SOCIO-ECONOMIC FACTORS AND SCHOOL DROPOUTS IN SECONDARY SCHOOLS: A CASE STUDY OF RUHINDA SUBCOUNTY, MITOOMA DISTRICT.

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DECLARATION

I, Aijuka Edwin, declare that the content of this document is my original work and has never been presented or submitted to any university, college or any institution of learning for any award.

Sign.....

AIJUKA EDWIN

Date.....

APPROVAL

This piece of work has been under my supervision and now it is ready to be submitted to the internal examiners.

Sign.....

MADAM TALIGOOLA

Date.....31/05/2017.....

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I wish to express my sincere thanks to the Almighty God, He was the guider throughout my struggle and my sisters and brothers for the services they managed to render to me for the successful completion of the study. I surely owe them a lot.

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LIST OF ACRONYMS

DHS : Democratic Health Surveys

MOES : Ministry of Education and Sports

UNESCO: United Nation Education, Scientific and Cultural Organisation

UPE: Universal Primary Education

ABSTRACT

The study of this report about the socio-economic and school dropouts of secondary school in Mitooma district western Uganda. It will was directed by the three objectives and these include;

To assess the causes of school dropout in Ruhinda sub-county

To assess the effects of school dropout among the children in Ruhinda sub-county and to find out how socio-economic factors have affected child's academic performance.

The study was descriptive where stratified sampling was used to select population. It employed a total sample of 60 respondents as in chapter four. Data was analysed and presented using statistical methods of data presentation where percentages were integrated into tables.

The findings for the causes of school dropouts were early marriages, drug abuse, personal problems, parental care, employment, bad school experiences and rebellion and separated parents. Effects of school dropout were lack of employment, rural-urban migration, inactive in politics and others.

Among the recommendations given are; provision of scholastic materials, increase in teachers' remuneration, provision of lunch by schools, punishments should be minimized, establishment of technical schools and there is need to sensitize to community.

CHAPTER ONE

INTRODUCTION

1.0. Background of the Problem

1.1. Historical background

Education is a foundation for the promotion and improvement of the status of people. Education can put women on the path to economic and social empowerment. Girls just like boys have a right to be educated so as to maximize their personal development and their contribution to their community and society.

Educated women tend to marry later, have fewer children are more likely to understand what they must do to protect themselves and their families against various odds.

School dropout is a major problem facing Africa today, according to the world education forum held in Dakar in 2000, all children particularly girls must have access to and complete education of good quality by the year 2015 (World Conference on education 2001).

Agnaga (2011) observes that girls education is beneficial as it contributes to economic productivity, social development, intergenerational education, social equity and sustainability of development efforts.

1.1.2. Theoretical background

Socio-economic factors include all those changes that will occur in the life style of people in relation to their resources or income for example the child rearing practices, poverty, HIV/AIDS, Education structures and employment. These socio-economic factors have a great influence on the academic performance of child.

Naomi Mbugwa (1961) outlines the middle class children do much better at school than those of working class parents. Despite such consensus much remains to be done to reduce gender parity in education.

Nearly 70 countries failed to reach the goal of gender parity in education, by 2005 and of the 75 million children currently out school approximately 50% are boys (UNESCO, 2000).

Farrant (1964) states that the kind of occupation that someone has is dependent upon his education and income. Therefore an individual with a high income will be able to meet the basic needs of the child adequately compared to low income person.
A child from a well to do family will have access to excellent learning and play materials therefore, a conducive environment for studying unlike that from a poor family who has to stay hungry and lack of basic needs.

1.1.3. Conceptual background

The social economic factors refers to the factors which starts from family level of the student including bad behaviours of children towards their parents, low family income, and poor (negative) attitudes by parents towards education.

According to Aganaga (2000) defines social economic factors as barriers of learners (students) to access education which affects them both physically and psychologically (mentally). They include low income in their families hence failure to pay school fees, buy pens, bags, books, uniforms and lack of food. Socially parents have negative attitudes towards education, not informed on the use of education after study of their children, some prefer their children to do home domestic work other than going to school and study, children themselves are not informed on which courses to carry at school, not helped by their teachers and parents hence them see education being a wastage of time hence drop out from secondary schools (Molteno, et al 2000).

Teaching practices and behaviours can particularly influence a pupil's decision to retention.

Smith (2003) found that in some school in Zimbabwe southern province teachers did not prepare lessons, had no schemes of work and left pupil's assignments unmarked. However, according to Oxford Advanced Dictionary economic means providing good or service of value in proportion to the amount of money and time spent.

While according to Kutnick (1979) defined social factors as how people interact with each other, their norms, values, customs and what is expected of them. A person who has not developed socially will have anti-social characteristics like impulsiveness, self centeredness, poor social skills and poor interpersonal relationships.

1.1.4. Contextual Background

According to journal paper number one of 2005 on a policy framework for education training and research, the government has a long term aim at providing every Ugandan with basic quality education and training, seven years of primary and six years of secondary.

In 2011 the government allocated 9.2 billion of free primary education and 6.2 billion of free tuition in secondary education. This is in line with millennium development goals and the vision of 2030 goals.

Dropping out of secondary school is a serious educational and social problem as it is a drawback to the national goals and millennium goals. When students drop out from school it affects themselves both negative individual and social consequences and its psychological effects which felt across the country.

In order to solve the above problem we have to get ways of improving education for all children (students) and all education stakeholders have to advance secondary students. Schooling and guarantee retention of girls who are already enrolled in secondary schools, parents should buy school learning resources to their children and teachers create a conducive and interactive environment.

The problem of the study will be to assess social economic factors contributing to drop out of girls in secondary schools in Ruhinda subcounty, Mitooma district.

