

**VARIANCE IN LEARNERS EXPECTATION AND SCHOOL DROPOUT IN
SELECTED SECONDARY SCHOOL IN KASHONGI SUB COUNTY,
KIRUHURA DISTRICT.**

BY

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN,
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DECLARATION

I Byabashaija Evan declare to the best of my knowledge that the presented in my own original work and it has never been presented anywhere for the award of any degree, diploma or certificate or its equivalent.

Signature.....

Date.....th6/sep/2018

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APPROVAL

This research report has been presented to the college of education, open, distance and e-learning of Kampala International University for the award of a Bachelor of Arts with Education.

Signature.....

Date.....

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DEDICATION

I dedicate this work to my father Mr. Mwebaze Herbert and my mother Ms. Twikirize Lillian. I also dedicate this work to my siblings Sheila, Promise and Mellon, My brothers Andrew, Brian and Solomon.

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I would like to acknowledge my friends Oscar and Patience, My Lecturers Ms. Taligoola, Ms. Gwokyalya Edith, Mr. Laaki Samson for the effort they have put into the production of this write up. God bless you.

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CHAPTER ONE

1.0 Introduction

This chapter looks at the background of the study, statement of the problem, purpose of the study. Objectives, research questions, scope, significance and limitations of the study carried out.

1.1 Background of the study

Education is the cornerstone of economic growth and socio-development and a principle means of improving the welfare of an individual. It increases the productive capacities of societies and their political, economic and scientific institutions. It also helps to reduce poverty by increasing the value and efficiency of the labour offered by the poor and mitigating the population, health and nutritional consequences of poverty, [IBRID/World bank 1990:8].

Uganda like other nations recognizes the role of education as a pre-requisite for development, improving human condition and for instilling self confidence and self reliance in an individual. Society places demand on students to attend school and participate in the activities offered at school otherwise their work would suffer. In Uganda there are various factors that hinder. In Uganda there are various factors that hinder achievement of universal literacy. Chief among them is the high rates of dropouts. The rate of dropouts in our secondary schools has risen despite of efforts taken by various stakeholders to minimize it.

The dropout problem has been a draw back in Uganda's education cycles, in a sense that it brings about wastage, a problem which produces citizens who are not adequately prepared to be absorbed into the country's labour force; instead they become a liability to those who they depend on. Despite implicit demand for continued attendance, students still drop out from education system. It is hoped that knowledge of the causes of dropping out will be better understood. This will be a starting point in seeking solutions to the problem, if at all it has to be curbed for better academic performance. This implies that for the academic performance to be improved there is need to enhance student attendance and their sustenance in the school system.

1.2 Statement of the problem

Dropping out in secondary schools is considered a waste of human resources and the student time (time taken to attend school). In Uganda at the moment dropout rate is 6.9 percent and 6.2 percent for boys and girls respectively. It is therefore necessary to minimize, if not stop dropping out in our secondary schools as it prevents the school system from achieving its objectives.

For the society to select and take appropriate measures in dealing with the problem of students dropping out, it is important that exact causes of the situation be identified. Thus for the exact causes of dropping out to be identified and dealt with effectively, there is need for a research study which look into cognizance the students and teachers perceptions to investigate the causes of students dropping out in secondary schools in Kiruhura District.

1.3 The purpose of the study

The main purpose of the study is to establish the causes of secondary school drop outs in Kiruhura District.

1.4 Objectives of the study

The study will

Determine the causes of secondary school dropout in Kiruhura District Uganda i.e. both school based factors and home based factors.

Identify the effects of secondary school dropout.

Examine the solutions of secondary school dropout

1.5. Research questions

What are the causes of secondary school dropout in Kiruhura District Uganda i.e. both school based factors and home based factors.

What are the effects of secondary school dropout?

What are the solutions of secondary school dropout?

1.6 scope of the study

Geography scope

The study will be carried out in Kashongi sub county, Kiruhura District. The district shares borders with four other districts, Mbarara, Ibanda, Ishingiro and Kamwenge. The research will be carried out on schools along Kashongi to Kiruhura road.

Content scope

The study will focus on only secondary schools found in Kashongi sub county, Kiruhura District.

Time scope. The study will be conducted in a period of four months ranging from April to November 2018.

1.7 Significance of the study

The concept of school dropout has been perceived differently by different people.

Therefore the study will help in the following ways

The study will shade on the problems faced by schools in Kashongi Sub County.

The study will be useful to the ministry of education and sports in planning corrective measures like giving scholarships.

The study will help curriculum planners in identifying the weakness in the current curriculum hence making relevant adjustments.

The results of the study will contribute to better understanding of the causes of dropping out of students in secondary schools. Knowledge of these causes will provide a frame work upon solutions will be sought to the problem of dropping out. The findings from the study will enable policy makers to find ways and means of promoting high enrollment of students and sustaining the numbers until they complete the secondary school cycle by minimizing factors that encourage dropping out in secondary schools. It will be useful for policy makers in the planning of resource allocation with less wastage and for dissimulation of information.

The findings will be useful to parents, students and the community at large since they contribute to educational resources hence they will work hard in hand a in promoting internal efficiency of educational system by eradicating those factors that lead to dropping out of their children from schools.

