

**FISHING INDUSTRY AND SCHOOL DROP OUT IN GGABA TRADING
CENTRE, MAKINDYE DIVISION, KAMPALA
DISTRICT, UGANDA**

BY

NAMATOVU SOPHIE

BAE/20002/82/DU

**A DISSERTATION SUBMITTED TO THE FACULTY OF
EDUCATION IN PARTIAL FILFULLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE
DEGREE OF BACHELORS OF ARTS
WITH EDUCATION OF KAMPALA
INTERNATIONAL
UNIVERSITY**

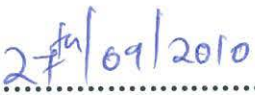
AUGUST, 2010

DECLARATION

I **Namatovu Sophie**, here by declare that the work contained in this dissertation entitled, **Fishing Industry and School Drop out in Ggaba Trading Centre, Makindye Division, Kampala District, Uganda**, with the exception of acknowledged references, ideas and concerns is my original work and it has never been submitted for fulfillment of the requirement for any award of education qualification in any institution of learning.

Signed.....

NAMATOVU SOPHIE

Date.....

DEDICATION

This research report is dedicated to my family members.

ACKNOWLEDGEMENTS

My special thanks go to my sponsor who assisted me in terms of funds and encouragement in the completion of my course and my dissertation. Their presence was the reason for my success.

Special regards go to my brothers, sisters and for their endless support, source of encouragement and inspiration.

I also thank my supervisor Mr. Ochan Joseph for mentoring me academically. Further, I extend my appreciation to the respondents who were so cooperative in the data collection process.

Special thanks go to local council one secretary who assisted in the data collection process by mobilizing other respondents during the data collection process. I appreciate the efforts of my friends, , Godfrey, for academic support and encouragement.

I wish also to acknowledge the information from various sources, namely; magazines, journals, reports and text books, whose copy right holders could not easily be traced. Workers from Public Health Library are specially appreciated for their effective cooperation and coordination.

TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL.....	ii
DEDICATION	iii
ACKNOWLEDGEMENTS.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	xii
LIST OF ACRONYMS	xiii
ABSTRACT	xiv
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 BACKGROUND OF THE STUDY.....	2
1.2 STATEMENT OF THE PROBLEM.....	3
1.3 PURPOSE OF THE STUDY	4
1.4 OBJECTIVES OF THE STUDY	4
1.5 RESEARCH QUESTIONS.....	4
1.6 SCOPE OF THE STUDY.....	5
1.7 SIGNIFICANCE OF THE STUDY	5
CHAPTER TWO	7
LITERATURE REVIEW.....	7
2.0 INTRODUCTION.....	7

2.1 ATTITUDES OF PARENTS AND TRADING CENTER ADMINISTRATORS TOWARDS STUDENTS WORKING IN THE FISHING INDUSTRY	7
2.2 REASONS WHY STUDENTS PARTICIPATE IN THE FISHING INDUSTRY	9
2.3 CHALLENGES STUDENTS FACE IN GGABA FISHING INDUSTRY	12
2.4 SOLUTIONS TO THE CHALLENGES STUDENTS FACE IN FISHING INDUSTRY	13
 CHAPTER THREE.....	15
RESEARCH METHODOLOGY.....	15
3.0 INTRODUCTION.....	15
3.1 RESEARCH DESIGN.....	15
3.2 AREA AND POPULATION OF THE STUDY	16
3.2.1 AREA OF STUDY	16
3.2.2 POPULATION OF THE STUDY.....	16
3.3 RESEARCH TECHNIQUES	16
3.4 RESEARCH INSTRUMENTS	17
3.4.1 INTERVIEW DESIGN	17
3.4.2 OBSERVATION DESIGN	17
3.4.3 FOCUS GROUP DISCUSSIONS (FGD)	17
3.4.4 QUESTIONNAIRES.....	17
3.4.5 DOCUMENTARY REVIEW.....	18
3.5 SAMPLE DESIGN.....	18
3.5.1 SAMPLING TECHNIQUE.....	18
3.5.2 SAMPLING STEPS	19
3.5.3 SAMPLE SELECTION AND SIZE.....	19

3.6 DATA ANALYSIS	19
3.7 VALIDITY OF DATA.....	19
3.8 ETHICAL CONSIDERATION.....	20
 CHAPTER FOUR.....	21
PRESENTATION, INTERPRETATION AND ANALYSIS OF STUDY FINDINGS.....	21
4.0 INTRODUCTION.....	21
4.1 DEMOGRAPHIC NATURE OF THE TARGET POPULATION.....	21
4.1.1 GENDER OF RESPONDENTS.....	21
4.1.2 CATEGORY OF THE RESPONDENTS	22
4.1.3 MARITAL STATUSES OF THE RESPONDENTS	24
4.1.4 EDUCATION LEVELS OF RESPONDENTS.....	24
4.1.5 DURATION AT LANDING SITE OF RESPONDENTS	25
4.2 STUDY FINDINGS ABOUT THE ATTITUDES OF PARENTS AND TRADING CENTER ADMINISTRATORS TOWARDS STUDENTS WORKING IN THE FISHING INDUSTRY INSTEAD OF GOING TO SCHOOL.....	27
4.3 STUDY FINDINGS ABOUT THE REASONS WHY STUDENTS PARTICIPATE IN GGABA FISHING INDUSTRY	30
4.4 STUDY FINDINGS ABOUT THE CHALLENGES STUDENTS FACE IN GGABA FISHING INDUSTRY	34
 CHAPTER FIVE.....	38
SUMMARY, CONCLUSION AND RECOMMENDATIONS	38
5.0 INTRODUCTION	38
5.1 SUMMARY OF FINDINGS.....	38

5.2 CONCLUSION	39
5.3. RECOMMENDATIONS.....	41
5.3.1 THE ATTITUDES OF PARENTS AND TRADING CENTER ADMINISTRATORS TOWARDS STUDENTS WORKING IN THE FISHING INDUSTRY INSTEAD OF GOING TO SCHOOL.....	41
5.3.2 THE REASONS WHY STUDENTS PARTICIPATE IN FISHING INDUSTRY	42
5.3.3 THE CHALLENGES STUDENTS FACE IN GGABA FISHING INDUSTRY	42
REFERENCES.....	44
APPENDICES.....	47
APPENDIX I: QUESTIONNAIRE FOR RESPONDENTS	47
APPENDIX II: INTERVIEW SCHEDULE FOR RESPONDENTS.....	52
APPENDIX III: RESEARCH BUDGET.....	52
APPENDIX IV: TIME TABLE	54

LIST OF TABLES

TABLE 1:	GENDER OF THE RESPONDENTS.....	21
TABLE 2:	CATEGORY OF RESPONDENTS	22
TABLE 3:	MARITAL STATUSES OF RESPONDENTS	24
TABLE 4:	RESPONDENTS' LEVELS OF EDUCATION.....	25
TABLE 5:	RESPONDENTS' DURATION AT LANDING SITE.....	26
TABLE 6:	ATTITUDES OF PARENTS AND TRADING CENTER ADMINISTRATORS TOWARDS STUDENTS WORKING IN THE FISHING INDUSTRY INSTEAD OF GOING TO SCHOOL.....	27
TABLE 7:	REASONS WHY STUDENTS PARTICIPATE IN FISHING INDUSTRY.....	31
TABLE 8:	CHALLENGES STUDENTS FACE IN FISHING INDUSTRY.....	35

LIST OF ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
GMPS	Ggaba Model Primary School
GPSS	Ggaba Parents Secondary School
NIR	Net Intake Rate
USAID	United States Agency for International Development
UPE	Universal Primary Education
USE	Universal Secondary Education
FGDs	Focus Group Discussions

ABSTRACT

The study examined the impact of the fishing industry on school drop out in Ggaba Trading Center with specific objectives on attitudes of parents and trading center administrators towards students working in the fishing industry, reasons why they work and the challenges they face. Two schools namely; Ggaba Parents Secondary School (GPSS) and Ggaba Model Primary School (GMPS) were used. A total of 100 respondents that included; learners, parents, teachers, employers and administrators were used. It was both descriptive and analytical where primary and secondary were used. Primary data were got from interviews, observation, focus group discussions and questionnaires. Documentary review was used to gather secondary data. Microsoft office excel 2003, statistical data analysis method was used to analyze data.

