

**FACTORS RESPONSIBLE FOR THE HIGH SCHOOL DROPOUT RATES IN
PRIMARY SCHOOLS OF BUTUNTUMULA SUB-COUNTY,
LUWERO DISTRICT**

**NANJULA JOAN
BSW/38516/123/DU**

**A RESEARCH PROPOSAL SUBMITTED TO COLLEGE OF HUMANITIES AND
SOCIAL SCIENCES AS PARTIAL REQUIREMENT IN FULLFILMENT
FOR THE AWARD OF THE DEGREE OF BACHELORS OF
SOCIAL WORK AND SOCIAL ADMINISTRATION
OF KAMPALA INTERNATIONAL
UNIVERSITY**

AUGUST, 2015

DECLARATION

The material in this research has never been submitted to any University or institutions of higher learning for any academic qualifications. This research is a result of my own independent research effort and investigations. Where it is indebted to the work of others, the acknowledgment has been made.

Signed..........

Date.....17/09/2015.....

APPROVAL

This is to certify that this work has been supervised and is now ready to be submitted to Kampala International University with my approval.

Signed... Otanga Rusoke Date ... 16th September 2015

Dr. Otanga Rusoke

DEDICATION

I dedicate this work to the integrity, humanity, loves, and compassion for all people has left an indelible impression on my life. I will be eternally grateful for his example. To my mother Lubega Getrude, Mrs Nabacwa Harriet and Mr Musisi George wiliam the dreams and my best friend, I dedicate this work, and my life, to you. You amaze me more every day. When God gave me to you, He gave you the very best. Your unconditional love and enthusiastic spirit have made me into the woman that I am today. I love you. To my sisters and brothers; my precious treasures, you bring me more joy than I could have ever hoped for. Being your sister is my greatest reward.

ACKNOWLEDGEMENTS

A script of this nature can only be compiled with external support and guidance. It is therefore under this note that I wish to extend my sincere gratitude and appreciation to the following people;

I greatly acknowledge my thanks to the Almighty God, for He kept me alive, the staff of Kampala international university.

Special thanks go to my Supervisor Dr. Otanga Rusoke for the unconditional knowledge, co-operation, continued support and guidance during the supervision which enabled me to put this work into a meaningful script. May God reward her accordingly for the great work done.

Am also thankful to my sisters and brothers Esther, Justine Steven, Simon, Isaac, my grandmother Betty and for the financial support and encouragement throughout the entire course.

A vote of thanks goes to my dear friends Jidah, Aisha, Prossy, Gerald, Denis and Shanah all members under the same supervisor, am glad. Your advice contributed a lot to my academic growth and career development.

TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS.....	iv
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background of the study	1
1.2 Problem statement.....	4
1.3 Purpose of the study	4
1.4 Specific objectives	4
Research Questions.....	4
1.6 Scope of the study.....	5
1.6.1 Subject Scope.....	5
1.6.2 Geographical scope	5
1.6.3 Time scope	5
1.7 Significance of the study.....	5
CHAPTER TWO	
LITERATURE REVIEW.....	6
2.0 Introduction.....	6
2.1 Socio economic factors responsible for high school dropout rates in primary schools.....	6
2.2 Structural factors responsible for high school dropout rates	10
2.3 Measures adopted for reducing school dropouts in primary schools in Uganda	14
CHAPTER THREE.....	17
METHODOLOGY.....	17
3.0 Introduction.....	17
3.1 Study design.....	17
3.2 Study population	17
3.3 Sample Population	17

3.3.1 Sampling procedures	18
3.4 Data collection instruments.....	18
3.4.1 Questionnaires	18
3.3.2 Interview	18
3.5 Sources of data.....	18
3.5.1 Primary source.....	18
3.4.2 Secondary Source.....	19
3.6 Reliability and Validity.....	19
3.7 Data analysis	19
3.8 Ethical consideration.....	19
3.9 Limitations of the study	19
CHAPTER FOUR	21
DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....	21
4.0 Introduction.....	21
4.1 Respondent's Particulars.....	21
4.1.1 Gender of respondents	21
4.1.2 Age Categorization	22
4.1.3 Education level of respondents	22
4.1.4 Marital status of respondents	23
4.2 Social -cultural and economic factors that lead to high school dropout in primary schools in Butuntumula sub-county.....	24
4.2 Whether socio-economic environment induce high school dropout in primary schools.....	24
4.2.2 Social factors that induce high school dropout in primary schools	25
4.2.3 Economic factors responsible for high school dropout in primary schools.....	26
4.3 Structural factors that are responsible for school.....	26
4.3.1 Whether structural factors are responsible for school dropout in primary schools	27
4.4 Whether the schools administration established measures for reducing school dropouts in Butuntumula sub-county.....	29
4.4.3 Measures can be adopted for reducing school dropouts in Primary schools in Uganda...	30
CHAPTER FIVE	32
SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS.....	32

