

**POVERTY AND PUPILS ACADEMIC PERFORMANCE IN  
SELECTED PRIMARY SCHOOLS IN TULIMANI  
DIVISION, MAKUENI DISTRICT  
KENYA**

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## DECLARATION

I Rose Nduku Musau, REG No. BED/13501/61.DF hereby declares that, this research is my own original work and not a duplication of similar published work of any scholar for academic purpose as partial requirement of any university or otherwise. It has therefore never been submitted to any other institution of higher learning for the award of a certificate, diploma or degree in special needs education.

I further declare that, all materials cited in this paper which are not my own have been duly acknowledged

Sign.....

Date.....29<sup>th</sup>, AUGUST 2008

ROSE NDUKU MUSAU



## APPROVAL

This is to acknowledge that this report has been under my supervision as a university supervisor and is now ready for submission.

Sign. ....

Mr. Tindyebwa Wilberforce

Date 29/08/08 .....



## DEDICATION

I dedicate this project to my husband Joshua Mulinge, My daughter Mwikali and My son Tobias Makau.



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“Many hands make light work” the saying goes. The task of success by the many professional personnel involved. For this many professional wish to tank individual and institutions who/ which in various ways assisted a great deal.

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## **ABSTRACT**

This study was carried out in Tulimani Division Makueni District. It covered poverty and dropout rates in primary schools. The major objective of this study was to examine the poverty and its implications on the school dropout and educational sector, the existing government interventions and also sought the effective policy recommendations for better conditions in the education sector.

The study employed both qualitative and quantitative approaches, interview and structured questionnaire was used respectively. It was edited coded and analyzed by the use of table drawing, which put respondents in percentages and literature interpretations followed subsequently.

The study observed that there are various causes of school drop out but poverty was found to be the leading causes. It affected the learners in a way that they failed to pay school fees, lack of scholastic materials, poor health conditions and poor feeding leading to poor performance and hence dropping out of school.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Poverty is seen as the most important phenomena leading to school drop out. Poverty according to Encyclopedia Britannia, it can be defined as the condition that is said to exist when people lack the means to satisfy their basic needs of which includes clothing, shelter, food and medicine.

Countries world over have experienced poverty for along period which has affected the people's standards of living. In America for example, poverty was not commonly defined as a problem till recently Gallup Poll showed that poverty was seen as a problem in American Republic in 1965, and it spread to other countries. (Lauer 1976)

As president of Uganda Y. Kaguta Museveni 2003 asserts that; "Poverty in Uganda, during the 1990's income poverty fell dramatically. However since 2000, income poverty has risen with a proportion of people below the poverty line rising from 34% in 2000 to 38% in 2003. This has been accompanied by income inequality which has been rising since 1997"

On the other hand, school drop out is the state where students/ pupils leave schooling before achieving their goals due to a problem of poverty and other related factors. How does poverty lead to school drop out? In this case, funding and costs lead to school drop out due to inadequate financial resources as a result of poverty even though he/she is quite capable of doing the work since the mid 1960s less money has been available for students loan and scholarship while the cost of attending college has raised rapidly than most other costs.

Perhaps the factor of poverty as the cause of poor performance and school drop out due to lack of school fees and children often sent back home to collect school fees during the time of school. They end up losing studies, perform poorly in their examination and even fail to raise the amount of fee required in time and end up dropping out of school.



## **1.2 statement of the problem**

In Kenya, many parents have their pupils fail to complete school. This is attributed to many factors for example, poverty, family background or problems, among others. It is not clear which of the above factor is clearly responsible for the researcher intends to undertake a study to find out to what extent poverty contributes to school drop out in Tulumani Makueni (Kenya)

School drop out has increased on the number of idlers who turn into thieves, prostitutes, street children, drug taking such as Marijuana to mention but a few and as a result the victims end up dying at a young age. Therefore this study was aimed at finding out the effect of poverty on school dropout.

