POVERTY AND SCHOOL DROP OUT IN NTWETWE SUB-COUNTY
KYANKWAZI DISTRICT, UGANDA

BY

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DECLARATION

I, **Nattabi Sylivia** declare that this dissertation is my original work and has not been submitted for the award of a degree in any other University.

Signed: ....   Date: 05th /SEPT /2018

NATTABI SYLIVIA

APPROVAL

This dissertation entitles poverty and school dropout was done by my supervision and has been submitted for examination with my approval as a supervisor.

Sign... Date...7th Sept 2018

MR. LAAKI SAMSON

DEDICATION

I would wish to dedicate this report to my Father Mr.Byanyondo Peter, my mother, Ms.Mukanzusi Peace. My brothers Jumba Johnbosco,Mugerwa Bonny and Ssegawa James. My sisters, Nankumba Joweria,Namuli Rosemary and Nassali Harriet for the financial, moral and spiritual assistance given to me during this time of producing this book. May the Almighty reward you abundantly?

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LIST OF ABBREVIATIONS

USA   United States of America

GDP   Gross Domestic Products.

PRA   Poverty Reduction Action.

PEAP   Poverty eradication Action Plan.

UPE   Universal Primary Education

USE   Universal Secondary Education.

H.E   His Excellency

NRM   National Resistance Movement.

A-Level   Advanced Level

UNDP   United Nations Development Program

M.O.E   Ministry of Education

HIV   Human Immune Virus

AIDS   Acquired Immune Deficiency Syndrome

IGG   Inspector General of Government

DEFINITION OF TERMS

Drop out -   Leaving School

Poverty -   State of being poor

Influx -   Sudden arrival of large number of students

Integrate -   To combine two things in a way that one becomes part of the other

Consortium-   Temporary association of several countries or companies

Constraints-   Limitation or restriction

Accumulate-   Developing huge amounts of money or debts

Jeopardize -   To cause something to be destroyed

Topples -   Morning from side to side

Amenities -   Facilities of places that make life pleasant

ABSTRACT

The purpose of this study was to investigate the causers of poverty and school drop out of students selected in schools in Ntwetwe Sub-county, Kyankwazi District, Uganda. The specific objectives of the study were to find out the cause of school dropout, to find out the impact of poverty on school dropout and establish solutions to the school dropout problem in Ntwetwe Sub-county, Kyankwazi District, Uganda.

The methods used for data collection was interviews for the parents and questionnaires for teachers and students involved in the study The findings were presented and interpreted in relation to the study objectives and research questions, while linking to the existing literature, results included demographic characteristics, frequency and percentages. Basing on the findings. It was observed that poverty affected and caused school drop outs negatively. In chapter five development of solutions to the problems, effects and causes of drop out. The findings suggested some recommendations on areas of providing free education for all students, bursaries and also dealing with parents who force their children in early marriage.

CHAPTER ONE

1.0. Introduction.

This is the first chapter of the research chapters. It will be looking at the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study and the scope of the study.

1.2. Background of the study

(a) GLOBAL PERSPECTIVE OF POVERTY

Globally poverty has been viewed or defined differently according to one's understanding. Different authors and countries define or understand poverty as discussed below.

In Indonesia was defined as a state of one who lacks a certain amount of material possession or money. Absolute poverty is defined as deprivation of basic human needs which commonly include food, water, sanitation, health care and education.

Relative poverty is defined contextually as economic inequality in the location of society in which people live. For much of history, poverty was considered largely unavoidable as traditional modes of production were insufficient to give an entire population a comfortable standard of living.

After industrial revolution, mass production in factories made wealth increasingly in expensive and accessible of more importance is modernization of agriculture such as fertilizers, to provide enough fields to feed the population. The supply of basic needs can be restricted by constraints on government services such as corruption, tax avoidance debt, and loan conditionality and by health brain drain and education professionals.

The World Bank estimated 1.29 billion people were living in absolute poverty in 2008. Of these about 400 million people absolute poverty hired in India and 173 million people in China. In

USA, in 5 children live in poverty. In terms of percentage of regional populations, sub Saharan African at 47% had the highest incident rate of Absolute poverty in 2008.

Fundamentally poverty is a denial of choices and opportunities, a violation of human dignity it means lack of basic capacity to participate efficiency in society. It also means insecurity, powerlessness and execution of individuals' household and communities. It also means susceptibility to violence and it often implies living in marginal or fragile environment without access to water or sanitation.

Robert McNamara, the former president of the World Bank, described extreme poverty as a condition so limited by malnutrition, illiteracy disease, squalid surroundings high infant mortality and low life expectancy.

In early 1900's some of the transitional economies of central and eastern Europe and central Asia, experienced a sharp drop in income. The collapse of the Soviet Union resulted in large declines in GDP per capita of about 30 - 35% between 1990 and the drought year of 1998 (When it was at its minimum) this also led to an increase to poverty levels.

Poverty in Africa presents a comprehensive picture on the extent of poverty in Africa and the institutional constraints to poverty reduction, prepared by eminent economists the volume provides an analysis of poverty, income distribution and Labour markets, and offers a range of tools for monitoring poverty and assessing the impacts of various poverty reduction programs. Prepared for the African economic consortium the book is relevant not only in Sub - Saharan Africa but also in other world religions at similar stages of development.

According to the World Bank Poverty Status Report (1999), the value of a multi-disciplinary approach to the understanding of poverty and design of poverty reduction strategies is now widely accepted. However, this paper argues, current expectations about the potential contribution to poverty analysis from disciplines other than economies remain rather too slanted towards what are presumed to be the special strength of PRA capturing poor people's perceptions, identifying their priorities and describing their copying strategies.

The scope of current interest in the status of poverty in Africa is indicated by the three questions who are the poor? Why are they poor? And what can be done about? At each of these levels of enquiry, the profile of poverty, its causes and implications for policy and practice there is growing recognition of the value of multi-disciplinary approach. This is usually expressed in a rather bipolar way. In terms of the limitations of single stranded work based on the analysis of house should survey data, and to integrate the situation.

In Africa, pastoralists' societies in general to define poverty in terms of lack of livestock this being their key resource. Life identifies two different patterns among pastoralists. Some societies in Africa such as Tuareg and Moors in West Africa and Tswana in South Africa incorporated "poor" people into openly in egalitarian societies. In contrast, the east African herdsmen excluded the poor from ostensibly egalitarian ones (1987: 65) for example, among the Tuareg in southern Algeria Izzagaren cultivators lived in a hierarchical society dominated by camel — owning warrior —nobles (chaggaren).

In Africa, the Maasai by contrast`; Walter summarized on (life 1987: 68) argues that rich and poor complemented each other because rich and poor had always co-existed to mutual benefit within Maasai society. The groups were linked particularly through demand for Labor which the poor performed. But poor Maasai could frequently leave pastoralism for farming livelihoods simultaneously shedding their socially define status as poor and their social entity as Maasai. Since independence time the government of Uganda has been trying to resolve the problem of illiteracy and poverty among the citizens.

The PEAP strategy was introduced an attempt to equalize the provision of resources to all Ugandan citizens. This has somehow helped to raise funds and sensitize Ugandans in developing and improving the learning and teaching resources for livelihood which would otherwise have been impossible for some years.

It was also noted that poverty deny Uganda children an opportunity to pursue education thus free and secondary education which was introduced for standard one to seven and S.1 to higher level by H.E Yoweri. K. Museveni in 1996 for UPE and 2005 for USE.

In February 2006 following the December 2005 general elections the National Resistance Movement (NRM) government in Uganda implemented the elections pledges that aimed at providing free secondary education for all students statistics indicate that population of school going children immediately rose over to 2 million.

The rapid influx of children into school following the removal off school fees and other levies suggest poverty was the major reason why Uganda children were out of school.

However by 2008 about two and half years later the local media reported that over one million children had dropped out of school in both primary and secondary levels.

Assuming that many of those who went back to school with the onset of UPE and USE were children of the poor who could not even afford school fees, basic needs or education. Here the question remains why would poor parents allow their children get rid or rumors from UPE? What has made such great number children dropout of school even though the government had provided the necessary equipment and materials for the education system required?

It is possible that there are other factors that influence or contribute whether children remain in school or drop out of school.

Despite the free education the numbers of children who get enrolled in secondary schools from primary level and hence complete the four year course are also few in numbers as compared to those who complete A level education. There is more common in rural areas compared to urban areas.

The recent report identifies the imbalance on regions or areas to access the education that is divisions and districts and also the sex gender because of the historical, social, economic and environment factors.

The report pointed out that is the imbalances was the particular problems tong the agricultural communities and pastoral communities and therefore recommended that dropout rates were dominating and resolved to curb down the problem.

The research therefore seeks to find out the causes of poverty in the selected schools of Ntwetwe Sub-county, Kyankwazi District, Uganda.

1.3. Statement the problem

Since 2008 two years after the establishment of USE by the government, the number of school drop outs cases has increased daily up to date. The most identified cause of the problem is poverty among parents who cannot even afford to cater for the children's basic requirements for their education even at home.

This is due to unemployment, Ignorance by parents. This is the reason why the researcher would like to establish the relationship between poverty and school dropout in Ntwetwe Sub-county, Kyankwazi District, Uganda.

1.4. Research purpose

To investigate the causes of poverty and school dropout in selected schools of in Ntwetwe Sub-county, Kyankwazi District, Uganda.

1.5. Research objectives

General objective

-To establish the relationship between poverty and school dropout.

Specific objectives

To find the causes of school dropout in Ntwetwe Sub-county, Kyankwazi District, Uganda.

-To find out the impact of poverty on school dropout.

To establish solutions to reduce the schools dropout rate in Ntwetwe Sub-county, Kyankwazi District, Uganda.

1.6. Research questions/thesis

i) What are the causes of school dropout in Ntwetwe Sub-county, Kyankwazi, District, Uganda?

ii) What are the effects/impacts of poverty on school drop out in Ntwetwe Sub-county, Kyankwazi District, Uganda?

iii) What can be done to solve the problem of school dropout in Ntwetwe Sub-county, Kyankwazi District, Uganda?

1.7. Significance of the study

The District Education Officer and supervisor will be able to trace for the root cause of school drop outs and take appropriate measures to solve the problem. The teachers and school administrators will also create conducive and accommodative prices of fees to both learners including those from poor families. Guidance and counseling will also be given to dropouts or implemented. The parents will get to know their role and responsibilities' hence ensuring that learners are kept in schools and fully catered for and thus May not be interfered with their children's participation in class.

