

**CAUSES AND EFFECTS OF SCHOOL DROPOUT IN THE COMMUNITY OF
KAWEMPE NORTH DIVISION, KAMPALA DISTRICT**

**BY
MAYAMBALA MUHAMMAD ISMAIL
BAE/41922/133/DU**

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

I MAYAMBALA MUHAMMAD ISMAIL hereby declare that the information contained in this report is my own original work, best of my knowledge, and that's our original work hence no part of this report has ever been submitted to any Academic institution for the award of a degree.

STUDENT

SIGNATURE:

DATE.....

MAYAMBALA MUHAMMAD ISMAIL

APPROVAL

This is to certify that the research report of MAYAMBALA MUHAMMAD ISMAIL has been under my supervision as a university examination supervisor and approved for submission to the College of Education, Open, Distance and e-Learning

SIGNATURE.....



DATE.....

14/10/16

MR. LAAKI SAMSON

SUPERVISER

DEDICATION

This report is dedicated to my late Mother Hajjat Naiga Hafuswa, my father Sheikh Ismail Kezaala for being the best parents ever, my siblings and friends who have been very supportive and understanding throughout the course.

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AMEEN

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LIST OF ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
HIV	Human Immune Virus
PTA	Teacher parents' Association
NGO	Non Governmental Organization
UPE	Universal Primary Education
UNDP	United Nations Development Program
USAID	United Nations Agency for International Development
UNEB	Uganda National Examination Board
UNICEF	United Nations International Education Fund

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ABSTRACT

The study on the causes and effects of students' school dropouts was carried out in Kawempe North Division, Kampala District in Central Uganda. The purpose of the study was to investigate the causes and effects of school dropout in schools. The research was guided by the objectives of the study which included; finding out the causes of school dropouts in Kawempe North Division, finding out the effects of students school dropouts in the community of Kawempe North division. The sample size of 60 respondents was got from the population of teachers, students, political leaders and local community members. The researcher used interviews, questionnaires to collect the data.

The findings revealed that; poverty, corporal punishments, chronic sickness, long distance of schools, and lengthy learning hours were the major causes of school dropouts in Kawempe North Division. High crime rates high illiteracy levels early marriages and early pregnancies were the major effects of school dropout in Kawempe North Division and building of more schools, free education, compulsory education, provision of lunch in schools, reduction of learning hours were the solutions to students' school dropouts in the community of Kawempe North Division.

The researcher later recommended that; there is need for parental responsibility, community involvement in education, and stopping of corporal punishments were some of the recommendations made by the researcher after presenting and interpreting the data.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The incidence of school pupil drop out was not known during Missionaries time. This was because the Education curriculum in primary schools was made in such a way that every one's ability and interest were catered for. Ssekamwa (1993) says that, scholastic materials like textbooks, pens and pencils were supplied by the government. Schools and parents could only buy uniform for the children.

Primary education was a pride for student, parents and society at large because a pupil at school was admired by all. Education was the only route for socio- economic mobility and this discouraged any form of school dropout: It was the educated one who was admired because he was the society's helper, hope and instrument. After the independence in 1962 when Uganda government took over education in the country, things began to change. Every child was required to pay school fees and even schools fees began to hike (Onek S et al; 2007).

By 1974, Uganda had 3154 primary schools with a total enrolment of 792,000 student taught by 26,000 teachers, which gave a teacher-pupil ratio of 1:30. This was a remarkable increase but the problem of lack of employment could have been the start of school dropout. Practical subjects and vocational courses had been dropped after 1960's which increases on the number of drop out. Student started seeing no future in education after primary seven. They went to school to learn reading, writing and arithmetic in lower primary after which they dropped to join the world of work (Aggarwal; 1992).

According to Ministry of Education and Sports (1998) report, the introduction of free education in primary has led to increased enrollment; large number of student, overcrowded class rooms is big challenge of UPE.

This has led to shortage of space, instructional materials and supervision skills, overcrowding causes air borne diseases such as flue, cough.

Universal Primary Education is the provision of basic education to all Ugandan children of primary school going age. Most Ugandans first at National and local level learnt about Universal Primary Education in 1996 when President Y. K Museveni pledged free tuition for two girls and two boys of primary school going age from every family house hold. UPE as a program was first launched with the first term in 1997. UPE was introduced purposely to eradicate illiteracy in Uganda, though it has caused a lot of problems such as increasing drop out cases, poor performance in schools especially at PLE, congestion of schools and some un trained teachers have been recruited (UNEB: 2002).

Presently, with the introduction of UPE in 1997, everything has changed. Every pupil is supposed to buy scholastic materials, uniform and pay for his/her meals, which have escalated the drop out situation. Parents are not very much concerned with the education of their children. This is attributed to the number of prevailing circumstances that are negative towards education such as lack of role models, alcoholism, poverty, indiscipline and child labor. Parents are only interested in child labor. This has accelerated student' drop out in many parts of the country, Kampala inclusive that forced the researcher to take an interest in finding out the causes of school drop out in the study area.

1.2 Statement of the Problem

Since the inception of USE in 2008 in order to enable student' complete the secondary school cycle. This means that rest dropped out though there were no payments in secondary schools. Today, the rate of student's school dropout has generally remained very high in Kawempe North, Kampala district – Uganda. This has been attributed to unhealthy school environment and inadequate instructional materials among others. According to the Ministry of education report- 2000, lack of parents' participation and

discipline at the school may have contributed greatly for this. No systematic study has been done so far to critically assess the study problem; therefore the researcher will try to find out the causes and effects of student dropout in secondary schools of Kawempe North, Kampala-district-Uganda.

1.3 Purpose of the Study

The purpose of the study was to investigate the causes and effects of secondary school dropout in schools in Kawempe North, Kampala district-Uganda.