The attitudes respondents on working learners were; family poverty, child abuse, lust for money, negative attitude to education, impact of free education, maladministration, irresponsible parenthood, and acquiring of personal responsibilities. Learners worked because they wanted to supplement parents' provisions, high demand for cheap labour, for survival, irresponsible parenthood, lust for money, entertainments, low levels of education need to acquire skills and low levels of sensitization among the general community. The challenges learners faced were; non payment to some students, water accidents, inadequate training, maladministration, loss of employment, permissiveness, fixed school programs and child sacrifice.

The study recommends the government through funding institutions to extend low interest loans to people sensitize the public about the impact of child abuse and education and make free education more accessible. Employers to learners should be censored and penalized in courts of law for those that do not learners. Functional Adult Education should be given to adults to get more skills so that they do not depend on child labour.

CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

This chapter contains the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study and significance of the study.

In recent years, the government of Uganda has introduced programmes and critical policy instruments that seek to eradicate poverty and illiteracy and thus to promote national development and transformation by making education accessible to all. The Ministry of Education Report (2007) notes that, “in 1997, for example, the government introduced Universal Primary Education (UPE) which provides free primary education. As a result of UPE, the national rate of enrolment in primary school education rose dramatically from 2.5 million in 1997 to 7.2 million in 2000. By 2005, the Net Intake Rate (NIR) in primary education had risen to 66%. This enrolment expansion was not, however, accompanied by an increase in the provision of essential materials and teaching resources to schools or by the training of more teachers, an aspect which compromised the quality of education”. Among the most affected areas were the fishing communities and remote rural areas. This depends on the cultural norms and education levels of the people.

Most critically, many primary school children failed to proceed to secondary level due to financial constraints. In 2004, for example, only 37.4% of primary school graduates made the transition from primary to secondary general education. In 2007, the government introduced

Universal Secondary Education (USE) which seeks to make secondary education accessible to all children. However, challenges still remain with regard to the quality of and access to education, especially for rural-based children and those in the conflict-affected northern region.

1.1 BACKGROUND OF THE STUDY

Namisi, P. W. (2000), notes that, “there are many challenges to education of children in fishing communities both on islands and landing sites. The fishing industry has led to school drop out in ways such as; when students help their parents especially during holidays, when time to go back to school reaches they remain helping their parents thus missing school.

In Kalangala district when most of the boys reach adolescent age they prefer making money instead of going to school. Namirembe, (2009), notes that, “Given that fishing in most cases does not require a lot of capital it attracts a lot of people who are unemployed. It is rated that over 70% of the UPE intake in 1997 never completed advance level in 2009 in most fishing communities. The high rate of school drop out was related to easy earnings from the fishing industry.

According to pilot studies many parents engage their children in their businesses. Most of them argue that these children help them during holidays in order to supplement their school requirements. World Bank Report, (2005) notes that, in developing countries over 60% of students help their parents during holidays in order to improve the domestic earnings. They mainly help them in agriculture to weed and harvest.

There is a high rate of school drop out in fishing communities as indicated by the United States Agency for International Development (USAID) Report (2008) where most of the adolescents

drop out of school for marriage or work. Since they readily get money from the sale of fish and fish products, they get a living and can carry on with life

Ggaba Parish is located in Makindye Division which is one of the five divisions in Kampala District. The other four include Nakawa, Lubaga, Kawempe and Central. Ggaba Parish is located about 10 kilometers from the city center. In Ggaba Trading Center most of the parents are low income earners, live in slums and have low levels of education (Ggabuda, 2009). Some people in the fishing industry come from the nearby islands such as Kimi, Bulungugwe and Mawotto. They are polygamous with many children they engaged them in business and eventually drop out of school.

In Ggaba Trading Center there is a lot of absenteeism and truancy of students especially those that are involved in casual jobs in the fishing industry. Ggabuda (2009) the area Local Council One Chairman revealed that, over 70% of the casual employees at the landing site are youths who would be in school. They mainly range between 10 to 20 years. They do different activities such as serving food in restaurants, selling fried fish, collecting garbage, fetching water, domestic work among other activities.

1.2 STATEMENT OF THE PROBLEM

The government, parents and other stakeholders to students would acknowledge their participation in day to day work, income generating activities inclusive if they do not interfere with their studies. It is however noted that in Ggaba Parish particularly Ggaba Trading Center, the fishing industry has attracted many teenagers that would be in school. Though some of these children have genuine reasons for their participation in the industry, they are denied of ample

time at school others are not well facilitated by their parents because they work while others are taken up by work due to lust for money, which eventually induces them and drop their studies.

Ggaba Trading Center Chairman Ggabuda (2009) noted that, 70% of casual employees at the Trading center are youths who would still be in school. It could be that some parents are poor to maintain their children in school or there are no effective laws to stop them from participating in those fishing jobs at the trading center which eventually leads to their school drop out. This study therefore examined the impact of the fishing industry on school drop out in Ggaba Trading Center.

1.3 PURPOSE OF THE STUDY

The study examined the impact of the fishing industry on school drop out in Ggaba Trading Center.

1.4 OBJECTIVES OF THE STUDY

- i. To assess the attitudes of parents and trading center administrators towards students working in the fishing industry instead of going to school.
- ii. To explain the reasons why students participate in Ggaba fishing industry.
- iii. To investigate the challenges students face in Ggaba fishing industry.

1.5 RESEARCH QUESTIONS

- i. What are the attitudes of parents and trading center administrators towards students working in the fishing industry instead of going to school?
- ii. What are the reasons why students participate in the fishing industry?
- iii. What challenges do students face in Ggaba fishing industry?

1.6 SCOPE OF THE STUDY

The study was carried out at Ggaba Landing Site. This place is located 10 kilometers from Kampala City Centre. It's found in Makindye Division. The study employed 100 respondents that consisted of fishermen, fishmongers, retail traders and administrators at Ggaba Landing Site. Secondary data were sought from libraries while primary data were sought from directly from respondents. This was done in two months where data collection, data analysis, coding and editing that led to development of a good research report were done.

1.7 SIGNIFICANCE OF THE STUDY

This study elaborated the attitude of parents towards their children's education and school dropout basing on their social, economic and political status. These included child abuse, maladministration and irresponsible parenthood. This helped to establish the role of parents in education of their children in fishing communities.

It established the reasons that led students to engage in income generating activities that eventually lured them from school thus school drop out. These mainly included inadequate scholastic facilities, poverty to parents, lust for money by learners, irresponsible parenthood and reluctance of administrators among other reasons.

It also examined the challenges students face in the fishing industry. These included nonpayment, taking drugs, and sex abuse among others. This helped the local leaders to identify ways to help out students especially those that worked to supplement what their parents provide for school dues and other scholastic facilities.

The study identified the most vulnerable category of students that faced the problems of school drop out because of the fishing industry in the area where these mainly included orphans and

single parent children. Appropriate measures such as attending UPE and USE were devised to save the situation.

The findings are a reliable basis for reference into studies on school drop out those researchers in the future would base on.

This study is a partial fulfillment for the award of the degree of bachelors of Arts with Education of Kampala International University to the researcher.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter review data sought related studies done by other researchers, journalists, editor, and publishers among others. These data are sought in consonance with study objectives that included; assessing the attitudes of parents and trading center administrators towards students working in the fishing industry instead of going to school, explaining the reasons why students participate in the Ggaba fishing industry, investigating the challenges students face in Ggaba fishing industry and trading center and suggesting solutions to the challenges students face in Ggaba fishing industry.

2.1 ATTITUDES OF PARENTS AND TRADING CENTER ADMINISTRATORS TOWARDS STUDENTS WORKING IN THE FISHING INDUSTRY INSTEAD OF GOING TO SCHOOL

According to Akwir, et al, (2000) the weak economic status of parents is one of the major limitations that bar them from taking their children to school. Despite the presence of Universal Primary Education (UPE) and Universal Secondary Education (USE), there are still a big number of children out of school not because their parents and guardians not because they do not just want to take them to school but can not afford to buy them complimentary scholastic materials. Many parents earn little while others are unemployed". There are many parents in Ggaba Fishing Industry that can not afford to take their children to school; some are casual workers and some have little capital to realize enough profits to increase their disposable thus a problem.