## **1.3 The purpose of the study**

The purpose of this study was to analyze the effect of poverty on school drop out in selected primary schools of Tulumani Division. School drop out has increased on the number of idlers who turn into thieves, prostitutes, street children, drug taking such as Marijuana, mentioned a few and as a result the victims end up dying at a young age due to school drop out as a root cause.

### **1.3.1 General objective**

The study aimed at finding out the effect of poverty on school dropout

### **1.3.2 Specific objectives**

- i. To find out the cause of school drop out in primary schools
- ii. To investigate the effects of school drop out in primary school
- iii. To determine whether there is a significant relationship between poverty and school drop out
- iv. To make effective policy recommendations



#### **1.4 Research questions**

1. What are the causes of school drop out?
2. What are the effects of school dropout in primary schools in Kenya?
3. What are the some of the policy recommendations put in place to avert poverty and school dropout in Kenya?

#### **1.5 Significance of the study**

- The study helps to update the literature on poverty and school drop out and on challenges faced by teachers and learners in primary schools.
- This study also helps the government to formulate and comprehensive natural policy regarding poverty eradication and school crop out.
- The bradens the researcher intellectual understanding of the operations and challenges of the parents and teacher in educational sector.
- It also provide the necessary premises for future research for academicians professionals and researchers



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Poverty is not only a major problem in Kenya but it is also a striking situation in order countries in the world. This is proved by the many studies carried out by different researcher as illustrated below. The researchers have identified the indicators of poverty in a society, the levels of poverty in their areas of study, the major causes of poverty, the effects of poverty to the people, way of life and how best the problem can be averted or minimized.

#### **2.2 Indicator of Poverty**

There are quite a number of signs that one may observe and really conclude that there is poverty without even being told. According to the African region (1996) findings, poverty was indicated by low enrolment rates in primary schools as per records (1980s and 1990s).

Child labour is another indicator of poverty according to the findings by the Ministry of education science and technology (2004). The parents sent their children to work to provide for the family needs. The findings also showed high drop out rates especially to HIV/Aids infected and affected so as to become labourer to earn to take over roles of dead bread winners

According to first hunger, then obesity (2005), hunger is a sign of poverty. Most children in poor families are undernourished because they lack some nutrients needed for their growth hence go hungry or eat meager meals. Deficiency diseases such as kwashiorkor, rickets among other were also seen as indicator of poverty by the same. The above was also noted in children's fund (2003) findings.

According to Abreu (1991) prostitution and Pimping (Brotherling) is a sign of poverty both are done to earn living.



### 2.3 Level of Poverty

This would refer to the percentage rate of the population experiencing poverty or the sample population mostly affected. According to Africa region's (1996) finding 30% of the population was below the basic necessities needed in life.

As far assessment of UN (1995) was concerned, about 47 percent of the rural population was estimated to have been below the poverty line in both 1981 - 82 and 1992. No significant improvement was realized between those two years.

According to world bank (2001) world development report on poverty using the poverty line of a dollar a day revealed that a biggest proportion of the populates in least developed countries of Africa still live in absolute poverty. In Kenya for example 44% of the population live in absolute poverty

According to IFAD (2007) study on rural poverty in Kenya, the mostly affected by poverty small farmers, herders, farm labourers, unskilled/semiskilled workers, household headed by women, people with disabilities and AIDS orphans. Unless there are some interventions done, they can only provide for their livelihood.

The Ministry of Education (2001) findings showed that 60 percent of Kenyans live below poverty level with no wherewithal to pay for school requirements.

Everything that happens has its own causative factors. Poverty therefore does not come out from blues. There are factors that contribute to its existence. According to WAD (2007) findings, rural poverty has been caused by low agricultural productivity, unemployment and low wages, difficulty in accessing financing for self employment, poor governance, bad roads, high costs of health and education not forgetting the killer disease HIV/AIDS striking the bread winners. Findings by African region (1996) showed that poverty can be caused by ignorance that is lack of knowledge, skills and the right attitudes in daily living. Such skills could be on farming, feeding, hygiene, running small scale businesses among others.