The ministry of education of education (MOE) will also able to use the findings the study in the order to prioritize education programs in the parish or division. Also to provide more appropriate ways of solving cases of school drop of students from poor families.

The research will also be used for future study purposes.

1.8. Scope of the study

The research was carried out in four selected schools of Ntwetwe Sub-county, Kyankwazi District, Uganda on "poverty and school dropouts."

Geographical scope
Ntwetwe Sub-county is located in Kyankwazi district Western Uganda.

Time scope
I am of the view to accomplish my research by 23rd of May 2018.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This is the second chapter of the research report. It mainly looks at views about the causes of poverty and school drop outs.

2.1. Causes of poverty

As defining poverty in complex, No one single factor is viewed as the cause of poverty since poverty seems to be as old as a man. However scholars just attempt using or explaining poverty with different ideologies for example, the racial ideology news poverty as a result of discrimination against Africans by Europeans, Dinitto (2000) and also in the Black American race. This ideology believes such discrimination and isolation in resource allocation made Africans poor. Though this seems to pro-Africans, one wonders why still whites are also poor which portrays absolute poverty.

According to Marxist, another cause of poverty is capitalism factor where by wealth acquisition and capital accumulation lies in the hands of the rich instead of having a society where resources are communally owned which reduces or destroys the gap between the rich and the poor. This ideology stands still that the poor will always be a burden to social service providers since their esteem to work will be low with the notion that resources will be supplied.

Another cause of poverty is the religious ideology that encourages people to be poor so as to inherit the kingdom of God such ideologies care enforcing poverty among people. However it seems misunderstanding of the religious views also creates problems.

Another cause of poverty is the economic ideologies of free trade and capitalistic economic encourages the rich to remain or become rich and that poor to remain poorer since the capital lies in the hands of the rich.

More so, there are different ideologies compound to attempt to explain the possible causes of poverty. A number of factors relate to the cause of poverty in which most of these factors greatly

experienced in the developing world and sub-Saharan Africa still bearing of the purposes of analysis such factors include; historical, social culture human, natural as discussed.

Political factor is one of the factors that contribute to poverty in African continent and the world. It is also suggested that historical factors such as the racial ideology had tried to explain most scholar's belief that the intrusion of colonial powers in the development countries greatly acted as a setback of Africans in their scramble and eventual partition of Africa. As a continent, most organized societies like the Ndebele, Zulu and Bantu (Uganda) were integrated and most of their resources taken. African children were also taken as slaves leaving the less productive. Some of whom were killed.

The colonial ideology like the capitalist the fascist communism, sectarianism all were sowed to most sub-Saharan Africa such ideas created division and eventual loss of potential to contribute towards development hence creating a room for poverty and such ideologies weakened the existing social status that were geared towards development.

Economic factors

Although poverty may seem as a political problem, most proponents have argued that is argued on the economic line suggesting their view on the limitedness on factors of production, inadequacies in both human and natural capital. However, it's practical to views of most economists one by one in their attempts to explain the causes off poverty as follows;

Low endowment of human capital for major developments either economic, political or religious, the need for informed or skilled personnel is vital such persons or staff have the technical know how, the ability to analyze the current situation on development trends compare it with the past and the rest of the world and have professional advice on the course to take so as to encourage positive development. Sub-Saharan Africa has for long lived without such capital and if any, they have been incapacitated to deliver their services to their best by their leaders or the political atmosphere such limitations fail us from exploiting the available resources for better or escaping from poverty meaning the increased existence of poverty.

Inadequate proper exploitation of the physical assets like land, capital, though sub-Saharan Africa is said to be one of the blessed land with soils and fertile, the ability to exploit these resources is too narrow in the black world. The practice of subsistence agriculture still exists in most African countries Implying that what is produced is just for the day to day living other than for meeting the economic needs or would market capital itself has been reduced such that few or investment can be realized making most families to live on one meal or miserable conditions that reinforce poverty to the populations. On the same note even when most agencies have showed interests in fighting poverty through offering of soft loans and credit facilities to the affected sub-Saharan societies, most people are still ignorant of this credit facilities. The agencies themselves also take the advantages of people's ignorance to levy high interest rates and rob the little income of the disadvantaged and this topples even more poverty to these societies.

Poverty is also attributed to inability to exploit the natural resource. As repotted by most world reports from the United Nations Development program (UNDP) World Bank and other international researcher Africa or Sub — Saharan Africa still holds one of the harvests mineral base's an example is Congo Nigeria, Libya, and South Africa. Tanzania even Uganda these resources range from mineral ores to lakes, rivers and vegetation like forests. It's however unfortunate that Africa has taken little initiative to exploit or even invest in them so as to obtain a heavy capital base and a more developed and poverty free society. They have always watches as these resources are exploited by foreign powers living them still poor and desperate for help.

The existence of limited employment opportunities in sub-Saharan countries also greatly affects the social economic living standards of these people. For example few people though agriculture few employed them a living. Even if a few employed is a back bone of Africans living engage in better farming methods to carp in both private and public sector are paid meager salaries to sustain their extended family borders and be able to save so as establish other businesses or ventures. Worse still is that even when employed most of this force is one either unskilled or semi- skilled affecting their wages which eventually gets used up in a little while leading to poverty.

Due to poor pay and handling of workers, brain drain of most human capital exists in the sub-Saharan Africa with no human resource that can investigate development prospects for fighting poverty. Examples are evident in Uganda were most professionals have been employed in other big countries like Geneva in Switzerland; Professor Omaswa is a good example. The former director of health services, Julius Ssebutinde in the IGG department and late Stephen Maringa the former minister disaster and preparedness etc. such brain drain lives behind the gap that cannot easily be bridged with time causing poverty since the person who takes on many fail to manage both administrative issues finances and develop strategic policies that may lead to development.

International trade architecture, the global economic governance does not favor coming out of poverty in sub-Saharan Africa. This is because the individualistic interests of developed countries hamper the bargaining ability of African governments on behalf of their citizens. In additions, farmers and producers in developed countries are subsidized unlike the African farmer who has to pay for the whole bill of his production, thus limiting their ability to compete favorably in the world market. The unfavorable market policies more so while selling to the world market greatly has affected the endeavors of the most countries in the Sub-Saharan regions. Occasionally there was a form of closed economic and restrictive export policies imposed n foods through heavy taxation. Although this has been removed and markets opened, the grading of goods in the world market is in such a way that most sub-Saharan goods are termed of how quality making price very low to realize any economic outcome worse still is that these goods are always sold unprocessed affecting its quality such tendencies end up exploiting this marginal groups and keeping in poverty.

The existence of self-gravity leaders and the need for more health accumulation in sub-Saharan African has encouraged corruption and embezzlement in most sub-Saharan countries such tendencies removes transparency, trust and the resources from their original element of development to satisfaction making the many disadvantaged under poverty and mistreatment by the few rich.

Views from other scholars suggest that inflation and its acts is also an agent of poverty inflation trends to increase prices of goods and reducing the purchasing ability to most people where they fail access goods and services, they become vulnerable to poverty. An example of this situation in Zimbabwe where there exists a hyper-inflation yet the population lives aim almost in objective or absolute poverty.

High dependency on donor countries is also attributed to the cause of poverty in sub-Saharan Africa prior to realization of the need to encourage Africans to exploit their resources for development and the empowerment approach most African countries depended on donations from World Bank, IMF, view of themselves as poor, and this leaves a strong psycho-emotional effect or mark or their lives. This has limited most people from taking up development initiatives that would foster the process of coming out of poverty in most sub-Saharan countries. This has also not only helped; the cause but also sustain or in poverty until the mindset or attitudes of people are altered positively, sub-Saharan African will continually remain subjectively poor.

Others factors like wars, suspicion and mistrust amongst sub-Saharan Africa have already been discussed this needless resulting them. These are artificial calamities caused by man. To note the natural factors are the natural calamities like the current floods, landslides, earthquakes persistent drought and death create a disabling situation to the affected communities making their abilities to develop or increase on the productivity jeopardize that affect of this natural calamities greatly cause loss of poverty, food and live and sometimes injuries to the availability manpower in so doing, people are in capacitated in their attempts to fight poverty hence existence of it still in most countries.

Diseases are also among the greatest causes of poverty. Most developing countries have not yet developed the event of averting most disease vectors de inadequacy in medical services means most people affected are either un attended to and if so the people end up dying of such diseases leading to low production hence poverty.

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Germany, Japan and other countries. These donations however reduce the ability of the Africans to attempt solving or providing social amenities for themselves. This created a dependence syndrome in most societies of which with no and suffer.

Human / Social and natural factors.

Human activities that lead to destruction of natural resource like forests, Swamps, over excavation of underground immoral greatly a affect the natural environment and gradually reduce on the resource base that would help when properly utilized generate income that could be either invested or utilized for a much better economy or societal development. This degradation therefore reduces the productive power of such society making them vulnerable to poverty.

High population increase also leads to poverty. It is estimated that Sub-Saharan population has one of the most rapidly growing population with no or less endeavors to control birth rates this population is unplanned and is characterized by malnutrition. Poor health care, high illiteracy, high dependency syndrome and poor living conditions in other words the poor give both to children in poor conditions making their children also to be caught up in isolation, vulnerability, powerlessness, physical weakness and eventual poverty as described by Robert chambers.

2.2. Causes of school dropout

A number of schools registered low numbers because most students moved to other affordable schools after accumulating a huge balance of fees.

There are also students who stay at home and others get married thus one can justify the economic status or conditions such families.

Some head teachers, teachers and other stake holders are trying to offer bursaries to students with best academic performance to curb down the problem of dropout in the families of such students.

It also emerged that most of the families income levels are how and parents cannot afford to provide the basic necessities to their children and such parents turn to drinking to escape their frustration out of expense of the family needs.

The age rate such as adolescent students who are supposed to be contradicting in work especially during school holidays when holiday teaching and learning are organized to cover up the syllabus. The age tends to disturb them hence leading to anti social behavior and in long run affects the children, hence lagging behind in syllabus, which forces them to drop out of school due to work pressure.

The life valued as adulthood affects children as they once graduate out of the campus or school, they get the right to marry or get married. This takes time of the learners hence affecting his/her education. This practice was widely reported to be common in the parish or division selected for study due to the parents' ignorance about the value of education to their children in future.

Early pregnancies as a factor were also indicated as a serious problem in secondary schools of Ntwetwe Sub-county, Kyankwazi District. The girl's enrollment in such schools reduces every year and drop out without a warning. This case however has been treated with seriousness in the division due to hindrance of parent's ignorance.

