

FACTORS CONTRIBUTING TO STUDENTS' DROP OUT AT ORDINARY LEVEL

A CASE STUDY OF MPIGI DISTRICT, UGANDA.

BY

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DECLARATION

I **KAYAGA AFUWA** declare that this is my original work and it has not been submitted to any Institution of Higher Learning.

Signature..........DATE.....26th-08-2019.....

APPROVAL

I confirm that the work reported in this research proposal was carried out by the candidate under my supervision.

Signature of supervisor..........Date.....26/8/2019.....

MS. MBOGO LEILAH

DEDICATION

I dedicate this book to my family especially my father Mr. Isa Biti Kakinda, my mother Mrs. Namatovu Fatumah, my sisters and everyone who contributed to the accomplishment of my course.

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I want to thank my supervisor, Ms Leilah Mbogo for her tireless efforts in imparting knowledge and guidelines on the research proposal and report writing. I say thanks a million times for ensuring a speedy conclusion of this piece of work

I wish to acknowledge the help of my colleagues who read this research and edited it to a presentable standard.

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ABSTRACT

The study focused on the factors that contribute to drop out problem at ordinary level in Mpigi district. The study was guided by the following objectives, to investigate the economic factors that contribute to students' dropout at ordinary level in Mpigi district, to examine the social factors that contribute to students' dropout at ordinary level in Mpigi district and to establish the environmental factors that contribute to students' dropout at ordinary level in Mpigi district. The sample of the respondents was taken from Buyanja B.C.s secondary school which acted as the case study. 15 parents, 15 students of senior two and 20 teachers were supplied with questionnaires. The 20 teachers were also interviewed.

The study adopted simple random sampling and purposive sampling techniques to sample its respondents. The study employed both quantitative and qualitative approaches. The study consists of five chapters. Chapter one provides the background of the study, statement of the problem, purpose of study, objectives, research questions, scope of the study, and the significance of the study. Chapter two provides the literature review and the conceptual framework of the study, chapter three gives the research methodology and chapter two offers the research findings. Chapter five provides the discussions, conclusions and recommendations.

The research findings concluded that economic factors that contribute to students' dropout at ordinary level included poverty, food and indirect cost of education. The research findings also concluded that social factors that contribute to students drop out at ordinary level included; teenage pregnancy and early marriages, indiscipline, parental perception, HIV/AIDS pandemic, poor law enforcement, orphan hood and domestic violence. The research findings also concluded that environmental factors which contribute to students' drop out at ordinary level included; poor school administration, unfavorable school environment, distance, child labour and teachers' attitudes and their credential academic performance.

CHAPTER ONE

INTRODUCTION

1.0. Introduction

This chapter entails the background to study, statement of the problem, objectives of the study, Specific Objectives, Scope of the Study, Geographical Scope, Time Scope, Purpose of the Study, research questions, significance of the study and limitations of the study.

1.1 Background of the Study

Formal education in Uganda was pioneered by the missionaries. The missionaries regarded Africans as pagans, uncivilized, backward and uncultured. Their education was to remove these bad elements and make Africans Christians civilized, Kibogy , (2001).

From the early 1960's into the 21st century, as universal ordinary school attendance became the norm, school dropout was subject of the study by educators, educational researchers and concerned policy makers in Uganda. With some variations in local concern around the world as the educational requirements for full participation in modern societies continue to increase. Dropout rates have been examined from several perspectives. The term dropout measures the proportion of students who drop out of school in a single year without completing a certain level of schooling, Amunga (2009). Since 2005, the difference at ordinary level net enrollment ratio (NER) between boys and girls has been growing and net enrollment ratio in 2009 was 96% for boys and 90% for girls (UNEB 2005). Conversely, the difference in the completion rate between the sexes has narrowed in recent years. The main reason for this appears to be a fall in the completion rate for boys, especially after 2010. Between 2010 and 2014, the completion rate for boys fell by a quarter, from 72% to 54%. Between 2012 and 2015, though the completion rate for girls also fell rapidly, from 54% to 42%, UNEB. (2006).

According to World Bank (1998) dropout is said to occur for variety of reasons depending on the country and individual. This phenomenon leaves only 61% of those who enter first grade to reach the final in sub-Saharan Africa. Students continue to drop out of school due to hidden costs

of education. These costs include; transport to school, uniforms, food and unspecified levies. This problem is quite persistent in Mpigi district, Uganda (D.E.O, Mpigi district).

A school is an institution defined for the teaching of students or students. School dropout is a student or pupil who withdraws before completing a course study institution. For example; if a course study is meant to be for two year (4 years) and a student or pupil leaves the school before completing the 4 years, this termed as school dropout. (Nkyah, 2000).

According to Wikipedia, the free encyclopedia, dropout means “leaving a school, college, University or a group of practical reasons, necessities or disillusioned with the system from which the individual in question leaves.”