1.4 Objectives of the Study

The objectives of the study were to;

- (i) To find out the causes of school dropout in community of Kawempe North, Kampala district.
- (ii) To find out the effects of school dropout in the community of Kawempe North, Kampala district.
- (iii) To suggest policy measures to address the problem of students' school dropouts in the community of Kawempe North, Kampala district.

1.5 Research Questions

The study was guided by the following research questions;

- (i) What are the causes of school dropouts in Kawempe North, Kampala district?
- (ii) What are the effects of students' school dropouts in the community of Kawempe North, Kampala district?
- (iii) What are the solutions to students' school dropouts in the community of Kawempe North, Kampala district?

1.6 Scope of the Study

1.6.1 Contextual scope

This study was limited to the causes and effects of students' school dropout in the community of Kawempe North, Kampala district.

1.6.2 Geographical scope

The study was carried out on the causes and effects of students' school dropouts in Kawempe North, Kampala district- Uganda. This particular area is chosen for this study because it's easily accessible to the researcher. The research was descriptive in nature whereby the researcher collected data from the teachers head teachers, students and parents of community of Kawempe North, Kampala district- Uganda. The research covered schools like Kawempe Muslim secondary school, Bilal Islamic secondary school, Brilliant High school. Other schools were; Kisaasi College School, Kinaawa High – Kawempe Campus, Mbogo High School, all in Kawempe North Division.

1.6.3 Time scope

The research study covered a period of eight months that is from Dec 2015 to Sept 2016. This particular time was chosen because it coincided with increasing rates of students' school dropout cases in Kawempe North Division, Kampala district- Uganda.

1.7 Significance of the Study

The findings will be of great importance to;

- i. To the Educational Administrators, Planners and Policy Makers to realize the causes of student dropout in schools and perhaps identify solutions to the problem.
- ii. It will help in setting ground' for the school heads, NGOs and other services to see the necessity of initiating projects and policies. Laws aimed at addressing causes and effects of students' dropout among families, schools and societies.

- iii. The study will be of significance in making the public aware of the causes, effect and solutions of students' drop out. Most societies will be aware that students' school dropout is one of the ways of violating students' rights and so get away of fighting against it.
- iv. The study will be an eye opener to other researchers in making more analyses and critic the problem in the future.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter included looking through the earlier research documents; literature with an aim of identifying a problem of concern eventual number of duplication of early research work is done. Apart from going through other related work. It also involved critically going through other services of materials that are related with the research topic. The world is aware of looming crisis of student drop out in schools. However, the most urgent matter at hand in this study is to review previous studies in relation to the topic. The literature is drawn from a number of sources that are closely related to the subject under study.

2.1 Review of Related Literature

Recent studies done on causes of children dropping out of primary school show that multiple social-economic related factors in the community and in the school are key in causing dropout and these are location specific and varied for boys and girls (Nakanyike, Kasente & Balihuta, 2002, DHS Data Survey, 2001, Save the Children Fund, 2002). Data from administrative records of the Ministry of Education and Sports indicate that school dropouts in all government aided schools in the country is higher at primary level than at secondary level and that more girls than boys dropout at this level, continuing the pattern at primary school level. The DHS Data (2001) indicated that in 55.4% cases of dropout for secondary school children, monetary costs are responsible and more predominantly in the urban areas and particularly in the central region.

2.2 Causes of school dropouts

2.2.1 Parents Participation on student drop out in schools

In 1997 when Universal Primary Education was introduced in Uganda, among the challenges it faced was large numbers' and lack of parents/guardians support. Despite these problems, there were many more others such as inadequate school facilities and teachers' illness (absenteeism). Some teachers were unmotivated while others were negligent, pay did not seem to be a key factor but the researchers study revealed that teachers most wanted textbooks and other teaching materials (Ministry of Education and Sports: 2007).

According to Ellington (1995), instructional materials are very important in the teaching-learning process and it is very important to in reducing on student' drop out. He further comments that student can get information from textbooks arid carry out their independent learning. The most important factor which affects the availability of textbooks is the government policy especially Universal Primary Education Program. Parents were given a chance to give their children's the necessary materials but this has been contrary since its inception.

Domestic work has greatly affected school dropout. Parents involve their children in agricultural work and left with no time to attend schools. Parents even do not care for the basic needs of children. They overload them with domestic responsibilities leaving no time to study. They show little interest in children's' learning which made children drop out due to lack of parents' support and guidance.

Ezewu (1998) says that, a poor atmosphere at home also negatively affects learning and lowers students' performance. The economic level of crowded homes cannot fully support all the children at school. Some have to drop out and when it comes to making a choice as to who should continue on the meager income of the family usually cited in Kawempe North Division, Kampala district. Ezewu continues to say that polygamy is a

greater cause of school dropout because of rivalry among family members resulting in; fraternal, parental, conjugal conflict and lack of attention among the family members.

The storage facilities in primary schools are not appropriate unlike some few lucky schools which have fairly established libraries with parents support. According to Parrot (1998), parents should guide their student in using a number of different resources for their own work in schools.

Onok S et al (2007) mention of the role of parents guardians in schools. The role of parents in a school is all embracing. Parents' organ can determine the fate of their school's policies, plans and programs. The researcher also contends with these ideas because the time available for the teachers to interact with learners is not adequate, so parents should have time for their children especially in counseling them, help them to do home work and love education. It therefore forced the researcher to established vital role of parents and guardians in the student drop out in primary schools.

Primary school management is the responsibility of the parents as the focal controller of the program at the ground level. Parents, guardians and parents' organs like PTA and Board of Governors are the planner and general manager of the school. The Education White Paper (1998), observes in regard to the role of parents, guardians in school management that; 'proper school management, and administration require planning, organization and directing the school to effect good discipline, academic standards and an atmosphere of educational standards worth of praise'.