The information on the causes of students dropping out is hoped to be used to minimize if not prevent them from occurring in schools and improve the quality of education. It also hoped that the findings of this study would provide valuable information to fellow researchers who may be interested in the same field i.e. dropping out of students from schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviewed literature related to study. It dealt with what others had done as far as the determination of school dropouts is concerned. It was organized under the following sub headings; theoretical framework related literature which involves studies done in developed and developing countries.

2.1 Theoretical framework

This study was based on expectancy valence model theory (Reiss and McNally) which explains how individuals choose to participate in a particular task, apply a particular task, apply a particular effort and persist in attempts to accomplish that task.

This approach shows educational outcomes such as going to school are linked to such outcomes being clear and valued, to students knowing what they need to do to achieve this outcomes, and to students efficacy or belief that they can do what is necessary to achieve them. Skills, knowledge of educational system and a sense of efficacy are each import to successful pathways through school.

This theory was used as theoretical framework in explaining how the variance in learner's expectation and school goals can contribute to dropout among secondary school students. School attendance is closely intervened with the expectations that one would be in a better position to meeting basic needs, the learner opts out of school. School knowledge, refers to ever changing body of information students and family's needs to navigate the educational system, including school eligibility, school preparation courses, applications, entrance exams, financial aid as well as retention, completion and post school opportunities.

2.2 Related literature

Studies done in developed countries.

A strong influence of seasonal demand of pupils' attendance has been reported in some studies, McIntire (1918) found that farm and house work were responsible for almost half of the absentees. McIntire and Folks further revealed that retardation in school work was coincident with non attendance and this was seen to lead to dropouts. These studies were conducted on agrarian societies therefore; their results could be related to the present study.

Which will be conducted in a rural region with majority of the inhabitants practicing agriculture. Reavis (1920) examined factor which were considered to be important in explaining school attendance in rural United States. Distance from school was found to be an important variable, while teacher s' salary, educational level and experience were relatively less important. Several international Bureau of Education (IBE) and United Nations Education Scientific and Cultural Organization (UNESCO) documents which highlight aspects of relevant literature conclude that non school variables, particularly the opportunity cost of students time, unavailability of schools are more important factors influencing dropouts than are such school quality variables as teacher quality and class size [Brimer and Pauli 1971; UNESCO, 1969, 1972a, 1972b]' Nonetheless, such quality variables as teacher education and experience, do make a difference in some studies [Psacharopoulos and Woodhall, 1985:208]. Duncan, (1965) examined the incidence of dropouts and regional distribution of urban-rural status in United States.

The study found that, regional location and the urban rural status of the place of residence was secondary to family background in explaining the incidence of dropouts. Studies conducted by Levin (1976) in Western Europe also help to shed some light on the problem of school dropouts. The social class of a family was found to influence the academic achievement of children; inadequate incomes among lower class families had lower class families hindered the provision of tuition fees, school books and others material input necessary to ensure good performance or continuation in schools. Further, Levins study found aspirations for their children then upper class families.

In Nicaragua, Jamison and McNally (1975), stay found attendance rates of pupils to change with the farming calendar whereby, low attendance rates corresponded to high farm activities, while in India dropouts and non-dropouts were found to differ in their school attendance rates, (Sharga and Sapra, 1971). Other studies done in Indian rural conclude that about 40% of all dropouts in India rural districts belong to the secluded and backward castes [UNICEF 1970] study also found that parents or guardian of 60 to 70 percent of the dropouts were either illiterate or had not gone beyond the primary level of education. UNESCO (1972a) carried out a survey on the flow of pupil in a number of developing countries. In India the survey revealed that dropouts were increasing in all grades.

2.3 Studies done in developing countries

In developing countries, Uganda included dropping out of school cycle is regarded as wasteful in that buildings, school equipment and the labour of the teachers that were allocated to a person who drops out is wasted (Oxentan 1984). The alarming magnitude of resource wastage has led to World Bank studies on wastage world over. These studies have stressed the need to boost international efficiency of school systems by reducing dropout rates.

Study of repetition and early school withdrawal in primary schools in Mooya, Rwanyangwe, Byamamira and Nterama by Nkinyangi (1980) revealed that majority of Ugandan pupils withdraw from school pre-maturely to take up other activities at home. The pattern of school dropout was found to be consistent with regional socio economic disparities. Country wide studies indicate that poverty is a major cause of pre-mature withdrawal of students from schools (Ngau 1991).

Silunya (1980), researched on dropouts in Mbarara, Ibanda and Isingiro. The study noted that, while causes of dropouts vary from on district to another, they mainly center on socio-economic status of the family with more child dropouts from poor unenlightened homes than rich homes. Karl's (1973) studies put this more explicitly. His studies found out that children from poor socio-economic classes are disadvantaged

and are destined to become school dropouts due to the fact that their parents are unable to raise school fees as a result of cost sharing.

Abortion of school fees in the late 1970's in primary school was found to have had disillusioning effects, (theoretically, free education but in practice pupils and parents were required to pay development Nkinyangi 1980). These studies concerned that most off the dropouts came from poor socio-economic backgrounds where dropout rates were alarmingly high (20-40%). A part from Silunya's study, the others found that more girls than boys dropout of school.