Additionally some of the teachers stated that one and half of girls in the division drop out of school due to pregnancies and the root cause of this problem has been related to poor family setups in the division and outside where most poor families or parents do allow their children to go for night discos or organize night parties making them vulnerable to immoral activities and their consequences.

More so, the research also proves that male teachers in girls' schools contribute to school drop out of girls as the engage them in sexual activities of favors in their academics. The resulting effects are pregnancies which forces them to leave school.

Research also shows that HIV/AIDS was found to be one of the factors contributing to school dropout of students most especially those with the infection due to psychological torture by both students and teachers or administrators.

HIV/AIDS also leads to intensive conditions of poverty since the productivity from their body or those of the adults reduces. This disrupts their social networks and their children loose hope in attaining further education, thus forces them to engage in domestic shores leading to school dropout.

The research also indicated that loss of parents also contributes to dropout since it reduces the chances of school competition of children and this affects negatively on the economy of the division hence under developed region.

The denial of an opportunity for girl child to continue with education due to early pregnancy. This in line with education indicates that female students are victims of early marriages, by rich men who convince the poor parents to give in their daughters for marriage.

The research also traced out other factors that contribute to school drop outs to a small extent and these included.
- Poor quality of teachers and students.
- Inability to scope with school situations
- Harsh conditions of family structures
- Conflicts with teaching staff.
- Peer pressure or influence
- Divorce among parents.
- Region insecurity
- Environment.
- Relationships with teachers' fellow students.

2.3. The impact of poverty on school drop out

The level of family income determines whether poor children remain in school dropout school. According to the research findings, it was found that most of the parents earn little income which cannot event cater for family needs and children's education hence dropping out of school.

Poverty also leads to drop out due to instability in the division. This comes after dropping out of school and involving in crimes such as robberies theft and other related crimes in order to earn a living for a student and the family.

In a school other than being sent home frequently to get school fees and other requirements, Students from poor families cannot afford to buy enough school requirements, majority having a pair of trousers and shirts. They cannot even afford money for trips and writing materials hence dropout of school.

In the area where parents engage in small business, most parents struggle to alternative means to support the family demands. Children from such familiarizes tend to leave school and engage in business activities such as collecting garbage, selling scrap and others become Hawkers in order to support their parents economically contributing to drop out of school.

Poverty leads to forced marriages of female students to rich men who convince poor parents to give in their daughters or marriage for wealth. This explains the low enrolment of girl child, in schools per year. As a result the child drops out for marriage.

Poverty has contributed to devices such as homosexuality, prostitution that force most students drop out of school in such for money to meet personal basic and school necessities. As a result some end up getting pregnant, HIV infections and other health problems leading to school dropout.

2.4. Solutions to the problems

Summoning the parents of the students with fee problems to discuss the best ways to keep children in schools. This can be done by making arrangements for parent's meetings at school

that aims at information to parents on to deal with fee issues. For instance encouraging parents to give in funds such as crops that can amount half of the child's fees thus helping parents keep their children in schools without any disturbances.

Encouraging students never to lose hope but keep strong despite the problems they face as individuals. For instance encouraging them to work during holidays so that they can also earn income in addition to what they would be given, save money for the future, use all the opportunities in their life promptly thus this would help them in solving fee problems and other school or necessities.

Guidance and counseling should be done by the school to the infected students and other issues of their social life. For example through sensitizing students to help their parents at work avoid circumstances such as pregnancies, abusing drugs, sexual activities that can lead to HIV/ AIDS infections among others that can cause drop out, health problems and death in their lives. This can be done through seminars, conference in schools or communities.

Admitting back the former students who had dropped out of school. That is students who dropped out of school should be given another chance to join most especially if it was fee problems, or any other issue. Also teachers and fellow students should be of great help in situations of changing or encouraging the victim to concentrate and catch up with studies in a conducive atmosphere.

Frequent talk shows to parents on how to support their children socially, emotionally, psychologically and how to deal with situations when they come their way. These can be done through television, radio station programs and seminars with parents aiming at helping parents understand their responsibilities and how they can help to change their children behaviors or to adapt the rules or regulations of the society they live in.

Sensitize students and parents on the value of education in their future. For instance drawing out the sense of ignorance among some parents who think that education is not of great importance and also teaches students or children their rights to attain education for the better. This will help

both parents and students perform their duties and responsibilities to take on education as a first priority in their lives.

Monitoring and summoning students who have frequent absenteeism recorded at school. Making follow ups of students with frequent absenteeism is the most important strategy because it sights out the reasons for being absent from school. For example this can be done by involving the parents and other authorities so as to deal with the student in case of any economical or social situations.

Employing parents of the students with the problems so that they can earn income and pay their children fees. This helps the parents in meeting the expenses of their children like the basic and education needs. Thus solving the problem of payment of fees through reduction on the salaries.

Providing bursaries to students who perform well academically and are of poor families. This would help in solving the problem of school fees that leads to school drop outs. Students who perform well in classes should be given financial support completely and also accomplishing the education on merits and employment given basing on the merits and qualifications.

Dealing with parents of students who force their children into early marriages for money from rich men. Strict lives against early marriages should be implemented and parents who force their children into early marriages should be dealt with an iron hand and those planning to commit the crime should be cautioned or sensitized on the effects of early marriages to their child's health and social life in future.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This is the third chapter of the research paper. It brings an insight into the research methodology thus design, scope, sample, size population and the techniques, instruments statistics analyzing of the data among others.

3.1. Research design.

This study employed both qualitative and quantitative descriptive, survey methods to provide detailed information on the causes of poverty and school drop out in Ntwetwe Sub-county, Kyankwazi District, Uganda.

3.2. Population and sampling.

The study involved the teachers, students of the selected schools. Some parents were also involved in the study. 10 students were selected from each of the four selected schools for the questionnaires, 10 teachers from each of the school were also selected for questionnaires. 20 parents were selected for the interviews. This added up to 40 students, 40 teachers and 20 parents adding 100 respondents.

3.3. Research area/environment.

The study was conducted in schools of Ntwetwe Sub-county, Kyankwazi District, Uganda.

3.4. Research instruments.

The study utilized research-devised tools/instruments which were self-administered questionnaires to collect data. This was done in order to avoid losing some information and also saving time for data analysis and presentation. A set of questionnaires via students and teachers were given out for responses. The researcher also used unstructured interview while interviewing parents this also saved time and provided detailed information.

3.5. Data collection procedure

The researcher visited the schools selected for the study for permission to carry out research on poverty and school drop out from the school administration and was granted .The researcher distributed the questionnaires to the sampled respondents. After collecting the data, the research

took the questionnaires and interview responses for prior analysis and presentation. Parents with in the area were also informed and interviewed.

3.6. Statistical treatment of data.

The frequency and percentages distribution was used to determined or display data on causes of poverty and school drop out of students.

Formula

$$\frac{F}{n} \times 100$$

Where

F = is the frequency

N = Total number of respondents

100 = constant number of percentage.

3.7. Limitations of the study

- Financial constraints for instance the amount of money fundraise for the study was not enough due to the demand for typing and printing of work, questionnaires, interview guides for respondents, transport to reach the study of study areas among others.

- Limited time factor was also a study limit that affected the research process due to few hours and days given to collect data needed for analysis and presentation.

3.8. Ethical issues.

1. The university Research department and supervisor permitted the research to carry out the research.

2. The teachers and students of the selected schools and parents in Ntwetwe Sub-county areas were informed on the objectives and purpose of the study.

3. Confidentiality was assured by the researcher to the respondents.

4. Clearance with the ethical committee was made.

CHAPTER FOUR

DATA PRESENTATION INTERPRETATION AND ANALYSIS

4.0. Introduction

This is the fourth chapter; it highlights views of different respondents as got from the field under the title "poverty and school dropout".

4.1. Background

Poverty as a factor to school drop out of students has been analyzed using the responses. Poverty was found to be lack of capital or income, lack of access to public resources and market for the produce and lastly lack of infrastructures such as schools, hospitals, roads.

Therefore, the interview guides and questionnaires were sent to respondents and were all returned well filled. This represented 100% of the responses.

4.1. Background information

Table 1 showing the profiles of respondents by Academic level, Age gender.

Category	Frequency	Percentage
Age		
Early adolescent	36	36
Middle adolescent	24	24
Late adolescent	16	16
Adults	24	24
Total	100	100
Gender	Frequency	Percentage
Females	56	56
Males	44	44
Total	100	100
Academic level		
Form 1	26	26
Form 2	14	14
Form 3	18	18
Form 4	08	08
Form 5 – 6	08	08
Form 6 – above	24	24
Total	100	100

4.2.1. Causes of school dropout in school

Table 2 The table showing the school enrolment and school dropout rate form 1 to four from 2009 to 2017.

Year	Form 1	Form 2	Form 3	Form 4	Percentage
2009	205	192	183	178	13.29
2010	191	186	178	160	12.54
2011	189	173	160	160	11.71
2012	171	167	151	140	12.71
2013	163	151	143	130	11.03
2014	151	142	131	124	09.61
20115	148	139	123	118	09.26
2016	160	151	146	140	10.47
2017	182	171	167	151	11.76

Source:

The table above shows that a quite number of able Ugandans have been removed from the education system unwillingly and also due to other factors than poverty. This trend of drop out must change after the research.

Table 3 The table showing the percentage drop outs per class in the year 2017

Class	Frequency	Percentage
Form 1	10	10
Form 2	35	35
Form 3	30	30
Form 4	25	25
Total	**100**	**100**

Source:

The table indicates that most students drop out of school on form two and three the cause of the rate does not only rely on poverty that leads to accumulation of huge debts but also peer influences and age among the adolescents, pregnancies, drug abuse and early marriages and indiscipline among others also account for dropout rate in the two mentioned classes.