5.0 Introduction.....	32
5.1 Summary	32
5.2 Discussion of findings.....	33
5.3 Conclusion	35
5.4 Recommendations.....	35
5.5 Areas of further study	36
Appendices i: Appendix, Research instrument.....	41
Appendix ii: Actual Research Budget	44
Appendix iii: Time schedule for the research.....	45

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter therefore presents the Background of the study, problem statement, general research objectives, objective of the study, research questions, significance of the study, and justification of the study and Conceptual frame work.

1.1 Background of the study

School dropout refers to the rate at which the students leave schools due to the reasons usually beyond the control of the family or the individual students. This usually occurs due to several factors that make it hard for a student to continue with education.

With the realization that education is the major avenue of empowering the people of Uganda and hence leading to the transformation of the country the, NRM Government launched the Universal Primary Education (UPE) Program in 1997. This initiative which is in line with the International Millennium Development Goals (IMDG) has resulted in significant increase in funding for primary school education. In terms of gross primary school enrolment the response to the increased expenditure has been phenomenal, with gross primary school enrolment increasing from 3,068,625 pupils in 1996 to 6,900,916 pupils in 2001 – an increase of about 126%.³ (Figure1). Thus from the macro supply side, government commendable efforts to achieve universal primary school education by 2015 have been rewarded by a corresponding increase in primary school enrolment.

Education is the act of acquiring skill and knowledge. According to Don Berg, Education is merely the delivery of knowledge, skills and information from teachers to students. He adds that you are able to perceive accurately, think clearly and act effectively to, achieve self-selected goals and aspirations with education. Primary education is the first stage of compulsory education. It is preceded by pre-school or nursery education and is followed by secondary education. In North America, this stage of education is usually known as elementary education and is generally followed by middle school. In most countries, it is compulsory for children to receive primary education although it is permissible for parents to provide it.

Webb et al (2010) Primary (or elementary) education consists of the first 5-7 years of formal, structured education. In general, primary education consists of six or eight years of schooling starting at the age of five or six, although this varies between people and sometimes within countries. Globally, around 89% of primary-age children are enrolled in primary education, and this proportion is rising. Under the Education For All programs driven by UNESCO, most countries have committed to achieving universal enrollment in primary education by 2015, and in many countries, it is compulsory for children to receive primary education. However, A big number of pupils who join primary education do not reach secondary school, the director of the Population Secretariat revealed. This is a worldwide problem as Ankita (2010) asserts that "The Hindi heartland states of Rajasthan, Bihar and Uttar Pradesh have performed poorly in retaining schools children at the primary level".

Kenya has a lower dropout rate compared to Uganda, but higher than that of Tanzania. Uganda still has the highest school dropout rate in East Africa, according to a 2010 report and 2011 statistics by the United Nations Educational, Scientific and Cultural Organization (UNESCO). For example Uganda's Universal Primary Education (UPE) has resulted in high enrolment rates in Northern Uganda, but education tends to be of a low quality and few pupils actually complete primary school. Dr. Charles Zirarema stated that about 1.5 million pupils never make it to secondary school every year.

Zirarema said there is a low transition rate to secondary in Uganda which has to be improved for the betterment of the country's human resource. He was speaking at the launch of the National Population Policy Action Plan (NPPAP) at the Statistics House in May 2012. Data from the education ministry shows that school dropouts in the country are higher at the primary level than at secondary level. Lack of interest, pregnancy, early marriages, hidden costs at school and family responsibilities have driven thousands out of school.