Keizire, B. B. (2003) notes that, “Some fishermen have a negative attitude towards education. Since many invest very little capital in their businesses and get a lot they develop an attitude that their children may have the same chances which is not the case in most cases. Some have a saying that ‘even those that never attended school are rich then why bother our children’. This is why some parents do not take their children to school even if they have the capacity to do so.

The Republic of Uganda (2005) notes that, “Some parents want their children to work with them so that they acquire the skills of doing their jobs or reduce the costs of their business. When children learn, some parents instead just stop paying school fees for them”. These children eventually get fully involved in income generating activities thus drop out of school. Most of the youths who are school drop outs relate their fate to influence by parents who made them engage in family income generating activities.

According to Ggabuda (2009) some administrators are of a view that having children in school is entirely their parents’ responsibility. When local leaders try to stop children from participating in income generating activities their parents blame them. Parents argue that these children are contributing to their basic needs both at home and school. Unfortunately some of these students are not in school and are under child labour. This fails the administrators to identify between children under child labour, helping their parents or ones that are exploited and may drop out of school.

The Ministry of Education (2007) revealed that, “the negative cultural norms and beliefs are core problems on education within the fishing communities. Programmes dealing with adolescents’ education in the fishing communities and to build the capacity of parents towards gaining positive attitude to education are in place but they are still neglected”. Some parents still

strongly believe that females when reach adolescence just have to be married off. This is because their husbands have the money to cater for their needs yet may not be the solution to all the problems they would face in life.

The United States Agency for International Development (USAID) Report (2008) noted that, “After FPE, Malawian and Kenyan parents largely disengaged from their children's education, feeling as if the government is now fully responsible for the success of the education system and thus refusing to pay any costs, such as examination fees”. In Uganda, on the other hand, families reported that they continued to be heavily involved in their child's education even with fee abolition.

Elwana, (2000), noted that, due to lust for money some children believe that if they engage in income generating activities they would accumulate wealth at an early age and education would not be such important. Some learners dodge school to make money which reserves them little time for school thus their eventual school drop out.

Nsibambi, (2009) revealed that, “After the introduction of UPE, some parents largely disengaged from their children's education, feeling as if the government is now fully responsible for the success of the education system and thus refusing to pay any costs, such as examination fees. This increasingly forced students to search for jobs so that they may fulfill other scholastic needs that are not provided at school especially among the fishing communities where jobs are readily available.

2.2 REASONS WHY STUDENTS PARTICIPATE IN THE FISHING INDUSTRY

Kassami, C. M, (2003) notes that, “students participate in income generating activities in order to supplement the scholastic facilities provided by their parents. Given that some parents are low

income earners, they hardly provide their children with all the required scholastic facilities”. This is why some children spare some time in the evening after classes and during holidays and engage in income generating activities to get some money. Unfortunately some children eventually drop out of school and get fully involved such activities because time during school days may not be enough to realize reasonable proceeds.

Bbumba (2008) revealed that, “Some parents in fishing communities do not take enough responsibility about their children as they spend most of the money drinking alcohol and other adventures. They hardly buy them enough food and other basic needs. These children therefore engage in income generating activities so that they may get such needs”. When some parents go fishing, processing or selling fish, they leave their homes for sometime leaving children without responsible caretakers. This forces children to participate in income generating activities thus neglecting school and eventually drop out.

There is a high demand for cheap labour in the trading center necessitates people working in the fishing industry to lure students work for them who eventually seduce them to drop out of schools (Elwana, 2000). Some employers prefer employing children instead of adults because the former demand low payment, are more obedient and time conscious compared to adults. In cases of low business returns these children can easily be convinced and get back to work unlike adults. Their employers as well seduce them to leave studies for work thus the eventual school drop out.

There is reluctance of the local administrators about laws regarding child labour and rights. Bidandi (2001) noted that, “Some students that are employed in the fishing industry belong to the local administrators. This encourages other parents to leave their children also to participate in

the same business and miss school". Similarly in Ggaba Parish there are children belonging to area administrators that are involved in casual jobs in the fishing industry. These miss school and nothing is done by their parents or local administrators to take them back to school. This leads to eventual drop out.

Given that the fishing community is highly affected by AIDS there are many orphans. It is very unfortunate that some children inevitably have to work in order to earn a living for their personal survival because they do not have sympathizers to come to their rescue (Keizire, 2003). They instead get involved in income generating activities so that they get what to eat. Most of these children have to look after their young brothers and sisters. Time comes when they can not meet school and work demands. They instead dropout of school for work and earn a living.

Bidandi, (2001) noted that, some children engage in casual jobs they want to get money to engage in entertainments in areas where they stay. Most of the parents hardly take their children to entertainment places yet they are mushrooming day and night. Given the high levels of permissiveness in our society these children look for money at all costs so that they go to such entertainment places. In that event they may eventually be taken up by the income generating activities and thus drop out of school.

There are many parents in Ggaba Parish with low levels of education that they do not realize the importance of taking their children to school (Ggabuda, 2009). Many of them do not know the different activities their children may be involved in after school while others are discouraged by the graduates who are unemployed yet they spent a lot of money educating them.

2.3 CHALLENGES STUDENTS FACE IN GGABA FISHING INDUSTRY

Gordon (2005) noted that, “many people in the fishing communities are too permissive. They freely engage in irresponsible sexual relationships which give bad examples to their children. Some students face sex abuse from some employers and other dubious people. Some threaten them while others promise gifts and many valuable items”. Studies revealed that students that engage in income generating activities are lured into sexual activities which lead to unwanted pregnancies and the eventual drop out of school.

Some employers’ do not pay the students that work with them. Some students come from children led families that they do not have genuine people to follow up their fate (World Bank Report, 2005). This encourages employers not to pay them because no one will follow up. Some students eventually dropout of school due to failure to get scholastic materials when they fail to get what they worked for.

The Ministry of Education and Sports Report (2007) reported that, “Some parents neglect catering for the basic needs of their children who work in the fishing industry on grounds that they work and can cater for their needs. They spend most of the time in drinking sprees thus wasting the money they would use to buy domestic basic needs. In many instances this jeopardizes their education progress because many students earn little to cater for all their needs.

Muller, O and N Abbas (2000) note that, “there is loss of employment in case of death of the employer as many die of AIDS. It was also found out that often a number of young men are employed to carry out fishing by rich individuals who own fishing equipment/gear. In the event that the employer dies, all the employees lose jobs as adduced in one focus group discussion by one of the respondents who noted that: When the owner of the boats and nets dies of AIDS, all

his employees lose jobs and also all the properties get lost mysteriously. Consequently the formerly employed youths if they fail to get another rich man to employ them, end up getting involved in taking marijuana, raping girls and general thuggery, which contribute to the spread of HIV. Those that are still in school either drop out or go lacking some scholastic materials.

Ndeezi, (2008) regrets the death of students from water accidents at the lake. Many lack life saving skills such as swimming and protective gears such as life jackets. In Kalangala at least four children are reported to die from water accidents at the lake every after three months. They are reported to engage in fishing to earn a living without the help of the adults who would save them in case of accident. Similarly at Ggaba Landing Site students engage in fishing at night where they risk being eaten by crocodiles.

2.4 SOLUTIONS TO THE CHALLENGES STUDENTS FACE IN GGABA FISHING INDUSTRY

There is need to facilitate the existing schools so that students are not demanded a lot of scholastic needs by their teachers (Ttembo 2009). Some schools despite being under UPE program they lack many facilities and materials needed for effective teaching and learning. This is why some teachers demand a lot of items that fail some learners from attending school. The government therefore needs to facilitate these schools so that students from low income families may have a chance to study.

Kassami, C. M, (2003) recommends that, "Strengthening the laws regarding working students and children rights is one of the renovations that need agent attention to improve education of children in the fishing communities. The government through relevant authorities and stakeholders should make sure the set laws are followed as set. Despite the fact that students may

be involved in work it should not deprive them of the time to go to school. All those that don't pay students should be referred to relevant authorities.

Odongkara, K. O. (2001) notes that there is need to start alternative income generating activities by parents so that they may supplement the proceeds they get from the fishing industry. Many parents are employed by other people working on the lake. When these employers become poor or die such people lose their jobs.

Mukisa, F., (2007) recommends the use of life jackets and other gears by all the people that work on the lake. People especially young ones that do not have good swimming skills should have such gears whenever they are on the lake. In schools especially those around the lake life saving techniques should be taught to students. Local administrators and Beach Management Unit officials should give such important information to all the people who work on the lake.