Figure 1: A bar graph showing the percentage dropout per class in the year 2017

A bar graph showing the percentage dropout per class in the year 2017
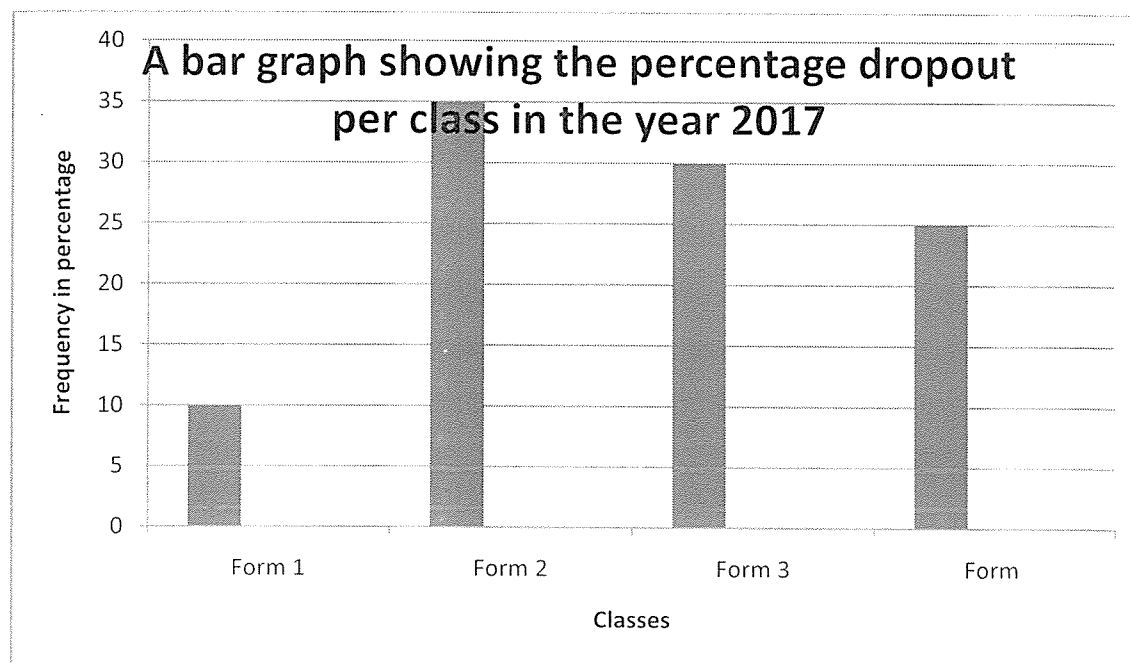
Table 4 The table below shows the reasons to the decrease in a number of students in the current form 4 as compared to form 1 four years ago.

Class	Frequency	Percentage
Transfer	18	18
Drop outs	56	56
Lack of fees	12	12
Social problems	14	14
Total	100	100

Source:

The above figures in the table indicate that the current number of students in form 4 has decreased as compared to those who joined form 1, 4 years ago which shows that the main cause of the decrease is drop outs and other causes include transfers, social problems, lack of fees.

Figure 2 A pie chart showing the reasons for the decrease in the enrollment of students in the current of students in the current form 4.
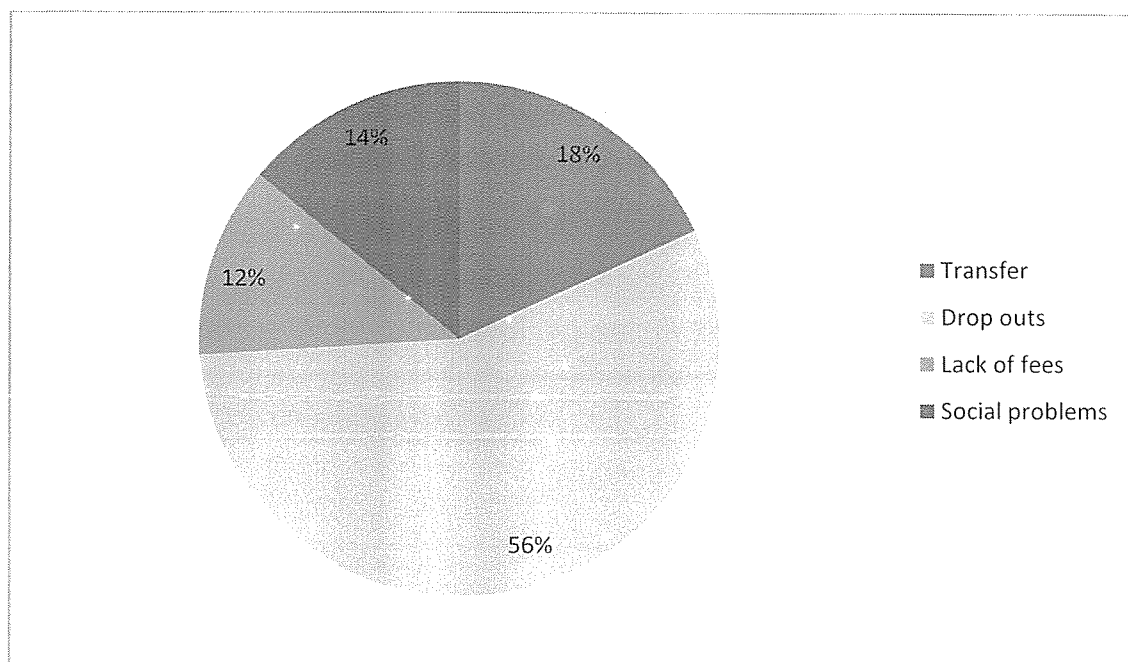
Most of the drop outs are registered in form two and three

The table also indicates that there has been decline in percentage drop out in 2014 and 2015.

Table 5 Shows the cause of poverty among people

Class	Frequency	Percentage
Lack of land	30	30
Unemployment	16	16
Insecurity	10	10
Bad governance	14	14
Lack of education	18	18
Drought	12	12
Total	**100**	**100**

Source:

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The table shows that lack of land ranks the major cause of poverty. Land is one of the most important assets to development due to high crop production. However due to communal township of land and increased population, there is much pressure on the available land leading to fragmentation into small units of economical population demand for the growing population. Other factors of importance include; bad governance, drought, unemployment, among others.

Figure 3: A bar graph showing the causes of poverty in percentages

A bar graph showing the causes of poverty in percentages
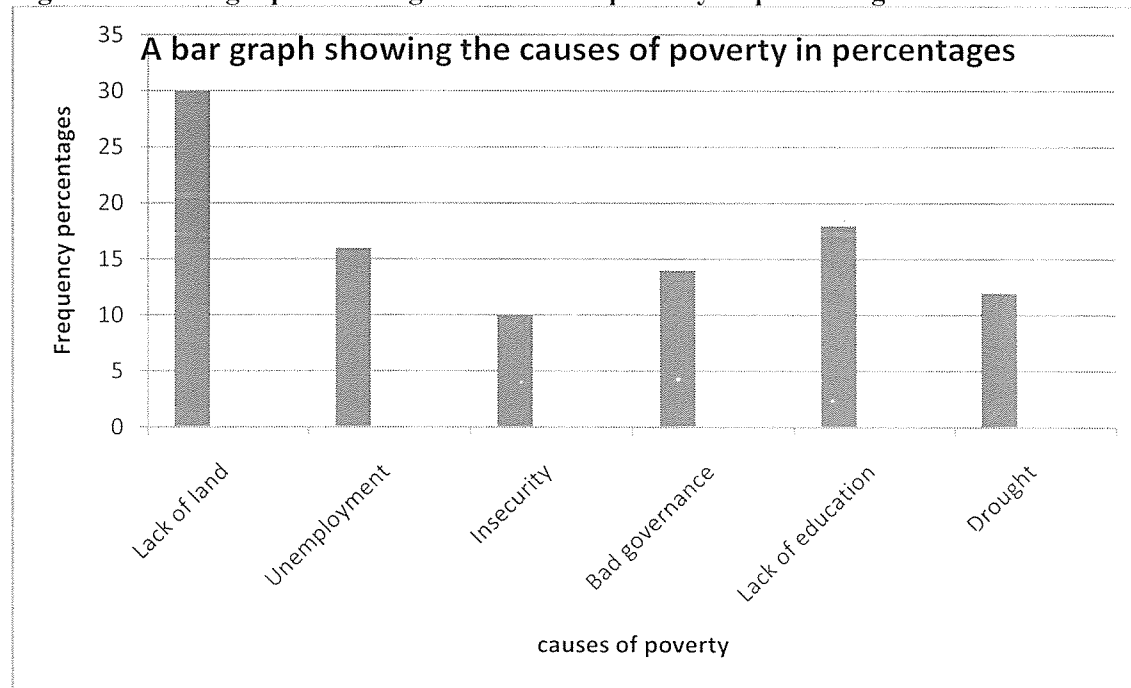
Table 6 shows the causes of dropouts in school

Level of academics	Frequency	Percentage
Poverty	27	27
Peer influence	12	12
Early marriages	11	11
Lack of support	17	17
Drug abuse	06	06
Pregnancies	13	13
Over age	04	04
Disabilities	10	10
Total	**100**	**100**

Source:

The evidence in the table clearly indicates that poverty contributes much to school dropout in Ntwetwe Sub-county, Kyankwazi District, Uganda.

From the interview conducted the teachers of the schools noted that there has en a persistent problem of payment of school fees and that most of the students whose parents cannot afford to pay the fees dropout of school. However other factors to the problem include pregnancies, drug abuse disabilities, age, early marriages, peer influence, lack of support among others.

Figure 4: A bar graph showing the causes of dropouts in schools

Figure 4.A bar graph showing the causes of drop outs in schools
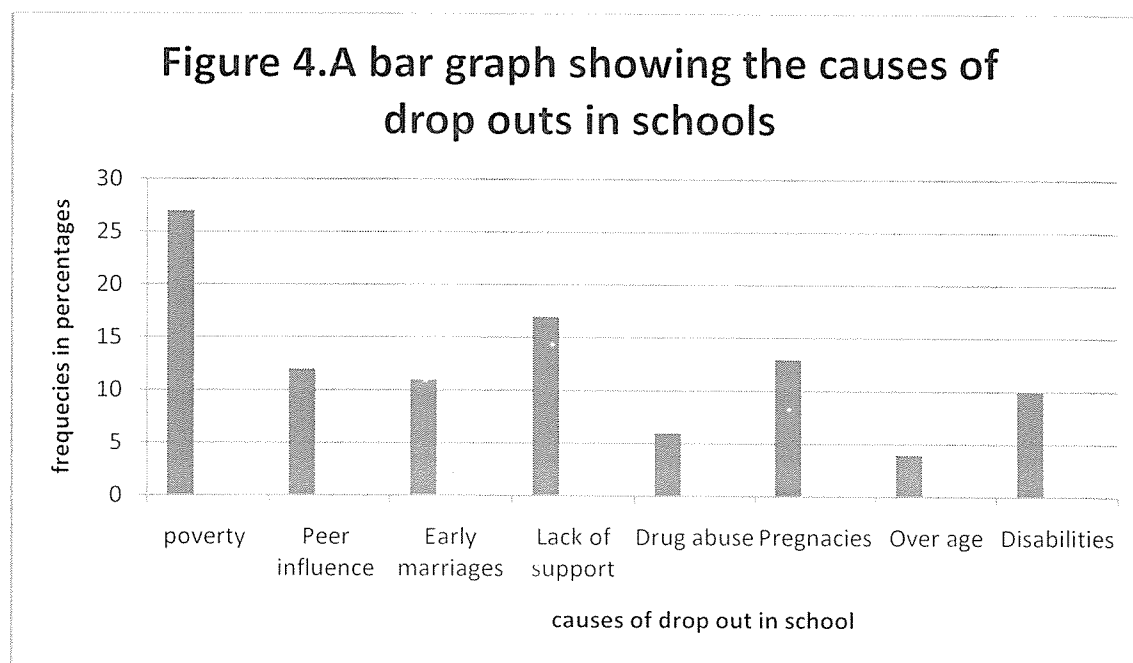
Table 7 Table showing the academic level of parents /guardians.