According to Academic Mediation theory, research has shown that, poor academic achievement is one of the strongest predictors of high school dropout. This theory examines the mediations effect of poor academic achievements and other factors, such as deviant affiliation, personal deviance, family socialization and structural strains associated with school dropout. The model for this theory was shown to statistically fit at an accepted degree. The General deviance and Deviant affiliation theories also formed a basis for the study. The General deviance theory looks at the relationship between deviant behaviour and dropout. Deviant behaviour includes: - drug abuse, early pregnancy and delinquency. There is very strong relationship as general deviance is strong direct predictor of dropout beyond the effect mediated by poor academic achievements. (Lewis, 1991). The Deviant affiliation theory described the relationship between an individual bonding with anti-social peers and its effect on dropout rates. The study was also based on the poor family socialization theory and structural strains theory. The poor family socialization theory examines the relationship between family background and dropout rates of students. As the institution of a family appears to be very formative for a developing a child, the structural strains theory focuses on the relationship between demographic factors such as social-economic status, gender and ethnicity and dropout.

According to the New vision Article published in November 10th 2012, only 29% of the students who enrolled in 2011 sat UCE exams (ordinary level that year. However, according to the Uganda National Examination’s Board (UNEB) figures for students who sat ordinary leaving examination (UCE) were 463332 which were only 29% of those who enrolled in 2012. So, what

happened to the 71%, did they all dropout, die or could it be evidence of the alleged existence of ghost students in UCE? The Commissioner of ordinary education, Dr. Daniel says; a scientific enrollment given by the school administrators, with the head count results and found a variance of about 21.6%. According to a report from United Nations Educational, Scientific and cultural organizations (UNESCO) shows that Uganda has the highest school dropout rates in East Africa. The rate shoots up to claim roughly half the class before students finish ordinary schools. According to Mpigi District Education Association (D.E.O), the completion rates of boys and girls have been declining.

1.2 Problem Statement

The objective of ordinary education in Uganda is to provide students with academic skills as well as moral ethics, but it is quite unfortunate that these objectives have not been fully achieved due to the high level of students dropping out. Despite the efforts undertaken by the government of Uganda to improve the quality of ordinary education, there has been a growing concern throughout the country that many students do not complete ordinary education, and hence dropout. For instance, between 2009 and 2012, the completion rate for boys in Uganda fell by a quarter, from 72% to 54% and between 2012 and 2014; the completion rate for girls fell rapidly from 54% to 42%. In Mpigi district, the completion of boys and girls has been declining. For example, according to Mpigi District Education Officer (D.E.O.), it indicates that, in 2005, 54% of boys who were enrolled at ordinary level schools in Mpigi district did not sit for ordinary in Mpigi district did not sit for Ordinary level (UCE) and 65% of the girls failed to sit for their Ordinary level (UCE).

Therefore, if this issue of school dropout is not dealt with, it will lead to a high education decline in Mpigi district. In this case, therefore, it becomes important for the researcher to study the causes of school dropout in Mpigi district.

1.3 Purpose of the Study

To investigate the factors that contributes to students' dropout at ordinary level in Mpigi District

1.4 Research Objectives

1.4.1 Main Objectives

To investigate the factors that contributes to students' drop out at ordinary level in Mpigi District schools

1.4.1 Specific Objectives

1. To investigate the economic factors that contributes to students' dropout at ordinary level in, Mpigi district schools.
2. To examine the social factors that contributes to students' dropout at ordinary level in Mpigi district school.
3. To establish the environmental factors that contributes to students' dropout at ordinary level in Mpigi district.

1.5 Research Questions

The study was guided by the following research questions:-

1. What are the economic factors that contribute to students' drop out at ordinary level in Mpigi district?
2. What are the social factors that contribute to students' drop out at ordinary level in Mpigi district?
3. What are the environmental factors that contribute to students' drop out at ordinary level in Mpigi district?

1.6 Scope of the Study

1.6.1 Content Scope

The study focused on the economic, social and environmental factors that contributed to students' dropout at ordinary level in Mpigi district.

1.6.2 Geographical Scope

The study was carried out in Mpigi district Uganda. Mpigi district is located in central region of Uganda about 30 km Masaka road, south-west of Kampala city. Mpigi district is boarded by Wakiso and Masaka district. The coordinates of the district are; 0124S, 3118W.

1.6.3 Time Scope

The study was carried out for a period of five months from April to August 2019.

1.7 Significance of the Study

It was hoped that, the findings of the study would be useful to a number of stakeholders in the education sector. First, the school administrators and policy makers may understand the influence of economic, social and environmental conditions on retention and dropout and as a result take appropriate measures to reverse the trend rate. It was also hoped that, the policy makers and provincial administrators might use the findings to sensitize the parents, learners and general public on the importance of education as a way of trying to alleviate the problem in Mpigi district and finally, the findings of this study may stimulate interest of future researchers to understand similar investigations in this field and come up with more solutions to the problem.

Definition of key Terms

School dropout- in this study refers to a child who was once enrolled in school but has since left school for various reasons other than completion. (Gachungi, 2005).

“At-risk”- in this study refers to students who exhibit characteristics that correlate to dropping out, though they may not necessarily drop out of school. (Tindyebwa, 2012).

Pull-factors- in relation to this study refers to factors in the environment outside the school that lead to students’ dropping out of school. (Kagenha, 2005).