1.2. Statement of the Problem

The statistics say it all 62 million of the estimated 115 million in the world who are not in school are girls, according to 2002 figures. According to UNESCO (2002), in sub-Saharan Africa, 24 million children were out of school in 2002, 85% of all girls out of school live in sub-saharan Africa, South Asia, East Asia and the Pacific. Two-thirds of the world's 781 million illiterate adults are women.

Debates and shouts have remained the order of the day and put up on how the nature of the students is to fail everyday and that is due to lack of instructional materials to use, state of the teachers or the learning materials. But finally, the researcher came to find out that lack of instructional and learning materials has brought about girls dropping out of school.

The researcher's concern therefore is to find out why pupils left school before completion and the impact which dropout rate had caused to our community and what would be done to minimise the problem.

1.3. Objectives of the study

This research was guided by two sets of objectives.

1.3.1 General objective

To identify factors that influence school drop outs in secondary schools.

1.3.2. Specific objectives

i. To find out the causes of school dropout in Ruhinda sub-county.
ii. To find out the effects of school dropouts among the children in Ruhinda sub county.

iii. To find out how socio-economic factors have affected child's academic performance.

1.4. Research questions

i. What are the causes of school dropout among children in Ruhinda Sub County?
ii. What are the effects of school dropout among children in Ruhinda Sub County?
iii. How have socio-economic factors affected children's academic performance in Ruhinda Sub County?

1.5. Research hypothesis

Hypothesis is a supposition or proposed explanation made on the basis of limited evidence as a starting point for further investigation.

1.5.1. Null hypothesis (Ho) states that there is no significant effect between social economic factors and school dropout.

1.5.2. Alternative hypothesis (H_1) states that there is a significant effect between social economic factors and school dropout.

1.6 Scope of the study

1.6.1. Geographical scope

The study was carried out in Ruhinda Sub County in Mitooma district, western Uganda.

1.6.2 Subject scope

The study focused on the socio-economic factors and school dropout in Ruhinda Sub County, respondents were people who were parents, teachers and district education officers.

1.6.3 Time scope

The research was carried out between March 2017 and May 2017. The researcher investigated the socio-economic factors and the school dropout in Ruhinda sub county Mitooma district.

1.7. Significance of the study

The knowledge on the importance of materials may provoke the teachers, parents, caregivers to develop more attractive materials so as to enable the children improve in their mental development through discovery and exploration.

Research methods, techniques and instruments established in the current study may be relevant in the future studies targeting other curriculum areas of early childhood education.

The findings of the study will contribute information to government, non-governmental organizations, international agencies and education department, politicians, influential people and policy makers that are involved in improving children's education.

The study will contribute to the understanding of some of the reasons for improving children education and hence influencing better future planning.

The finding will provide up-to-date literature and open up area of further research to academician and researchers who may be interested in the area of improving girl child education.

1.8. Organisation of the study

I organized my study by choosing a research topic a social economic factors and students dropout in secondary schools where I identified a research problem as dropout from secondary schools.

Then afterwards I set my objectives which I was going to achieve after the study.

From the objectives I formulated research questions which were to guide me in collecting information from respondents.

After research questions, I set m y scope of the study which involves subject scope that is independent variable and dependent variable, time scope that is the period to spend in the field and geographical scope that is the limitation area to collect information.

After my scope of study carried, pilot study to inform my respondents about my research in their area after wards organized research tools, solicity funds and went in the field to collect data from my respondents.

1.9. Limitations of the Study

The main limitation of the study arose as a result of various categories of respondents withholding and falsifying information. This however was overcome through adherence to the ethical norms expected to an academic research with an aim of making respondents building confidence in the research hence making them freely release the anticipated information. During the study the researcher encountered poor weather conditions, remoteness of the schools, long distance between schools, poor transport means and finance shortage.

1.10. Operational definition of key terms

1.10.1. Social economic

It refers to a branch of economics that focuses on the relationship between social behaviour and economic and it examines how social norms, ethics and other social philosophies that influence consumer behaviour shape an economy and uses history, politics and other social sciences.

1.10.2. School drop out

This refers to an act of leaving school before completion.

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter is about what was talked about causes of school dropout. There is no clear answer as to why it is so difficult to universalize education. The reasons differ from one country to another and are strongly influenced by differences in their history, culture, economy and (general and educational) policy. In this paper we shall explore possible causes to explain why education in Mitooma district has not (yet) been universalized starting from these causes, measures will then be discussed that could be effective in the implementation of universal education.

Leach Lisa, (1994) shows teachers' critical role in children's success in schools. They suggest the children's low participation and their negative attitudes towards education are greatly affected by teachers' attitudes. The author provides a self sexism-quiz teachers can take in order to identify specific classroom attitudes towards students that may affect instruction in class.

According to Uganda Population and Housing Census (2002), in 1997, a new government initiative, Universal Primary Education (UPE), was introduced with the intention of broadening access to primary schooling, largely through reducing the costs of schooling. The effects of implementing UPE in 1997 were dramatic. Enrolment in primary schools established between 1999 and 2003 with an average annual growth rate of 5.6 percent. The enrolment increased from 6.3 million pupils in 1999 to 7.6 million pupils in 2003. The number of secondary schools also increased by 26 percent during the period (from 10,597 in 1999 to 13,353 in 2003)

In August 2001, over 200 children and young people from across Africa gathered in Kampala with education officers from international agencies, representatives of African government and leading figures from civil society, representing 35 African countries, to participate in the Girl's Education Movement launch.

Arguing that girl's education is one of the most effective development investments a country can make, girls joined ministers of education is one of the most effective development investment a country can make, girl's joined Minister of Education and led the debate on the barriers that exclude girls from the education system. To prepare for the conference, 100 children and young people (two thirds were girls) were trained in creative facilitation and basic gender analysis.

