money will also be limited.

Child Labour Elimination Policy (2011/10), implemented various programs to reduce child labour and hence reduce school dropout. This is in line with the findings of the research which confirms that strict laws against child labour can reduce on school dropout in primary schools in Tororo District.

Guidance and counseling to pupils can also reduce on school dropout in primary schools in Tororo District according to the findings of the research. This can be done by parents, teachers and elders within the community to help children to have good morals and therefore stay in school to avoid school dropout. Christopher (2013), states that the reason students drop out of school is low parental engagement in their children's education hence lack of parental guidance and counseling leading to school dropout. The findings of the study therefore together with what was given by other scholars confirm that guidance and counseling to pupils can reduce on school dropout in primary schools in Tororo District.

Another thing that can be done to reduce on school dropout in primary schools in Tororo District is punishing defilers by arresting boys and men plus women which can be done by the local councils, police, prisons and the magistrate's court. According to Nanteza (2010), the magistrate's court should be allowed to handle defilement cases in order to reduce on school dropout. Therefore, the findings of the research are in line with what was given by other scholars which shows that punishing defilers is a way of reducing school dropout in primary schools in Tororo District.

According to the findings of the research, building primary schools in every village can reduce on school dropout due to long distances to school in primary schools in Tororo District. This can be done by the government to help pupils who move long distances to school and reduce on school dropout. Choudhary (2015), states that government of India should establish schools in every village to ensure accessibility of education for

population. The findings of the study therefore together with what was given by other scholars show that
ing primary schools in every village reduces on school dropout in primary schools in Tororo District

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summary of the study findings, conclusions, recommendations and areas of further research.

Summary of findings

Social factors that influence school dropout in primary schools in Tororo District

There were varied responses on the social factors that influence school dropout in primary schools in Tororo District as follows; family conflicts, lack of parental guidance and counseling, gender inequality, moral degradation, negative attitudes of parents towards education, negative peer influence, early marriages and polygamy and drug abuse among others. These factors have greatly influenced school dropout in primary schools in Tororo District.

Economic factors that influence school dropout in primary schools in Tororo District

Most of the respondents mentioned poverty, while others mentioned lack of scholastic materials, child labor, large family size, unrealistic school demands and long distance to school as the economic factors that influence school dropout in primary schools in Tororo District.

Religious factors that influence school dropout in primary schools in Tororo District

Religious factors that influence school dropout in primary schools in Tororo District included: harmful religious beliefs and dangerous religious practices.

Political factors that influence school dropout in primary schools in Tororo District

Political factors that influence school dropout in primary schools in Tororo District included: Inactive laws on school dropout and neglect by political leaders.

factors that influence school dropout in primary schools in Tororo District included: poor school learning environment, inability to learn, poor teacher- parent relationship, death of parents, repeating classes, pregnancy and low morale amongst teachers. These factors were given by head teachers, teachers, pupils, parents and stakeholders.

Effect of school dropout on development in Tororo District

Of the respondents who included: head teachers, teachers, pupils, parents and stake holders in the area of study mentioned poverty, while others mentioned unemployment, low incomes, alcoholism and drug abuse, and missed out opportunities as the major effect of school dropout in primary schools in Tororo District.

What was being done to reduce the problem of school dropout in primary schools in Tororo District

Responses on what was being done to reduce the problem of school dropout in the area of study included the following: provision of free primary education, family economic empowerment, discouraging negative cultural and religious beliefs and practices and arresting school dropouts.

Questions were further given by the respondents on what else could be done to reduce the problem of school dropout in primary schools in Tororo District and these included the following: Increased community sensitization against early sex and marriage, provision of free scholastic materials, strict laws against child labor, guidance and counseling to pupils, punishing defilers and building primary schools in every village.

Conclusions

Social factors that influence school dropout in primary schools in Tororo District

There were many social factors that influence school dropout in primary schools in Tororo District which included: family conflicts, lack of parental guidance and counseling, gender inequality, moral degeneration, negative attitude of parents towards education, negative peer influence early marriages and alcoholism and drug

Economic factors that influence school dropout in primary schools in Tororo District

There were a number of economic factors that influence school dropout in primary schools in Rubongi Sub County, Tororo District which included; poverty, lack of scholastic materials, child labour, large family size, academic school demands and long distance to school.

Religious factors that influence school dropout in primary schools in Tororo District

Religious factors that influence school dropout in primary schools in Rubongi Sub County, Tororo District included; harmful religious beliefs and dangerous religious practices.

Political factors that influence school dropout in primary schools in Tororo District

Political factors that influence school dropout in primary schools in Rubongi Sub County, Tororo District included; inactive laws on school dropout and neglect by political leaders.

Social factors that influence school dropout in primary schools in Rubongi Sub County, Tororo District included; poor school learning environment, inability to learn, poor teacher- parent relationship, death of parents, repeating classes, pregnancy and low morale amongst teachers.

Effect of school dropout on development in Tororo District

There was great effect of school dropout on community development in Rubongi Sub County, Tororo District which included; poverty, unemployment, low incomes, alcoholism and drug use, crime and missed opportunities.

What was being done to reduce the problem of school dropout in primary schools in Tororo District

from providing free primary education, the following were done to reduce the problem of school dropout in primary schools in Tororo District increased community sensitization against early sex and marriage, provision of free scholastic materials, strict laws against child labour, guidance and counseling to pupils, punishing defilers, family economic empowerment, discouraging negative cultural and religious practices, and addressing school dropouts.

Recommendations

According to the above findings, the researcher makes the following recommendations to Government of Uganda and other stake holders:

- Government should increase community sensitization against early sex and marriage.
- Government should provide free scholastic materials to needy pupils.
- Government should institute strict laws against child labour.
- Government should discourage harmful religious beliefs and practices that lead to school dropout.

Areas for further study

- Effect of parent's level of education on the academic performance of pupils.
- Role of UPE in girl child education.

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APPENDIX I

QUESTIONNAIRE GUIDE FOR HEAD TEACHERS, TEACHERS, AND PUPILS.

Respondent, I request you to spare some time and answer these questionnaires below by ticking or filling response in the space provided. Note that this study is purely academic and the information that you give is confidential. Thank you for your cooperation.

: Background Information.

Male ☐ Female ☐

Age: 11- 20 ☐ 21-30 ☐ 31-40 ☐ 41-50 ☐ 50 above ☐

Marital status: single ☐ married ☐ widow ☐

Highest level of education obtained:

Primary ☐ secondary ☐ Tertiary ☐ University ☐

Education qualification

None ☐ Diploma ☐ Certificate ☐ Others ☐

3: Social, economic, religious and political factors that Influence school dropout in primary schools.

Identify any social causes of school dropout in this sub- county.

Factors	Response
Family conflicts	
Lack of parental guidance and counseling	
Negative attitude of parents towards education	
Negative peer Influence	
Child degeneration	
Divorced marriages	
Alcohol and drug use	
Economic Inequality	
Others (specify)	

ion any economic factors that influence school dropout in this sub- county.

mic factors	Response
f scholastic materials	
labour	
distance to school	
istic school demands	
y	
family size	

ntion any Religious factors that influence school dropout in this sub- county.

ious factors	Response
ful religious beliefs	
erous religious practices	
s	

ention any Political factors that influence school dropout in this sub- county

cal factors	Response
ve laws on school dropout	
s	

C: Effects of school dropout on development in this sub-county.

ention any effects of school dropout on development in this sub-county.

ects of school dropout	Response
erty	
mployment	
Incomes	
holism and drug use	
ie	
ed out opportunities	
ers	