Push-factors. According to this study push factors refers to Factors in the school environment that lead to students’ dropping out of school. (Barugahara, 2012).

CHAPTER TWO

CONCEPTUAL FRAMEWORK AND LITERATURE REVIEW

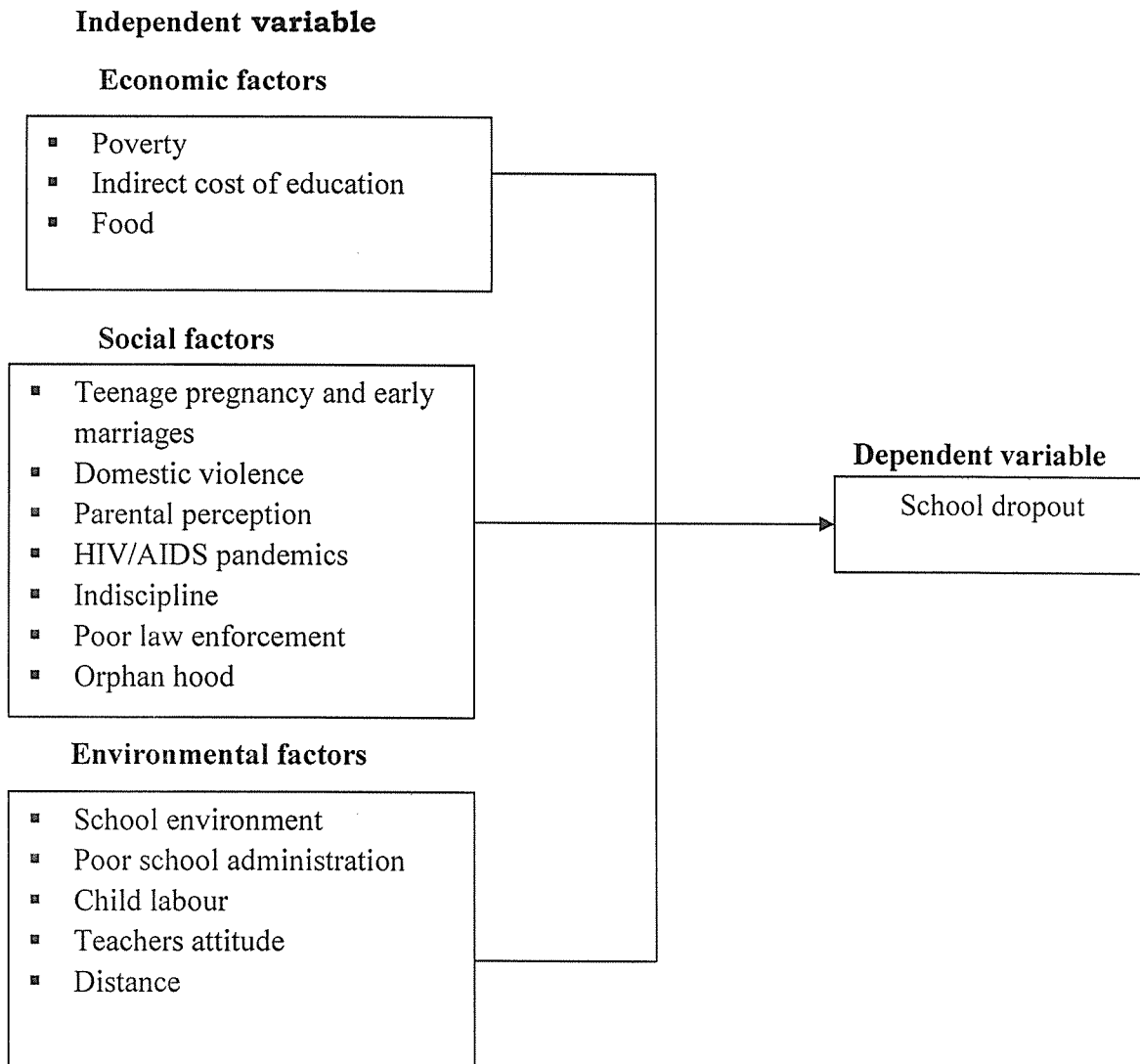
2.1 Introduction

This chapter discusses the conceptual frame work and review of related literature to economic, social and environmental factors that contribute to students' dropout at ordinary level schools.

2.2 Conceptual Framework

This study was conceptualized within a frame work that specifies component parts of a school system as performing specific component roles (independent variable) that are necessary if the school has to achieve its desired goals (Dependent Variables). These components are the parents, the students, the school environment and the community and must play their respective in schooling and complete their ordinary education successfully. The roles performed by the two components are complementary to one another. In the event of one of them malfunctioning, the whole system most likely not achieve its intended goals. Figure 1 show interacts and the effects of the students, making them not to enroll in schools, repeat classes and leave school prematurely as dropouts.

Figure 1: Factors that contribute to school dropout at ordinary level.



Adopted from Gachungi, (2005).