According to Nelson et al (2004) on study done on Social Aspects of Dynamic Poverty trans in Vihia, Barino and Marsabit Districts Kenya, poverty major income earners. By the same, it was also noted that when a member of a family died, heavy funeral expenses were incurred in



purchasing the coffin, food for mourners and church ministers who conducted the funeral ceremony. Livestock and any other resource were sold to take care of the expenses leaving the homestead with little or nothing to depend on.

From the same findings, poverty is also caused by retrenchment and retirement, poor health and health related expenses, small land holdings, unproductive land, low level of education, high dependencies and land conflicts.

According to Abreu (1991) poverty is caused by laziness and irresponsibility of the parents who end up looking for short cuts in earning living. They opt to practice prostitution.

## **2.5 Effects of Poverty on Education**

Poverty has very many implications on people's lives including the children's education. According to the findings carried out by the Ministry of Education Science and Technology (2004) as far as development of education in Kenya is concerned, it was noted that high poverty levels made it difficult for the children to attend school consistently. The parents sent their children to work at the expense of schooling. The children also do not go to school because they were hungry.

According to Shanghai, poverty conference (2004) case study summary for Kenya, Lesotho, Malawi and Uganda, it was noted that children from poor families had no access to primary education. This had also been reflected in the Jomtien Conference (1990) on Education for All.

As far as Ministry of Education (2001) observation was concerned, poverty had led to high drop out rates especially to HIV/AIDS infected and the affected. The children became labourers to earn to take over roles of the dead bread winners.

According to Edward M. Miguel (2001) of the University of California Berkeley material poverty was experienced in primary schools of Busia and Teso Districts. In these districts lower class levels (1 – 3) learn under stress due to lack of classrooms. Most pupils sit on the dirty floor and textbooks and chalk are in short supply. This affects children's overall performance.



Study carried out by African Region (1996) on poverty showed that there were low enrolment rates in the primary schools in 1980s and 1990s with the boys outnumbering the girls. Only the financially stable parents can spend heavily on education for their children gaining favour from the teacher. Poor parents who spent considerably less or nothing result to lower non teacher inputs to their children lowering their performance.

According to FAO's Priorities (2005) first Hunger, then obesity, children are limited to what they can and cannot eat by their parent's income. Those children living in poverty may be sickly because they do not receive the right amount of nutrients. The children may even die in the diseases or complications faced after the infection.

Study carried out by Christian Children Fund (2003) showed that the poor are simply unable to afford the most basic treatment or schooling for their children.

The poor children suffer greater hardship including stigmatization, social exclusion, disabilities due to poor feeding among others.

According to Gudmund Hemes (2005) of International Institute for Education, parents did not send their children to school when their work is required to keep the family fed. Poor parents in sub-Saharan African have to decide which child if any is their best investment in education. The parents are willing to invest their children's time in education if they think they will gain something useful from their investment. Girls in this case would be referred to marriage.

According to Abreu (1991) children of prostitutes and pimps imitate their parent's behaviour and end up dropping out of school. They also end up being infected by HIV/AIDS.

According to the Monitor Newspaper of 15<sup>th</sup> December (2007) it revealed the effect of poverty on pupils learning whereby a child was quoted "When I go to class in the afternoon. The hunger makes me feel dizzy and in most cases, I don't understand what the teacher is teaching", he added.

Margaret Akello of primary seven said, "I don't take breakfast but I normally go back home for lunch. Sometimes I find nothing to eat and I just take water and go back to school".

She said whenever she misses a meal, she shivers and gets a headache which affects her learning ability.



Petya Anyait P.7 said hunger makes her doze in class. "I always feel sleepy and weak. At times my teacher tells me to run around the school compound so that I can stay alert but it just weakens my body" he said.