Greboval, D. F., (1989) note that there is need to encourage Saving and Cooperative societies within the fishing areas so that the people may save for other investments to boost their earnings. Many fishermen hardly save because they know that at any time they are to fish and get money. In cases of unplanned for circumstances such as sickness and death they suffer with their families. Drawing children out of school is one of the indicators because many parents do not give education the first priority.

All in all parents need to be sensitized about the importance of educating their children. Local administrators should be exemplary by taking their children to school and all parents and people that engage children in income generating activities should ensure that those students spare some time to read their books. This could encourage them to stay in school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter presents the research design, study design, study area, research instruments and techniques to be used, research population (sample design, sampling method, sample selection and size), Data collection methods, statistical treatment of data and limitations of the study.

3.1 RESEARCH DESIGN

This study was both descriptive and analytical in nature. This study elaborated the different views on the impact of the fishing industry on school drop out in Ggaba Trading Center in the in regard of the study purpose and objectives.

A sample survey and cross sectional study designs based on qualitative and quantitative data designs were employed to gather primary data. Observation, interview and focus group discussions (FGD) methods were employed to collect Qualitative data. Quantitative data were gathered through questionnaires. The qualitative data were presented in a descriptive form. The data from questionnaires were presented in a descriptive manner using; percentages, mean and ratio after integrating it with qualitative data. Secondary data were obtained through library search (documentary review) and internet surfing.

The population samples were derived using; purposive sampling designs given the nature homogeneous of the population. These were basically; students, employers (fishermen, fishmongers, retail traders) and Landing site Leaders at Ggaba Landing Site. The procedure of

making the research report was that recommended by Kampala International University Faculty of Education.

3.2 AREA AND POPULATION OF THE STUDY

3.2.1 AREA OF STUDY

The study took place within Ggaba Parish, Makindye Division, Kampala District.

3.2.2 POPULATION OF THE STUDY

The study used a sample population of 100 respondents.

3.3 RESEARCH TECHNIQUES

Research instruments are the tools the researcher used to collect data. These instruments were used to gather primary and secondary data. Qualitative and quantitative data designs were used to gather primary data and documentary review provided secondary data.

Primary data were derived objectively from the field of study. Qualitative data were employed to record data without much reading. Only relevant data were recorded by the researcher to analyze the magnitude of the problem. These included; Interview, Observation and Focus Group Discussion (FGDs) method of data Collection. Quantitative data consisted of specific and generalized information because respondents were given opportunity to express their own opinions about the study. This was done through questionnaire method of data collection. Secondary data were sought from already done studies related to the topic of study. These included documentary review and internet surfing.

3.4 RESEARCH INSTRUMENTS

3.4.1 INTERVIEW DESIGN

Through this instrument, face to face questions were asked to respondents by the researcher. These were given to illiterate respondents. The researcher used interview schedules where the most competent and willing samples of the population were informed of the full intentions of the study to prepare themselves to give reliable answers. Interview schedules included a topic and detailed questions about the study. These were administered to the respondents in an organized manner.

3.4.2 OBSERVATION DESIGN

There was physical visiting the field of study. An observation checklist was used where only the items of interest in relation to the study objectives were considered. The school documents were read through that helped to establish the magnitude of the problem.

3.4.3 FOCUS GROUP DISCUSSIONS (FGD)

A panel of competent respondents was used to analyze the study results from other data collection methods. These were selected depending on the validity of their results. Results were analyzed by debating and reaching a common compromise by the whole panel. These discussions were presided over by the researcher which helped to give a better analysis of the study findings.

3.4.4 QUESTIONNAIRES

Sets of close and open ended questions were administered to the respondents. They answered the questions in privacy and returned them within 3 days.

3.4.5 DOCUMENTARY REVIEW

Literature from already done acknowledged studies was incorporated into the study in relation to the study objectives. Specific quotations included; the author, year of publication, page, number, title of the document, city, country and publishers details and were put in the references.

3.5 SAMPLE DESIGN

Sampling is the process of selecting elements from a population in such a way that the sample elements selected represented the study population. These results were generalized to represent the whole population. Non probability sampling design was used where purposive sampling method was used. This is where the researcher in her own judgment regarded the participants from whom information were got as competent.

3.5.1 SAMPLING TECHNIQUE

Purposive sampling was used because there were reduced costs since few samples of population were interviewed. This reduced the transport and telephone communication costs.

The study was done fast as time was economized, and questions will be set and given to a small part of the population who will be working and living within the area. Tabulation and analysis of results will take much less time in sample data than in population data.

There were greater levels of accuracy. There was assurance of completeness and high degree of accuracy due to a limited area of operation. The volume of work was reduced therefore careful execution of field work was possible.

3.5.2 SAMPLING STEPS

The researcher defined a generalized population where Ggaba Parish in Makindye Division, Kampala District; the group that was sampled was identified from the area. These included parents, students, employers (fishermen, fishmongers, retail traders) and administrators of both sexes. There was studying of the nature of population by assessing their abilities in giving reliable data. This included; knowing their work experiences, levels of education, positions held in the organization and age groups among other relevant aspects.

3.5.3 SAMPLE SELECTION AND SIZE

The study involved a purposive sampling research data collection designs. The first stage involved a purposive selection of Ggaba Parish in Makindye Division, Kampala District as a case study. Secondly the researcher selected two schools near the fishing industry. These included; Ggaba Parents Secondary School (GPSS) and Ggaba Model Primary School (GMPS). Forty five respondents were chosen from each school. These included 40 students, 20 parents, 10 teachers, 25 employers (fishermen, fishmongers, retail traders) and 5 administrators. A sample size of 100 respondents was finally got.

3.6 DATA ANALYSIS

Descriptive statistical analysis was used and these included; tables of means and standard deviation for dependent, independent, extraneous and background variables. Frequency distribution and percentages were incorporated in bar graphs and pie charts.

3.7 VALIDITY OF DATA

Data instruments and methods measured to what they intended to measure by use of content validity method. Here sample population representiveness was used. The knowledge and skills

covered by the test items were represented the larger domain of knowledge and skills of a large population.

3.8 ETHICAL CONSIDERATION

The researcher got a letter seeking permission to carry out research at Ggaba Landing Site, Makindye Division from the faculty of Education of KIU. This was presented to the Head Teachers and area administrators who granted permission to the researcher for the study to take place. The researcher also studied the behavior and general duties of the respondents before questions were administered to them.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF STUDY FINDINGS

4.0 INTRODUCTION

The review of literature focuses on aspects that deem relevant to the objectives of this study. Study objectives were; assessing the attitudes of parents and trading center administrators towards students working in the fishing industry instead of going to school, explaining the reasons why students participate in Ggaba fishing industry and investigating the challenges students face in Ggaba fishing industry. These were discussed below as follows.

4.1 DEMOGRAPHIC NATURE OF THE TARGET POPULATION

The study considered the category gender, levels of education and work experience of the respondents.

4.1.1 GENDER OF RESPONDENTS

The study employed both male and female respondents. This information is presented in the table below;

TABLE 1: SHOWS THE GENDER OF THE RESPONDENTS

Gender of respondents	Frequency	Ratio	Mean	Percentage (%)
Male	60	3:5	1.7	60
Female	40	2:5	2.5	40
Total	100	1:1	1	100

Source: Research Field Findings 2010

Table 1 shows that 60% of the respondents were male and 40% were female. This means that of the respondents are male with 60%.

There were more males in the study because most of the students that worked on the site were males who participated in the different casual jobs. These included carrying food stuffs from boats, selling eats and drinks. Males that included men reported about the challenges they faced in providing their families with basic needs where failure was reported as one of the major reason why students engaged in work as well. Females revealed that in families where students worked fathers in homes never took enough responsibility to provide the basic needs.

4.1.2 CATEGORY OF THE RESPONDENTS

The study employed; learners, parents, teachers, employers and administrators. This information is presented in the table below.

TABLE 2: SHOWS THE CATEGORY OF RESPONDENTS FROM THE FOUR VILLAGES OF STUDY

Category of respondents	Frequency	Ratio	Mean	Percentage (%)
Learners	40	2:5	2.5	40
Parents	20	1:5	5	20
Teachers	10	1:10	10	10
Employers	25	1:4	4	25
Administrators	05	1:20	20	05
Total	100	1:1	1	100

Source: Research Field Findings 2010

Table 2 indicates that 40% were learners, 20% were parents, 10% were teachers, 25% were employers and 5% were administrators. This implies that the majority of the categories of the respondents were learners because they are the unit of the study.