Level of academics	Frequency	Percentage
Primary	40	40
Secondary	24	24
Tertiary	26	26
University	10	10
Total	100	100

The above figures show that a bigger percentage of parents and guardian are school drop outs in primary level meaning that they lack basic education to enable them acquire skills to attain employment and earn income to support their children in schools. A small percentage of parents beyond tertiary level and therefore they are able to educate their children.

Figure 5: A bar graph showing the academic levels of parents / guardians

A bar graph showing the academic levels of parents/gurdians

(Bar graph: Primary ≈ 40, Secondary ≈ 24, Tertiary ≈ 26, University ≈ 10. Y-axis: Frequencies in percentages (0–45). X-axis: Academic levels of parents/Gurdians)
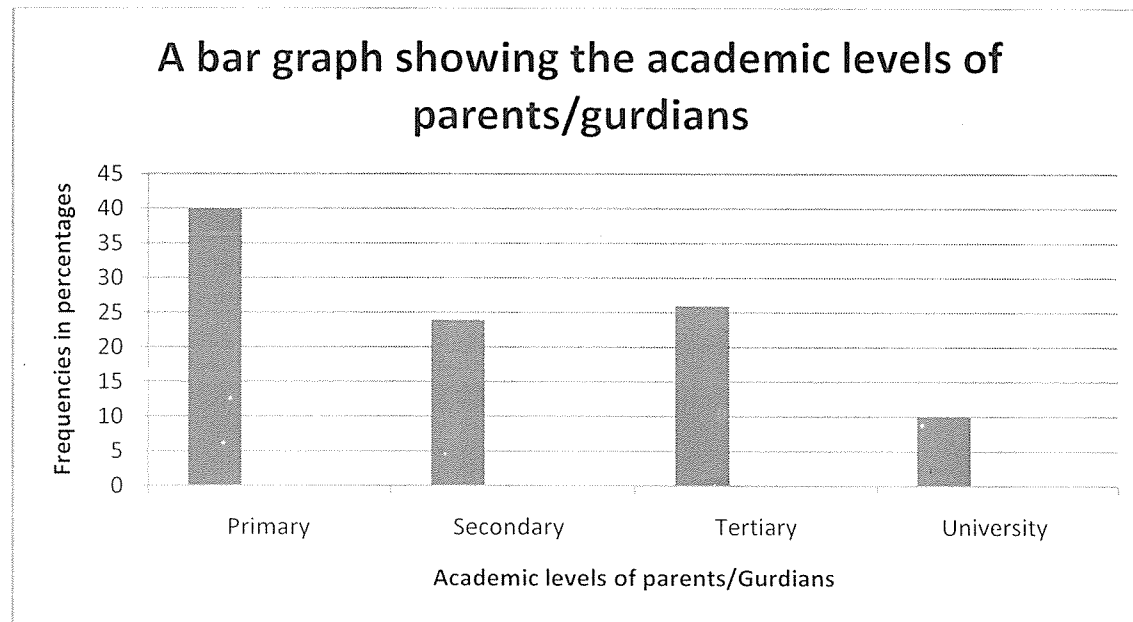
Table 8 A table showing the parents occupation in percentages

Occupation	Frequency	Percentage
Employed	06	06
Peasant farmer	16	16
Retired	14	14
Small business	60	60
House wives	04	04
Total	100	100

The figures show that 60% of the parents of the students are small business and women. They engage in buying and selling of grocery, Shops, but cherries among others 15% of the parents are peasant farmers. They also grow crops for sustenance and keep animals for sale to get money to

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pay school fees. However, income from such business and sales might be enough to meet financial obligations.

Figure 6: A pie chart showing the parent's occupation in percentages

A pie chart showing the parent's occupation in percentages

Legend: Employed, Peasant farmer, Retired, Small business, House wives
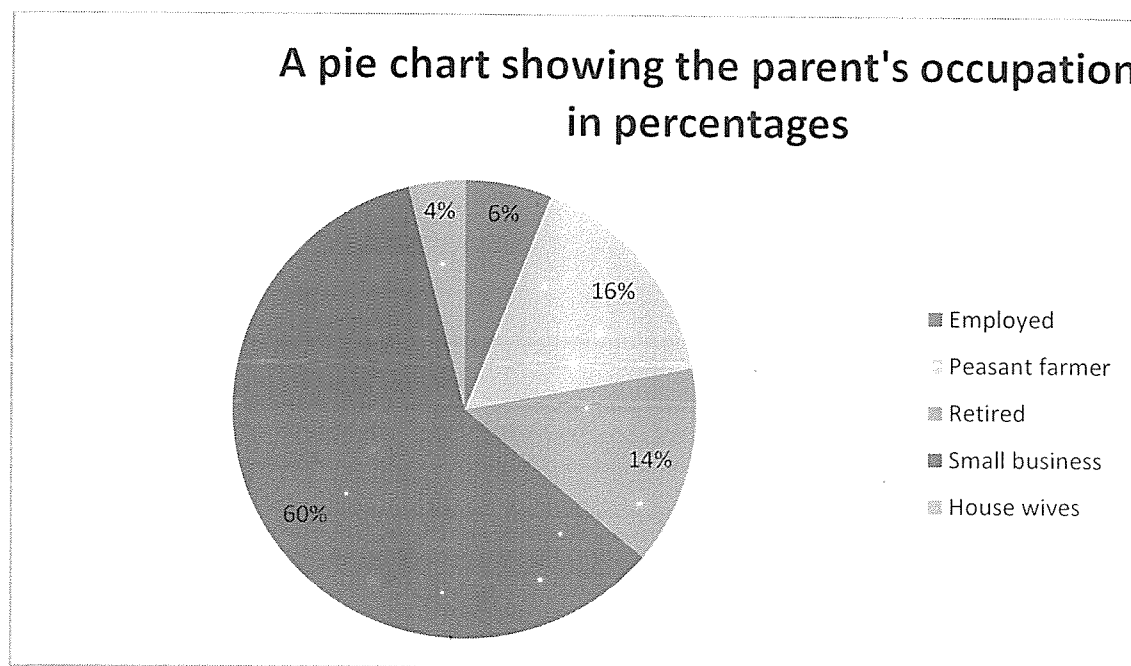
4.3 Impact of poverty to school drop out

Table 9 The table showing challenges faced by students from poor families in schools in percentages

Problems/ challenges	Frequency	Percentage
Lack of requirement	17	17
Level of family income	43	43
Early marriage	10	10
Teacher student relationship	10	10
Learning resources	14	14
Food and poor conditions	06	06
Total	**100**	**100**

Source:

The table shows the degree of problems of students from poor families. Most students face problem of how levels of family income thus due to such problem, the parents who are poor cannot afford to buy the students requirements, and school necessities nor even pay.

The school fees. More so those who cannot afford food and learning materials were mainly day scholars where students have organize for their own meals and accommodation.

Figure 7: A bar graph showing the challenges faced by students from poor families in schools

A bar graph showing the challenges faced by students from poor families in schools
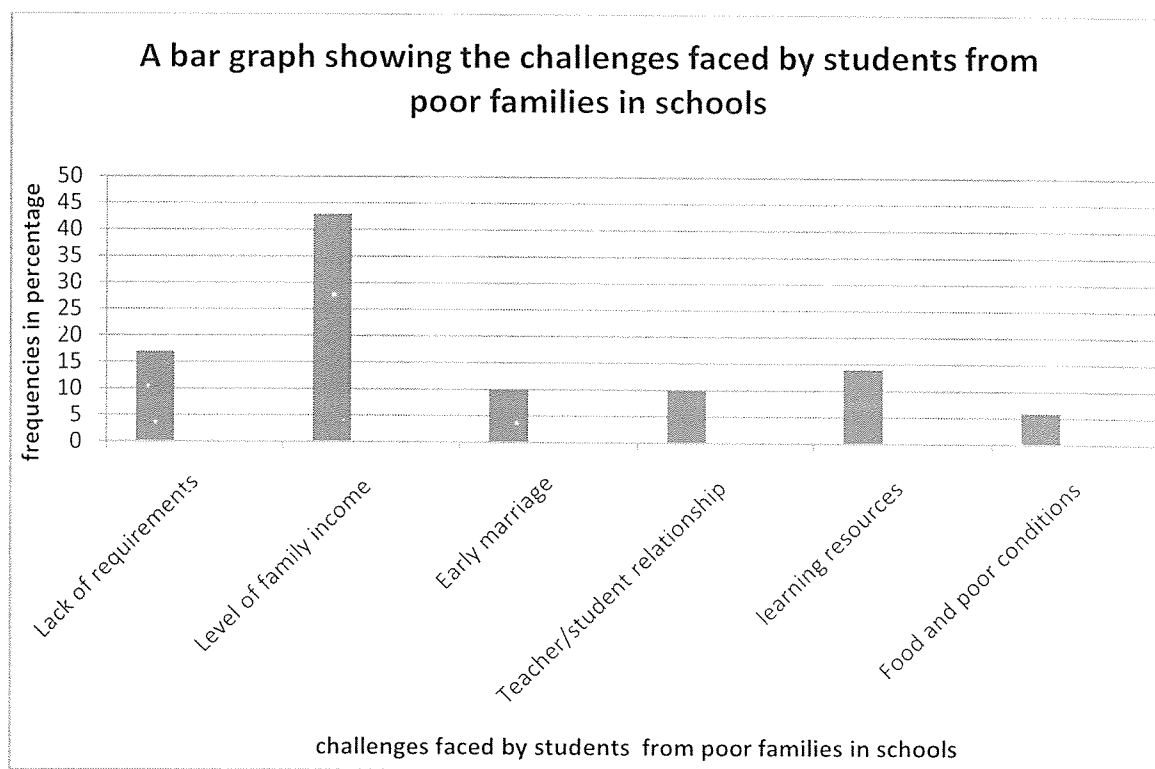
Table 10 Showing what happens to students whose parents do not pay fees on time.