2.1 Causes of school dropout

Traditional attitude that prefer early marriage and domestic roles over education for girls, many girls are kept at home to care for younger family members and help with domestic work, urban families keep girls from schools that are often over-crowded and under resourced, rural families are especially unwilling to let older girls travel long distances to school by bus, low income families find it hard to meet the costs of transport, uniforms and stationary.

According to Fitzsimons, Emla (2002), the main causes of school dropouts are personal factors, home and school stability, school experiences, social behavior and rebellion. Personal problems affecting students seem to be the main cause for students to drop out of high school and they include;

According to Farrant (1784), jobs increased the percentage of students dropping out of school. Some students may and do have to take on a job to support themselves or their family. The job may interfere with school hours, school homework and or school activities. Drug problems are very serious and have major side effects students. This serious problem causes many students to drop out of school. They do this to either help their drug addiction or to get a handle on their problem.

Students in broken homes are more than twice as likely to drop out of school as whose families are intact. This is so because of the fact that this is another stressful matter these young minds must also deal with.

Kaganda (1997), home and school stability is another cause for students dropping out of high school. More than half of dropouts have moved within their four years of being in high school. If a student does not have a stable home or a stable school life, then they are more likely to drop out of school. Stableness allows the student to feel comfortable enough to try to work at school. If they have a stable home and school life, then that is one less worry for them. This allows them to concentrate on staying in school instead. The more stable a situation is, the more comfortable the student becomes with the surroundings, the better they get along with teachers and students, and the easier it is for them to fit in and work hard at school.

According to MOES (1999), bad school experiences are also a large contributor for the school dropout rate. A large majority of dropout students were only taking the bare minimum general high school requirements. This is because none pushed them to try harder. This made students feel that school was not important enough to try hard at. These students also said that they did not have enough attention given to them when dealing with their school work. This also emphasized that school was not important. A large majority of dropout students were held back a grade at least once in school ife. This made those students feel as if they were not as smart as the other students, so why even bother.

According to FAWE (2004), social behavior is another cause for pupils dropping out of schools. Most students who dropped out of school did not like school to begin with. These pupils were failing as it was. They could not keep up with their school work. They did not get along with their teachers and/or other students. They may have had disciplinary problems. A great portion of dropout students were suspended at one time or another. Frequently absent students also make them more likely to drop out. A good deal of dropout students had even been previously arrested.

Wambuzi G (2002), rebellion is a very big cause of students dropping out of school. To some students, school is a place where their parents force them to go every weekday.

These students feel like the teachers make them sit down and listen to lecture after lecture. They also feel like they do not learn to think but rather to only listen and repeat. This is where the rebellion factor comes into play. Those students do not wish to be asked to repeat something, but rather listen, think and say their thoughts feelings and views. These students do not want to be told when the can and cannot have a personal opinion on a topic.

A lack of encouragement related to school, and in some cases maternal interference with their school enrolment including refusals to signs school enrollment forms.

MOBS (1999), lack of qualified teachers; only about half of teachers are untrained and even fewer have benefited from in-service training. A low proportion of teachers are women, so there are few educated role models for girls. The capacity of the teacher training institute is very limited and teachers' recruitment has been reduced.

MOES (1999), lack of adequate infrastructure; sufficient classrooms, furniture and sanitation facilities – particularly separate facilities for girls contribute to poor quality of schooling.

Kaganda (1997), few resources for schooling; government allocations for education are low. On the three islands that make up Comoros, over half of the population live in poverty and can contribute little to their children's education. A lot of girls are kept out of school for domestic labour or income generation to supplement the family income.

Irrelevant curriculum and instruction; the curriculum is not sensitive to gender or relevant to students' lives and it discriminates against girls.

Fitz Simons (2002), power struggles; the central government and local islands government are vying for control, thus delaying the finalization and implementation of education policies and strategies.

MOBS (1999), some of the young adults dropped out of school because of real life events. They had to get a job. Becomes a parent or had to care for a family member. Many of these individuals said they had done reasonably well in school and believed they could have graduated. Of all those surveyed, members of this group were most likely to say they 'would have worked harder if their schools had demanded more of them and provided the necessary support.'

Fitz Simons (2002), poor communication between the school and parents was another contributor to students dropping out. Only about half of the respondents said the school contacted the home if they were absent, and only 48 percent of the dropouts said their school contacted them or their parents to find out why they left school or encourage them to return.

Kabbani, (2000) research indicates that the lower the achievement level, the greater the likelihood that student will drop out of school. For example, a study of students in Baltimore schools found that low test scores and report card grades as early as the 1st grade were a reliable predictor of whether or not the students would later drop out grade retention being "held back" or flunked has also found to be highly correlated with dropping out. Students, who repeat a grade, even as early as kindergarten have significantly increased chances of dropping out (Kaufman and Bradby, 1992)

2.2 Effects of school dropout in secondary schools

2.2.1 Economic effects

Kaganda (1997), people who drop out at school are mostly poor since they always look inactive in the society. Dropping out of school leads most often to inactivity and not work, which could be due to the lack of employment opportunities.

School dropout encourages rural-urban migration since the educated people prefer to stay in urban areas where there are more social amenities like hospitals, piped water, telecommunication systems and good schools.

Ms. Kondracke calls the dropouts "our next class of nonperforming assets." She says that each year dropouts represent $320 billion in lost lifetime earning potential. Jay Smink, director of the National Dropout Prevention Center at Clemson University, says the difference in lifetime salary for dropout and high school graduate is about $300,000 in USA.

2.2.2 Social effects

They often lack employment since they are taken as unskilled labours and when they are employed they happen to earn less.

According to Alliance for Excellence Education (2003), high school dropouts are 3.5 times more likely than high school graduates to be arrested in their lifetime. A one year increase in average education levels would reduce arrest rates by 11%. Alliance for Excellent Education (2003), male and female students, with low academic achievement are twice as likely to become parents by their senior year of high school compared to students with high academic achievement.