The UNESCO report explains that in some cases, the legislation eliminating fees has been partially implemented. But the Government started free primary and secondary education which is gradually reducing the number of school drop-outs, but the problem still remains. We need to

find out where the rest of the children went. We should find ways of retaining all enrolled children from primary to secondary schools, especially the girl-child, if we are to improve reproductive health and social wellbeing, Zirarema stated.

A growing body of literature shows that girls' dropout rates are higher compared to boys' in most parts of the world. For instance, according to UNESCO (2012), the dropout rate is higher for girls in 49 countries compared to boys. Chimombo (1999) observes that though the enrolment in school is almost same for girls and boys, boys have a higher likelihood of continuing school compared to girls. Holmes (2003) also found that girls overall attain less education and tend to drop out earlier as compared to boys.

Thus, when dropout rate varies by gender and if girls tend to drop out earlier compared to boys, it manifests that there are some unique factors contributing to the increase in the dropout rate, particularly for girls. In other words, there are some factors which extensively contribute to an increase in girls' dropout though those factors also impact dropout rate for boys.

The findings of Holcamp (2009) also support our argument when the author found that some socio-cultural factors highly impact girls' dropout rate though those factors also contribute to boys' dropout rate but to a lesser extent. Therefore, we can argue that some particular factors produce poor educational outcome which consequently increase the dropout rate for girls. Therefore, from this viewpoint, the main objective of this paper is to clarify which factors contribute to the increase in the dropout rate, particularly among girls which are not quite clear in past reviews on the dropout issue. Dropout rate does not occur through a single factor; it is a composition of several factors. A number of studies have been conducted on girls' dropout issue based on particular regions, societies and cultural perspectives in various parts of the world. In this paper, we accumulate the factors and illustrate a conceptual model of dropout for girls which can give further opportunity to researchers to view the relevant factors on girls' dropout issue. For better demonstration we have divided all the factors into four groups which are (1) economic factors, (2) household level factors, (3) school level factors and (4) cultural factors.

1.2 Problem statement

Article 26 of the United Nations organization states that "Everyone has the right to be educated. Education shall be free at least in the elementary education and fundamental stages of education. Elementary education shall be compulsory". The Ugandan government also recognizes everyone's right to education. It strongly supports the declaration of rights of children which gives every child access to education. The constitution of the republic of Uganda (1995) pp.29 and 30 notes that "A child is entitled to basic education" Despite the fact that the government has modified its primary education with the introduction of UPE and by support through the articles in the constitution, the dropout rate in primary schools is still high. Children still fail to graduate from primary level. Many people including researchers are wondering what could be the causes of high rate of school dropout.

1.3 Purpose of the study

The purpose of the study was to find out the factors that are responsible for high rates of school dropout in primary schools.

1.4 Specific objectives

- i) To find out the social -cultural and economic factors that lead to high school dropout in primary schools.
- ii) To establish structural factors that are responsible for school dropout
- iii) To establish the measures for reducing school dropouts in primary schools in Uganda

Research Questions

- i) What are the socio- economic factors that lead to high school dropout in primary schools?
- ii) What are the structural factors that are responsible for school dropout?
- iii) What measures can be adopted for reducing school dropouts in primary schools in Uganda?

1.6 Scope of the study

1.6.1 Subject Scope

The research was carried out to find the factors that are responsible for high rates of school dropout.

1.6.2 Geographical scope

It was carried out in Butuntumula sub county found in Luwero district located in the central part of Uganda, 40km away the capital city Kampala. It is composed of three counties that is Bamunanika, Katikamu north and Katikamu south. The researcher's area of concern was from 2 schools and key informant from the district using questionnaires and interviews as methods of data collection. Butuntumula sub county found in Katikamu north as a case study for determining the factors that are responsible for high rates of primary school dropout.

1.6.3 Time scope

The study was conducted for a period of 3 months from April to June 2015. The researcher chose the place of study due to its appropriateness in data collection for the organization.

1.7 Significance of the study

The study will help the Ugandan government and ministry of education to find out the dropout rates especially rural areas so as to find out which measures need to be put in place to improve the situation in those regions.

The study will also help the community to notice a problem amongst them so as to effectively and jointly participate in finding solutions to school dropout problem.

The research done in this study will help other scholars who will do similar or related studies to find out what previously existed in their fields of study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents review of the available literature related to the study and has been explained and studied both empirically and theoretically in the existing literature review on primary education.