2.3 Review of Related Literature

2.3.1 Economic factors that contribute to students' dropout at ordinary levels

2.3.1.1 Poverty

Inter-Agency Community (1990) observes that, the education inequalities in most countries are commonly relocated to poverty, gender, location, region, linguistics or ethnic identification and physical or mental disability. This is similarly advanced in many studies and researchers. (Abagi 1977, Beckley 1989, Combs 1985 and Lockheed et. al. 1991). In many developing countries like Uganda, education is neither compulsory nor entirely free inevitable, therefore, students whose parents are economically derived are said to be among the educationally deprived (Beckley 1989). Micro-economic analysis indicates that the level of poverty in Uganda is high and on the increase. Official documents indicates that, about 50% of Ugandans live below the poverty line and therefore, unable to access basic services like food, education, shelter and health (Republic of Uganda 2001). Due to increasing poverty, households and communities have therefore been unable to invest and support the development of basic education. Most parents especially in slums in urban centers have been unable to provide their students with necessary education requirements. (Republic of Uganda 2001) Lockheed et al (1991), observed that, in poor families, child labor is critical to income and the survival of the household especially in rural areas students who work have little or no time to attend school.

2.3.1.2 Indirect cost of education

Indirect cost of education includes, school uniform, shoes, transport, accommodation, stationary and personal effects.

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

2.3.1.3 Food

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

2.3.2 Social factors that contribute to students' dropout at ordinary level

2.3.2.1 Teenage pregnancy and early marriages

Many studies and research data tend to indicate that teenage pregnancies and early marriages as another factor of dropout, especially among girls. Kibogy (2001) observed that, throughout Uganda, the school careers of girls are cut short by unwanted pregnancies. A study done by Amunga (1997) pointed out that, teenage pregnancy by school going girls were on the increase. In other study, Kabogy, (2001) observed that, pregnancies accounted for 80% of female dropout at ordinary level schools while 29.6% of the dropouts were said to get married. Wanjohi (2002) found out that in her study, that early marriages and pregnancies of girls (50.7%) also affected and contributed to girl's dropout. Kamoja (1998), in future of ordinary learners in Uganda sees withdrawing girls from school to marry as a major factor. According to Kamoja, parents marry their daughters early for the following reasons:-to obtain bride wealth, prevent pregnancies out of marriage, evading paying school fees for the girls who may not benefit her family after marriage, and to get wives for their sons before wealth is exhausted.

2.3.2.2 Domestic Violence

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

2.3.2.3 Parental perception

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

2.3.2.4 HIV/AIDS Pandemic

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

2.3.2.5 Indiscipline

According to Kibogy (2001) discipline is the foundation of good performance and responsible behaviour. When a student is undisciplined or exhibits unacceptable behaviour, he/she may be

suspended from schools or expelled making him/her not to be in school with others. Studies have shown that, discipline and students administration conflict in schools influence school dropout.

2.3.2.6 Poor law enforcement

The law enforcement in Uganda are so weak to an extent that they do not even seem to be there or exist which makes dropping out of schools very normal, the students have a choice on whether to go to school or not Martin, (2005). In such away, the students find it very easy to drop out of school, because there are no laws to follow them up or question them on why they have not gone to school. The people in charge of executing the laws are also doing reluctant. In Uganda we have very good laws which remain in the books. There is lack of political will for example, when you arrest a parent who has not taken his/her students in school, before you reach where you are going, you receive many calls and the person will just be behind you. (Barugahara, 2012).

2.3.2.7 Orphan-hood

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

2.3.3 Environmental factors that contribute to students' drop out at ordinary level

2.3.3.1 Poor school Administration

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

2.3.3.2 School environment

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

2.3.3.3 Child labor

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

2.3.3.4 Teachers attitude and their credential academic performance

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

2.3.3.5 Distance

According to Nderitu, (2004), long distances made students drop out of school. Sparsely populated areas have schools that are 10kms away from the homes that people live which is a very long distance and this discouraged students from going to school because in most cases they were caught for late coming which calls for punishment and also by the time they get to school they are extremely tired. This made them to eventually dropout of school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contained the description of the research design, area of the study, study population, sample size, sample selection, data collection methods, data collection instruments, validity and reliability of instruments, data analysis, ethical issues, limitations of the study, data collection procedures.

3.2 Research Design

The study was based on a case study design. The case study covered selected schools in Mpigi district. The research used a simple random sampling technique with open and closed ended questionnaires for the purpose of collection data on the study. An interview was conducted to supplement data which was got from questionnaires and review of literature from textbooks, journals, newspapers for secondary data.

3.3 Area of Study

The study was carried out in Nkozi senior secondary school Mpigi district south western part of Kampala Uganda. Selected schools were St. Mary's secondary school, Kayabwe high secondary school, and Holy Trinity College School. These schools were selected as sample among secondary schools in Nkozi sub-county to investigate the factors that contribute to students' dropout at ordinary level in Mpigi district.

3.4 Study Population

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

3.5 Sample size

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

3.6 Sample selection

All the 20 teachers in the school were selected as respondents. 15 students were selected from class to act as respondents which are 30% of the 50 students at ordinary level. 15 parents were also selected, which is 30% of the 50 parents who were their students at ordinary level.