This calls for rules and regulations to shape the daily routine of the institution. The provision of professional education management also goes with the parents' organs as the head of the family of learners. Routine in schools is an essential element that parents and guardians should emphasize as to reduce on school dropout. Such things if not followed in an institutional program can create anarchy.

USAID (2001) also agrees with above authors indicating that increased poverty in households affected by HIV/AIDS leads to decreased access to, and quality, of education. In these households resources to pay for school fees, books and supplies are often lacking. Children are often forced to leave school once a parent becomes sick; girls are often forced to drop out of school to care for sick parents and other relatives, while boys may be forced to drop out of school because their income is needed to support the household.

Children who remain in school may find it difficult to concentrate on school work or to interact with teacher or peers and when a parent dies; many orphans do not continue their education due to decreased economic capacity of their foster families. Besides UPE being in place the drop-out problem has reached a stage which parents have found necessary to focus on government and public attention. So that is why, the current study intends to find out causes of student drop out in primary schools.

2.2.2 Indiscipline cases and Students' dropout in schools

John W (2003) speaks of moral behavior and norms as acceptable standards for judging discipline in a society. There is also an implication of social criteria by which one must be judged as a misfit or fitting in society. Moral rules are a prerequisite for standard discipline. Generally, according to the Education White Paper (1998), the increasing rate of students' drop out is attributed to; teachers and student' absenteeism, school strikes, drunkardness, late coming, teasing, smoking and abuse of other substances.

According to Kasirya (2000) data from policy, NGO, and school centre suggests that indiscipline in class/lesson is the common multi practice done by student in Uganda. He maintained that, the problem of indiscipline is gradually and steadily spreading to the rural areas concentrating mainly in town/ trading centre. In a study done on drug substance abuse in primary schools of Kampala and Wakiso found that, 71% of the students dodge classes and use that time using drugs and alcohol. Primary schools in

Kawempe North Division, Kampala district-Uganda, young student especially between 15 years and 18 years are taking some drugs like Marijuana, all in turn forcing them to school dropout consequences.

Baraba (2004) observed that, the management and administration of a school are the basis of good discipline. He proposes that such routine things as morning cleaning, school assembly, class activities, Sunday services, parades, break time, games and sports, punctuality, uniform, teachers' smartness, meals and habits of drug abuse such as smoking and drinking are crucial in containing school organization as well as management. Therefore, he concluded that, there is need to reduce managerial loopholes that result into indiscipline of student ending up in dropping out of school.

D. Llyodd (1986) on the possible causes of indiscipline and the administration of punishments dwells on the influence of the home on the child's behavior. This is followed with his observation on children background. That 'if a child is mal-adjusted in discipline due to his background indiscipline may take long to correct'. This work has unearthed any relationship between students' background and indiscipline. Generally, the influence of the home on the child and the school community culture and vice-versa is responsible for indiscipline cases like increasing students' dropout in secondary schools.

Aggarwal (1992) outlines the following causes of school pupil drop-out as;

- Poverty of parents which necessitates utilization of the services of the children for supplementing their learning.
- Least qualified and untrained teachers being kept in charge of one class.
- Lack of regular and effective inspections and academic guidance by inspecting staff and lack of adequate accommodation and attractive school environment.

Ssekamwa J et al (1993), says that, dropping out of school may be reduced through dropout prevention programs. These are programs that aim at improving the school and home environment. Emphasis should be placed on the internal efficiency of the educational system. This would include;

Adequate supply of trained and motivated teachers, provision of teaching materials and enhancing co operation between teachers and parents.

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

Aggarwal (1992), outlines the following measures for controlling drop out;

- Under the school health services, student may be given nutritious diet by the introduction of mid day meals.
- Children may be liberally promoted from class one to class two.
- A reasonable teacher - pupil ratio may be maintained at such a level to ensure adequate individual attention.
- Effective supervision and inspection may be provided by both district officials and head teachers.

2.3 Impact of school dropout

Not only do high school dropouts earn less when they are employed, they are much more likely to be unemployed during the current economic recession, the brief finds. In July 2009, the unemployment rate for high school dropouts was 15.4 percent, compared to 9.4 percent for high school graduates, 7.9 percent for individuals with some college credits or an associate's degree, and 4.7 percent for individuals with a bachelor's degree or higher, Ezeru B (1998).

According to Ellington H (1995), there is a high cost of High School Dropouts: What the Nation Pays for Inadequate High Schools, the average annual income for a high school dropout in 2005 was \$17,299, compared to \$26,933 for a high school graduate, a difference of \$9,634. "These results speak clearly," said Wise. "In this economy, being without a high school diploma is two strikes-you are more likely to make less, and, if you have a job you are more likely to be laid off from it." Nationwide, more than seven thousand students become dropouts every school day. Annually, that adds up to almost 1.3 million students who will not graduate from high school with their peers as scheduled. In Florida alone, an estimated 103,990 students from the Class of 2009 failed to graduate on time with their peers.

On the other hand, everyone benefits from increased high school graduation rates, the brief argues. Graduates themselves, on average, will earn higher wages and enjoy more comfortable and secure lifestyles. They live longer, are less likely to be teen parents, and are less likely to commit crimes, rely on government health care, or use other public services such as food stamps or housing assistance. At the same time, the nation benefits from their increased purchasing power, collects higher tax receipts, and sees higher levels of worker productivity.

2.4 Effect of School Dropouts to the Community

In recent years, advances in technology have fueled the demand for a highly skilled labor force, transforming a high school education into a minimum requirement for entry into the labor market.