Learners were both pupils and students in secondary and tertiary institutions. These participated in work at the landing site mainly to supplement what their parents and guardians could provide, while others wanted money to fulfill their private needs they could not reveal. Parents revealed that most students engaged in work without their consent while others helped their parents. Most of them played down arguments that related them to child abuse.

Teachers revealed most of the students that worked were from impoverished families, irresponsible families or just worked without their parents consent. They related the practice being more of child abuse than helping them earn a living.

Most of the employers denied the practice being child abuse. They revealed that they wanted such needy students to earn some money so that they could supplement what their parents provided them with.

Most of the local administrators were not happy with students who worked in the industry because it was risky to their life in form of accidents, others dodged classes for work. They however recommended students who worked during their free time and even those that worked to supplement what their parents and guardians provided.

4.1.3 MARITAL STATUSES OF THE RESPONDENTS

The study considered being married, single, divorced and widow/widower. This information is presented in the table below.

TABLE 3: SHOWS THE MARITAL STATUSES OF RESPONDENTS

Marital Statuses	Frequency	Ratio	Mean	Percentage (%)
Married	34	17:50	2.9	34
Singles	48	12:25	2.1	48
Divorced	10	1:10	10	10
Widow/widower	08	2:25	12.5	08
Total	100	1:1	1	100

Source: Research Field Findings 2010

Table 3 shows that, 34% of the respondents were married, 48% were singles, 10% were divorced, and 8% were widows/widowers. This implies that majority of the respondents were single where these were mainly learners who were the unit of the study.

Most of married respondents were parents who had some students working in the fishing industry. Singles were mainly youth guardians who looked after their brothers and sisters. The divorced were especially women who looked after their children. Most of these children were working in the fishing industry to supplement what they were provided for. Widows/widowers had most of their children work in the fishing industry due to poverty they faced at home.

4.1.4 EDUCATION LEVELS OF RESPONDENTS

The study considered the following levels of education; non-attendance to school at all, primary, secondary education, tertiary education. This information is presented in table on page 24.

TABLE 4: SHOWS STUDY FINDINGS ON THE RESPONDENTS' LEVELS OF EDUCATION

Levels of education	Frequency	Ratio	Mean	Percentage (%)
Never studied at all	10	1:10	10	10
Primary	38	19:50	2.6	38
Secondary	32	8:25	3.1	32
Tertiary	20	1:5	5	20
Total	100	1:1	1	100

Source: Research Field Findings 2010

Table 4 indicates that 10% of the respondents never studied at all, 38% had primary education, 32% had secondary education and 20% got tertiary education. This implies that the majority of the respondents level of education was at primary level.

Respondents who never studied at all were fishermen who did not regard education as important because they earned a living without working much yet they were uneducated. Respondents with primary education were mainly pupils in primary schools who worked in the fishing industry. Respondents with secondary education were students in secondary schools and parents and a few administrators. Respondents with tertiary education were mainly local administrators and few employers at the landing site.

4.1.5 DURATION AT LANDING SITE OF RESPONDENTS

The study considered the following durations; below 5 years, 6-10 years, 11-15years, 16-20years, 21-25 years and over 26 years. This information is presented in table on page 26.

TABLE 5: SHOWS STUDY FINDINGS ON THE RESPONDENTS' DURATION AT LANDING SITE OF RESPONDENTS

Duration at Landing Site of Respondents	Frequency	Ratio	Mean	Percentage (%)
Below 5 years	48	12:25	2.1	48
6-10 years	18	9:50	5.6	18
11-15 years	14	7:50	7.1	14
16-20 years	10	1:10	10	10
21-25 years	06	3:50	16.7	6
Over 26 years	04	1:25	25	4
Total	100	1:1	1	100

Source: Research Field Findings 2010

Table 5 revealed that out of 100 respondents used in the study, 48% had below 5 years, 18% had 6-10 years, 14% had 11-15years, 10% had 16-20years, 06% had 21-25 years and over 04% had 26 years. This implies that the majority of the respondents at 48% had work experience below 5 years. These were mainly learners who were the unit of the study.

Respondents with experience below 5 years were learners and a few employers who had just started work at the landing site. These employed students because they never had enough money to pay expensive employees. Respondents with experience between 6 and 15 years were mainly teachers and parents. Respondents with respondents with experience above 16 years were mainly local administrators and had lived in the area for a long period of time.

4.2 STUDY FINDINGS ABOUT THE ATTITUDES OF PARENTS AND TRADING CENTER ADMINISTRATORS TOWARDS STUDENTS WORKING IN THE FISHING INDUSTRY INSTEAD OF GOING TO SCHOOL

The study found out that family poverty, child abuse, lust for money, negative attitude to education, maladministration, impact of free education, irresponsible parenthood, and acquiring responsibilities. This information is presented in table below.

**TABLE 6: SHOWS STUDY FINDINGS ABOUT THE ATTITUDES OF PARENTS AND
TRADING CENTER ADMINISTRATORS TOWARDS STUDENTS WORKING IN THE
FISHING INDUSTRY INSTEAD OF GOING TO SCHOOL**

Attitudes of parents and administrators	Frequency	Ratio	Mean	Percentage
Family poverty	20	1:5	5	20
Child abuse	16	4:25	6.3	16
Lust for money	14	7:50	7.1	14
Negative attitude to education	13	13:100	7.7	13
Impact of free education	11	11:100	9.1	11
Maladministration	10	1:10	10	10
Irresponsible parenthood	09	9:100	11.1	9
Acquiring responsibilities	07	7:100	14.3	7
Total	100	1.1	1	100

Source: Research Field Findings 2010

Table 6 established that out of 100 respondents; 20% reported family poverty, 16% reported child abuse, 14% reported lust for money, 13% reported negative attitude to education, 11% reported impact of free education, 10% reported maladministration, 9% reported irresponsible parenthood, and 7% reported acquiring responsibilities. This implies that the majority of the respondents believed that learners drop out of school in Ggaba Parish due to family poverty which leads to child abuse through child labour and children's lust for money.

The study found that different people had different attitudes to students who worked in the fishing industry. These were considered as; family poverty, child abuse, lust for money, negative attitude to education, maladministration, impact of free education, irresponsible parenthood, and acquiring responsibilities.

Most of the respondents revealed that students worked manifested the level of poverty in their homes. Area administrators reported that given the fixed schools schedules students would not be expected to work if it was not holidays. However many students from the area were engaged in different income generating activities at the expense of their studies due to poverty. Similarly Bbumba (2008) revealed that students from well off families can hardly be engaged in casual work since their parents provide them with necessities. Many who engage in such work finally dropout out school due failure to reserve time for studies.

More still some respondents perceived working students as being abused. Many people in the industry preferred employing students because they never demanded high wages as compared to adults who had to fulfill their family needs. In relation Greboval (1989) noted that, heartless employees do not consider employing students as abuse yet they lose the valuable time they would have used at school to turn into responsible citizens.

Others reported there was lust for money for students which forced them to work at the expense of their studies. Most of them wanted to possess expensive items such as television sets, radios, mobile phones among others which forced them to work even if it meant being absent from school. In consonance Kassami (2003) revealed that, some students believe that if they work and get money there would be less need to acquire high levels of education. This eventually leads them to easily drop out of school.

It was further found out that many fishermen had negative attitude to education since most of them had low levels of education. Some had good earning yet were less educated. They therefore did not recommend one to waste money paying for school dues where even the uneducated could earn a living. Similarly Ggabuda (2009) noted that, some parents and guardian take their children to school because their fellows do the same without having clear intentions. In case they face problems such as failure to pay school dues in time they easily withdraw their children from school for work.

Some respondents believed that students worked in the fishing industry because of the maladministration in the area. Some of them were employed by the market administrators who paid them low wages while other employers bribed administrators not to sue them in courts of law. In relation Mugerwa, (2008), revealed that, some administrators are not serious enough about their work that they neglect children affairs. In many committees they are handled by women who are weak to influence men thus failure.