3.7 Procedures

Before proceeding to collect data, an official letter of introduction to community, parents and teachers from Kampala International University Faculty of College of Education, Open, Distance and e-Learning was obtained. Then, the researcher proceeded to the sample area on that day to get permission from head teacher of selected schools in Mpigi district. The data was collected, sorted and categorized after which it was analyzed, then conclusions and recommendations were made.

3.8 Data Collection Methods

In order to ensure reliability of the study findings, several data collection methods were employed. The type of data which was collected was dedicated to the methods to be used as seen below:-

3.8.1 Ordinary data collection method

Questionnaires

Questionnaires was a data collection tool in which written questions are presented that was to be answered by the respondents (teachers, parents and students) in written form. The researcher gave out questionnaires to be answered by the respondents in the written form. 50 questionnaires were distributed to the teachers, parents and students. Open ended and closed questionnaires were used in investigating the subject matter so as to eliminate bias when answering questions.

Observation method

Observation involved use of the naked eyes to collect information. Observation was done on the teachers, students and parents.

Interview method

This method was specifically used to collect information from the teachers. The researcher used an interview guide for this purpose. Interview was considered because it was a flexible method of data collection which was used to supplement the data collected using questionnaires, and the researcher considered it to be suitable for the study. It also permitted on spot editing which enhance accuracy of the data.

3.8.2 Secondary data collection method

Secondary data was collected by reviewing documents. The researcher reviewed library books, newspapers and internet documents among others.

3.9 Data collection instruments

Questionnaires were used to extract information from teachers, parents and students and interview guide to get information from teachers, and observation was done on all the teachers and students in the school.

3.9.1 Questionnaires

Ordinary data was mainly collected using the questionnaires as a data collection instrument. The questionnaires were with an introductory clause explaining the purpose of the study and potential benefits to be delivered from the findings. The respondents assumed maximum confidentiality in

regard to the responses. Respondents were requested to provide honest and frank answers to the question without fear or favor.

3.10 Validity and reliability of instruments

The questionnaires were pre-tested in the area of the study to test their validity and reliability. The researcher gave questionnaires to teachers, parents and students considering gender sensitivity (male and female) to test the validity and reliability of the study. Results from the pilot exercise were to help make suggestions, which were incorporated in the final draft of the tools to improve validity and reliability.

3.11 Data analysis and presentation

The data was first edited to inspect the data pieces and identify those responses that were not applicable. Descriptive statistics such as percentages and frequency distribution were used to analyze the data. The statistics findings were presented using tables.

3.12 Consideration to ethical standards

The researcher received the ethical clearance from Mpigi district administrators, and the head teacher of Nkozi secondary school. Informed consent was got from the respondents as well. This was in form of written consent and verbal consent for example, in terms of filling questionnaires.

3.13 Limitations of the study

The study on focused on factors contributing to students' dropout at ordinary level in Mpigi district covered the whole district. However, the case study research design and random sampling technique confined the study to a relatively smaller number of respondents in Mpigi. Not only that, but also the instruments that was used in data collection had their own weaknesses. Therefore, the data collected was for the particular school in the study. Additionally, the study was conducted using a sample size of 50 respondents only, this limited the scope of the data collected. The researcher was a student and therefore had limited time and financial resources for an extensive study. Nevertheless, this study provided a fertile ground for further research on factors contributing to students' dropout at ordinary level in Uganda.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

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

4.2 Data showing questionnaires return rate

The total number of questionnaires that were distributed to respondents were 50 out of which 48 (96%) were returned. There were different groups of respondents sampled in the study. The sample was got from parents, teachers and students. The response rate was illustrated in table 1.

Table 1: showing questionnaires return rate

Group	Questionnaires distributed	Questionnaires returned	Percentages
Parents	15	13	86.7
Teachers	20	20	100
Students	15	15	100
Total	50	48	96

Source: Ordinary Data, 2019.

4.3 Gender of the respondents

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

Table 2: Gender of respondents

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

Source: Ordinary Data, 2019.

4.4 Age of the respondents

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

Table 3: Age of the respondents

Category	Age group				
	11-15	21-40	41-50	Above 50	Total
Parents	0	10	2	1	13
Teachers	0	14	4	2	20
Students	15	0	0	0	15
Total	15	24	6	3	48

Source: Ordinary Data, 2019.

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

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

Table 4: Economic factors that contribute to students' dropout at ordinary levels.