The average annual income for a high school dropout in 2005, according to the U.S Census Bureau, was almost $10,000 less than for a high school graduate, graduating all students therefore, increases overall earnings potential, which in turn benefits each state and the nation with increased purchasing power and high tax receipts.

2.2.3 Political effects

They inactively participate in the politics of the country since they consider people who are literates not illiterates.

According to Fitz Simons (2002), each class of high school dropouts damages the economy, says Bob Wise, president of the Alliance for Excellent Education and former governor of West Virginia. "in its current form, the Child Left Behind Act does little to address the crisis in America's high schools and congress must take action to support

states and districts put reforms into place that will allow all students, at all levels to receive the assistance they need to be successful in school and graduate. The economic future and security of the nation depends on it."

2.3 Socio-economic factors causing school dropouts

Social refers to how people interact with each other, their norms, values, customs and what is expected of them. A person who has not developed socially will have anti-social characteristics like impulsiveness, self-centeredness, poor social skills, poor interpersonal relationships and an underdeveloped conscience. The agents of socialization include parents, family members, schools, religious organizations, peers and mass media. Interaction between the child and the parent is important because parents are figures of autonomy and they determine for the child what is and what is not socially acceptable.

Family members play a role educating the child; the grandparents provide a strong background and constant companionship characterized by love and affection. The aunts and uncles serve as counselors and mediators. The child gets information about life from older children during conservations and playtime. School is a great socialization agent where the child learns sharing, winning and losing as part of life. Through peer groups the child learns social values that is leadership, imitates behavior which are valued by members of the group.

Religious organizations for example churches provide chances for socialization through sermons, bible study, Sunday school classes and these help them to know what is right and what is wrong. Mass media reflects culture for example many televisions and radio programmes, magazines and newspapers educate the child to relate himself to his culture. Despite the fact that the family plays a great role in the social development of the child, there have been many changes. The extended family is disintegrating a great deal.

According to Kutnick (1979), school may be stable and long lasting experience offered to many pupils. This is especially due to breakdown of moralizing institution such as family like extended to nuclear from dual parented to single parented and loss of established religion and community. Social changes have occurred such that we also have single parent families, children leading other children as a result of HIV/AIDS killing the parents. It is the responsibility of every member of the community to ensure that the values and norms of the community are followed so as to avoid crimes from the youth.

Economic changes will refer to the cost of living of people, the income generating projects and poverty level. According to Oxford Advanced Learners Dictionary's, economic means providing good or service of value in proportion to the amount of money and time spent.

Social economic changes include all those changes that will occur in the lifestyles of people in relation to their income or resources. The socio-economic changes have affected child rearing in a great deal that is the extended family has disintegrated so much. The teaching of values, norms and society customs was mainly done by grandparents, uncles and aunts but nowadays it is entirely the responsibility of the parents and the school. Many people have migrated from the rural to urban areas to seek for employment. According to NACECE (1994) there is a breakdown of traditional family structure that is the upbringing of children, discipline and inculcating the societal norms and morals was a community affair.

Lansdown (1984) discusses the role of social interactions, contact with others an obviously essential part of moral development. HIV/AIDs has emerged as a threatening disease because most of the people live in poverty and therefore decide to practice prostitution which increases the spread of the disease. This has brought about many orphans, divorce and street children therefore making children to lack guidance from parents.

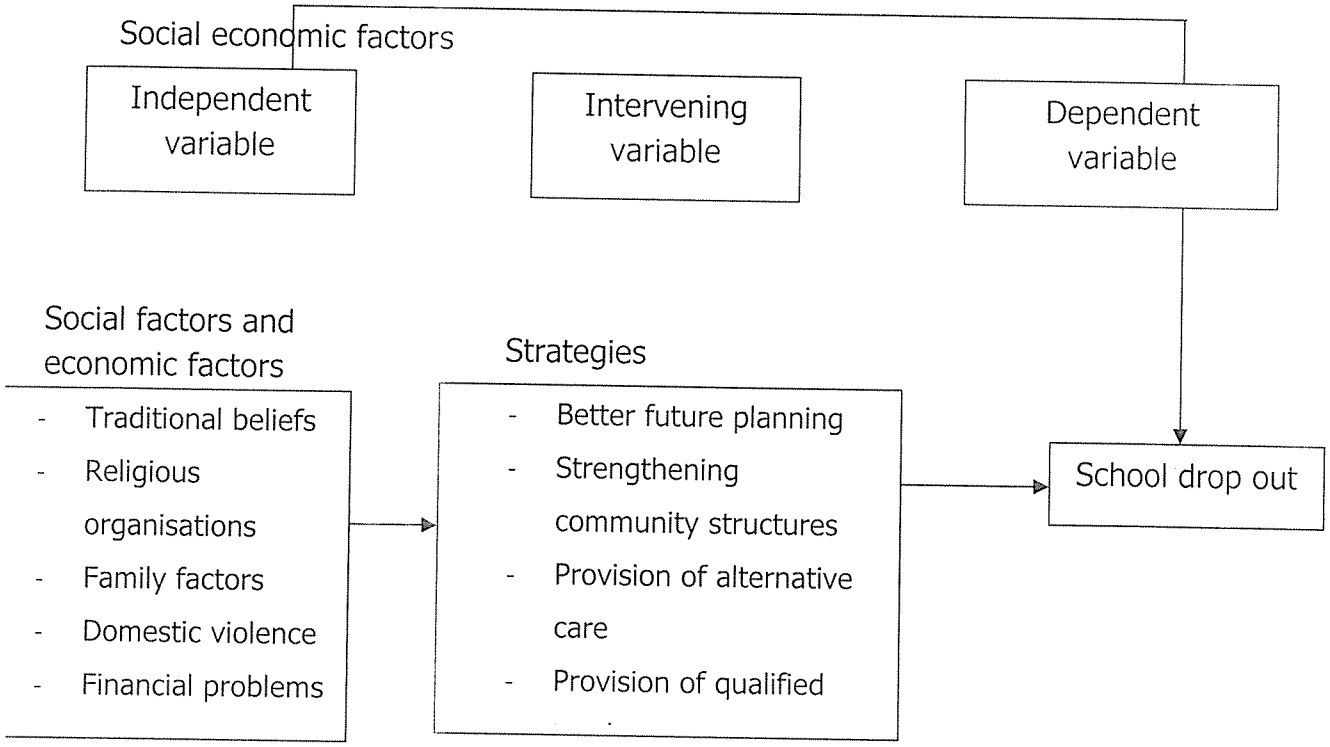
The rural-urban migration in search of jobs left the rural areas underdeveloped because only the old people and children are left there and so very little development is realized as children are reared by very old people who lack knowledge on child rearing. The socioeconomic changes have led to increased crime that is theft, murder are at a high rate because of increased poverty and lack of education to many young people. The gender sensitivity has made women to learn to higher levels, get better jobs and participate in development of the society and the community. The women who have succeeded in life have become role models to the children. The cultural practices promote the spread of HIV/AIDS which lead to many orphans. HIV/AIDS is a threat to child rearing because the parents die leaving children without people to guide and control their behavior. NACECE (1999) describes the role of parents as the first caregivers and educators to their children. They provide love, security, stimulation and other needs; parents have the responsibility to mould children into responsible members of society.