It was further noted that having students working in the industry was due to the impact of free education. Since its introduction schools hardly pay enough attention on the school attendance of students or punish them in case of making mistakes. Teachers complained of the little pay they

get yet the number of children tremendously increased without increasing other resources. Similarly Mugerwa, (2008) noted that, parents have become more irresponsible about their children because they think that with free education everything is provided to children yet it is not. They instead do not provide the necessary requirements to their children which jeopardize their chances to study.

More still having students working the fishing industry was regarded as irresponsible parenthood. The business was so risky that students worked on the lake without proper protective gears such as life jackets, life saving gadgets like oxygen bags among others and their parents never took caution about the people they worked for. Some parents were ignorant whether their children stayed at home or went for their businesses. In relation Mukisa, (2007) noted that some parents do not take responsibility to know the activities their children engage in. some leave school for days and their parents can not realize it which leads to their eventual school drop out.

Many parents who had children working at the landing site revealed that they were learning their future responsibilities. Many adults preferred their children learn the jobs they do so that they could sustain themselves in cases the parents face any problem or die. In consonance Namisi, (2000) noted that, it is unfortunate that many children in the fishing communities miss school or the valuable time they would use to concentrate on studies fishing in disguise that their parents are teaching them how to make money.

4.3 STUDY FINDINGS ABOUT THE REASONS WHY STUDENTS PARTICIPATE IN GGABA FISHING INDUSTRY

The study found out that there was need to supplement parents' provisions, high demand for labour, for survival, irresponsible parenthood, lust for money, entertainments, entertainments,

need to acquire skills and low levels of sensitization thus students took up work in the fishing industry. This information is presented in table below.

TABLE 7: STUDY FINDINGS ABOUT THE REASONS WHY STUDENTS PARTICIPATE IN GGABA FISHING INDUSTRY

Reasons why students participate in Ggaba fishing industry	Frequency	Ratio	Mean	Percentage
Supplement parents provisions	17	17:100	5.9	17
High demand for labour	15	3:20	6.7	15
For survival	14	7:50	7.1	14
Irresponsible parenthood	12	3:25	8.3	12
Lust for money	11	11:100	9.1	11
Entertainments	10	1:10	10	10
Low levels of education	08	2:25	12.5	8
Need to acquire skills	07	7:100	14.3	7
Low levels of sensitization	06	3:50	16.7	6
Total	100	1.1	1	100

Source: Research Field Findings 2010

Table 7 established that; 17% reported supplement parents' provisions, 15% reported high demand for labour, 14% reported for survival, 12% reported irresponsible parenthood, 11% reported lust for money, 10% reported entertainments, 08% reported low levels of education 7% reported need to acquire skills and 6% reported low levels of sensitization. This implies that most of the learners worked to supplement what their parents could provide for their domestic

consumption and scholastic demands. This was because most of the parents/guardians were poor or learners never had people to look after them.

The study found out that there the major reasons for students' participation in the fishing industry were; need to supplement parents' provisions, high demand for labour, for survival, irresponsible parenthood, lust for money, entertainments, entertainments, need to acquire skills and low levels of sensitization thus students took up work in the fishing industry. These are detailed below.

Since many families were poverty stricken, there was need to supplement what the parents could afford to provide to their children both at home and school. Some families could only afford one meal a day yet it was not sufficient for the whole family. They therefore engaged their children in work thus affecting their chances of attending school. In relation Mugerwa (2008) noted that, many students from impoverished families take up work to access scholastic needs their parents can not provide. Unfortunately they fail to balance up work and studies which leads to their eventual dropout of school.

There was high demand for cheap labour which could easily be provided by children especially students who had various demands for money. Most of the labour needed was unskilled, where the major source was students who could work at any prevailing wage with high commitment. Similarly Namisi (2000) revealed that, given that more learners need money to meet demands at school their parents do not provide, they are forced to engage in work which affects their chances of performing well at school. This eventually accounts for their eventual drop out.

Some students never had parents or guardians thus worked for personal survival, their bother and sisters. The money they worked was used for buying food, other domestic requirements, and

scholastic needs. Parents reported that these were cheated by their employers because they wanted money so much. In consonance Namirembe (2009) noted that children that do not have parents are in most cases cheated by people they work for because even if they cheat them they would not easily be penalized.

Some parents in the fishing industry were irresponsible about their children. They could not provide basic needs such as food, clothing proper shelter, medical care and education among others to their children yet they had money to at least provide some of them. In relation Nsibambi, (2009) revealed that, many parents in fishing communities produce a lot of children but do not take enough responsibility to look after them. This forces students to search for work at early ages so that they could earn a decent living which jeopardizes their chances of attending school.

Some students had lust for money that they improvised all possible ways to get it. Findings revealed that learners wanted to get money in all possible ways where some stole it from their parents. In relation Odongkara (2001) noted that some people in the fishing communities regard themselves poor yet they are not. This is mainly because they poorly manage their earning where they drink alcohol so much and engage in sex abuse. This leads to inadequacy of facilities at home which makes children to have lust for money.

Some students work so that they get money to enjoy the different entertainments in the area. There are video halls, beaches as Ggaba Beach, and KK Beach, which all stage different entertainments. They are loved by children so much that they at time use money for school fees to attend them. Some students who can work exploit the chances of abundant jobs at the landing site and make money which they use to enjoy such entertainments. In relation Ministry of

Education and Sports (2007) noted that managers of entertainment places should be careful about children who attend them. They should not be there during school hours and should ask them about the sources of money they use.

Some parents and caretakers needed their children to acquire skills on different jobs so that they could sustain themselves in future. Most of the fishermen preferred their children learn how to fish or engage in various jobs they did even if they never got higher education. In consonance Muller and Abbas (2000) revealed that, some students engage in income generating activities because their parents do them. Parents go with them at work which eventually derails them from school.

There were low levels of sensitization about children and students' rights among the general community. This gave chance to different people to employ students even if it meant hard labour. In relation USAID (2008) noted that, many children are abused through child labour on disguise that they are helping their parents or guardians which denies them chance to attend school.

4.4 STUDY FINDINGS ABOUT THE CHALLENGES STUDENTS FACE IN GGABA FISHING INDUSTRY

The study found out that there was non payment to some students, water accidents, inadequate training, maladministration, loss of employment, permissiveness, fixed school programs and child sacrifice. This information is presented in the table on page 35.

TABLE 8: SHOWS STUDY FINDINGS ABOUT THE CHALLENGES STUDENTS FACE IN GGABA FISHING INDUSTRY

challenges students face in Ggaba fishing industry	Frequency	Ratio	Mean	Percentage
No payment	18	9:50	5.6	18
Water accidents	16	4:25	6.3	16
Inadequate training	14	7:50	7.1	14
Maladministration	13	13:100	7.7	13
Loss of employment	12	3:25	8.3	12
Permissiveness	10	1:10	10	10
Fixed school programs	09	9:100	11.1	09
Child sacrifice	08	2:25	12.5	08
Total	100	1.1	1	100

Source: Research Field Findings 2010

Table 8 on the challenges students face in Ggaba fishing industry; 18% of the respondents reported there was non payment to some students, 16% reported water accidents, 14% reported inadequate training, 13% reported maladministration, 12% reported loss of employment, 10% reported permissiveness, 9% reported fixed school programs and 8% reported child sacrifice. This implies that most of the learners in the fishing industry were at risk of not being paid after work and water accidents.

The major challenge was non payment to some students by their employees. According to local authorities, students were not supposed to be employed in the fishing industry because it was

observed as child labour. Worse still some employers did not pay well children especially from single parent led or children led families which jeopardized their chances to attend school. In consonance The Republic of Uganda (2005) reported that, many people that employ children do not only derail their chances of attending school but unfairly pay them as well.

There were numerous water accidents especially to children who in many cases never had life jackets or knew how to swim. Some parents reported that when their children drown in water the local administrators hardly report it in fear of being penalized for negligence. In June 2010 Male Enock drowned in the lake but his employer denied not until he was discovered by the police.

There was inadequate training to students who were engaged in different activities which put their life at risk. Children engaged in fish processing never kept the required hygiene standards due to inadequate training. Similarly Keizire (2003) noted that, even if people in the fisheries industry do not acquire higher levels of education, there is need to train them about the proper handling of fish to meet the required standards.