Because high school completion has become a basic prerequisite for many entry-level jobs, as well as higher education, the economic consequences of leaving high school without a diploma are severe (Ellington, 1995).

Earnings Potential: On average, dropouts are more likely to be unemployed than high school graduates and to earn less money when they eventually secure work. Employed dropouts in a variety of studies reported working at unskilled jobs or at low-

paying service occupations offering little opportunity for upward mobility. Dropping out and severely impairing a young person's job prospects and earnings potential, in turn, causes other secondary, indirect problems:

Public Assistance: High school dropouts are also more likely to receive public assistance than high school graduates who do not go on to college. Infact, one national study noted that dropouts comprise nearly half of the heads of households on welfare.

Single Parents: This increased reliance on public assistance is likely due, at least in part, to the fact that young women who drop out of school are more likely to have children at younger ages and more likely to be single parents than high school graduates (John, 2003).

Prisons: The individual stresses and frustrations associated with dropping out have social implications as well: dropouts make up a disproportionate percentage of the nation's prisons and death row inmates. One research study pointed out that 82% of Uganda's prisoners are high school dropouts (Ellington, 1995).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In this chapter, the researcher highlighted on the research design, research area, population size, research instruments, data collection methods that were used; data analysis and validity and reliability of data.

3.1 Research design

The researcher employed a descriptive survey design because it involves the use of figures which were got from the filled in questionnaires and both quantitative and qualitative methods were used to analyze data on the causes and the impact of school dropout in the community of Kawempe North division, Kampala district-Uganda.

3.2 Area and population of the study

The study was conducted in Kawempe North Division, Kampala district and examined the causes and impact of school dropout to the local community. The study population ranged from teachers from the selected schools, students, political leaders and local community members in the district. The area has an approximate population of 1,000,000 people.

3.3 Sampling procedure

The study used both random sampling and purposive sampling procedures. According to Cas (2002), purposive sampling should be used to select different activities in the area of investigation in order to get the required data and information. Simple random sampling was used because respondents have equal chances of being selected.

3.4 Sample size

The researcher used a sample size of 60 respondents. This represented the rest of the community population. The respondents were chosen according to their gender, age group, and marital. This sample size of 60 respondents were got from the population of

approximately 6,000 people. According to Sutton and David, (2004), state that a sample size should not be less than 30. Beyond basic description it would be difficult for the researcher to undertake more complex statistical analysis, as most of these analyses require a minimum sample of 30.

3.5 Instruments data collection

Data was collected from both primary and secondary sources. Secondary data was got by extracting information regarding the causes and impact of school dropout on local community of Kawempe North Division, Kampala district by reading newspapers, journals, text books plus the already existing work on internet and magazines. The researcher used three research instruments namely; Interview guide (FGD5), questionnaires and observation. Primary data was got from the field by use of the following methods;

3.5.1 Interviews

This involved face to face interaction between the researcher and the participant through discussion. Babbie (2003) argues that interviews can be in two ways, namely: Structured interview in which the responses by the participants were briefed and specific.

Unstructured interviews, where the responses (are) long, elaborated and not specific, the interviews were conducted in group, individual.

The researcher carried out structured interviews with district local councils, teachers and parents, using the interview guide because it is the most appropriate method which can be used to study the attitudes, values, beliefs and motives of people. It also has an element of flexibility. These persons were interviewed individually so as to get independent answers.

3.5.2 Questionnaires

According to Orodho, (2003) the questionnaire can also be in two forms, namely: Open-ended questionnaire in which the responses by the participants are free according to their understanding.

The close-ended questionnaires in which responses are provided by the researcher to the participant one of them accordingly, for example yes or no were provided.

The researcher left out questionnaires to mainly the literate group. These included; staff members, parents and some students. These had guiding questionnaires which the researcher gave to individual respondents to fill. The researcher gave some two days to respondents to study and fill the questionnaires. He requested the respondents to ask for clarification where they did not understand.

3.6 Reliability and validity

In order to ensure and maintain a high level of reliability and validity in this study, the researcher did the following:

Questionnaires were pre-tested. Ambiguous questions were made clear and irrelevant questions deleted.

The researcher used accurate questions which are open ended in nature by use of questionnaires from the staff members, and head teachers. The questions set had enough space to give appropriate responses. Close ended questions were also be used.

3.7 Ethical Consideration

After the approval of the proposal by the responsible authority at the school of education, the researcher got an introductory letter from the faculty of education to progress to the field for data collection. The researcher presented the letter to the LCs and the school administrators of Kawempe North division, Kampala district, who later introduced him to different LC I officials who assisted him to make sampling frames with the help of other relevant respondents. The researcher made appointments with

respondents on when to meet them. The interviews were conducted in staff rooms, compounds of the schools, and homes of parents and other community members. The structured interviews were of about 30 minutes. The in-depth interviews were for about an hour.

The researcher took the questionnaires to respondents proceeded by a briefing about the purpose of the questionnaires and asks them to fill them on their convenience to allow them more time and flexibility. Later the researcher made a follow-up and collected the filled questionnaires. Careful observation of respondents from the area of study was also carried out by the researcher.

3.8 Data processing

3.8.1 Editing and spot checking

The researcher edited and spot check during and after each interview with the respondents. This ensured that information given is logical, accurate and consistent. Obvious errors and omissions were corrected to ensure accuracy, uniformity and completeness so as to facilitate coding.

3.8.2 Coding

This ensured that all answers obtained from various respondents are given codes and classified into meaningful forms for better analysis.

3.9 Data analysis

The data filled in the questionnaires were copied and analyzed by tallying it and tabling it in frequency tables identifying how often certain responses occurred and later evaluation was done. The information was later recorded in terms of percentages.