Kasimba (1996) discusses that when Aids related illness arises within the family, employed household members are forced to be nursed or nurse the sick members and family income is threatened as most of the savings are used to pay medical services and therefore the basic needs for children are not met. The United Nations Convention on the rights of the child sites that children have the right to be with their family or those who will care for them best. Some parents ensure that their children do not have to interact with any other race or economic class and this is dangerous because children grow up discriminating others.

Warah (2006) says the economic and social division in Kenya should be cause for extreme alarm. If no action is taken, Kenya could become a breeding ground for its own brand of social and economic class work in future.

2.3.1. Conceptual framework

This section aims at interacting key variables that lead to social economic as proposed by Naomi Mbugwa.



2.4 Effects of school drop out

According to Wambuzi G (2002), the following are the challenges to school dropouts.

Lack of skilled workers in rural areas;

it is difficult to persuade highly educated and skilled workers such as to work in isolated rural areas when facilities are poor therefore the population decides to migrate from rural areas to urban areas in search for employment thereby leaving unskilled workers in the rural areas.

Illiteracy;

Lack of education means that many people cannot read or write, they do not know how to develop their areas because of illiteracy.

Lack of supportive services;

Transport and electricity makes it difficult to provide education as a social service. Supplies for rural schools may be broken or damaged by the time they arrive after travelling on dusty, potholed roads.

Long distances

In rural areas many children have to travel long distances to places where quality education is provided. It is difficult and expensive to provide education to scattered children.

2.5. Related studies/literature

Much recent research and development work in Uganda as a whole has focused on the gender equality in education and on the problem of girls under education relative to boys. The benefits are well documented and show that educated girls have lower rates of fertility, make better mothers, obtain higher paying jobs and can actively participate in the national and economic development of the country.

In order to address the problem of girls and boys retention in secondary schools, many African countries have focused their effects to improve girls access to educational benefits.

However, although more girls are being educated than before there are still numerous stereotypic genders bases in schools and the society which impede their learning and sustain their under-education. Uganda is one of the country where girl's education enrolment has rapidly expanded since introduction of Universal primary and universal secondary education. This study therefore will try and promote equality that left unattended to.

CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter presents the methods that were used during this study. These include target population, sample size, methods of data collection, data editing and data analysis. It addresses the area of study, the population covered and the problems encountered.

3.1 Research design

This study used quantitative methods to investigate the different socio-economic factors and school dropout. It was basically gender focused where females are to be studied in order to get a clear view on rates of school dropouts among children.

3.2 Study area and population of study

The study was conducted in Ruhinda Sub County in Mitooma district. It is one of the districts in western Uganda affected by the high rates of school dropouts.

The study population consisted of the children, parents, teachers, education officer, local community chairman.

3.3 Sample frame work

3.3.1 Sample size

From the proposed study a sample size of 60 respondents was interviewed.

3.3.2 Sample technique

A stratified sampling technique will be used to increase the precision of estimates.

3.3.3 Sample procedure

Women and girl children were taken as strata. Stratified sampling is to arrange or divide (society) into a hierarchy of graded status levels.

3.4 Methods

3.4.1 Instruments used/data collection

In order to achieve the objectives of this study, the researcher used the following methods of data collection to get information on school dropout. The methods enabled the researcher to generate enough information so as to make conclusions and draw conclusion appropriately to these issues.

Questionnaire

The questionnaires were administered to some children, parents and teachers in the rural and urban areas of Mitooma district so that the researcher can compare and contrast data given on school dropout in two regions. Questionnaires were given to local government and local leaders.

Interview

The researcher conducted face-to-face interviews with some women, girls both illiterates and literates on issues pertaining to the responsible background, the school enrollment, local government leaders and education officer.

3.4.2 Sources of data

Primary source of data

This was got through the use of self administered questionnaire and interview.

Secondary source

Text books and other related works of outstanding scholars were published, magazines and other written data sources including published documents, agency reports, newspapers, internet source and so forth was referred to as to give more light on issues of dropping out of school.

3.5 Data analysis

Data was analyzed quantitatively and qualitatively. Different data sets were used in analyzing data collected that is where necessary SPSS package was used. Bar graphs were used to give a clear outlook about socio-economic factors and school dropout and they were done in Microsoft excel. Recommendations were made using the outcome of the result of the analysis.