2.1 Socio economic factors responsible for high school dropout rates in primary schools

Canaan (2010) notes that recent studies show that multiple socio-economic factors in the community and the schools are responsible for dropouts as he stated. A sample of schools shows that many UPE schools are charging hidden fees. Pupils are sent away from school for failure to pay such hidden fees. His research shows that these charges are posing a barrier for the poor.

The UNESCO report explains that in some cases, the legislation eliminating fees has been partially implemented. The report adds that formal fees are just one part of the costs of education. Parents often have to buy uniforms and textbooks. However for example in Sierra Leone, uniforms double the cost associated with school fees also Poor parents in Nigeria no longer pay fees, but books and uniform cost more than fees once did UNICEF (2006).

The AIDS scourge has also led to an increase in the dropout rate. HIV/AIDS reinforces wider problems arising from poverty and social discrimination such as orphan hood and stigmatization. Statistics show that most of the girls leave school because of pregnancy, while some boys also drop out after making girls pregnant. A report compiled by the Forum for African Women Educationists in Eastern and Southern Africa indicates that pregnancy shatters the career dreams of many girls. The report, in particular, criticizes the policy of expelling girls from school when they get pregnant

The northern and eastern parts of the country have been hit by floods and conflicts. This, too, has greatly affected the retention of pupils and enrolment in schools.

With UPE, no school is expected to charge lunch fees, yet the capitation grant from the Government is not in any way expected to be spent on food. This implies that in most government schools pupils do not have lunch. This not only reduces their interest in studies, but

also makes them unable to concentrate in class. Gender contributes to a child's lack of access and attendance to education. Although it may not be as obvious a problem today, gender equality in education has been an issue for a long time but still there is wide spread lack of access to primary education among girls in developing countries UNISCO. (2012).

Parental investment for children's well-being can sometimes become gender biased. Although parents are altruistic to the gender of their children, they do not invest in education equally for all. In this regard, there are considerable evidences in the literature (Glick & Sahn, 2000; Kingdon, 2005) supporting this view whereby that, there is gender bias or pro-male bias in case of parental investment in children. In addition, Leung and Zhang (2008) found that parents' preference for sons encourage more of them to invest for in their sons' well-being to take care of parents in the future. In fact, parental gender bias investment occurs particularly when parents have limited/lower income and resource, causing girls to leave school earlier than boys. For instance, Fuller and Laing (1999) and Grant and Hallman 2006) found an association between a family's financial strength and the likelihood of the daughter's dropout in South Africa.

Direct and indirect schooling costs are important factors for the education of children and some research indicate that schooling costs especially school fees, are a central reason for early dropout from schools. Schooling costs are sometimes linked to the gender of the children as parents are sometimes become unwilling to pay schooling fees for their daughters. For instance, Brown and Park (2002) investigated that in rural China, parents' incapability to pay compensate school fees was the reason for the dropout of 47% of girls while only 33% of boys dropout in elementary schools; in junior secondary high school, fees were half for the girls but only 8% for the boys. Hunter and May (2002) found that school fees were significant reason for the dropout rate of 27% of boys but 30 % of girls before secondary school graduation in South Africa. From the families' perspective, Shovan Ghosh Susmita & Sengupta (2012) observe that in poor households in India, the costs of schooling for girls are likely to be higher while the benefits more tenuous for them than the boys. The authors also observe that though direct costs are similar for boys and girls, parents are less willing to spend on girls. Lloyd et. al. (2000) also found that in Kenya, higher school fees increases the likelihood of dropping out for girls but not for boys.

There is substantial literature regarding how a child's work impacts on educational outcome regardless of the gender of the children. Many studies observe that girls sometimes begin working at an earlier age than boys especially in rural areas and girls also tend to do more work in the household than boys. Studies indicate that female students tend to drop out of school to take care of their younger siblings (Brock & Cammish, 1997). Another study found that if children less than 6 years old are present at home, elder sisters are more likely to drop out (Canagarajah & Coulombe, (1997). Another research indicates that if mothers work and get wage outside of the home, Female children take some responsibilities of the household which causes them to drop out, Fuller & Liang (1999). In general, girls take more load of household chores than the boys and on the other hand rural girls do more household works than urban girls (Ersado, 2005).