Maladministration was responsible for the increasing number of students who worked in the fishing industry. Some of them were employed by the local administrators while other employers bribed them not to be penalized for employing students. In relation Ggabuda (2009) noted that, Ggaba Trading Center administration does not recommend to employee children because it affects their chances of attending school but it is unfortunate that some administrators and other people employ them.

During seasons when wind blew hard over the lake there was loss of employment to most of the fishermen as they could not go fishing. Some employers die on the lake during period of strong winds. The students who were employed also became jobless thus failing to get money for

personal survival. In relation Namisi, (2000) noted that, the over dependence on the lake by people in the fishing industry makes it very hard for them to sustain their families in case of disasters such as heavy rains and strong winds.

There was a lot of permissiveness among most of children to fishermen and people in Ggaba Trading center. A good number of students were from single families either led by mother, or father or children themselves. This gave chance to students to engage vices such as drug, sex abuse and theft which had far reaching complications.

Students had fixed school programs that they were on and off their duties. Most employers never wanted to pay them when they worked half day. Some learners had to miss school for work which affected their school performance.

Some students were reported missing after coming from work at the landing site possible related to child sacrifice. Some children were taken to nearby islands for work but went missing which affected their schools and parents as well. In consonance Ggabuda (2009) noted that children are not recommend to work in the fish industry because it would be easy to killed by different people since they come from different unknown areas.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter contains the general summary of the major study findings and researchers suggestions for the way forward.

5.1 SUMMARY OF FINDINGS

The study examined the impact of the fishing industry on school drop out in Ggaba Trading Center. It was guided by specific objectives that included; assessing the attitudes of parents and trading center administrators towards students working in the fishing industry instead of going to school, explaining the reasons why students participate in Ggaba fishing industry and investigating the challenges students face in Ggaba fishing industry.

Out of 100 respondents, 60% were males and 40% were females. Of these 40 were learners, 20 were parents, 10 were teachers, 25 were employers and 05 were administrators. Thirty four were married, 48 were singles, 10 were divorced, and 08 were widows/widowers. Their education levels were; 10% never studied at all, 38% had primary education, 32% had secondary education and 05% got tertiary education. Their work experiences were 48% had below 5 years, 18% had 6-10 years, 14% had 11-15years, 10% had 16-20years, 06% had 21-25 years and over 04% had 26 years.

The attitudes of parents and trading center administrators towards students working in the fishing industry instead of going to school were reported as; 20% reported family poverty, 16% reported child abuse, 14% reported lust for money, 13% reported negative attitude to education, 11%

reported impact of free education, 10% reported maladministration, 9% reported irresponsible parenthood, and 7% reported acquiring responsibilities.

The reasons why students participated in Ggaba fishing industry were reported as; 17% reported supplement parents' provisions, 15% reported high demand for labour, 14% reported for survival, 12% reported irresponsible parenthood, 11% reported lust for money, 10% reported entertainments, 08% reported low levels of education 7% reported need to acquire skills and 6% reported low levels of sensitization.

The challenges students faced in Ggaba fishing industry were; 18 reported there was non payment to some students, 16 reported water accidents, 14 reported inadequate training, 13 reported maladministration, 12 reported loss of employment, 10 reported permissiveness, 9 reported fixed school programs and 8 reported child sacrifice.

5.2 CONCLUSION

The study examined the impact of the fishing industry on school drop out in Ggaba Trading Center. It was guided by specific objectives that included; assessing the attitudes of parents and trading center administrators towards students working in the fishing industry instead of going to school, explaining the reasons why students participate in Ggaba fishing industry and investigating the challenges students face in Ggaba fishing industry.

The study took place in two schools in Ggaba Trading Center that included; Ggaba Parents Secondary School (GPSS) and Ggaba Model Primary School (GMPS). A total of 100 respondents that included; learners, parents, teachers, employers and administrators were used in the study. It was both descriptive and analytical where data where primary and secondary were

based on to establish the magnitude of the study. Primary data were both qualitative and quantitative where; interview, observation, focus group discussions and questionnaires were used. Documentary review was used to gather secondary data. Microsoft office excel 2003, statistical data presentation and analysis method was used to elaborate the study findings.

The study used both males and females. There were learners, parents, teachers, employers and local administrators. There were married, singles, divorced, and widows/widowers respondents. Some had never studied at all, others had primary education, secondary education and tertiary education. The work experiences were below 5 years, 6-10 years, 11-15years, 16-20years, 21-25 years and had 26 years.

The attitudes parents and trading center administrators had towards students working in the fishing industry instead of going to school were; family poverty, child abuse, lust for money, negative attitude to education, impact of free education, maladministration, irresponsible parenthood, and acquiring of personal responsibilities.

The reasons for students' participation in Ggaba fishing industry were to supplement parents' provisions, high demand for cheap labour, for survival, irresponsible parenthood, lust for money, entertainments, low levels of education need to acquire skills and low levels of sensitization among the general community.

The challenges students faced in Ggaba fishing industry were; non payment to some students, water accidents, inadequate training, maladministration, loss of employment, permissiveness, fixed school programs and child sacrifice.

5.3. RECOMMENDATIONS

The study therefore suggests that;

5.3.1 THE ATTITUDES OF PARENTS AND TRADING CENTER ADMINISTRATORS TOWARDS STUDENTS WORKING IN THE FISHING INDUSTRY INSTEAD OF GOING TO SCHOOL

The government and other funding institutions should extend low interest loans to people in the fishing industry to engage in self help project to reduce family poverty. This would enable families to have enough money to cater for their domestic needs and children would not lust for money.

The government and all stakeholders should sensitize the public about the impact of child abuse and the importance of educating children. This would enable them to become future responsible citizens.

The government and parents should all play their parts to make free education a success. Government should stream education policies, provide buildings, pay teachers well and stationary while parents should buying uniforms, books and feed the learners among other.

All local administrators tat practice maladministration should be censored and penalized in courts of law. They should work to protect children rights.

5.3.2 THE REASONS WHY STUDENTS PARTICIPATE IN GGABA FISHING

INDUSTRY

Students should be given light work by their parents so that they do it fast and reserve time for school. Parents should engage their children in self help projects to supplement parents' provisions on school dues.

Learners who come from children led families and work for survival should not be cheated by the employers by not paying them or pay little to them.

All irresponsible parents should be penalized in courts of law. They should as well be counseled about how best they can look after their children despite the little earning they get.

All people managing entertainment places in the area should limit the age groups for certain shows. Learners should not be allowed in recreation places during school and fair prices should be charged to them.

Functional Adult Education should be extended to all people with low levels of education so that they acquire skills to improve their work performance.

5.3.3 THE CHALLENGES STUDENTS FACE IN GGABA FISHING INDUSTRY

All people that cheap learners by not paying them should be penalized in courts of law.

All employees should be given protective gears by their employers so that they safeguard themselves against accidents. Life jackets should be given to all people that work on the lake to avoid water accidents.

The employers should take the initiative to provide training to their employees so that they work efficiently.

In case employers lose employment especially during strong winds on the lake, they should engage in alternative income generating activities so that they pay those that demand them.

REFERENCES

- Akwir M, Idro JW, Woja S, Kapalanga J., (2000). **Parent meetings: A way forward to adolescent sex education A Study in Adjumani district, northern Uganda**, International Conference on AIDS.
- Bbumba, S., (2008). **The Life Style of People in the Fishing Communities, Family Responsibility and Care**, Kampala, Uganda.
- Bidandi, S., (2001). **The Weakness of Local Leaders**, Addressing the Core Problems to Education in Uganda, Kampala Uganda.
- Elwana, Dan (2000), **Uganda hits Universal Primary Education target** http://www.unesco.org/education/efa/know_sharing/grassroots_stories/uganda.shtml (The East African Newspaper, Kampala, Uganda)
- Ggabuda (2009). **The Impact of the Fishing Industry on School Drop out in Ggaba Trading Center**, Ggaba Trading Center Records 2009, Kampala, Uganda.
- Gordon (2005). **HIV/AIDS and Education in the fisheries sector in Africa**. WorldFish Centre: Regional Office for Africa and West Asia. Available at: <http://www.aidsportal.org/>
- Greboval, D. F., (1989). **Socio-Economic issues for Planning in Support of Fisheries Management**, Report prepared for the Fifth Session of the CIFA Sub-Committee for the Development and Management of the Fisheries of Lake Victoria. Mwanza, Tanzania, 12–14 Sept. 1989.