3.6. Ethical consideration

Bearing in mind the ethical issues, the researcher provided the respondents with the necessary information as regards the main purpose of the research, expected duration, procedures followed and were in position to keep privacy and no disclose the confidentiality of respondents and researchers responsibility.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.0 Introduction

In this section, a core of the study is presented. Data collected from the respondents is analyzed. The discussion is presented in accordance with research question and objectives of the study.

4.1 Demographic Background of the Respondents

This presents the sex, age, marital status, educational level and occupation of the respondents.

These are discussed below: -

4.1.1 Sex

Table 1: Sex of the respondents

Sex	Frequency	Percentage
Males	25	41.67
Females	35	58.33
Total	60	100.00

Source: Primary data 2017

From the study it was established that females were more than males with 58.67% because the area of study has more females than males.

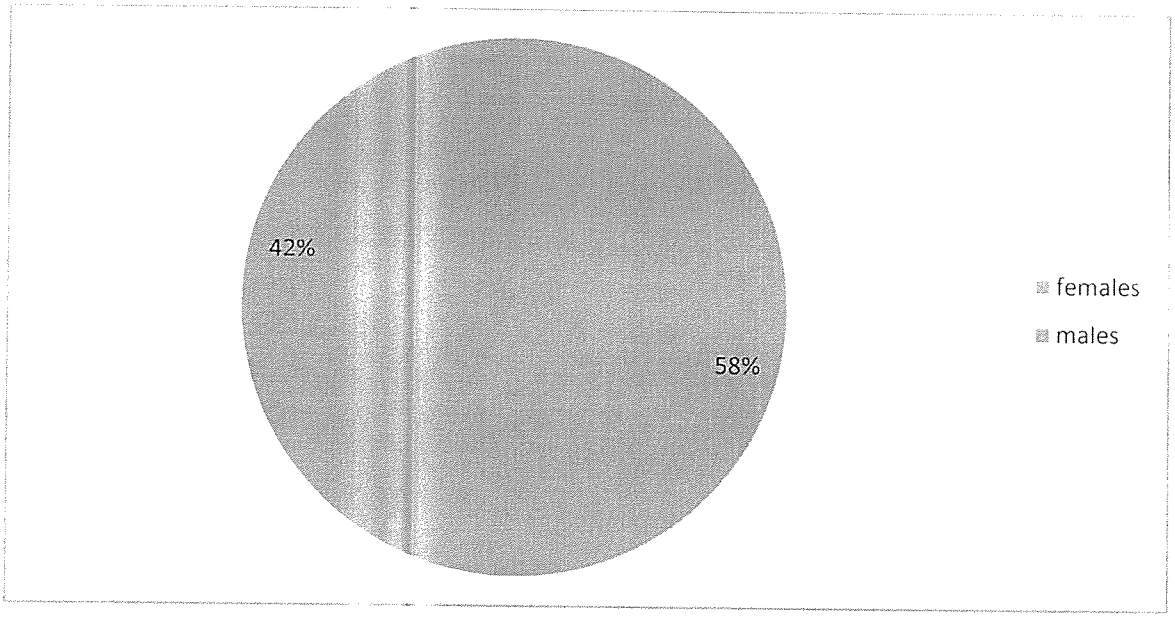


Figure 1: Sex of the Respondents

Source: Primary data 2017

4.1.2 Age

Table 2: Age of the respondents

Age	Frequency	Percentages
Below 25	32	53.33
25-34	17	28.33
35-44	10	16.67
45-60	1	1.67
Total	60	100.00

Source: Primary data 2017

From the study, three quarters of the respondents are below 45 years of age. Most of the respondents were below 25 years with 53,33%, followed by 25-34 years of age with 28.33%, followed by 35-44 with 16.67% and lastly 45-60 with 1.67%. Below 25 years of age many as these constituted the children still in school and out of school children and some teachers. 45 - 60 included the head teacher.

4.1.3 Marital status

Table 3: Marital status of the respondents

Marital status	Frequency	Percentages
Single	38	63.33
Married	18	30.00
Separated	4	6.67
Total	60	100.00

Source: Primary data 2017

From table 3, it can be established that single status were more than others as they constituted 63.33% of the total respondents followed by married with 30.00% and separated with 6.67%. Single were many as they include the children, teachers who fear commitments. Married included parents of the children interviewed.

4.1.4 Educational

Table 4 : Education level of the Respondents

Education level	Frequency	Percentages
Still in primary	19	31.67
Secondary	30	50.00
Tertiary	4	6.67
Graduate	6	10.00
Masters	1	1.67
Total	**60**	**100.00**

Source: Primary data 2017

From the study it was identified that secondary respondents were many with half of the responses (50.00%) followed by still in primary, graduate, tertiary and masters with 31.67%, 10.00%, 6.67% and 1.67% respectively. Secondary level respondents included

parents, some teachers, tertiary included teachers and graduates included headteachers and Masters was the inspector of schools.

4.1.5 Occupation

Table 5: Occupation of the Respondents

Occupation	**Frequency**	**Percentages**
Farmer	35	58.33
Civil servant	5	8.00
Others	20	33.33
Total	**60**	**100.00**

Source: Primary data 2017

Table 5 shows that most of the respondents were farmers with 58.33%, followed by others and civil servants with 33.33% and 8.33% respectively.

Respondents who were farmers included parents and those who were in others category included children who are still in school.

4.2 Causes of School dropout

4.2.1 Number of children per parent

Table 6: Children per parent

Number of children	Frequency	Percentages
1-2	5	14.29
2-4	22	62.86
4+	8	22.86
Total	35	100.00

Source: Primary data 2017

From table 6, it is established that most of parents have between 2 and 4 children as this is represented by 62.86% of the total respondents followed by 4 and above with 22.86% and between 1 and 2 with 14.29%.