Items	Frequency	Percentage
Deadlines	12	12
Parents summoned	27	27
Sent home	20	20
Denied exams	41	41
Total	100	100

Table shows that when parents fail to pay fees in time, the students are denied exams. This indicates that students spend most of time searching for fees in order to seat for exams. Small percentage of parents is summoned so that they can discuss fee issues. However, other parents are given ample time to complete their children's fee.

Figure 8 A pie chart showing what happens to students whose parents do not pay fees in time.
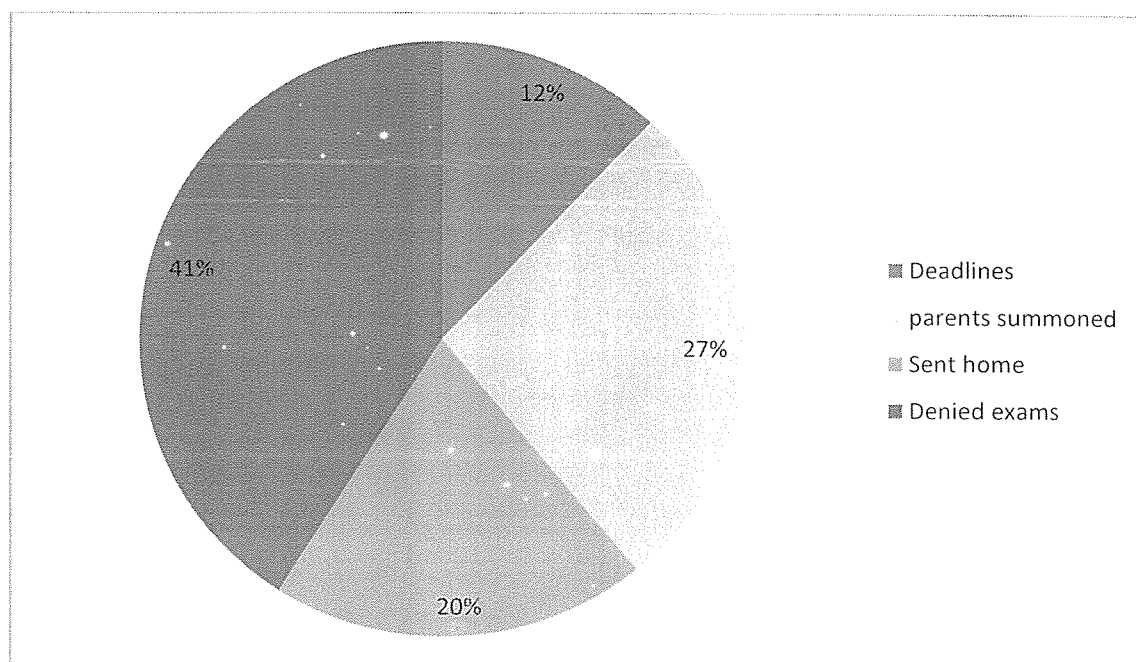
Table 11 Table showing what happens to school drop out after leaving school (What they do).

Items	Frequency	Percentage
Work in farms	13	13
Get married	65	65
Do business	12	12
Get jobs	10	10
Total	100	100

Source:

The table shows that the bigger numbers of students who drop out of school either marry or get married, others do business, work in the farms, and get jobs and others are not known. Very few succeed to get jobs that do not require skilled Labour in urban areas. Girls that get married most especially are victims of pregnancy.

Figure 9: A pie chart showing what happens to school dropout after leaving school

A pie chart showing what happens to school drop-out after leaving school
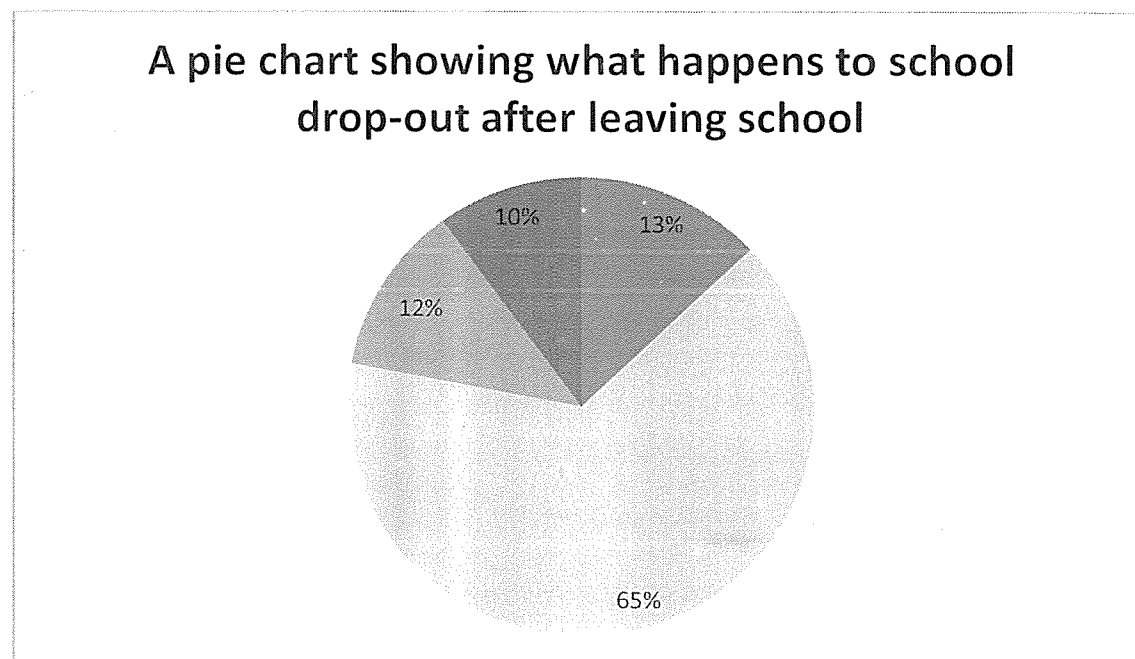
Table 12 Showing the effects of poverty on school drop-out

Effects	Frequency	Percentage
Lack of education	25	25
Inability to pay fees	35	35
Forced to pay fees	05	05
Malnutrition	20	20
Poor conditions of living	05	05
Total	100	100

The table that the common effect of poverty on drop out is the inability to pays this means that poverty makes one unable to pay fees and attain education as required. However, other effects

included forced marriages among girls by parents, poor conditions of living, malnutrition due to poor feeding and lack of education needs among others.

Figure 10: A bar graph showing the effects of poverty on dropouts in percentages

Figure 10, A bar graph showing the effects of poverty on drop-outs in percentages
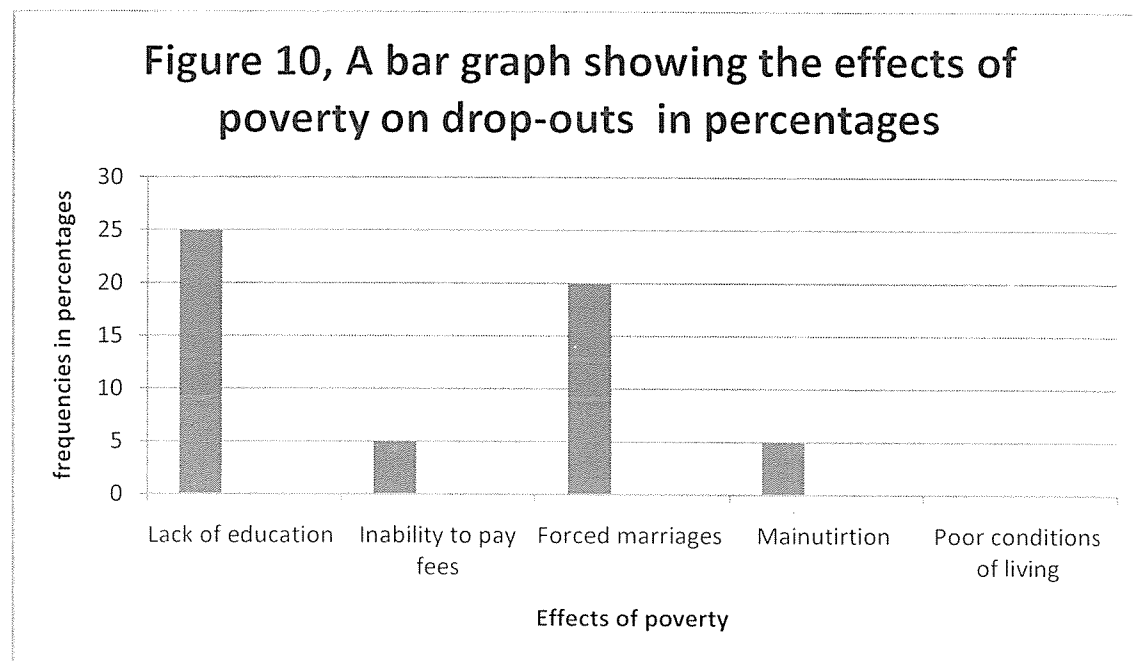
4.4. Solutions to drop-out problems

Table 13 A table showing the solutions to curb down drop-outs.

Solutions	Frequency	Percentages
Free education	30	30
Massive sensitization	06	06
Education of fees	04	04
Employing parents	04	04
Guidance and counseling	16	16
Providing bursaries	20	20
Strict laws on early marriages	10	10
Encouragement from parents	05	05
Making follow-ups	05	05
Total	**100**	**100**

Source:

The table indicates that implementing the measures of free education to all children or Ugandans can solve the problem of drought problem. This can be done by the help of the government. Other solutions suggested included making follow ups, encouragement from parents, massive sensitization, providing, free education and employing parents.