Many primary schools under the UPE programme are not providing pupils with lunch. President Yoweri Museveni of Uganda has repeatedly said that teachers who charge pupils any fees including lunch fees would face disciplinary actions.

Most parents especially those in rural areas and internally displaced camps send children to school hungry because they lack adequate food. Children who cannot bear the hunger are forced to dropout of school.

Hunger is among the major factors contributing to high dropout rate in schools. Over 50percent of children who are enrolled in primary one under Universal Primary Education Programme don't complete primary seven due to various reasons including hunger and lack of scholastic materials.

## **2.6 Possible Solutions to Poverty**

Whatever kind of a problem with a causative factor can always be prevented by working out a solution or answer.

According to Ministry of Education Science and Technology (2004), it was resolved that in order for all children to learn with minimal disadvantage including those from poor families feeding programmes in primary schools were to be implemented. Primary school education was also to be made free but compulsory. This to some extend is working though the feeding does not exist now.

As per Education for All (EFA) (1990) primary education was consequently made universal by eliminating direct costs of schooling. The government was to provide for the education. In Kenya it is not fully taken care of since parents still employ Parent Teacher Association teachers, they still pay for private tuition! Coaching. Donor support was also to be availed but it is not known to which extend this has worked.

According to WAD (2007) findings on rural poverty in Kenya, since 1979 WAD had invested US \$ 115.0 million in 12 loan financed programmes/projects and three grant - financed programmes supporting the government's efforts to reduce rural poverty.



From the findings done by the Ministry of Education (2001) on the level of poverty in Kenya, it was resolved that Children's Act become effective to call for compulsory and free primary education and was affected in 2006. This was to ensure that all children in school going age must go to school and that no body should employ the school going children. This has partly worked, more efforts are needed.

As per Gudmund Hemes (2005) of International Institute for Education poverty may be reduced/alleviated by having many international agencies like World Bank, World feeding programmes, UNICEF among other volunteers to aid in providing loans, support school feeding programmes, to support orphans by providing school uniforms. This has benefited just a few schools.

From the resolutions given by the above researchers, it is true that poverty can be escaped by diversifying crop production, investing in Savings and Credit Co-operative Society for loans, joining women groups that make traditional items like gourds for sale among others. This is as per Nelson M. Josephat C. Gatarwa K. and Wesley O. (2004).



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter gives the methodology aspect of the study used to obtain the data and why they were used. The above five gives the sample selective methods of data collective processing, analyzing and presentation.

#### **3.1 Research design**

The researcher was both quantitative and qualitative. The quantitative method was used by the researcher to find out the extent to which poverty contributes to school drop out in selected primary schools or Tuhmazi division Makueni District.

**Qualitative method**, was used by the researcher to find out how the pupils from poor families perform in class compared to children from well off families which makes poor children to loose hope and then drop out of school.

#### **3.2 Area and Population of the Study**

The researcher was carried out in selected primary schools or Tulimani division Makueni district (Kenya) where by teachers, pupils and parents were used as respondents.

#### **3.3 Sample and Size**

A cross sectional design was used in which a group of randomly selected homes of Tulimani division Makueni district. In this research study, twenty teachers and forty pupils from three selected schools and ten teachers and parents for interview guide. Totaling to eight respondents



### **3.3.1 Sources of data**

Two main sources were used that is

- (a) Primary sources, this would help to get first hand information from the respondents in the field since the researcher would have to go into the field.

Secondary source: This involved reviewing documents, such as text books, diaries, dissertation, speeches e.t.c, which are relevant to this study. These were obtained from local and central government ministry of education; it was supplemented by information from primary sources.

### **3.4 Data collection methods**

The data was collected using both of qualitative and quantitative approaches, while using quantitative approach; an interview schedule was used besides focus group discussions. This method helped since some information could be described without figure.

On the other hand qualitative methods as structure questionnaires were used this was because the required information also needs figures, description alone was not enough. Thus the following instruments were used.