The recorded data was later edited and interpreted which ensure uniformity, legibility and consistence. Also, interview results were coded on frequency tables and be calculated in terms of percentages and presented in this study.

3.10 Limitations of the study

The study was hindered by the following factors;

Refusal of the respondents to effectively respond to the questions was one of the most notable problems that the researcher is most likely to face while conducting the research.

Financial constraints were another factor that limited the study. Transport costs are so high to be met by the researcher and this fully contributed to the delay of the research because it may be hard for the researcher to continue with the tight budget.

Rudeness and hostility among some respondents were also seen as other limitations of the study in the sense that the researcher might find that there are rude and hostile respondents who in the long run may turn down the request of the researcher to answer the questions. Many of such respondents may walk away despite of the fact that the researcher may try to plead for their attention.

Shyness of the respondents was another limitation of the study.

The researcher was affected by the prevailing weather conditions i.e. the rain. It is true that the researcher was conducted during rainy season and it became so hard for the researcher to find the respondents since they were in doors.

However, these problems were overcome by the researcher in the following ways;

Strict adherence to the tight budget was the solution to the problem of lack of finance.

Humble talk and convincing of respondents was the ways employed by the respondents to overcome the problem of unwilling and shy respondents to answer the questions.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Chapter Review

This chapter entails the background information of the respondents, and the findings of the research objectives.

4.1 Social Demographic Characteristics

4.1.1 Age of the respondents

Respondents were asked questions related to their age and the results are shown in the table below:

Table 1: Age distribution of respondent

Age group	Frequency	Percentage
Below 24	4	6.6
25- 29	16	26.6
30—39	12	20
40-49	22	36.6
50—above	60	10
TOTAL	60	100

Source: Primary data

The table shows that 6.6% of the respondents were below 24 years, 26.6% were between 25-29 years of age, 20% were between 30-39 years of age, 36.6% were between 40-49 years and 10% were above 50 years of age.

4.1.2 Marital Status

Another variable which was important in respect to the situation of the people in the area was marital status. Information regarding marital status of the respondents was obtained by asking them whether they were married, single, widowed or widowers.

Table 2: Marital status

Marital status	Frequency	Percentage
Married	30	50
Single	8	13.3
Widow	16	26.6
Widower	6	10
TOTAL	60	100

Source: Primary data

Table 2 above shows that 50% of the respondents were married, 13.3% were single, 26.6% were widows and 10% were widower.

4.1.3 Sex of the respondents

Sex was also another factor which was considered during the study. This is because the researcher was interested in finding out the number of females and males in the whole of the population, and compares the percentage composition of the two.

Table 3: Sex of the respondents

Sex	Frequency	Percentage
Female	38	60
Male	22	40
TOTAL	60	100

Source: primary data

Table 3 above shows the sex of the respondents and it was found that 60% of the respondents were females and 40% were males.

4.1.4 Educational status

Respondents were asked questions related to their educational status and their responses are shown in the table below;

Table 4: Educational Level of the respondents

Educational levels	Frequency	Percentage
Uneducated	22	36.6
Primary	14	26.6
Secondary	8	13.3
University	4	6.6
Tertiary	6	10
Others	4	6.6
TOTAL	60	100

Source: primary data

Table 4 above shows educational levels of the respondents and it revealed that 36.6% of the respondents were uneducated, 26.6% were of primary level, 13.3% had secondary education, 6.6% received university education, 10% had tertiary education and 6.6% fell under other levels of education.

4.2. Causes of students' school dropout in Kawempe North Division, Kampala District

Table 5: Causes of students' school dropout in Kawempe North Division, Kampala District

Response	Frequency	Percentage
Poverty	21	35
Corporal punishments	12	20
Chronic sickness	13	21.6
Long distance of schools	8	13.3
Lengthy learning hours	6	10
TOTAL	60	100

Source: Primary data

The table above show the causes of school dropout in Kawempe North, Kampala District and the findings revealed that; poverty with 35% corporal punishments with 20%, chronic sickness with 21.6%, long distance of schools with 13.3% and lengthy learning hours with 10% were the major causes of school dropout in Kawempe North Division.

4.3. The effects of Students' school dropout in Kawempe North division, Kampala District

Table 6: The effects of Students' school dropout in Kawempe North division, Kampala District

Response	Frequency	Percentage
High crime rates	19	31.6
High illiteracy rates	14	23.3
Early marriages	14	21.6
Early pregnancies	13	21.6
TOTAL	60	100

Source: Primary data

Table shows effects of students' school dropout in Kawempe North Division, Kampala District and the findings revealed that high crime rates with 31.6% high illiteracy levels with 23.3%, early marriages with 21.6% and early pregnancies with 21.6% were the major causes of student's school dropout in Kawempe North Division.

4.4. Solutions to students' school dropout in Kawempe Division, Kampala District

Table 7: The solutions to the students' school dropout in Kawempe North Division, Kampala District

Response	Frequency	Percentage
Build more school	13	21.6
Free education	17	28.3
Compulsory education	11	18.3
Provision of lunch in schools	12	20
Reduction of learning hours	7	11.6
TOTAL	60	100

Source: Primary data

Table shows the solutions to students' school dropout in Kawempe North Division, Kampala District and the findings revealed that; build more schools with 21.6%, free education with 28.33, compulsory education with 18.3%, provision of lunch in schools with 20% and reduction of learning hours with 11.6%.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter was concerned with the discussion of the findings, conclusions and recommendations.