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

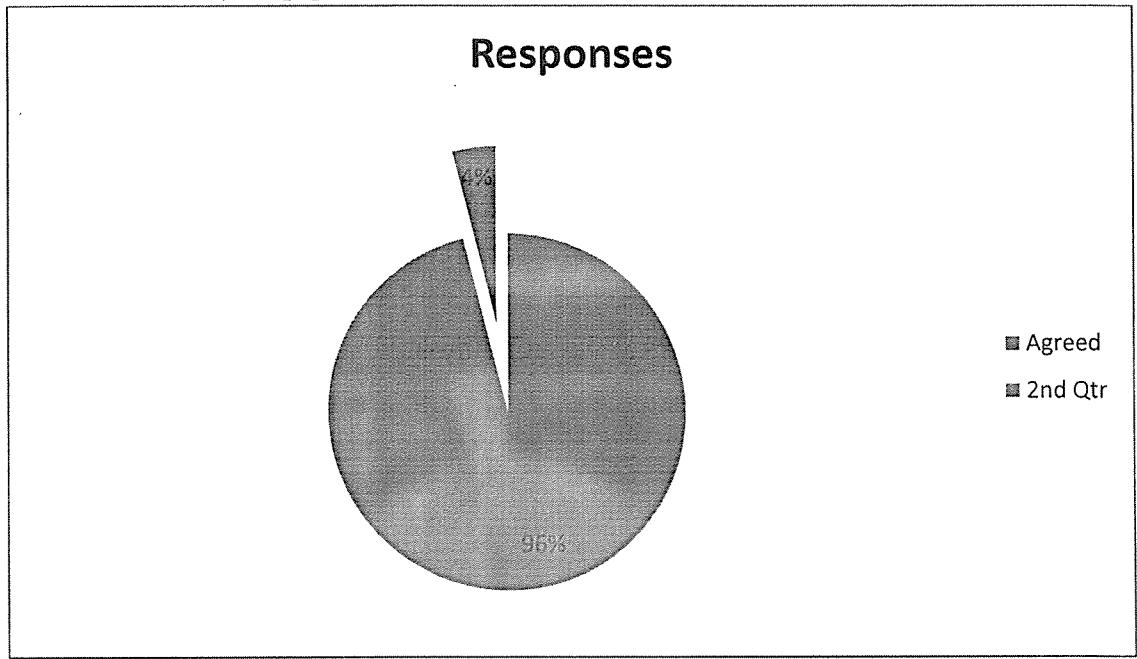
Source: Ordinary Data, 2019.

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

4.5.1 Poverty

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

Figure 2: showing that poverty was the main factor contributing to student’s dropout in Nkozi sub-county, Mpigi district.

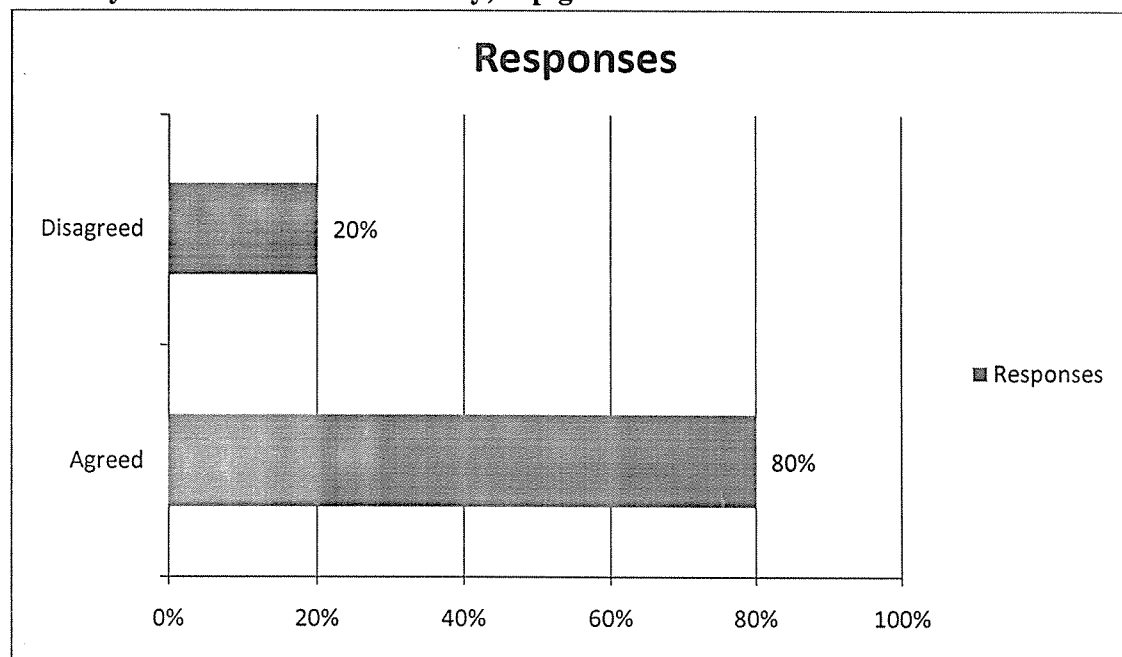


Source: Ordinary Data, 2019.