Empirical evidence from studies by Eshiwani (1984) on women access to higher education in Uganda and meme (198) on dropout among girls in primary schools in Kiruhura district; show that early marriages and pregnancy among girls accounted for their dropping out. Further Eshiwani (1983) researched on dropouts in Isingiro district. The researcher identified; community and parents who are misinformed about the value of schooling, suspension expulsion of students from school and long distance to school as causes of dropout. Kirui (1982) researched on dropout rates in primary schools in Ibanda district. This study found exogenous factors as important in explaining primary school dropout cases, with repeated repetition deciding to age increment among girls who ultimately get pregnant and many off. This study also revealed that more boys dropped out at the lower primary school than girls. At the secondary school level dropouts were found to come from low socio-economic backgrounds and that school category, type and quality, gender differentiate, degree of value placement on education by parents and the students, degree of aspiration, were found to be significant variables differentiating dropouts from non dropouts (Rono 1990).

A study in Kashongi secondary schools revealed that dropout was the major cause of enrolment loss, and that both exogenous and indigenous factors were important in explaining enrolment loss (Ciano, 1982) studies focusing on girls' participation in primary school in Kiruhura district showed that the problem of girls' dropout is alarming. A study by Ncebere (1987) in Kiruhura, indicated that three quarters of the girls enroll in standard one in 1979, did not finish the primary circle in time. This could probably be

due to repetition, transfer to other schools or abandoning school all together. Ncebere's study associated high dropout rates among girls to exogenous factors beyond the school's control, while repetition among girls was explained by poor performance in internal examinations. The study on Kashongi girls revealed that educational level of parents, parental occupation and older family members' level of education and occupation were significant variables explaining poor participation rates for Kashongi girls in primary school (Chege, 1983).

Garrison (1975) observed that one factor frequently associated with dropping out of school of the girl child is early marriages. In most cases the early marriages is as a result of girls being forced by their parents, especially from cultures hold to their traditions.

In such cultures, for example, the Bahima the girl child is seen as a source of wealth and their education is not considered important.

2.4 Causes of school dropout

Social disability. This states that individuals who drop out of school are misfits. It also states that dropping out of school is a result of the individuals' failure to make personal and social adjustments expected of them at school. When an adolescent is isolated, he or she feels rejected and therefore, loses confidence in himself or herself. It is a solution which makes an individual hold a negative image about himself or herself and this results in dropout of many adolescent from school in Kiruhura district.

Academic performance. Dropping out of school is a result of poor academic performance. This has bad social and psychological consequences on the students and makes them dislike school. Students seek approval, recognition and acceptance from their peers and as a result they always strive to gain status through those activities that give status. I have also observed that those things like discos, films and videos which are popular and give status among adolescents are at variance with academic activities.

In Kiruhura district radiation is not free and this results in dropping out of many students from school. School requirements such as fees, parents-teachers association contributions which are quit high especially in Kasheyi County.

Sometimes, students are withdrawn from good schools which are expensive and taken to poor and less expensive schools. This system of shifting students from one school to another, makes students lose interest in schools and they pullout of school.

Kasheyi has faced a problem of internal conflicts who do interrupt school activities and leads to school dropout. Internal conflicts have caused people to move from rural areas to urban areas for safety. This shift of settlements disrupt schools, Parents shift with their children and there are no vacancies hence results students to dropout from schools in Kiruhura district.

Rapid transition of roles also lead to deviation for example students in Kiruhura district assume adult activities like drinking and smoking, they are always deviant in schools. Deviation from school regulations are common causes of expulsion in secondary schools.

2.5 Effects of secondary school dropout

According Siluya 1980, high school dropouts are having are having a harder time finding and keeping jobs than individuals with higher levels of education in fact, the district unemployment rate for high school drop outs in July 2011 was 15.4% compared to 9.4% for high school graduates.

According Siluya 1980, labor market studies of Kashogi sub county finds that young adult high school drop outs aged 16-22 face even more difficulty in labour market. The consequences of dropping out of high school cost for tax payers, also examines other problems such as lower earnings and higher incarceration rates that affect young adult dropouts are more disproportionately than better educated peers. He concludes that the average high school dropout will have a negative net fiscal contribution to the society.

According to Garrison 1983, young high school dropouts are much less likely to be active labor force participants than their higher educated peers and frequently experience considerably higher unemployment rates when they do seek work.

School drop outs also breaks out unemployment rates by various sub groups and finds large differences for example girls school drop outs with a 68.6%unemployment rate, were most likely to be without a job compared to 53.9% of boys dropouts. The report attributes the below average unemployment rates of girls dropouts to the significantly higher employment rates of young girls.

Because young high school drop outs were likely to be employed and more likely to earn low wages when employed, their mean annual earnings were only 100,000 shillings in 2008 compared to more than 300,000 for young high school graduates.

Raise the academic bar. Increased rigor does not have to mean increased dropout rates. Higher expectations and more challenging curriculum, coupled with the support students need to be successful, have proven to be an effective strategy not only for increasing graduation rates but also for preparing students to graduate from high school with options.

Develop a community plan

Siluya advocates development of a community based strategy to combat the problem. He describes two key elements of a community driven plan first is knowledge-understanding the scope of the problem as well as current programme practices and resources targeted at addressing it, the second is strategy development. He describes as a drop out prevention, intervention and recovery plan that focuses community resources.

2.6. Solutions

The school administration needs to emphasize attendance and as a teacher, they have to be committed to their jobs. Teachers should be able to apply their professional skills

in tackling the problems of students under their care and in particular to lead and guide the adolescents as an informed adult of the society.