### **3.5 Self administered questionnaires**

Employees employed in the educational sector organizations. This method was advantageous as it provides room in the researcher to build rapport with the respondents when introducing the questionnaires, immediately after filling then the questionnaires were packed back, clarifications to respondents were made where it was necessary. This method proved ineffective



### **3.6 Focus group discussions**

These were used to set the respondents impression and interpretation for the they key topic. These included teachers of each school. This acted as supplementary method. Where the researcher organized eight discussion groups. This instrument of data collective was chose because it made the respondents feel free in giving the necessary information since they were of the same level. This would have been hard if questionnaires were given to them.

### **3.7 Observation**

Non-participant observation was used to help supplement the other data collection methods. The researcher observed the environment in which pupils study from; the general out-look of pupils; their meals and living conditions.

This method was advantageous as it helped the researcher to see for herself things which would have been hard for the respondents to describe verbally.

### **3.8 Data processing Analysis and presentation**

The data collected was processed, analyzed and presented through editing, coding and tabulation to ensure accuracy, completeness and comprehensiveness of the responses.

### **3.9 Limitation of this study**

The respondents especially the female respondents shy and feared to openly give out the information. They claimed that this would divulge into certain impressions, however, the researcher used inter-personal skills and even explained to them that research was for academic purposes to ensure that female respondents fell at home in giving information.



## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **4.0 Introduction**

This chapter presents the data collected from respondents and what the researcher found out in the study. The findings were discussed in relation to the objectives of the study.

#### **4.1 Respondents**

The researcher gave questionnaires to twenty teachers from three schools. Out of twenty teachers, seventeen returned the questionnaires while three did not respond.

The questionnaires were also given to the pupils. Forty questionnaires were given to forty pupils, and out of forty, thirty nine returned the questionnaires and one did not.

Also parents were used to answer the questionnaires administered to them. Interview guides were also made to parents and teachers. Therefore the responses were collected and summarized in the table as in the rest of this chapter



**Table 1: Respondents status (pupils)**

No	Category		Frequency	Percentage
1	Sex	Male	19	48.7%
		Female	20	51.3%
		Total	39	100%
2	Age	5-9	-	-
		10-14	22	56.4%
		15-19	17	43.6%
		Total	39	100%
3	Class	P.3	8	20.5%
		P.6	11	28.2%
		P.7	20	51.3%
		Total	39	100%
4	Parental Status			
	i) with both parents		30	76.9%
	ii) orphans with no guardian		-	-
	iii) Single parents			
	Mother		5	12.8%
	Father		4	10.3%
	iv) Orphans with a guardian		-	-
	Total		39	100%

Source: primary data

Table 1 shows that out of thirty nine respondents nineteen were male and twenty female. Their age ranged from five to nineteen. Twenty two were between ten and fourteen,



seventeen pupils were between fifteen and nineteen. The respondents were from primary five six and seven.

To the parents' status, thirty respondents had both parents those with single parents such as a mother were five, and with father only were four. None was an orphan with no guardian and none was an orphan with guardian as summarized in table 1 (i) above

**Table 2: Parents and teachers status**

No	Category		Frequency	Percentage
1	Sex	Male	15	60%
		Female	10	40%
		Total	25	100%
2	Age	20-28	8	32%
		29-38	4	16%
		39-above	13	52%
		Total	25	100%
3	Educational level	Headmaster	-	-
		Head teachers	2	11.8%
		Teachers	15	88.2%
		Total	17	100%
4	Marital Status for parents			
	i) married with one wife		4	50%
	ii) married with more than one wife		2	25%
	iii) Divorced		-	-
	iv) Widowed		2	25%
	Total		8	100%

Source: Primary data



The above table shows that twenty five parents and teachers responded to the questionnaires where by fifteen out of twenty five respondents were male and ten were female. Their age ranged from twenty to thirty nine years and above. Eight respondents were between twenty and twenty eight years, four were between twenty nine and thirty eight, and thirteen were between thirty nine and above.