Fuller and Liang (1999) argue that the advantage of having females as household heads may be the result of increased autonomy of the females when males are absent in the decision-making process. Shahidul (2013) examine data in Bangladesh and found that if a mother participates in the household's decision-making process, the dropout rate of girls is decreased. Though female headship eventually gives advantage to girls, studies sometimes show controversial results. This is because, many studies found that single-female headed households face greater financial and time constraints than two-parent households in general which may impact differently on children's academic achievement (Guo & Harris, 2000; Pong et al., 2003). In fact, children in households headed by married women have higher educational attainment while children of widows are more likely to work.

Regarding the effect of early marriage on girls Holcamp (2009) found that in rural areas girls' dropout rate became higher because parents consider girls' schooling as of no benefit when they leave their own family after getting married. Mansory (2007) also found that early marriage is the foremost cause of early school dropout of girls in Afghanistan. A lot of research have highlighted on girls' age and education and found that when girls reach puberty, parents consider it is time for them to be married and tend to arrange the marriage instead of continuing schooling (Molteno et al., 2000). Some studies argue that early marriage of girls is associated with dropouts in certain contexts. For instance, in societies where girls leave parental household after marriage,

girls' dropout might be higher in that society (Ackers et al., 2001). The PROBE team (1999) of India reported that in that country education might give girls better preparation for marriage however, despite this, parents sometimes are reluctant to let their daughters have their education as higher education raises the cost of marriage for girls. Shahidul (2012) also found that in Bangladesh girls with lower socioeconomic backgrounds drop out from secondary school when schooling or higher education inflates dowry in the marriage market of girls. In this research, author argues that if girls have higher education but have lower parental socio-economic background, they face difficulties in getting a husband because pattern in which parents need to pay a higher amount of dowry to marry their educated daughters to similarly educated grooms thus resulting in early dropout among girls.

Save the Children (2005) indicates that cultural norms and beliefs constrain girls' education especially in many developing parts of the world. In these societies, traditional values and some religious beliefs constrain girls from making their own decisions and expressing their own opinions. Chege and Sifuna (2006) examined claim that many cultures favor education for boys more than girls. Kapakasa (1992) studied girls' persistence in school and found that initiation ceremonies (religious ceremony) have significant effect on girls' dropout rate when parents have more propensity to pay for the expenses of the ceremony than their daughters' education. Abena (1991) and Atayi (2008) observe that in Africa parents were more concerned about the role for girls at home as in this role, girls do not need education since they are supposed to take care of the children and prepare meals. Falkingham and Baschieri (2006) observed that in Tajikistan many girls attend only religious classes which provide relevant skills for future married life as skilled wives. Sawada and Lokshin (2009) found that purdah (ideal) or seclusion of women was a factor for girls' dropout. However, traditional values can be different from location to location and in this respect, UNESCO (2010) indicate that traditional values are stronger in rural areas in developing countries compared to urban areas and people often do not allow girls to leave homes even for schools UNICEF(2009). Socio-economic variables influence the dropout of pupils directly by influencing the pupil's decision to drop from school, or that of the parent to withdraw the pupil from schooling. The variables also indirectly influence the drop out of pupils by negatively affecting their education achievements in school (attendance, learning and academic performance in examinations), this in turn influences dropout of pupils.

2.2 Structural factors responsible for high school dropout rates

Posted on June 9, 2011 by Rachel Tobias, The problem in many developing countries is that governments lack either the financial resources to meet their citizens' educational needs. Many children who do attend school receive an inadequate education because of poorly trained, underpaid teachers, overcrowded classrooms, and a lack of basic teaching tools such as textbooks, blackboards, and pens and paper. In response, poor parents in some low income countries have organized and paid for their children's education themselves. It is true that school fees and other user payments are a heavy burden for some parents to bear hence children still fail to complete even primary level education Shahidul, S.M. (2012)..

Costs contribute to a child's lack of access and attendance to primary education. High opportunity costs are often influential in the decision to attend school. For example; an estimated 121 million children of primary-school age are being kept out of school to work in the fields or at home (UNICEF). For many families in developing countries the economic benefits of no primary schooling are enough to offset the opportunity cost of attending Sarmistha, P. (2004).