4.5.2 Food

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

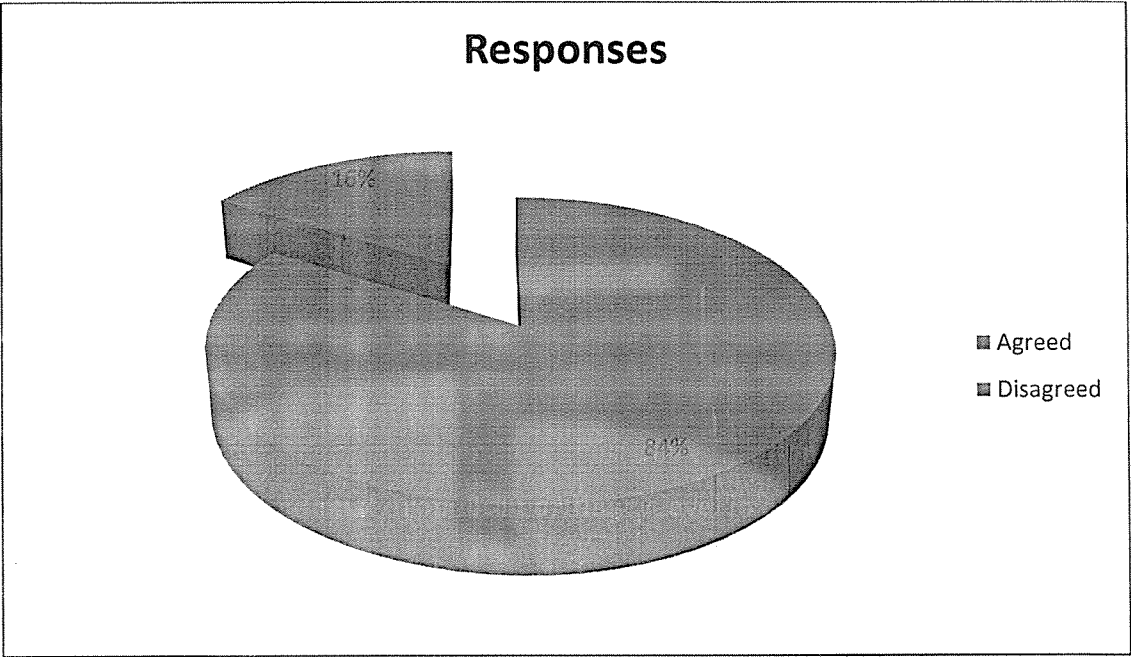
Figure 3: showing responses that food was a major factor causing students dropout at ordinary level in Nkozi sub -county, Mpigi district.



4.5.3 Indirect costs of education

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

Figure 4: showing responses that indirect costs of education are a major economic factor that contributes to students’ dropout at ordinary level in Nkozi sub- County, Mpigi district.



4.6 Social factors that contribute to students’ dropout at ordinary level

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

Table 5: Social factors that contributed to students' dropout at ordinary level in Nkozi sub-county, Mpigi district.

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

Source: Ordinary Data, 2019.

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

4.6.1 Teenage pregnancy and early marriages

The findings of the study revealed that, teenage pregnancy and early marriage was number one social factor that contribute to students' dropout at ordinary level schools in Nkozi sub-county, Mpigi district. This was because 16(33.3%) of the respondents agreed that, teenage pregnancy and marriage was a major social factor that contribute to school drop out of students. This has been shown in table 5 above. A respondent revealed that, girls are cut short by unwanted pregnancies and dropout of school to get married. An interview conducted with the teachers found out that, parents marry their daughters early to obtain bride wealth, evade paying school fees for the girls who may not benefit her family after marriage. This contributes to school dropout.

4.6.2 Domestic violence

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

4.6.3 Poor law enforcement

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

4.6.4 Indiscipline

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

4.6.5 Parental perception

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

4.6.6 Orphan-hood

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

4.6.7 HIV/AIDS pandemic

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

4.7 Environmental factors that contribute to students' dropout at ordinary level in Nkozi sub-county, Mpigi district schools

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

Table 6: Environmental factors that contribute to students' drop out at ordinary level in Mpigi secondary schools

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

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

4.7.1 School environment

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

4.7.2 Poor school administration

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

4.7.3 Distance

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

4.7.4 Child labour

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

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Discussion of findings

This section provides the discussion of the findings of the analysis. The section focuses on the research objectives which were on economic, social and environmental factors that contribute to students' dropout at ordinary level in Nkozi Sub County, Mpigi district.

5.2.1 Economic factors that contribute to students' dropout at ordinary level in Nkozi sub-county, Mpigi district.

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

5.2.2 Social factors that contribute to students' dropout at ordinary level in Nkozi sub-county, Mpigi district.

The second objective of the study was to examine the social factors that contributed to students' dropout at ordinary level in Nkozi sub-county, Mpigi district. The study found out that teenage pregnancy and early marriages, domestic violence, orphan-hood, poor law-enforcement, parental perception, indiscipline, HIV/AIDS pandemic were the major social factors contributing to the problem of students' dropout. 16(33.3%) of the respondents agreed that teenage pregnancy and early marriage was the number one social factor contributing to students' dropout problem. 10(20.8%) of the respondents agreed that domestic violence was a major social factor contributory to the students' dropout problem. 6 (12.5%) of the respondents agreed that poor law enforcement was a social contributory factor to the students' drop out. The study still found out that girls in Nkozi sub-county were cut-short by unwanted pregnancies and dropout of school to get married. The findings of the study revealed that domestic violence is rampant in Nkozi sub-county which leads to separation of parents and makes them victims (students) fail to handle dropout. The study findings revealed that the law enforcement in Nkozi sub-county were so weak to the extent that they never seemed to be there or existed which made students dropping out very easy and normal. The findings also revealed that parents in Nkozi sub-county have a very poor perception or attitude towards education which eventually culminated into drop outs.