The school curriculum needs to reflect what goes on in the community so that students do not feel that school is a wastage of time. This will motivate students who come from deprived environment that is students from low social economic backgrounds students should view the school as an extension of their homes programs and schedules should be made flexible.

The home environment should be improved through non-formal education which could empower the adults to encourage and support the education of their children. Such programs as health education, family planning methods, literacy children, such programs would enlighten adults in our society. Non-formal education targeted on income generating activities would improve the earnings in homes so that parents are able to meet school requirements and reduce school drop out due to inability to pay fees.

There is need for policy makers to encourage policies that promote economic growth so that school leavers are absorbed into labour market. This would motivate students to persist in schools.

Peace and security would eliminate disruption of schools activities and students would enjoy schooling without disturbances.

In Kiruhura, improvement in teachers salaries would reduce the demand for PTA contribution which is the most expensive aspect of school requirements. If teachers are paid by government, parents will not need to pay top up teachers salaries and therefore school fees would be affordable by many parents. Reductions on drop out in school require a joint effort of government, non-governmental organizations, parents themselves and teachers.

CHAPTER THREE

3.0 Introduction

This chapter covers research design of the population sampling procedure, research instrument, validity, reliability, data collection procedure and data analysis.

3.1 Research design

This study employed the descriptive survey design which was suitable for making accurate assessment of the incidence distribution and relationship of the dropout phenomenon.

3.2 Population

The five secondary schools in the district formed the target population of the study. The questionnaires were distributed among three students and two teachers from each school.

Sampling, there are of secondary schools. Out of these 4 are provincial 3 are district and 2 are private. Therefore the researcher will use stratified random sampling to stratify the schools into three categories. The researcher then will employ proportionate sampling to obtain the three types of schools. Thus 5 secondary school (2 provincial, 2 district and 1 private) participated in the study. This will contribute 30% of the total population. This means that 55 secondary schools will be selected to participate. Each school will allow three from three students to participate therefore a total of fifteen students will fill the questionnaires.

3.3 Research instruments

A researcher made questionnaires was used to collect data. The questionnaires were used because the respondents were comfortable answering questions in private then when interviewed by the researcher. The questionnaires contained 16 structured and semi structured questions.

3.4 Validity and reliability of the teachers and students.

The researchers pre-tested the instrument to ensure that respondents were providing the correct information in relationship with the objectives of the study. The researcher used split half procedure to test the reliability of the teachers and students.

3.5 Data collection procedure

A letter was delivered to the head teachers of the selected schools by the researcher, asking for permission to administer questionnaires to the students. The researcher explained the purpose of the research and distributed the questionnaires to the respondents and collected them after two days which give the respondents enough time to work on the questionnaires.

3.6 Data analysis

Data will be analysed using descriptive statistics which involves obtaining percentages and means. The researcher will tabulate the data and obtain the frequencies of each item percentages of each particular item were calculated over the total number of respondents. The mean was used to find out the averages of the various measures of each item on the questionnaire.

3.7 Sources of data

Both primary and secondary data was to be used.

3.7.1 Primary data

Primary data was acquired as first-hand information. Primary data was collected by the questionnaires, interviews and observation as data collection tools given to the respondents.

2.7.2 Secondary data

Secondary data was gotten from already existing literature related to the topic of study. These sources of information included text books, magazines, pamphlets, research reports, journals, workshops presentation, internet and newspapers which were used in addition to company annual reports.

3.8 Ethical considerations.

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

Sought permission to adopt the standardized questionnaire through a written communication to the author.

The respondents and firms will be coded instead of reflecting the names.

Solicited permission through a written request to the concerned officials of the selected firm in the study.

Acknowledged the authors quoted in this study and the author of the standardized instrument through citations and referencing will present the findings in a generalized manner.

3.9 Limitations

The study may be expensive for the researcher in terms of expenses such as library fees, photocopying and printing.

Some respondents may be uncooperative through withholding certain information which is termed as "sensitive".

The researcher may be faced with the problem of finding irrelevant information. Some secondary data may be out dated and linking it to the study becomes difficult.

There may be a problem of misinterpretation of the purpose of the research as some can refer to the researcher as a 'spy' sent on ground by the state.

Despite all the above problems, the researcher used strategies such as working within his proposed budget, reassuring correspondents about the confidentiality of certain issues and also utilizing mostly the Kampala International University main library and Kiruhura District local government library. The research also allayed the respondents' worries by showing them a letter of introduction from the college of education, open, distance and e-learning that was confirmed to them as my student status.

CHAPTER FOUR
PRESENTATION, INTERPRETATION OF ANALYSIS

4.0 Introduction

In this chapter, the researcher analysed the findings of the study. The findings were presented in tables which showed category and frequency. They all reflected responses from teachers and students.

4.1 School based factors

Causes ranked	Strongly agree	Agree	Disagree	Strongly disagree
Lack of enough funds for expenses	48	12	2	1
There is poor student-teacher Relationship	16	17	15	11
School rules, regulations and routine are too rigid	13	18	18	11
There is continuous discouragement due to poor performance	19	20	10	10
There is poor diet in school	6	7	20	25
There is bullying by fellow students	18	23	10	7

Table above shows data from students' respondents as ranked from the most influencing to the least influencing. From the table, it can be observed that the most influencing factor was lack of money for school expenses. Forty seven (47%) of the students' respondents ranked it as the leading factor causing students to drop out of school, eighteen (30%) student respondents ranked poor performance in class as the second most influencing factor. Poor relationship between the students and the teachers was ranked as the third most influencing factor. Fifteen (25.3%) of the

student respondents ranked not being in good terms with the school administration as the fourth year.