Figure 11: A bar chart showing suggested solutions to curb down drop-out problem

A bar chart showing suggested solutions to curb down drop-out problem
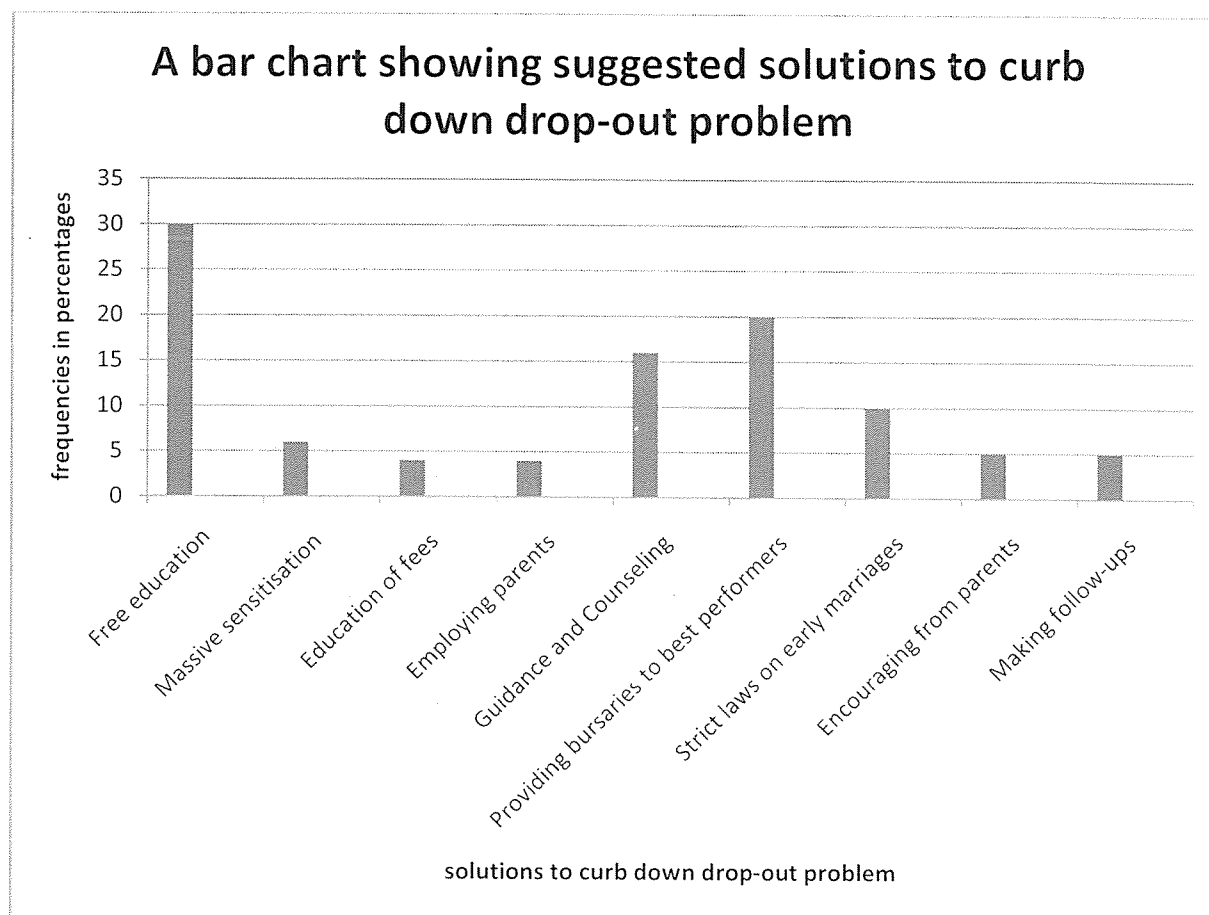
CHAPTER FIVE

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.0 Introduction

This is the last chapter of the research report or paper. It views the findings recommendations and conclusion.

5.1. Findings. Causes of school dropouts)

A number of schools registered how numbers because most students moved to other affordable schools after accumulating a huge balance of fees.

There are also students who stay at home and others get married thus one can justify the economical status or conditions such families.

Some head teachers, teachers and other stake holders are trying to offer bursaries to students with best academic performance to curb down the problem of dropout in the families of such students. It also emerged that most of the families income levels are how and parents cannot afford to provide the basic necessities to their children and such parents turn to drinking to escape their frustration out of expense of the family needs.

The age rate such as adolescent students who are supposed to be contradicting in work especially during school holidays when holiday teaching and learning are organized to cover up the syllabus. The age tends to disturb them hence leading to anti-social behavior and in long run affects the children, hence lagging behind in syllabus, which forces them to drop out of school due to school work pressure.

The life valued as adulthood affects children as they once graduate out of the campus or school, they get the right to marry or get married. This takes time of learner's hence affecting his/her education. This practice was widely reported to be common in the parish or division selected for study due to the parents' ignorance about the value of education to their children in future.

Early pregnancies as a factor were also indicated as a serious problem in secondary schools of Ntwetwe Sub-county, Kyankwazi district, Uganda.

The girl's enrollment in such schools reduces every year and drop out without a warning. This case however has treated with seriousness in the division due to hindrance of parent's ignorance.

additionally some of the teacher's stated that one and half of girls in the on drop out of school due to pregnancies and the root cause of this m has been related to poor family setups in the division and outside where most poor families or parents do allow their children to go for night 5 or organize night parties making them vulnerable to immoral activities their consequences.

More so, the research also proves that male teachers in girls' schools contribute to school drop out of girls as the engage them in sexual activities of 8 in their academics. The resulting effect is pregnancies which forced leave school.

Research also shows that HIV/AIDS was found to be one of the factors contributing to school dropout of students most especially those with the don due to psychological torture by both students and teachers or administrators.

HIV/AIDS also leads to intensive conditions of poverty since the productivity their body or those of the adults reduces. This disrupts their social networks and their children lose hope in attaining further education, thus s them to engage in domestic shores leading to school dropout.

The research also indicated that loss of parents also contributes to dropout it reduces the chances of school competition of children and this affects negatively on the economy of the division hence under developed region.

The denial of an opportunity for girl child to continue with education due to early pregnancy. This in line with education indicates that female students are victims of early marriages, by rich men who convince the poor parents to give in their daughters for marriage.

The research also traced out other factors that contribute to school drop outs small extent and these included.

Poor quality of teachers and students.

Inability to scope with school situations

Harsh conditions of family structures

Conflicts with teaching staff.

Peer pressure or influence

Divorce among parents.

Region insecurity

Environment.

Relationships with teachers' fellow students.

5.2. The impact of poverty on school drop out

The level of family income determines whether poor children remain in school or dropout school. According to the research findings, it was found that most of parents earn little income which cannot event cater for family needs and children's education hence dropping out of school.

Poverty also leads to drop out due to instability in the division. This comes after dropping out of school and involving in crimes such as robberies theft and other related crimes in order to earn a living for a student and the family.

In a school other than being sent home frequently to get schools and other requirements. Students from poor families cannot afford to buy enough school requirements, majority having a pair of trousers and shirts. They cannot even afford money for trips and writing materials hence dropout of school.

In the area where parents engage in small business. Most parents struggle to get alternative means to support the family demands. Children from such familiarizes tend to leave school and engage in business activities such as collecting garbage, selling scrap and others become Hawkers in order to support their parents economically Contributing to drop out of school.

Poverty leads to forced marriages of female students to rich men who convince the poor parents to give in their daughters or marriage for wealth. This explains for the low enrolment of girl child, in schools per year. As a result the child drops out for marriage.

Poverty has contributed to devices such as homosexuality, prostitution that force most students drop out of school in such for money to meet personal basic and school necessities. As a result some end up getting pregnant, HIV infections and other health problems leading to school dropout.

5.3. Solutions to the problems

Summoning the parents of the students with fee problems to discuss the best ways to keep children in schools. This can be done by making arrangements for parent's meetings at school that aims at information to parents on to deal with fee issues. For instance encouraging parents to give in funds such as crops that can amount half of the child's fees thus helping parents keep their children in schools without any disturbances.

Encouraging students never to lose hope but keep strong despite the problems they face as individuals. For instance encouraging them to work during holidays so that they can also earn income in addition to what they would be given , save money for the future, use all the opportunities in their life promptly thus this would help them in solving fee problems and other school or life necessities.

Guidance and counseling should be done by the school to the infected students and other issues of their social life. For example through sensitizing students to help their parents at work avoid circumstances such as pregnancies, abusing drugs, sexual activities that can be lead to HIV/AIDS infections among others that can cause drop-out, health problems and death in their lives. This can be done through seminars, conference in schools or communities.

Admitting back the former students who had dropped out of school. That is dents who dropped out of school should be given another chance to join most especially if it was fee problems , or any other issue. Also teachers and fellow students should be of great help in situations of

changing or encouraging the victim to concentrate and catch up with studies in a conducive atmosphere.

Frequent talk shows to parents on how to support their children socially, emotionally, psychologically and how to deal with situations when they come their way. These can be done through television, radio station programs and seminars with parents aiming at helping parents understand their responsibilities and how they can help to change their children behaviors or to adapt the rules or regulations of the society they live in.

Sensitize students and parents on the value of education in their future. For instance drawing out the sense of ignorance among some parents who think that education is not of great importance and also teaches students or children their rights to attain education for the better. This will help both parents and students perform their duties and responsibilities to take on education as a first priority in their lives.

Monitoring and summoning students who have frequent absenteeism recorded at school. Making follow ups of students with frequent absenteeism is the most important strategy because it sights out the reasons for being absent from school. For example this can be done by involving the parents and other authorities so as to deal with the student in case of any economical or social situations.

Employing parents of the students with the problems so that they can earn income and pay their children fees. This helps the parents in meeting the expenses of their children like the basic and education needs. Thus solving the) problem of payment of fees through reduction on the salaries.

Providing bursaries to students who perform well academically and are of poor families. This would help in solving the problem of school fees that leads to school drop outs. Students who perform well in classes should be given financial support completely and also accomplish the education on merits and employment given basing on the merits and qualifications.

Dealing with parents of students who force their children into early marriages money from rich men. Strict lives against early marriages should be implemented and parents who force their children into early marriages should be dealt with on ion hand and those planning to commit the crime should be cautioned or sensitized on the effects of early marriages to their child's health d social life in future.

5.4. Conclusion

This study investigated poverty and school dropout in Ntwetwe Sub-county, Kyankwazi District, Uganda.

It was intended to investigate the causes of poverty and school drop outs in selected schools of Ntwetwe Sub-county, Kyankwazi District Uganda.

This was in relation to the establishment of use by the government in 2008. The study specifically sought to find out the causes of school dropout, the impact of poverty on school dropout and the solutions to curb the drop out problem. The study established that poverty, poor influences, marriages, lack of fees, lack of requirements level of family income early marriage, lack of fees, lack of requirements level of family income among others cause drop out, forced marriage, poor conditions of living, drop a, malnutrition, are the effects of provision of bursaries, employing parents, strict laws on early marriages free education were established. In view of these findings the study concludes that research findings investigated the causes of drop effects/ Impact of poverty and solutions to curb the problem. This means that poverty is as a factor causes /leads to drop out.