5.1 Discussion of the Findings

On the causes of students' school dropout in Kawempe North division, Kampala District, the study revealed that;

Poverty has been noted the respondents as one of the causes of school dropouts in Kawempe North division, Kampala District. The respondents here noted that many of the people are quite poor to afford school fees and other incentives that may be necessary for students' academic purposes. Poverty in this area is quite alarming that it poses a lot of threat to the school going children in Kawempe North division, Kampala District and the study found that 21.6% of the respondents gave poverty as the answer. The parents in this are described to be living in absolute poverty-a state of individual acceptance that he/she is poor. Given this kind of situation, many of the school going children suffer a lot because the result of everything is felt by them and no one else. Poverty is a very big problem to many of the households in Kampala district and to the rest of the people in Uganda at large especially those of the rural settlement. This has been due lack of income generating activities among the population and due to over reliance on agriculture.

Corporal punishments have, also been cited as another cause of school dropouts in Kawempe North division, Kampala District, Uganda with 20% of the respondents. Corporal punishment has been a lingering problem because many of the teachers have been found to be giving undesirable punishments to the students to the extent that many of the children decide to drop out of school because they cannot endure with the

level of mistreatment in the schools. Many of them look at schools as a rough place to leave in and some of the students look at school as 'a free prison' in which one is seen free to move home and come to school at will. With this kind of situation, many of the students have been forced to run away from schools.

The respondents also noted that chronic illnesses have also been partially responsible for the school dropouts in Kawempe North division, Kampala District. It has been found that many of the school going children drop out of school because of chronic disease. Many of these diseases include HIV/AIDS, asthma, epilepsy among other diseases mentioned with 21.6% of the total number of respondents. The respondents noted that many of students diagnosed with such diseases feel so suppressed and uncomfortable to study as many of them look at going to school as wastage of time. Chronic illnesses have forced many students to drop out of school because the students cannot concentrate, as many of them don't attend school because of long sickness once they fall sick. Epilepsy has been noted as one of the worst sickness among the sicknesses mentioned because it has the worst effect on the students. One teacher said "I had a very bright student in my class but this student dropped out of school because of epilepsy since he in many cases could be attacked and could lose conscious, which forced him to abandon studies"- said one teacher.

Long distance of schools is yet another reason given by respondents as one of the causes of school dropouts in Kawempe North division, Kampala District and this had 13.3% of the total percentage of the respondents. It has been found by the researcher that many of the students drop out of schools because of long distances of school location which become so hard for the students to travel to schools every day for example the day students who have to commute from home every day to school. Many of the students have to travel long distances of between 2 km-6km daily from their homes to schools. This is a very long distance to be traveled by young school going children because many of them get tired in the process of traveling to schools. To make matters worse still, many of these students are being punished for late coming once they

are caught coming late. Long distance to traveling plus punishments for late coming do worsen the rate of school dropouts in the division.

Lengthy learning hours have also been given by the respondents as one of the causes of school dropouts in Kawempe North division, Kampala District with 10% of the percentage of respondents. Many of the students have been found to be learning for lengthy hours for over eight hours a day or more like for candidate students who do have to study for extra hours though these learning hours are constitutionally wrong. Public holidays ought to be respected but many of the schools do operate illegally even in these public holidays and weekends. Long hours of studies have forced many students to drop out of schools because many of them cannot afford being in class for long hours due to their low learning levels. Many students do not adapt to such long working hours set by many schools in Kawempe North division, Kampala District.

On the effects of students' school dropout in Kawempe North division, Kampala District, the study revealed that;

High crime rates are one of the foreseen effects of school dropout in Kawempe North division, Kampala District as per the respondents who in this consisted by mainly parents with over 18% of the respondents. The respondents here noted that once there is a high school drop out in the area, the result of it all will be high crime rates as many of the students who do not go to school will be involved in crimes and this had 31.6% of the total percentage of the respondents. One of the parent in this place said that many of the criminals around the division are former school drop outs who have resorted to crimes due to idleness and total lack of what to do. Many of the parents are so worried of further drop outs in school for fear of high crime rates which is now rocking the area. Crimes have been associated with idleness and it has been found that many of the young people who not attend school usually lack what to do and they have been associated with crimes because of idleness and others are in school.

High level of illiteracy was also given as one of the immediate effects seen with school drop outs in Kawempe North division, Kampala District. The respondents noted that as the world is struggling to wipe out illiteracy, it may seem hard for the people of Kawempe North Division, Kampala District because illiteracy rate is expected to increase the more than it is today and this had 23.3% of the total percentage of the respondents. Whenever there is high school drop outs in an area, the level of illiteracy increases and this is hazardous in the society especially for national development because many of the people will not be economically productive as they are expected to. With a high level of illiteracy, the result of it all is underdevelopment because many of the population will not be in position to compete in this globalized world since survival in the globalized world needs literate people who can compete economically in the society; that is within Uganda, East Africa, and the world at whole because the world is growing at a very high rate.

Early marriage was a no fore gone conclusion to the respondents as one of the citable effects of school dropouts in Kawempe North division, Kampala District with 21.6% of the total percentage of the respondents. The respondents her noted that with school dropout among young people, marriage if therefore the result because there will be nothing that these idle people will think of other than marriage. Early marriages today in the society increases the chance of early birth and resultant increase in the population of an area with it effects again. This kind of situation in quite scaring to the people in the area of Kawempe North division, Kampala District because there will be a high population due to increased birth rate in the area. Early marriage threatens parents because many of the young people will be married yet they cannot control their relationships/marriages and many of them will be forced to divorce. Early marriages in general have diverse effects in the society since it is associated with many social evils in the society.

Early pregnancies will be the result of the early school drop outs in Kawempe North division, Kampala District as per the respondents and this also had 2 1.6% of the total

number of respondents. The respondents who happened to be mainly political leaders said that early pregnancies are always associated with school drop outs. They posed a worry of high death rates among the young pregnant people because many of them will be forced to die in process of child birth as they are young and normally give birth without any contradiction. Early pregnancies cause a lot of effect to the parents who will be expected to look after the new born babies since their daughters cannot afford looking after such children born to them. This in many cases are seen as unwanted pregnancies as the partners will not desire the pregnancies since they are not ready for them but the pregnancies come just as a result of unprotected sex by the partners though without any intention of being pregnant.