Thirteen (23.9%) of the respondents ranked rigid rules and regulations as the fifty influencing factor. The student respondents also ranked being bullied by fellow students in the school as the sixty factor, this was ranked by eighteen (30.6%) of the students respondents from the table it can be deduced that student respondents were of opinion that lack of money for school expenses played a major causing students to drop out from secondary schools in Kiruhura potential area in terms of agriculture. This is because the area is hilly and characterized by poor soils. The area as has had severe soil erosion, which has gone further to impoverish the soil. The area has unreliable pattern of rainfall, further also the area is affected by pests and diseases particularly the low lands. This is evidenced by the recent outbreak of Rift Valley Fever (RVF) which killed hundreds of people and livestock. Because of the above conditions, parents are faced with difficulties in meeting their children's school expenses such as school uniforms, stationery and so on. Students from socio-economic backgrounds are always stressed of being sent home for school expenses. This makes them to miss classes and has lag behind in class work. Eventually such students decide to pull out of school to go and fend for themselves. Girls are particularly more disadvantaged in such scenarios because they will try to seek extra moneys by involving themselves in prostitution by entering into friendship, which will eventually force them to drop out due to pregnancy.

The student respondents' ranked poor performance in class as the second factor, poor performance in class to every large extent is caused by their continued absence from school. Most of the time they are sent home to collect fees and monies for other expenses. This will always make them lag behind class work, which forces them to perform poorly the embarrassment of posting poor results always.

The students ranked poor relationship between the students and the teachers as the third leading factor making students to drop out. This particularly makes the students to hate the teachers. This is extended to the subjects taught by these teachers. This

eventually leading the students to perform poorly in class which eventually makes them to drop out of school.

The students' respondents ranked not being in good terms with the school administration as the fourth factor making students to drop out. In this case the students view the school administration as their enemy. Enmity therefore develops between the students and the school administration. This breaks the harmony that ought to be in school. This leads to creation of a very hostile environment, which curtails the students from excelling in their class work.

4.2. Home based factors

Table 4.1: Home based factors

Causes ranked	Strongly agree	Agree	Disagree	Strongly disagree
Lack of parental encouragement and motivation	21	17	12	10
There is depression and stress caused by family problems (fighting, separation, death etc)	18	13	23	6
There is casual employment hence no need to go to school	15	13	13	19
Low level of education among parents	27	18	9	6

From the table, it can be observed that the student respondents believed that low level of education among parents who lack adequate understanding of the importance of education plays an influencing role in causing students to drop out of secondary schools in Kiruhura district. Parental level of education plays a very central role in determining a student's performance in school. The low education level among parents makes them not to be aware of the benefits of education. It further makes not to be strict with their

children education. They will not seriously monitor their progress in school. Parents with low level of education will also not motivate and encourage their children to attend school regularly as the literate parents who will not only motivate and encourage their children but will also be role models who had not only excelled at their time but continue excelling.

Lack of encouragement and motivation from parents was ranked as the second most influencing factors by the student respondents. This factor is closely related to the above factor. Because of the parents low levels of education in the study area the students are not encouraged and motivated to continue with schooling. This is because of the fact that schooling and learning process is a challenging process, which requires a lot of encouragement and motivation. In addition to this also the students don't have role models due to the fact that their parents didn't go for in their education. Therefore because of the lack of encouragement and motivation, the students might opt out of school because they will not have seen the real benefits of education. Frequent quarrels and fights among the parents at home were ranked as the third most influencing factor. To the students' respondents frequent quarrels and fights among the parents at home affects the students psychologically. This disturbs and makes them lack concentration in the classroom. To a very large extent parents who frequently quarrel and fight are more often drunk. Because of this, they became very disorderly to an extent of fighting in front of their children who watch helplessly as their parents' batter themselves to an extent or even hurting themselves seriously. Children in such environments are affected psychologically and when they are in school they keep on recalling such scores, children are also forced to take sides in such quarrels which even forces some to opt out of school to go and guard the parent he/she has sided with. In most cases most side with their mothers because these are the most abused in such circumstances. Some students eventually get frustrated in school hence dropout from school.

The student respondent ranked depression and stress caused by divorce of parents as the fourth factor causing students to dropout from secondary schools in Kiruhura district. Divorce causes students to lack parental love. Single parents cannot give out

parent love for the other missing parent. The changing cultural setups have resulted into increased divorce cases. In the past in the district, divorce cases were unheard beliefs. Therefore the increased cases of divorce and depress the students because set ups also students from such back grounds are shunned by fellow students, which even stresses them and depresses them even further.

The students are further stressed and depressed while the teachers even don't understand their flight. In most cases where such understanding lacks the teachers handle the students as a whole ignoring the differences among the students. Students from such backgrounds continue to be seen as undisciplined when all they need is understanding.

Lastly the student respondents ranked attended causal employment to meet basic needs as the least influencing factor causing students to drop out from secondary schools in Kiruhura district.