To the education level for the teachers, two were head teachers fifteen teachers totaling to seventeen. Where as marital status for the parents, those married with one wife were four, married with more than one wife were two none was divorced and two widowed as shown in the table above.

#### 4.2 Causes of school drop outs.

There are many causes of school drop out and these include poverty, Pregnancy, Illness, peer group pressure. among others, The respondents where given a chance to vote for what they thought to be the most important cause of school drop out and the responses were summarized in table 2 below.

**Table 3: causes of School drop outs**

Factors (causes)	Number of Respondents	Percentage %
1. Poverty	14	82.3%
2. Pregnancy		5.9%
3. Illness	-	-
4 Peer group pressure	2	11.8%
Total	17	100%

**Source: primary data**

From table 3 above, it was found out that there are many causes of school drop out, but among these, poverty was looked at as the leading factor where by fourteen respondents out of seventeen voted for poverty as the most important cause of school drop out.

It was also found out that peer group pressure contributes towards school drop out where by two respondents out of seventeen supported it. This means, pupils with negative



attitude towards education influence their friends, therefore they end up dropping out of school before completing primary seven.

The study also discovered that pregnancy also contributes to the school drop out in primary schools where by one respondent out of seventeen supported it.

The researcher also found out that out of seven interviewed respondents, five respondents suggested that the causes of poverty to families and how it has led to school drop out is due to having more than one wife and many children without a proper source of income. In most cases the girls are told to leave school and boys continue studying, and extravagancy in families leads to poverty and hence school drop out

According to Mr. Rubanga I a resident of Kansanga,

“The causes of poverty to families and hence school drop out are many but the most causes are diseases like Aids where by when a child loses parents he or she end up dropping out of school, Ignorance as the second cause, that some parents are ignorant about how to create jobs and increase on their earnings and at the same time they lack knowledge about the value of education and hence leading to school drop out.”

Ms B. Faustine a teacher of Kansanga parents says that:

“Poverty is due to lack of jobs hence no income for school fees, therefore children leaving primary school before completing primary seven”

All the causes of poverty which were found out in the study were summarized by “Isbister (1996) who explores that due to poverty people in poor nations are likely to have ongoing severe health, poorly educated, experience child hood malnutrition and die prematurely”.



### 4.3 The extent of effects of poverty on pupils in primary school

Poverty affects pupils in primary schools and the entire community at large respondents were given a chance to choose the most important effect of poverty on pupils in primary schools and their responses were summarized in table 3 below.

**Table 4: The extent of the effects of poverty on pupils in primary schools**

Effects of poverty	No of respondents	Percentage%
a) Delay or failure in school fees	19	48.7%
b) Poor feeding hence malnutrition	2	5.1%
c) Lack of Scholastic materials	12	30.8%
d) Poor academic performance	6	15.4%
TOTAL	39	100%

Source: Primary data

The study discovered that the number of pupils dropping out increased from 2002-2005 where by eleven teachers out of seventeen respondents agreed that the number increased from 2002-2005. Where as six disagreed. And the results were summarized in table 4 below.

**Table 5: The increase in the number of drop outs between 2002-2005**

No of respondents	Agreed	%	Disagreed	%	Didn't Know	%
17	11	64.7%	6	35.3%	-	-

Source: Primary data

The study also found out that the female are most categories of people affected by poverty. Five out of eight respondents voted for it, followed by the youth and lastly the male. These were summarized in the table 5 below



**Table 6; The category of people mostly affected by poverty.**

Category	Respondents	Percentage %
Male	1	12.5%
Female	5	62.5%
Youth	2	25%
Total	8	100%

**Source: Primary data**

From table 5 above it was indicated that female are the people mostly affected by poverty (62.5%), followed by the youth (25%) and the male are less affected (12.5%) were the sited effect.