5.5. Recommendations

Provision of basic needs and improvement of school infrastructures like construction of classrooms, laboratories and other needs such as text books and other reading materials for better academic performance.

Teachers' should be friendly to learners in order to understand the problems of the less fortunate and offer them psychological support they need to learn effectively.

Bursaries should be given most especially to the less privileged in order to support their education competition.

Implementation of the free primary and secondary education in the schools within the division fully and effectively.

The government should barn out organizations that employ child Labour to enable children develop a sense to attain education for better livelihood.

Strengthening the auditing and monitoring mechanisms should be set up to deal with school heads and boards of PTAs who draw fees from UPE and USE students.

Top academics performers should be given sponsorships to fully accomplish their education at all levels of education and employment based on merit.

The government should also establish schools with special needs for the absolute poor from all areas or divisions selected by their intelligence and poverty level.

The government should also establish rehabilitation centers and schools for the disabled HIV/AIDs students and orphans as a way of protecting them from the psychological torture from the outside population.

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APPENDICES

APPENDIX A

QUESTIONNAIRES FOR TEACHERS

I am a graduating student of Kampala International University; you have been selected as one of the respondents to the questionnaires. Respond to each question by providing appropriate response. Note that there is no right or wrong answer. The researcher requests to get your honest opinion on various issues and facts concerning students drop out of school phenomena in your school. All the responses will be treated with highest confidentiality .Your cooperation shall be highly appreciated. Do not write on your name.

SECTION A. DEMOGRAPHIC INFORMATION
1. What is your gender?

   Female ☐

   Male ☐

2. (a) What is your marital status?

   Married ☐

   Single ☐

   Divorced ☐

   b) Your level of education

   Diploma ☐

   Degree ☐

   Masters ☐

3. How long have you been a teacher in your school?

   Less than a year ☐

   1-5 years ☐

   6-15 years ☐

   More than 15 years ☐

SECTION B: CAUSES OF SCHOOL DROP-OUTS AMONG STUDENTS

1. (a) Do your students pay in time?

Yes [ ]

No. [ ]

b) If yes what happens to those who do not pay in time?

Given deadlines [ ]

Parents summoned [ ]

Denied exams [ ]

Sent home [ ]

c) Are there students who have dropped out of school due to lack of fees?

Yes [ ]

No. [ ]

2. (b) What other requirements are students required pay for?

Building contribution [ ]

Uniforms [ ]

Boarding sections [ ]

School requirements [ ]

b) Are students able to pay those requirements

Yes [ ]

No [ ]

c) Are there cases where students are sent home for levies and they don't turn up to school?

Yes [ ]

No [ ]

3. a) Is the present number of students in senior four the same as that when they joined senior one?

Yes [   ]

No [   ]

b) Has the number of students increased or decreased

Yes [   ]

No. [   ]

c) If the number of students decreased, what was the cause of decreased?

Lack of fees [   ]

Transfer from school [   ]

Dropout [   ]

Social problems [   ]

d) If it increased what caused the increase.

Reduced fees [   ]

Parental care [   ]

Availability of income [   ]

Others [   ]

4. From your experience which class in your school has the highest number of school drop-outs for what reason?

Class	Number of students	Reasons
S1		
S2		
S3		
S4		
S5		
S6		
TOTAL		

5. Indicate how the following factors have contributed to school drop-outs among students in your school. (Tick where appropriate).

No.	Reasons	Strongly agree	Agree	Disagree	Strongly disagree
	Poverty				
	Distance from school				
	Peer influence				
	Early marriage				
	Pregnancies				
	Lack of parent encouragement				
	Work to support the family				
	Culture beliefs				
	Lack of education needs				
	Conflicts with teaching staffs				
	Disability				
	Overage				
	Lack of bursary				
	Poverty				

6. Do you think drop-out is due to lack of fees?

Yes ☐

No ☐

If yes justify your answer

....

7. From your option, what are other main causes of dropouts?

....

....

....

SECTION C: IMPACT OF POVERTY ON SCHOOL DROPOUT

1. From your view, what are the impacts of poverty on dropouts?

....

....

2. What happens to students who drop-outs of poverty?

....

3. What are some of the immediate outcomes of poverty on school dropouts?

....

....

4. How does poverty contribute to dropout of students?

....

....

5. Do you think that poverty has much impact on dropout?

Yes ☐

No. ☐

45

If yes, Give reasons for your answer

....

....

6. Do you think only poverty contributes to dropouts

Yes ☐

No ☐

7. "Poverty does not only lead to dropouts" what is your view about this statement?

....

....

SECTION D: SOLUTIONS TO THE PROBLEM OF DROPOUTS

1. In your option, what should be done to solve the dropout problem in schools?

....

....

2. What are happens to students who dropout due to poverty?

....

....

3. What are some of the immediate outcomes of poverty on school dropouts?

....

....

4. How does poverty contribute to dropout of students?

....

....

5. Do you think that poverty has much impact on dropout?

Yes ☐

No ☐

If yes, Give reasons for your answer.

....

....

6. Do you think only poverty contributes to dropouts

Yes ☐

No ☐

7. "Poverty does not only lead to dropout" what is your view about this statement?

....

....

....

SECTION D: SOLUTIONS TO THE PROBLEM OF DROPOUTS

1. In your option, what should be done to solve the dropout problem in schools?

....

....

2. What measures should the school administration take to help students with fees problems?

....

....

3. Do you think the government can be of great help in solving the dropout problem?

....

....

4. Teachers can be of help in solving the problem of dropout, what is your view?

....

....

5. As a teacher, how can you help a school dropout not to lose hose hope?

....

....

6. Do you think professionals like counselors, social workers can help to curb problems of dropouts problem can be curbed?

Agree ☐

Disagree ☐

Likely ☐

Justify your answer...
....

7. If solutions to dropout problem are implemented, the dropout problem can be curbed.

Agree   ☐

Disagree   ☐

Likely   ☐

Justify your answer...
....

APPENDIX B

QUESTIONNAIRE FOR STUDENTS

I am graduating student of Kampala International University, you have been selected as one of the respondents to the questionnaires. Respond to each question by providing appropriate response. Note that there is no right or wrong answer. The researcher requests to get your honest option on various issues and facts concerning students drop out phenomenon in your school. All the responses will be treated with highest confidentially. Your cooperation shall be highly appreciated. Do not write on your name.

SECTION A: DEMOGRAPHIC INFORMATION

1. State your gender

   Male ☐

   Female ☐

2. What class are you in?

   S1 ☐

   S2 ☐

   S3 ☐

   S4 ☐

   S5 ☐

   S6 ☐

3. How old are you? Tick where appropriate

   13 – 15 years ☐

   16 – 19 years ☐

   20 – 22 years ☐

   23 – 24 years ☐

   24 and above ☐

SECTION B: CAUSES OF DROPOUTS AMONG STUDENTS

1. What is your parent's academic qualification? (Tick the appropriate answer)

Level	Father	Mother	Guardian
Father			
Mother			
Guardian			

2. What is your parent's occupation in the given table below? (Tick where appropriate)

Parents	Employed	Businessman/woman	Retired	House wife
Father				
Mother				
Guardian				

3. (a) Are your parents able to pay fees in time?

Yes ☐

No ☐

b) Are there times when you are sent to school without fees?

Yes ☐

No ☐

4. (a) Are you always sent home to collect fees?

Yes ☐

No ☐

b) Do you know of students who dropped out of school due to fees problems?\

Yes ☐

No ☐

5. Do all students sent home for fees return to school?

Yes ☐

No ☐

6. What happens when they are unable to return to school?

Dropout ☐

Ger married ☐

Look for jobs ☐

7. Does your school make follow-ups on those students?

Yes ☐

No ☐

SECTION C: IMPACT OF POVERTY ON DROPOUTS

1. Do you have relatives who have dropped out due to poverty?

Yes ☐

No ☐

2. What do they do after leaving school?

Get married ☐

Do business ☐

Work on their farms ☐

Get jobs ☐

3. Does poverty contribute much to student's dropouts?

Yes ☐

No ☐

If yes, justify your answer

....

....

4. Do you think poverty only affects students?

Yes ☐

No ☐

Give reasons for your answer

....

....

5. Do you have students from poor families?

Yes ☐

No ☐

6. What are some of the effects of poverty on such families? (you can tick more than once necessary)

Lack of requirements ☐

Level of family income ☐

Early marriages ☐

Teacher/ student relationships ☐

Learning resources ☐

Food and poor conditions ☐

7. How does poverty affect students or dropouts (Tick the most appropriate)

Lack of education needs ☐

Inability to pay fees ☐

Forced marriages ☐

Malnutrition ☐

Poor conditions of living ☐

SE CTION D: SOLUTIONS TO THE DROPOUT PROBLEM

1. As a student, what do you think should be done to solve the problem of dropouts?

....

....

2. Do you believe the dropout problem can be solved if measures are implemented?

Yes [ ]

No [ ]

Get reasons

....

....

3. What are the measures that should be taken to solve the problem?

....

....

....

4. Do you think as a student you can also play a role on solving the problem of dropout?

....

....

5. What should the government do to help students who drop out of school?

....

....

6. Do you think the follow-up strategy can help to solve the problem of dropout.

Yes [ ]

No [ ]

If yes, how?

....

....

7. From your view, do you think counselors, social workers and teachers are vital in solving the problem of dropout?

....

....

APPENDIX C

INTERVIEW GUIDE FOR PARENTS.

OBJECTIVE 1. Finding out the causes of school drop out

1. What are the causes of school dropout in your area?

2. Why do you think that parents do not read when their children drop out?

3. Assuming you are a parent, what do you do to such students/children?

4. How do parents react especially when children drop out of school?

5. Whenever a child drops out of school, do you take him back, or you listen to the child's reason of dropping out.

OBJECTIVE 2: Finding out the impact of poverty on school drop out of students:

1. Do you think that poverty forces children to drop out of school?

2. Do you believe that poverty is the only cause of school drop out?

3. What are some of the effects of poverty on school drop out?

4. Certain factors have contributed to school dropout other than poverty. What is your view about this?

5. What are the immediate outcomes of students drop out due to poverty?

OBJECTIVE 3. Solutions to the drop out problems of students arising from poverty.

1. What do you think parents should do to keep their children in school?

2. What measures should the government take to solve the problem?

3. Do you think teachers can be of help in solving school dropout problem? If yes or No

Give a reason.

....

....

4. As a parent, what do you think should be done to solve the problem of drop out?

5. Do you think professionals like counselors; social workers have a role to play in solving the problem? If Yes or No please elaborate.