Kassami, C. M, (2003). **Overall Strategies for Poverty Reduction**, Priorities for the revised PEAP, Paper presented at National Stakeholder Conference on the PEAP Revision, 28th October 2003, International Conference Centre.

Keizire, B. B. (2003). **Importance of Fisheries in the Economy**, A document prepared to support the revision of the Poverty Eradication Action Plan, October 2003, Kampala, Uganda.

Ministry of Education and Sports Report (2007). **Impact of Cultural Norms on the Education of Children in Fishing Communities**, Kampala, Uganda.

The Republic of Uganda (2005). **Uganda strategy for reducing the impact of HIV and AIDS on fishing communities**. Ministry of Agriculture, Animal Industry and Fisheries Available at: http://www.mrag.co.uk/Documents/ug0672/ug0672_9.pdf

Mugerwa, Yasiin (2008), **Uganda: 160,000 May Drop Out of Universal Secondary Education**, (The Monitor, Sep. 2008, Kampala), <http://allafrica.com/stories/200809011006.html>

Ministry of Fisheries and Animal Industry Report (2008)

Mukisa, F., (2007). **The State of our Water Bodies**, State Minister for Fisheries, in Lirri, E (2007), When Fishermen Fear Water More Than HIV Uganda: The Daily Monitor, 29 December 2007, Monitor Publication, Kampala, Uganda.

Muller, O and N Abbas (2000). **“The impact of AIDS mortality on children’s education in Kampala (Uganda),”** AIDS Care; 2(1):77-80.

Namisi, P. W. (2000). **Socio-economic Implication of the fish export trade on the fishers and Fisheries of Lake Victoria in Uganda**, Unpublished Masters Degree Thesis submitted to National University of Ireland, Cork.

Namirembe, B., (2009). **The Performance of UPE**, Focusing on the Rate of Drop out, Kampala, Uganda.

Ndeezi, Alex, (2008). **Focus on Policy Universal Primary Education in Uganda**
<http://www.eenet.org.uk/newsletters/news4/p7.shtml>

Nsibambi, A., (2009). **The Response of Parents to the Abolition of Fees**, The Performance of Free Education in Uganda, Office of the Prime Minister, Kampala, Uganda.

Odongkara, K. O. (2001). **Poverty in the fisheries**: A framework for analysis and Intervention for Lake Victoria, Uganda, Unpublished Ph.D Thesis, University of Hull, UK.

Ttembo, N., (2009). **The State of School under Free Education**, Focus on Facilities and Teacher Competence, Kampala, Uganda.

United States Agency for International Development (USAID) Report (2008). **Parents' Participation in Education after the Abolition of Fees**, Development Program for Africa, Washington DC, USA.

World Bank Report (2005): **Fall out from the "Big Bang " Approach to Universal Primary Education**: The case of Uganda, <http://www.worldbank.org/ieg/education/uganda.html>

APPENDICES

APPENDIX I

QUESTIONNAIRE FOR RESPONDENTS

Dear respondent(s), I am a student of Kampala International University pursuing a, '**Degree of Bachelor of Art with Education**' conducting a study on, "**Fishing Industry and School Drop out in Ggaba Trading Centre, Makindye Division, Kampala District, of Uganda**", a case of your area. You are kindly requested for assistance by availing the required information to this study by answering this questionnaire. The results of this study will be treated with at most confidentiality and will be for academic purposes.

Instructions

- i) Be precise and concise
- ii) Answer as instructed before each section

From questions 1-4 please tick the most appropriate answer of your choice against the box.

1. What is your gender?

(a) Male ☐ (b) Female ☐

2. What is your marital status?

(a) Married ☐ (b) Single ☐
(c) Divorced ☐ (d) Widow/Widower ☐

3. What is your level of Education?

a) Never studied at all ☐ (b) Primary ☐
c) Secondary ☐ (d) Tertiary ☐

4. What is your working experience?

(a) Below 5 years ☐ (b) 6-10 years ☐

- (c) 11-15years ☐ (d) 16-20years ☐
 (e) 21-25 years ☐ (f) 26+ years ☐

5. What is your occupation at the site?

- (a) House wife ☐ (b) Fisherman/woman ☐
 (c) Casual worker ☐ (d) General Retail Trader ☐
 (e) Civil servant ☐ (f) None ☐

6. For how long have you worked at this site?

- (a) Below 5 years ☐ (b) 6-10 years ☐
 (c) 11-15years ☐ (d) 16-20years ☐
 (e) 21-25 years ☐ (f) 26+ years ☐

Section B

(The attitudes of parents and trading center administrators towards students working in the fishing instead of going to school)

Questions 7-10 please tick the most appropriate option

7. Most parents prefer their children participating in jobs they do.

- a) Yes ☐ b) No ☐

8. Some parents neglect their families when they go fishing.

- a) Yes ☐ b) No ☐

9. Some local administrators do not feel concerned about students engaged in casual jobs.

- a) Yes ☐ b) No ☐

10. A large number of parents disengage themselves from education of their children especially in schools with Universal Primary Education (UPE) and Universal Secondary Education (USE).

a) Yes

☐

b) No

☐

Section C

(Reasons Why Students Participate in the Fishing Industry)

From question 11-14 please tick the most appropriate option and or write answers of your choice on question 10

11. Most of the students come from low income families.

a) Yes

☐

b) No

☐

12. There is high demand for cheap labour in the fishing industry

a) Yes

☐

b) No

☐

13. Some local administrators hardly stop people in the fishing industry from employing children

a) Yes

☐

b) No

☐

14. There is a lot of family neglect in the area.

a) Yes

☐

b) No

☐

Section D

(The challenges students face in Ggaba fishing industry and trading center)

Questions 15-19 please tick the most appropriate option

15. Students are sexually harassed.

a) Yes

☐

b) No

☐

16. Some employers do not pay students.

a) Yes ☐ b) No ☐

17. Most parents disengage from education of their children when they start working.

a) Yes ☐ b) No ☐

18. Students face accidents well they go fishing

a) Yes ☐ b) No ☐

19. Some students are induced by the proceeds from casual jobs and eventual drop out of school.

a) Yes ☐ b) No ☐

SECTION E

(Solutions to the challenges students face in Ggaba Trading Center)

Questions 20-23 please tick the most appropriate option and or write answers of your choice on question 24

20. There is need to facilitate the existing schools.

a) Yes ☐ b) No ☐

21. Local administrators with the help of the parents need to strengthen and implement the laws regarding children rights.

a) Yes ☐ b) No ☐

22. Everyone who works on the lake should be trained life saving skills and equipped with life saving gears.

a) Yes ☐ b) No ☐

23. Parents should organize themselves into groups

a) Yes

b) No

24. What are other solutions of the problems facing the fishing industry at your site?

.....

.....

.....

.....

Thanks for your cooperation

APPENDIX II

INTERVIEW SCHEDULE FOR RESPONDENTS

Dear respondent(s), I am a student of Kampala International University pursuing a, '**Degree of Bachelor of Art with Education**' conducting a study on, "**Fishing Industry and School Drop out in Ggaba Trading Centre, Makindye Division, Kampala District, Uganda**", a case of your area. You are kindly requested for assistance by availing the required information to this study by answering this questionnaire. The results of this study will be treated with at most confidentiality and will be for academic purposes.

Instructions

- **Be precise and concise.**

Questions

1. What is your marital status?
2. What is your level of education?
3. What do you do for a living?
4. What is your work experience?
5. What is your age?
6. What are the attitudes of parents and trading center administrators towards students working in the fishing industry instead of going to school?
7. What are the reasons why students participate in the fishing industry?
8. What are the challenges students face in Ggaba fishing industry?
9. What solutions may be developed to control the challenges students face in Ggaba fishing industry?

APPENDIX III

RESEARCH BUDGET

ITEM	PARTICULAR	QUANTITY	TOTAL
Library and Internet			40000
Transport			20000
Feeding			30000
Typing and Printing Proposal	1	1	25000
Binding Proposal	2000	3	6000
Typing and Printing Report	30000	4	120000
Binding Report	10000	4	40000
Photocopying			20000
Miscellaneous			100000
Total			401000

APPENDIX IV

TIME TABLE

ITEM	TIME				
	January	February	March- May	July	August
Proposal writing					
Data collection					
Report writing					
Data analysis					
Report editing					
Report submission					