Children who are over age, due to late enrolment or high grade repetition, limit the number of years children have in school as older children have greater pressures to earn income for their households (EPDC, 2009). In developing countries throughout the world the educational context is characterized not by monolingual settings, but rather multilingual situations. Often children are asked to enroll in a primary school where the Medium of Instruction (MI) is not her home language, but rather the language of the government, or another dominant society. Studies throughout the world demonstrate the importance of the MI in determining a child's educational attainment. In a situation where the parents are illiterate, if the medium of instruction in school is a language that is not spoken at home the problems of learning in an environment characterized by poverty are compounded, and the chances of drop-out increase correspondingly. That is why the government encouraged the use of mother tongue as the medium of instruction at lower primary level in all schools in 2008. There is much research which shows that students learn to read more quickly when taught in their mother tongue. Second, students who have learned to read in their mother tongue learn to read in a second language more quickly than do those who

are first taught to read in the second language. Third, in terms of academic learning skills as well, students taught to read in their mother tongue acquire such skills more quickly.

Generally there are many reasons why students leave school early. Family problems are one cause. If parents are divorced, no-one may be taking responsibility for the child. If parents are uneducated, there may be little encouragement to do homework or to stay in school. Financial factors are also important. Some students want to work in order to support their families. In contrast, others may have family businesses and not see any benefit in obtaining primary education. Perhaps the main reason why students drop out is for academic reasons. For many students, school is stifling and boring. The curriculum does not challenge them or grab their attention and they are unable to be creative. Others have learning difficulties that need specialist help Lizettee, B. (2000).

The problem of school drop-out can be reduced by using several strategies. First, educational authorities have to work closely with parents to monitor attendance. They need to follow up and determine the reasons for a student's absence. In some countries, parents are fined if the children are not attending. Although extra resources to tackle drop out at school community level may be useful, given the range of factors - economic, social, health which are likely to interact to impact participation and completion of schooling, a comprehensive sector wide approach with interconnectivity between relevant government departments would achieve more sustainable impact on eliminating or drastically reducing school dropout Manacorda, M.(2012)..

Schools also need social workers who can respond to family problems and Provide micro-enterprise support for poor households is necessary for improving school retention. The second approach is to implement changes in the curriculum so that school is more interesting for students at risk of dropping out. This could mean new methods of teaching or new subjects and facilities in the school, Flexible schooling hours and systems, together with multi-grade and multi-age teaching approaches and appropriate language of instruction can help to reduce dropout rates. Thirdly, some financial help could be made available in a country like the UAE to encourage students with financial problems to stay in school. As can be seen, there is no one solution to the problem of school drop-outs Mansory, A. (2007). Educational authorities, parents

and schools need to work closely together to find the reason for each student's decision to leave school and to try to do as much as possible to encourage them to stay in the system.

Much research have examined how teachers' attitudes toward female students are linked to dropout issue. Colclough et al. (2000) found that in Ethiopia, teachers in school more positively viewed boys than girls because they usually expect girls to quit school early. Teachers' attitude and their teaching practices have foremost impact in sustaining girls in schools. According to Nekatibeb (2002) study from several countries in Sub-Saharan Africa indicate that both female and male teachers believed that boys were academically better than girls. This study also found that most teachers tend to pay more attention to boys in the classroom than girls. Research by Fawe (2001) shows that teachers were not conscious in using their language toward girls in the classroom. They also viewed girls as less intelligent to those boys and that girls are just there to marry early. According to Njau and Wamahiu (1994) in a study on dropout rates in Sub-Saharan Africa, it was found that the foremost cause of higher rate of girls' dropout was the attitude of teachers towards girls in class. Teachers tend to favour to boys than girls in terms of academic performance and achievement which led to dropout.

School distance is an important determinant of school dropout for female students. Juneja (2001) observes that if school distance is considered too far from home, young girls tend to drop out more due to for the vulnerability to sexual harassment (Colclough et al., 2000; Nekatibeb, 2002). Parents are afraid for the safety of their children when they have to travel longer distances to school. Ainsworth et al. (2005) found that the likelihood of attending secondary school for girls decreases with the greater the distance compared to the nearer secondary schools. Nekatibeb (2002) also determinants that school distance is the foremost obstacle for girls' education in many countries in Africa. A large number of studies in African regions report that school distance can discourage girls from being educated for two major problems. One of them is the length of time and energy needed to cover the distance for children with empty stomachs. Another is parental anxiety about sexual safeguard of their daughters. School distance gives the motivation to girls to stay in school. Ainsworth et al. (2005) found that close proximity to schools had a positive motivating impact on girls.