5.2.3 Environmental factors that contribute to students' dropout at ordinary level in Nkozi sub-county, Mpigi district.

The third objective of the study was to establish the environmental factors that contribute to students' dropout at ordinary level in Nkozi sub-county, Mpigi district. The study found out that child labour, distance, school environment, poor school administration, teachers' attitude and their credential academic performance are the major environmental factors that contribute to students' dropout at ordinary level schools. 15(31.3%) of the respondents stressed that distance was a major environmental factor contributory to students drop out. The findings of the study revealed that long distances make students drop out of school. The study also found out that student of St. Mary's secondary school move a distance of over 10 kilometers to and from school which discourages them to go to school and eventually drop out. The study found out that the

unfavorable school environment where some teachers are unapproachable, tough, embark on caning students, discourage students from attending school and eventually drop out. The study also revealed that child labour is a contributory environmental factor to the students' drop out. The findings revealed that students in Nkozi sub-county are engaged in activities like farming, quarrying, and petty businesses to earn a living than going to school. They study in the morning and they do not come back to school in the afternoon and in the long run drop out of school.

5.3 Conclusion

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

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

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

The third objective of the study was to establish the environmental factors that contribute to students' dropout at ordinary level in Nkozi sub-county, Mpigi district. The study concludes that distance, unfavorable school environment, poor school administration, child labour, teachers' attitudes and their credential academic performance are the major environmental factors that are contributing to the dropout problem at ordinary level in Nkozi sub-county, Mpigi district. The study also concludes that long distance was the number one environmental factors that contribute to the dropout problem.

5.4 Recommendation

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

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

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

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

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

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

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

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

5.5 Suggestion for further studies

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

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APPENDIX A: QUESTIONNAIRE FOR PARENTS

My name is **KAYAGA AFUWA**, a student of Kampala International University pursuing a bachelor's Degree in education. I am conducting a study on the causes of school dropout at ordinary level in selected schools in Nkozi sub-county, Mpigi district. The information given will be treated with respect and it will be purely used for academic purpose only. So I therefore, kindly request you to give your honest opinion. Your views will be helpful to address the causes of school dropout at ordinary level

Instructions: Fill in the background information and tick the appropriate response to each item out of the alternative given. The information you give will be treated confidential and used for the purpose of the study.

1. Gender:

Male

☐

Female

☐

2. Age:..... years

3. Educational level:

4. How many students do you have?

.....

5. Are your all students at school?

Yes

☐

No

☐

6. If yes, do you provide them with food to eat at school?

Yes

☐

No

☐

7. What is the distance from the home to the school?

.....

8. Are your students involved in carrying out some pretty business and farming?

Yes ☐ No ☐

9. If yes, when do they do these activities?

Morning ☐

Every afternoon ☐

Weekend ☐

Some days of the week ☐

10. What is your major source of income?

11. Do you provide all the school requirements to your students?

Yes ☐ No ☐

12. Do you think teenage pregnancy and early marriages is a causing some girls to drop out from school in your sub-county.

.....

APPENDIX B: QUESTIONNAIRE FOR TEACHERS

Instructions: Fill in the background information and tick the appropriate response to each item out of the alternatives given. The information you give will be treated confidential and used for the purpose of the study.

1. Gender:

Male ☐

Female ☐

2. Age:..... years

3. Educational level:

4. How many students are in this school?

.....

5. Do some students drop out of this school?

Yes ☐

No ☐

6. If yes, what are the economic factors that contribute to students' dropping out of school?

.....

.....

7. What are the social factors that contribute to students' dropping out of school?

.....

.....

8. Does poor school administration and unfavorable school environment contribute to dropping out of students from school?

.....

.....

9. Do all students access food at this school?

Yes ☐

No ☐

10. Do all students come early to this school?

Yes

☐

No

☐

12. If yes, do you allow them to continue studying?

Yes

☐

No

☐

13. Are you motivated at school?

Yes

☐

No

☐

14. If yes, how are you motivated?

APPENDIX C: QUESTIONNAIRES FOR STUDENTS

Instructions: Fill in the background information and tick the appropriate response to each item out of the alternative given. The information you give will be treated confidential and used for the purpose of the study.

1. Gender:

Male ☐

Female ☐

2. Age:..... years

3. Grade:

4. Do some of your fellow students drop out from this school?

Agree ☐

Not sure ☐

Disagree ☐

5. What are the factors within in the school causing some of your fellow students to drop out from school?

.....
.....

6. What is the level of education on your parent or Guardian?

Basic education ☐

Secondary education ☐

Tertiary education ☐

None attended on formal education ☐

7. Are you always involved in carrying out farming and pretty business?

Yes ☐ No ☐

8. If yes, when do you do these activities?

Morning before going to school ☐
Afternoon ☐
Weekend ☐
Some days of the week ☐

9. Are teachers at school tough and unapproachable?

Disagree ☐ Agree ☐ Neither agree nor disagree ☐

10. Do you access food at school?

Yes ☐ No ☐

11. What is the distance from home to school?

12. Are all your parents alive?

Yes ☐ No ☐

13. If no, who takes care of you.....

APPENDIX D: INTERVIEW SCHEDULE

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