On the solutions to students' school dropout in Kawempe North division, Kampala District, the findings revealed that;

Building of more schools is one of the solutions given by the respondents as one of the ways of solving the high rate of school dropout in district -Uganda with 21.6% of the percentage of the respondents. The respondents here said that there should be more schools in Kawempe North division, Kampala District. This is because there are few schools in Kawempe North division, Kampala District this has been of a greater effect in the area since many of the available schools have been found to be few as compared to the demand in the area. There are quite many students in the area yet the available schools do not match the available number of students who want to access the schools. In addition to these few schools available, they are again worsened by the distances of these school locations because many of these schools are located far away from the area where many of the students live, hence worsening the problem of school drop outs.

Provision of free education is yet another solution to school dropouts in Kawempe North division, Kampala District and this had 28.3% of the total percentage of the respondents. The respondent here noted that there should be provision of absolutely free education in Kampala district because it has not been clear whether there is free education or just an existence of the name 'Free education'. Free primary education for

example exists by name but not by practice because many of the students do pay some amount on money while in school. The government is called upon here to ensure that there is free education availed to the students because many of the students do pay some amount of money every term in the name of maintenance fee, holiday fees, examination fees among others as many schools may subscribe to the need. These kinds of fees are so expensive to the students to the extents that many of them cannot meet the costs and the solution to which is school drop outs.

Emphasis of compulsory education was also another solution given by the respondents in Kawempe North division, Kampala District. Compulsory education is therefore one of the solutions given by the respondents here as the solution to the school drop outs and this is because there is reluctance on the emphasis of compulsory education and this had 18.3 of the respondents. Once compulsory education is emphasized in schools, there will be a decrease in the number of school drop outs in Kawempe North division. This solution was given by the respondents because compulsory education exists in words but not in practice especially in lower levels of education. The respondents here said that the alternative to the school dropouts in Kawempe North division, Kampala District be implemented mainly when there is emphasize to compulsory education in the sub county because this will force the parents to send their children to school by force and they will go because they are sent to school.

Provision of free meals at school was also seen as another solution to school dropouts in Kawempe North division, Kampala District with 20%. The respondents noted that it is necessary for meals to be provided in schools at a free cost because many of the students do not eat lunch at school and this means that they go to class in hungry stomachs yet this is very hard to contain. Many of the students have dropped out of schools because of 'forced fasting' as said by one of the teachers who noted that many of the parents send them children to school with nothing even to eat the whole day yet this limits their concentration levels, forcing them abscond school. The teachers here

agree that provision of lunch to the students can boost students' performance and even promote their attitudes towards academics.

Reduction of learning hours by the school administration has also been given by the respondents as one of the solutions to the high rate of school dropouts in Kawempe North division, Kampala District. The respondents noted that there should be reduction in the students' learning hours if school dropout is to be curbed because many of the students are found to be dropping out of schools due to long learning hours in many of the schools in and this had 11.6% of the total number of respondents. The long learning hours have affected many of the students in many schools because many of them have dropped due to having lengthy school hour which in many cases run between six hours to nine hours every day. This kind of trend has been so alarming in the area because a reasonable number of students have left school after realizing that they cannot cope up with the long learning hours in many schools.

5.2 Conclusions

The conclusion was made in line with the various themes of the study and was based on the findings of the study.

The need to curb dropout rates at the secondary school education level in Uganda cannot herein be overemphasized. Government policies outlined in the National Action Plan on Education for All, Poverty Reduction Strategy Paper (2000 - 2005), Economic Recovery Strategy Paper, 9th National development Plan, 2002 — 2008 among others, all point to desired outcomes for education. The secondary school principal is stationed at the critical point at the delivery (school) level. She\he is the pilot of the education aero plane airborne in Ugandan space. Whether or not the plane lands safely, much depends on the pilot to provide and take the necessary/relevant action. It is most desirous for the secondary school principals to endeavor to enhance retention and completion rates at their learning stations. This is challenging but possible and achievable a task. Let secondary school principals realize that their role is critical in educational development. Let our principals take cognizance of their highly fluid and

changing school environments in order to become effective change agents. Let the secondary school principals start as individuals, regional and finally national teams of principals who are determined to check endemic secondary school dropout rates for the sake of Uganda's national development.

5.3 Recommendations

The recommendations were made in relation to the findings and conclusions. The researcher therefore came up with the following recommendations in an attempt to address the problem of pupils' school dropout in Kawempe North division, Kampala District.

Parental responsibility is one of the recommendations that the researcher came up with in an attempt to address the high level of school dropout in Kawempe North division, Kampala District. Parental responsibility here comes because many of the parents have been found to be irresponsible in the way that since many of them did not go to school, they have therefore found no reason of taking their children to school many of the parents sit back to see their children miss school and they do not care about education of their children. So the researcher here recommends that the parents should take front responsibility of ensuring that their children go to school without fail. This is very important because there is no way how the students can be left to do what they want. The parents should therefore ensure that their children go to school without fail and they should ensure to find out their attendances at school so because some of them can go and end on the way.

Community involvement is yet another reason the researcher came up with in this research as the recommendation in this topic of school dropout in Kawempe North division, Kampala District. The researcher here found that the community members of Kawempe North division, Kampala District care less about the education of the children in their division and this is why the principal researcher recommends that there should be community involvement in the education of the children in this sub county. The African

culture states it very clear that 'education of a child in Africa is sole responsibility of the whole community'. This phrase means that education of the child goes beyond the role of the individual parent to the role of the whole society at large.