Research also indicates that irregular attendance can be a precursor for dropping out from school regardless of the gender of the pupils. However, it can be argued that school absenteeism can be

somewhat negatively more effective for early dropout from school female students. In this regard, Manacorda (2012) also argues that girls are at a greater risk of absenteeism, repetition and dropout, and have lower educational achievement than boys in upper primary school. There are some causes for girls' dropout because of absenteeism. For instance, teenage pregnancy among girl is commonly associated with frequent absence from school initially, then permanent and or temporary dropout. Girls also can more drop out because of absenteeism due to child labour or household work. This is because a good deal of literature on household work found that girls do more household work than boys which may increase non-attendance in schools for girls. Moreover, availability of toilets and access to feminine hygiene supplies impact on girls' absenteeism. In this regard, Gran (2013) indicates that female students were more likely to be absent if their toilets at school were dirty. In addition, Ngales (2005) found that in Ethiopia, female students were often absent in class during menstruation and frequent absence led them to drop out from school.

Inadequate sanitation facilities in schools massively affect girls' dropout because this inadequacy indicates that schools are not safe for girls. Lizettee (2000) observes that though lack of facilities and poor hygiene affect both girls and boys, sanitation in schools has a strong negative impact on girls. Parents expect safe and separate sanitation for their daughters in schools especially for girls entering adulthood, they need to have separate and adequate facilities for their menstruation time in school; without proper facilities it would discourage them from being in school and consequently they tend to drop out (Lizettee, 2000). Birdsall et al. (2005) argue that girls' privacy issue in schools is foremost a factor which forces girls to drop out from schools.

UNICEF (2009) further notice that separate hygienic toilets should be made available for boys and girls when designing the facilities of a school. UNICEF (2006) observe that in Africa, the lack of basic sanitation is the cause decreasing enrollment of girls in secondary schools but girls spend more time in schools when sanitation facilities are adequate. UNICEF (1998) further observe that if the toilets are shared by girls and boys or are closely located in schools a significant number of girls drop out because of harassment and lack of privacy.

2.3 Measures adopted for reducing school dropouts in primary schools in Uganda

Invest in early childhood education. Dropping out of school is a long-term process of disengagement that can be observed as early as elementary school. In fact, for at least two decades now, research has indicated that, “we intervene too late in the course of a student’s development, [and] that certain parts of the profile of a dropout-prone student may be visible as early as the 3rd grade. When students enter school without the required knowledge and skills to succeed, they start the race a lap behind and never catch up. Investments in high-quality early childhood programs that support the emotional, cognitive, and social development of children and provide parent support programs have demonstrated a clear and consistent ability to significantly reduce dropout rates in the later years Leung & Zhang, J. (2008). Early childhood and full-day kindergarten programs in the Commonwealth are investments that are critical to reducing high school dropout.

Build information systems that can pinpoint at-risk students. Students who come from low-income families, have low academic skills, have parents who are not high school graduates, have disabilities, speak English as a second language, are children of single parents, are pregnant or parenting teens, have a pattern of disciplinary problems or poor socio-emotional development, have been held back, or who have a history of inconsistent school attendance are all particularly at risk of dropping out. Prevention programs can be constructed to enrich the school experience for these at-risk students early in their school careers. Districts, however, need a consistent way to find students who would most benefit from prevention programs and to target specific interventions for students with specific needs Ngales, M. (2005). Pennsylvania could develop data systems to pinpoint students who can benefit from prevention programming.

Build and support student transition programs for the middle years. Transitioning into and out of middle school can be difficult for many students, and as a result, many students are retained, particularly in the 9th grade. Ninth-grade retention strongly correlates with dropping out of high school. There are examples across the country of successful transition programs that help “at-risk” students move into and succeed in 9th grade. The Commonwealth would benefit from ongoing funding and program evaluation to improve support for students during critical transition years.