Student respondents felt that students drop out from school so as to be employed causally to raise some money to buy food and clothes. Given the nature of most families in the area of study students are forced to opt out of school so as to assist their parents to meet basic needs.

4.3. In between factors

Table 4.2: in between factors

Causes ranked	Strongly agree	Agree	Disagree	Strongly disagree
Teenage pregnancies and early marriages	29	15	12	4
Drug abusive and drug taking	23	13	8	10
Peer pressure	16	8	15	21
Chronic illnesses and medical related problems	26	16	11	7

Teenage pregnancies and early marriages was ranked as the most influencing factor in the in between factors that causes secondary school students to dropout in Kiruhura district. This mainly affects the girls who engage in premarital sex. The changing cultural set up in the district has made young girls engage in premarital sex at an early age. The media has also aggravated the situation.

The students are bombarded with sexual messages at an early age. The FM radio stations, the internet and so on have away exposed the students to engage in sex at an early age.

Those who end up getting pregnant have been forced to drop out of school. Even where they have been given the opportunity to re-enter school, some refuse to do so, so as to take care of their young ones. Further also some opt to enter into situational marriages at an early age so as to avoid the stigma of becoming single parents. Student respondents' ranked influence of drug taking as the second most influencing factor, influence of drugs such as alcohol, cigarette and taking among others can have adverse harmful effects on the students. The drugs interfere with their daily functions of the mind and organs. Once they take such drugs, they fail to concentrate in class and as a result remain behind academically. This will act as a discouragement and will eventually decide to drop out of school.

Influence of peer group to be away from school was ranked as the third most influencing factor that causes students to drop out from secondary school in Kiruhura district. Secondary school level is where most children are undergoing through adolescence. During such periods students identify themselves with their peers and whatever the peers decide to do they have to confirm so as to be to the group. Therefore, in situations where the peers of a certain student decide to drop out of school, the student will not have any alternative but to join the group hence ends up dropping out of school even when he/she didn't intend to do so.

43.9% of students respondents ranked chronic illness and medical related illness as the forth most influencing factor. Serious sickness and medical related problems such as

poor eye sight, hearing impairment among others influences students to drop out of school prematurely. Malaria, yellow fever, malnutrition problems as well as rift valley fever as some of the common diseases within the study area. Outbreaks of such diseases makes it difficult for the student patient to attend the schooling normally. This is because in most cases when there is an outbreak of any of the diseases, it is difficult to eradicate or cure the disease since the people affected do not seek treatment. This is because such services are scarce in the area of study and the few that are there are almost inaccessible since the roads are impassible and the distances great.

Therefore, with such a situation experienced by people with in the study area, some people have resorted to herbs, which do not cure certain diseases or in time of emergencies does not help. Students with medical related problems such as poor eye sight mentally retarded, hearing impairment or any other physical disabilities do not seek medical health early enough due to scarcity of medical services within the study area. When students are affected by any of these diseases they are forced to drop out because of the aforementioned problems in the study area.

Lastly the student respondents ranked physically marked deviation such as overap, oversize (shortness, tallness etc). As the least influencing factor that causes students in Kiruhura district to drop out from school. This was ranked by 72.8% students. Therefore, it can be deduced that physically marked deviation on students plays a minor role in making them dropout of school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.0 Introduction

This chapter presents a summary of the whole study. It comprises the implications and recommendations that were derived from the research findings. In addition, suggestions for further based on the finding from the study are made.

5.1 Summary of major findings based on research questions.

From the findings, it can be noted that lack of money for school expenses, poor performance in class, poor relationship between the students and teachers are not being in good terms with school administration are the major factors that causes students to drop out from the school system prematurely.

The findings of this research also supports studies done by Silunya in Kamwenge, Mbarara and Ibanda districts that found the cost of education as the most vital factor determining school holding power. It reported that the liability to pay school funds as the major cause of dropouts. The findings further concurs with the research study carried out by Mbaka in Ibanda district which cited lack of school expenses i.e. school funds, school uniform, stationery and school facilities as the most important factor as to why pupils drop out from secondary schools within Kiruhura district.

Pertaining poor academic performance, the research findings concurs with the findings of fine cited by Mbaka (1998) who noted that one of the strongest correlates of dropping out among the students in school is lack of academic success in school. Students who more often get low grades, fail subjects and are retained in grade have a greater chance of leaving school prior to completion. Therefore I may conclude that students who have difficulty in meeting their academic demands on the school tend to leave or be absent from school rather than continue in the face of frustration often experienced in trying to obtain good grades.

Therefore from the findings I may conclude that school characteristics and its environment play a vital role in causing secondary school students in disadvantaged districts with limited economic opportunities to drop out from school. This factor has been worsened by the removal of grants in the 1990's which made parents to carry a heavier load in educating their children. Further also due to the high expectations of parents for their children to excel in their academic examinations done in school, student feel frustrated when they fail hence, they prefer to opt out of school.

Thus from this observation, I would suggest that students in disadvantaged districts should be assisted by the government or non-governmental organizations in the provision of basic needs such as food, clothing and health facilities. Specifically the government should strengthen measures that ensure needy students benefit from government bursaries and bursaries from constituency development funds (CDF).

From the findings, I may conclude that low level of education among parents and lack of encouragement and motivation from parents are the most influencing factors that cause dropouts in secondary schools in disadvantaged districts like Kiruhura.