**Table 7: The pupils who drop out of school mainly come from**

Category	Respondents or frequency	Percentage %
Poor families only	6	15.4%
Rich families only	3	7.7%
Both rich and poor families	30	76.9%
Total	39	100%

**Source: Primary data**

Table 7 above showed that pupils who drop out of school are from both rich and poor families (76.9%), those from poor families only (15.4%) and those from rich families only (7.7%).

It was also discovered that poor children are more likely than the children of the affluent to attend schools with poor resources, which means that they are less likely to receive an enriched education experiences. Similarly most poor young people live in communities where the opportunity to apply academic skills and build new ones are either not available or not accessible.



The level of affluence also affects how long children will stay in school, because even public school is costly. These financial demands pressure younger stars from poorer families to drop out of school prematurely to go to work.

#### 4.4 Solutions for school drop outs

Poverty as the most important factor leading to school drop out is a national problem and must be attacked with massive national wide programs financed largely and organized by the government and the community. Poverty must be addressed at the federal level to ensure that the poor through out the nation will receive equal benefits and services.

The study discovered solutions for school drop outs where the alternatives were given to the respondents to vote for the best solutions of school drop out, and the results were summarized in the table below.

**Table 8: Solutions for school drop outs.**

Solutions	Number of respondents	Percentage %)
Imprisoning the drop outs	-	-
Promoting UPE	22	81,5%
Providing proper health care	3	11 .1 %
Giving loans to parents	2	7.4%
Imprisoning their parents	-	-
Total	27	100%

Source: Primary data

From table 7 above, it was found from the study that school drop out would be solved by promoting Universal Primary Education (UPE) Twenty two out of twenty seven respondents supported it. Where as three supported the provision of proper health care, two voted for giving loans to parents to increase on their capital for investment and earn enough income for school fees and other requirements. None voted for the imprisonment of drop outs and their parents.



## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION**

#### **5.0 Introduction**

This chapter gives the major findings, general conclusion and what the research recommends or suggests to be done to solve the problem of poverty and school drop out in relation to what was found out in the study.

#### **5.1 Major Findings**

The major findings were about the causes of school drop outs, effects of poverty on pupils in primary schools and the entire community plus the solutions for school drop outs.

Therefore it was found out that school drop out is mostly caused by poverty with 82.3%, peer group pressure with 11.8% and pregnancy 5.9% as observed from the questionnaires. Addition to that, Mr. Lubanga suggested polygamous families without proper income together with incurable diseases like Aids which leads to lose of parents also contributes to the school drop out of children as found out from the interview.

More to that, the findings were about the extent of the effects of poverty on pupils in primary school and the entire community. Delay or failure in school fees was found as the leading effect (48.7%), lack of scholastic materials (30.8%), poor academic performance (15.4%), poor feeding hence malnutrition (5.4%) and increased number of illiterate and idle people were the discovered effects.

Last but not least, solutions for school drop out. The following were found to be solutions for school drop out. Promoting universal primary education (UPE) was seen as the most important solution (81.5%), providing proper health care (11.1%), giving loans to parents(7.2%) so that to work hard and increase income as the source of school fees as found out from the questionnaires. The following were also found out from some interviewed parents and teachers: promotions of family planning, guiding and counseling the pupils mention a few were the found solutions for school drop out.



## **5.2 Conclusion**

School drop out in Kansaga town and Uganda at large has remained unsolved problem due poverty as the leading factor which brings about a delay or failure in school fees, poor feeding hence malnutrition, lack of scholastic materials, and poor academic performance in addition to other causes such as pregnancy, illness, peer group pressure among others.

Although the promotion of Universal Primary Education (UPE) alone to help the poor pupils was suggested as the solution for school drop out, it was found out from the study that the drop outs are from both rich and poor families. There fore, providing proper health care, giving loans to parents so as to increase their income together with other solutions would work hand in hand with UPE to solve the problem of school drop out.