The government is also called upon to take a role in the education of the children in Kawempe North division, Kampala District. The issue here is that the government has been found to be relaxed and mindless of the situations in schools and the general problems that the school going children are facing from wherever they are studying from. The students have a lot of problems that the government does not know and many of these problems have forced the children to drop out of school but the government through the Ministry of education has done nothing. The government's role is to guard the citizens from any harm but the government of Uganda seem to have neglected this because many of the students are not cared for by the government and this is reason why they drop out of school for example the government does not warn teachers over corporal punishments, over changing of fees to the students in public schools among others.

Corporal punishments should be totally banned from the schools in Kawempe North division, Kampala District so that the students can have peace and a good atmosphere of studying. The researcher found out that many of the students have dropped out of school because of corporal punishments levied to them by their teachers and this so happens mainly in rural schools like among the schools of Kampala district. The government is therefore called upon here to safeguard the students from such kind of mistreatment because it is against human right. The students in Kawempe North division and the whole of Kampala district need to be protected from corporal punishments because it undermines their potential and lowers their concentration if they are left in the hands of the mercy less teachers.

Arresting of school dropouts is one of the recommendations given forth by the researcher for this research topic. The researcher here recommends that there should be imprisonment of school dropouts in Kawempe North division, Kampala District. The researcher here states that arresting of school dropouts should be seriously done the responsible authorities in the sub county and the whole of district because many of the students do drop out of schools for even no reason and this has been fuelled by the absence of any law that prohibits the dropping out of school when one is still in the school going age. The government and the general district officials need to implement laws that are quite applicable to the school going children and this law should work to prohibit the students from unnecessary drop out of school in the district. Once this is done, there will be total reduction in the number of school dropouts in Kawempe North division, Kampala District.

Career guidance should be promoted in Kawempe North division, Kampala District in the way that the students ought to be guided on what to do as far as education is concerned. Many of the students do study but they do not know why they are studying and many of them think that they are studying for their parents or their teacher who do force them to study hard and even go to school. Career guidance was found to be lacking among the students and this is why many of the students could voluntarily drop out of school since they have no vision. The researcher therefore recommends that there should be career guidance imparted on the students by the teachers and even the parents plus all stake holders in schools. Once there is career guidance among the students, it becomes very hard for them to study because they lack directions of studies and visions of studies.

5.4 Areas for further research

Further research needs to be in the general causes of students' school dropouts in district in order to find out the actual causes of students' school dropouts in USE schools and also the dilemmas of USE which is really making the pupils to pool out of schools.

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APPENDICES

APPENDIX I: QUESTIONNAIRE TO MATURE RESPONDENTS

Dear respondent,

I am MAYAMBALA MUHAMMAD ISMAIL a student of Kampala International University pursuing a Bachelor's Degree of Arts with Education. I am carrying out research on the causes and effects of school dropout on the local community of Kawempe North division, Kampala District. I request you to provide me with necessary information. The information you give me will be treated with a high level of confidentiality.

SECTION A

Tick where necessary

1) Sex:

(a) Male ☐

(b) Female ☐

2) Age:

20 – 25 ☐

25 – 30 ☐

30 – 40 ☐

41 – 50 ☐

51 – 60 ☐

61 – 70 ☐

3) Marital status:

Married ☐

Single ☐

Widower ☐

Widow ☐

4) Religion:

Catholic ☐

Protestant ☐

Muslim ☐

5) Educational level:

None ☐

Primary ☐

Secondary ☐

Post secondary ☐

SECTION B

1) Do you have children?

Yes ☐ No ☐

2) Have your children ever dropped out of school?

Yes ☐ No ☐

If yes, or no state why

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SECTION C

1) What do you think are the major causes of students' school dropout in Kawempe North Division, Kampala District?

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2) What do you think are the effects of students' school dropout in Kawempe North division, Kampala District

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3) What do you think are the solutions to students' school dropout in Kawempe North division, Kampala District?

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Thank you for your cooperation

APPENDIX II: QUESTIONNAIRE TO STUDENTS

Dear respondent,

I am MAYAMBALA MUHAMMAD ISMAIL a student of Kampala International University pursuing a Bachelor's Degree of Arts with Education. I am carrying out research on the causes and effects of school dropout on the local community of Kawempe North division, Kampala District. I request you to provide me with necessary information. The information you give me will be treated with a high level of confidentiality.

SECTION A

Tick where necessary

1) Sex:

(b) Male ☐

(b) Female ☐

2) Age:

1 – 5 ☐

5 – 10 ☐

10 – 15 ☐

15 – 20 ☐

3) Class of study:

P1 – P2 ☐

P2-P3 ☐

P3 - P4 ☐

P4 – P7 ☐

4) Religion:

Catholic ☐

Protestant ☐

Muslim ☐

5) Educational level:

Nursery ☐

Primary ☐

SECTION B

1) Do you enjoy free education?

Yes ☐

No ☐

2) Have you ever dropped out of school?

Yes ☐

No ☐

If yes, or no, state why

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SECTION C

3) What do you think are the major causes of school dropout in Kawempe North Division, Kampala District?

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4) What do you think are the effects of school dropout in Kawempe North Division, Kampala District?

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5) What do you think are the solutions to school dropout in Kawempe North Division, Kampala District?

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Thank you for your cooperation

APPENDIX III

BUDGET

The study is estimated to cost 395,000/= arrived at as follows:-

ITEM	Cost (Ugshs)
Stationary and other related	150,000
Transport	100,000
Communication	50,000
Photocopy	20,000
Typesetting and binding	50,000
Internet	15,000
subsistence	25,000
Miscellaneous	35,000
Total	395,000