To counter this, government and non governmental organizations should concentrate in sensitizing the parents on the importance of education. They should also join efforts in revitalize adult literacy classes so that literacy is improved among the parents. Therefore, I may conclude that apart from school and home based factors that cause dropout in secondary schools in Kiruhura district, there are also those factors that are neither school based nor home based. These are in between factors that have been noted to cause drop out in secondary schools in Kiruhura district.

5.2 Recommendations

From the findings of the research study the following recommendations were made.

The findings of this study showed that the most influencing school based factors as perceived by the students, class teachers and guidance and counseling teachers is lack of money for school expenses. This factor was ranked as the leading factor with an average total score of 84.1% as compared to other school based causes. This implies

that despite the bursary schemes operated by the ministry of education (M.O.E) and constituency development fund (CDF), parents in disadvantaged districts still experience difficulty in keeping their children in school. This is because due to harsh climatic conditions and low socio-economic status, parents do not have enough money to pay for school expenses such as school uniform, stationery and building funds among other school expenses. Therefore, there is need to extend the current free primary education to secondary schools. There is need to efficiently run the bursary schemes operated by the M.O.E and C.D.F. further also there is need to educate the parents on the existence of the bursaries due the limited publicity that is currently there. The criteria for awarding of bursaries should be made clear so that all parents apply. These measures would have a net effect of reducing dropouts among the students in secondary schools due to inability to pay for school funds. This can be inferred from the fact that lack of money for school expenses was ranked by all the respondents as the most influencing school based factor. This is because those students who cannot afford school uniform, stationery and building funds are sent home by school administration. Eventually such students will end their school prematurely because school life will be frustrating and discouraging.

The findings of the study have also shown that poor-performance in class is the most influencing factor that causes students to drop out of secondary schools in Kiruhura district. This factor was ranked as the second most influencing factor among the school based factor with an average score of 46.1%. This is more as a result of the above factor. When parents lack money for school expenses their children are frequently sent home to collect this money. They therefore lay behind in their class work because of missing many lessons; they eventually end up performing poorly in examinations. This frustrates and discourages them forcing them to opt out school prematurely.

Therefore, there is need for the government of Uganda of Uganda and non governmental organizations (NGOs) to ensure that these students are retained in school. The government of Uganda in collaboration with NGOs can assist parents to start up small businesses through micro financing. Through this endeavor the parents

will enable the students to attend most of their lessons in school which eventually lead to good performance motivating them to continue schooling. This recommendation has been inferred from the fact that all the respondents indicated poor performance in class as the second most influencing factor that cause student dropouts in secondary schools in Kiruhura district. Therefore, if regular attendance among the students is to be improved, parents must be enabled to start up small businesses, which will enable them to pay for school expenses thus preventing their children from being sent home frequently.

It is not possible for most parents to provide intellectual assistance necessary for children's educational growth. This study underlies the fact that illiterate and semi-illiterate parents are less likely to be able to supervise their children's school work and to provide supportive basic materials than their educationally endowed counterparts.

Therefore, there is need for the government of Uganda to enhance adult education, which has always been catered for by the department of adult education (DAE) under the ministry of labour and human resource development. The government can do this by addressing the current challenges that face adult education such as lack of enough qualified teachers. The government should also address the issue of treating the department of adult education as a unit in a separate ministry from education. Lastly the government should sustain the efforts of donors who have come to the aid of adult education such as the Germany Technical Co-operation (GTC) who initiated a three-year post literacy project between 1996-1999 with the objective critical literacy skills.

This recommendation is inferred from the fact that a considerable numbers of parents are illiterate or semi-illiterate. A total of between 40-49% of the parents in Kiruhura district are illustrated. This also supported by ranking of low level of education among parents as the most influencing home based factor. This is a terrible situation in that the parents are illiterate to know the importance of their children's schooling. Some see it as pass time activity.

Therefore with the strengthening of adult education, parents will be able to understand the importance of education and will be able to provide intellectual assistance necessary for children's education growth. Thus more children will continue schooling with the presence of more supportive parents. The findings of this study have also shown that lack of encouragement and motivation from parents is one of the major home based causes of students dropping out in secondary schools in Kiruhura district. This, the government of Uganda with the assistance of non-governmental bodies should educate parents on the importance of educating their children.

There is need that girls who become pregnant while still in school should be encouraged to rejoin school once the weaning period is over. Parents of such children should be sensitized on the importance of their daughters' future education. They should be encouraged to continue educating their children after weaning rather than marrying them off.

The findings of this study have revealed that the influence of peer group to be away from school is the second most influencing in between factor that influences students to drop out from secondary school in Kiruhura district. Therefore, there is need for effective guidance and counseling programmes to be promoted in secondary schools. This is to be utilized by those students who are undergoing psychological, emotional, spiritual, social, economic or physical problems. The guidance and counseling teachers should be professionals. The government of Uganda should retain the current teachers heading these departments to equip them with the requisite skills. Guidance and counseling will reduce cases of dropout due to peer influence.

5.3 Recommendation for further research

The following recommendations for further research were based on the findings, conclusions and implications of this study.

A study that will go beyond internal efficiency of secondary schools in Kiruhura district and look at external efficiency of secondary school be conducted.

A study to be carried out on the constituency development fund (CDF) in secondary schools in Uganda with a view to finding out its impacts on participation rates in disadvantaged districts.