## **5.3 Recommendation and Policy Implication**

Basing on the findings made in the field and the proceeding discussion, the researcher recommended the following:

The government should continue promoting and make proper follow up of the Universal Primary Education policy to ensure that all school going children keep in schools and be able to complete and proceed for further studies.

The government should also put reforms on equality in income. In effect, the government should take the money it receives in taxes, taking disproportionately from the wealthy people and redistribute it to the poor people to fill the gap between the rich and the poor people. For example through free education for the poor.

Poverty can be eliminated through massive infusion of money and compensatory programs, coupled with government mandates and state cooperation.

For poor parents, in the work force, at least three things should be done.

- 1) Subsidized child care that is safe.



2) A guarantee that they keep their welfare payments, which are gradually reduced as their pay increases.

3) A guarantee of health and education insurance

The government should strengthen PEAP as a policy to eradicate poverty in both fields of political, social and economic activities.

The government should also put policies against defilement so as to reduce on early pregnancy of primary pupils so that to reduce on school drop out due to pregnancy.

Parents should guide and counsel their children through encouraging them to study hard to be important people in future. Parents should also work hard to earn enough income so as to be able to cater for their children in terms of education health and feeding in order for their children to attain interest in studying.

The government should also provide special care for the orphans through offering them with scholastic materials, such as books, pens, pencils, uniform and others plus free education so that to enable them keep in school up to the end of their studies.

Children from poor families should realize that even poor children prosper in education.

#### **5.4 Areas of Further Research**

In line with the above discussion, the researcher suggested further research to be carried out on the effects of poverty on education standard



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**APPENDIX A**  
**QUESTIONNAIRES**

**QUESTIONS TO BE COMPLETED BY TEACHERS**

Dear respondents, these questionnaires are about poverty and school drop out. I kindly request you to cooperate with me by filling in the questions provided. Read carefully and tick in the boxes for the appropriate answers of your choice.

Date.....

1. AGE

SEX:      MALE ☐                  FEMALE ☐

SCHOOL.....

EDUCATION LEVEL.....

HEADMASTER

☐

HEAD TEACHER

☐

TEACHER

☐

2. What do you think is the common cause of school drop out?

a) Pregnancy ☐

b.) Poverty ☐

c) Illness ☐

d) Peer group pressure ☐

3. Solutions to school drop out.

5. Very important, 4. Important, 3. Just important, 2. Fairly important, 1. Least important



### Solutions

1. Promoting universal Primary Education	1	2	3	4	5
2. Imprisoning the school drop outs					
3. Providing proper health care					
4. Giving loans to parents so as to increase on their investment					
5. Imprisoning their parents					

4. Has the dropping out of your school increased from 2002-2005

a. Yes ☐

b. NO. ☐

c. I don't know ☐

**THANKS**



### QUESTIONS TO *BE* COMPLETED BY PARENTS

Dear respondents, these questionnaires are about poverty and school drop out. I kindly request you to cooperate with me by filling in the questions provided. Read carefully and tick in the boxes for the appropriate answers of your choice.

Date.....

AGE: 18-28 ☐ 29-38 ☐ 39-48 ☐ 49-above ☐

SEX: MALE ☐ FEMALE ☐

#### MARITAL STATUS

MARRIED ☐  
 SINGLE ☐  
 MARRIED WITH ONE WIFE ☐  
 MARRIED WITH MORE THAN ONE WIFE ☐  
 WIDOWED ☐  
 DIVORCED ☐  
 OCCUPATION ☐

2. Solutions to school drop out

5. Very important, 4. Important 3. Just important, 2. Fairly important I Least important

Solutions	1	2	3	4	5
1. Promoting universal Primary Education					
2. Imprisoning the school drop outs					
3. Providing proper health care					
4. Giving loans to parents so as to increase on their investment					
5. Imprisoning their parents					



3. Which one the following categories of pupils are mostly affected by poverty

(a) The male

☐

(b) The female

☐

c) The youth

☐

THANKS