4.2.2 Education Status

Table 7: Are they in school?

Response	Frequency	Percentages
Yes	35	58.33
No	20	33.33
Total	**60**	**100.00**

Source: Primary data 2017

From table 7, it is shown that most the children are in school with 54.29%, and the rest are not in school as it is represented by 45.71 %.

4.2.3 Reasons for not being at School

Table 8: Causes of School Dropout

Causes	Frequency	Percentages
Early marriages	20	33.33
Rebellion	2	3.3
Personal problems	9	15.00
Employment	4	6.67
Drug abuse	16	26.67
Separated parents	1	1.67
Bad school experiences	3	5.00
Parent care	5	8.33
Total	**60**	**100.00**

Source: Primary data 2017

From the study it was established that the leading cause of school dropout is early marriages with 33.33% followed by drug abuse, personal problems, parental care, employment, bad school experiences, rebellion and separated parents with 26.67%, 15.00%, 8.33%, 5.00%, 3.33% and 1.67% respectively.

Through the informal interviews with the respondents, it was established that young children are forced to drop out of school by their parents as they prefer marriages to education. Personal problems included girls menstruating in classes, having big breasts, being punished every time. Bad school experiences included girls being teased by boys and some teachers who normally touch their breasts, age as when one seems to be older than others say by 10 years that one is most likely not to go to school.

When parents are separated the child is likely to drop out of school as there is lack of school fees, long distance between home and the school as they parents may not want to stay in the same division. In this some children may lack parental care, love and others.

4.3 Effects of School Dropout

Table 9: Effects of school drop out

Effects	Frequency	Percentages
Rural Urban migration	15	2500
Lack of employment	30	50.0
Inactive in politics	10	16.67
Others	5	8.33
Total	**60**	**100.00**

Source: Primary data 2017

From the study it was lack of employment is the leading effect of school drop out with 50.00% followed by rural urban migration, inactive in politics and others with 25.00%, 16.67% and 8.33%.

Through the informal interview with the respondents it was found out that jack of employment is due to lack of skills necessary for the jobs, and rural urban migration is

as a result of those semi educated ones who try to migrate in such for semi skilled jobs or collar jobs such as porters, wheel pushers in markets, packers, and many others jobs.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter consists of the summary of the major findings, conclusion and recommendations.

5.1 Summary

From the study it was established that females were more than males with 58.67% because study was basically about females.

From the study, three quarters of the respondents are below 45 years of age. Most of the respondents were below 25 years with 53.33%, followed by 25 - 34 years of age with 28.33%, followed by 35 - 44 with 16.67% and lastly 45 - 60 with 1.67%, and most of the were single status were more than others as they constituted 63.33% of the total respondents followed by married with 30.00% and separated with 6.67%.

From the study it was found that secondary respondents were many with half of the responses (50.00%) followed by still in primary, graduate, tertiary and masters with 3 1.67%, 10.00%, 6.67% and 1.67% respectively.

Most of the respondents were farmers with 58.33%, followed by others and civil servants with 33.33% and 8.33% respectively, and most of parents have between 2 and 4 children as is represented by 62.86% of the total respondents followed by 4 and above with 22.86% between 1 and 2 with 14.29%.

5.1.1 Causes of school drop out

It was found out that most the children are in school with 54.29%, and the rest are not in school as it is represented by 45.71%.

It was found out that the leading cause of school dropout is early marriages with 33.33% followed by drug abuse, personal problems, parental care, employment, bad school experiences, rebellion and separated parents with 26.67%, 15.00%, 8.33%, 5.00%, 3.33% and 1.67% respectively.

5.1.2 Effects of school Drop out

Most of the children had a positive attitude towards school drop out with 75.00% as compared to 25.00% who had a negative attitude, because of this, it was found out that lack of employment is the leading effect of school drop out with 50.00% followed by rural urban migration, inactive in politics and others with 25.00%, 16.67% and 8.33%.

5.2 Conclusions

From the research findings, it's evident that there is a problem of dropping out in secondary level. There is a multiplicity of factors that lead to dropping out of school. However, the factors differ in proportions.

Among the factors discovered were early marriages, employment, rebellion, personal problems, drug abuse, separated parents, bad school experiences, and parental care. As a result some of them have decided to join marriage, abandon families and others are seated at their homes doing nothing.

There is need for further research about the rate of girl child drop out in secondary schools in other areas outside Ruhinda Sub County and on a large scale. This information will likely help the government to formulate policies aiming at reducing the dropout.

There is need for improving school infrastructure, provide all necessities in schools, teachers a need to teach effectively. The community must be sensitized such that pupils who leave schools are not given freedom to sit and forget all about school.

Not all factors related to dropout reduction are school controllable, and solutions to the complex problem of dropouts cannot be achieved by the schools alone. It is a national problem which must be addressed by the whole society. ft requires resources that go beyond the school, and solutions require a team approach-the combined efforts of students, parents, teachers, administrators, community-based organizations, and business, as well as the federal, state, and local governments.

5.3 Recommendations

The government should provide alt scholastic materials to all schools and should even cross bridges and give a hand to private schools which are also helping the country's future. This can be done by employing and paying teachers, providing books, pens and the rest as it was before.

The government should increase on teacher's remuneration. Teachers' remuneration should be greatly improved if the teaching/learning is to greatly improve. They should be given bonuses, housing allowance and tours once in a while to improve on their solidarity. Ibis increased remuneration, would boost morale, commitment, interest and concentration that would motivate them to handle pupils as their own children such pupils would perhaps educe going away.

There is need to provide lunch to pupils and students as well as teachers. The government should at least allow or enforce parents to start paying for meals at schools. The meals should be uniform.

The government should act accordingly in order to reduce on pregnancies, the causes should be dealt with severely if they are teachers, their academic documents should be confiscated and they should be imprisoned.