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APPENDICES

APPENDIX A: RESEARCH INSTRUMENT

Students' questionnaire

I am carrying out this study in partial fulfillment of the requirement for bachelor of education in Kampala International University. The purpose of the research study is to investigate the causes of secondary school dropouts in Kiruhura district. The information will not be used for any other purpose other than of this research. Your assistance in facilitating the same will be highly appreciated.

Please answer the questions as honestly as possible. Do not indicate your name anywhere in the questionnaire. Tick where appropriate.

Gender: Male Female

Age range 1) 14-17 2) 18-21

Who pays for your school expenses (fees, uniform)

1) Father 2) mother 3) guardian

4) Others specify

Have any of your sibling(s) dropped out of school before completing form four?

Yes No

5a) The following are some of the perceived school based factors that influence students to drop out from schools in Kiruhura district. Please rank them in order from the most influencing to the least influencing.

Statement				
Due to lack of money for school expenses				
Due to poor relationship between the students and teachers				

Due to schools rules and regulations				
Due to poor performance in class				
Not being in good terms with school administration				
Being bullied by fellow students in school				

Name any other school based factors, not listed above that influences students to drop out of secondary schools in Kiruhura district.....

The following are some of the perceived school based factors that influence students to drop out from schools in Kiruhura district. Please rank them in order from the most influencing to the least influencing.

Statement				
Frequent quarrels and fights among the parents at home hence cannot concentrate in class				
Low level of education among parents who lack adequate understanding of the importance of education				
Lack of encouragement and motivation from parents				
Due to depression and stress caused by divorce of parents				
Attending casual employment to meet basic needs (i.e food, shelter etc)				

Name any other home-based factors, not listed above that influences students to drop out of secondary schools in Kiruhura district.....

The following are some of the perceived in between factors that influence students to drop out from schools in Kiruhura district. Please rank them in order from the most influencing to the least influencing.

Statement				
Due to teenage pregnancies and early marriages				
Due to chronic illness and medical problems like mentally retarded, poor eye sight and hearing impairment, HIV and AIDS				

Class teacher questionnaire

The purpose of this research study is to investigate the causes of secondary used as a basis for looking for ways of eradicating dropouts in Uganda. Please answer the question as honestly as possible. The information that you will give will be treated with strict confidence. Do not indicate your name anywhere in this questionnaire. Tick where appropriate

Gender: Male Female

You are a class master/mistress to which class?.....

Please, indicate your teaching experience

0-5yrs ii) 6-10 years iii) 18years and over

Your presently have how many students in your class?

Boys Girls

As a class teacher, indicate the number of students who have left from your class prematurely (dropped out) between 2010 and 2018, if possible by gender and give reasons, why they dropped out

Gender	
Males	

Females	

State the possible solution to the problems of drop out in your class

.....

The following are some of the perceived school based factors that influence students to drop out from schools in Kiruhura district. Please rank them in order from the most influencing to the least influencing

Statement				
Due to lack of money for school expenses				
Due to poor relationship between the students and teachers				
Due to rigid school rules and regulations				
Due to poor performance				
Not being in good terms with school administration				
Being bullied by fellow students in school				

Name any other school-based factors, not listed above that influences.

.....

APPENDIX B: PROPOSED BUDGET

Particulars	Amount
Typing and secretarial duties	35,000
Stationary	5,000
Photocopy	3,000
Transport	6,000
Subsistence	4,000
Miscellaneous	5,000
Total	58,000

APPENDIX C: TIME FRAME (2018)

Activity					
Literature review and proposal		May			
Drafting final copy			June		
Typing and binding				July	
Final submission					August

KEY INFORMANTS QUESTIONNAIRE

I am Byabashaija Evan a final student of Kampala International University (KIU) pursuing bachelor of education with registration no. 1153-07234-01420 and I am carrying out research on variance in learners' expectation and school dropout in selected secondary schools in Kashongi Sub County in Kiruhura District, Uganda. So kindly am requesting your support to provide the necessary information to this study as one of the requirements.

What is your sex?

1. Male 2. Female

2. How old are you

1. 18-25years 2. 26-33years 3. 33-40years
4. 41-49years 5. 50years and above

3. What is the size of your household?

.....

4. What is your level of education?

1. Primary 2. Secondary 3. Certificate
4. Diploma 5. Bachelor
6. Others specify.....

5. Have you ever heard of school drop out?

1. Yes 2. No

6. If yes, where do you hear from?

1. Home 2. School 3. Friends
4. LC3 5. Church

6. Others specify

7. Has a girl in your home /community ever experienced school drop out?

1. Yes 2. No

8. What caused the school drop out affect her

.....
.....

9. If yes, how did it affect her?

.....

10. Who was the perpetrator?

1. Family member 2. Community member 3. Relative
4. Teacher 5. Fellow student

6. Other specify.....

11. Was the school dropout reported?

1. Yes 2. No

12. If yes, where was it reported?

1. LCI 2. School 3. Police

4. Others specify.....

13. If no above, why did not you report?

1. Peer 2. Lack of knowledge
3. Lack of money 4. Others specify.....

14. Was there action taken

1. Yes 2. No

15. If yes, which action?

.....

16. If no, why not taken?

.....

17. Did the perpetrator change/improve?

1. Yes

2. No

18. What do you think should be done to prevent school drop out?

.....

.....