There is need to health inspectors to visit schools and give some advice on how to stop diseases. Similarly schools should be given nearby dispensaries. In those dispensaries, there should be medicine as well as qualified attendants.

The community should socialize its members to the beliefs, values, knowledge, customs and norms in education. This would help to reduce school dropout.

The pupils should continue to be at school in order to get employed and acquire skills necessary for employers.

The pupils should not commit crimes that may lead them to be heavily punished in order to curb heavy punishments.

The pupils should form discussions groups in order to get or share knowledge among themselves so as to perform well.

There should be set and enforced laws protecting the rights (rights to education) and freedom of children in the community. These should be done through the parliament where democratic means should be done by fail political representative.

Research should be made and coordinated about the causes and effects of school dropout.

The findings should be nationally published and broadcasted through various national and private media channels to sensitize the public about the importance of education. There is need to sensitize the community about the urgency of education in the developing Uganda. All the stakeholders focus in promoting adult education should he established in the area and other rural areas where drop out is still a problem.

5.4 Area for further research

The study investigated the rate of girl child school dropout in Ruhinda Sub County. Though this study examined the roles of various stakeholder, there are so many areas that deem relevant to this study that were not dealt with to establish the magnitude of the study. The researcher therefore recommends other researcher to also take further studies about this topic to make the subject more colorful.

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APPENDICES

APPENDIX A: WORKPLAN

March	1st week	Development of proposal
	2nd week	Approval
	3rd & 4th weeks	Collection of data
May	1st & 2nd weeks	Presentation, analysis of data collected
	3rd & 4th weeks	Submission

APPENDIX B: PROPOSED BUDGET

ITEMS	COSTS IN Ushs
Stationary	50,000
Printing/Binding	70,000
Facilitation/Meals	70,000
Transport	30,000
Miscellaneous	30,000
Total	280,000

APPENDIX C: QUESTIONNAIRE FOR PARENTS

Dear Respondent,

I am a student at Kampala International University, in my final year. I am carrying out a research study on the topic: "Socio-Economic factors and School dropout in Ruhinda Sub-County, Mitooma District."

The purpose of this study is to collect data on the topic. Your response will be treated with confidentiality and the information obtained is strictly for education purposes.

You are kindly requested to fill the questionnaire.

(Tick where applicable)

SECTION A: PERSONAL DATA

1. Sex of the respondent
   a) Male ☐
   b) Female ☐
2. Marital status of the respondent
   a) Single ☐
   b) Divorced ☐
   c) Married ☐
   d) Never married ☐
3. Education level of the respondent
   a) Primary level ☐
   b) Secondary level ☐
   c) Tertiary level ☐
   d) University level ☐
4. Occupation of the respondent
   a) Farmer ☐
   b) Business man/woman ☐
   c) Civil servant ☐
   d) Others ☐

5. How many children do you have?

(a) Boys ☐ (b) Girls ☐

6. Are they all in school? (a) Yes ☐ (b) No ☐

(ii) If no, why are they not at school?.....

What should the government and NGOs do about those who dropped out of school?.....

APPENDIX D: QUESTIONNAIRE TO THE STUDENTS

Dear Respondent,

I am a student at Kampala International University, in my final year. I am carrying out a research study on the topic: "Socio-Economic factors and School dropout in Ruhinda Sub-County, Mitooma District."

The purpose of this study is to collect data on the topic. Your response will be treated with confidentiality and the information obtained is strictly for education purposes.

You are kindly requested to fill the questionnaire.

(Tick where applicable)

SECTION A: DEMOGRAPHIC BACKGROUND

1. Sex:.....
2. Age:.....
3. Marital status:.....
4. Education background:.....

SECTION B: EDUCATION

5. (i) Are you still a student? (a) Yes ☐ (b) No ☐

(ii) If yes, what is your interest in being at school?

.....

.....

(iii) If no, why are you not at school?

.....

.....

6. What is your attitude towards school and why?

.....

.....

7. How do you find it being at school?

.....

.....

(i) What makes it as above?

.....

.....

.....

8. (i)Have your parents contributed anyhow in your being at school?.....

(ii) How?.....

9. (i) What do your parents/guardian say about your performance?

.....

.....

(ii) What do your friends say about schooling?

.....

.....

10 (i)What factors make girls perform well in schools?

.....

.....

(ii) What factors lead to girls dropping out of schools?

.....

.....

11. Suggest ways in which girls' education should be improved?

.....

.....

APPENDIX E: QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am a student at Kampala International University, in my final 3 ear I am carrying out a research study on the topic: "Socio-Economic factors and School dropout in Ruhinda Sub-County, Mitooma District."

The purpose of this study is to collect data on the topic. Your response will be treated with confidentiality and the information obtained is strictly for education purposes.

You are kindly requested to fill the questionnaire.

(Tick where applicable)

SECTION A: DEMOGPHIC BACKGROUND

1 Name (optional)

2. Gender (tick where appropriate)

(a) Male ☐ B) Female ☐

3. Age of the respondent

(a) 25-34 ☐

(b) 35 -44 ☐

(c) 45+ ☐

4. Education level

(a) Teacher's college ☐

(b) University ☐

SECTION B: SOCIAL ASPECTS

5. (i) Do your female students often show any interest in schooling?

(a)Yes ☐ (b) No ☐

(ii) If Yes, then how can this interest be maintained?

.....

.....

(iii) How can this interest be improved?

.....

.....

6. Is the participation of female students in class reflected in their performance?

.....

.....

7. Compare the performance of female students in your class with that one of boys.

.....

.....

8. What are the possible ways through which the performance in 7 above can he maintained?

.....

.....

9. Suggest possible ways by which the performance in 8 above can be improved

.....

.....

THANKS FOR YOUR CO-OPERATION