Support a strong, individualized curriculum with a career-learning component for all students. Contrary to popular belief, many students do not leave school because too much is expected of them. Some of the most successful dropout prevention programs focus on providing high-level academic curricula that are connected to the real world through out-of-school experiences such as service learning and hands-on learning in business and industry settings. Unfortunately, the scripted curricula and testing culture found in many schools today do not support the kinds of teaching and learning that we know are most effective at engaging “at-risk” youth Rousso, H. (2003).. We need to work together to resist the temptation to become test preparation institutions that deliver one-size-fits all scripted curricula and, instead, maintain our focus on high-quality teaching and learning that may not be easily encapsulated in a multiple choice test question.

Ensure that all students have meaningful relationships with adults at school. Students who leave school prematurely often do so because they feel alienated from others and disconnected from the school experience. One highly effective strategy to reduce dropout rates is to build environments in which all students can benefit from high quality sustained relationships with school staff. Recent efforts to build small, intimate learning communities are a step in the right direction. Currently, high school teachers may see 150 or more students each day and many counselors may serve 500 or more students, more than twice the number recommended by the American School Counselor Association.

Help districts develop and advertise individualized, non-traditional high school options. Evidence suggests that building the kinds of comprehensive student supports mentioned above will go a long way to substantially reduce the dropout rate in the Commonwealth. However, for students who continue to fall through the cracks, nontraditional school settings should be available. These options may include online and in person opportunities such as intensive tutoring programs, accelerated graduation programs, credit recovery programs, and community college campus-based programs. Although these programs may be offered in collaboration with several education, workforce development, and social service agencies, it is important to continue to serve as many students as possible through the k-12 public school system Benn, T. (2002). This is particularly important for students with disabilities, who are twice as likely to drop out as students without disabilities. Students with disabilities who drop out of their public high school and attend a dropout re-engagement program sponsored by an entity other than the

public school lose many of their rights to free services under the Individuals with Disabilities Education Act (IDEA).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodological aspects. It describes the research design sampling design, study area and sample size, research procedure, data collection instruments, data analysis and limitations of the study.

3.1 Study design

The researcher used an analytical design. This were necessitated by the fact that the researcher conducted an assessment of the factors responsible for high school dropout in Primary school in Butuntumula sub-county in order to carry out this investigation, therefore, an analytical research design is found to be a suitable design to be used to collect data. The study were therefore among others include the use of qualitative and quantitative research approaches.

3.2 Study population

A study population refers to a complete collection of all elements (units) that are of interest to the researcher. It is the aggregate or totality of objects or individual having one or more characteristics in common that are of interest to the researcher and where interfaces are to be made. an estimated population of 100 people who were the population the researcher interfaced with for this study from the schools of The study population therefore constituted 100 people chosen from the cultural leaders, political leaders, civil servants and selected local population.

3.3 Sample Population

This is a fraction of the total population got from the research population for providing data where generalization can be made to the study population. The sample determination arises from the time and scarce resources which call for selection of a manageable population, an estimated number of 80 respondents were selected from the study population. The total sample population was engaged through interview and questionnaire.

3.3.1 Sampling procedures

The researcher employed both probability and non probability sampling techniques. That included simple random and purposive techniques.

The simple random sampling technique was used to select respondents from the various group's (parishes) that is to say local leaders, administrators and local community. This is basically because the population had an equal chance of being selected. Significantly, the purposive sampling technique, which is a non-probability sampling technique, was used to select respondents who deal directly with service delivery (administrators); this is because the researcher wanted to deal with only typical cases based on the objectives of the study.

3.4 Data collection instruments

The researcher used questionnaires to collect the required data. The questionnaires contained questions on personal information, knowledge and understanding of the study variables.

3.4.1 Questionnaires

The researcher was used questionnaire. The researcher prepared the questionnaires to be responded by the sampled employees of the organization. The questions were designed to make the purpose of the study successful after the results have been ascertained.

3.3.2 Interview

Here the researcher conducted face-to-face interactions make conversations between the interviewee and herself with the sole aim of soliciting data. The researcher used both formal and informal interviews with the respondents. This enabled the researcher to get more information in greater depth, reduce resistance and also obtain personal information from the respondents.

3.5 Sources of data

Both primary and secondary data was used in this research. In this research two types of data was used by the researcher, in this study the secondary and primary data was adopted.

3.5.1 Primary source

Primary data was collected directly from the respondents of Bukhalu sub-county by the use of questionnaires were include open-ended questions in order to obtain detailed information from the respondents.

3.4.2 Secondary Source

Secondary data was obtained by going through submitted performance reports and documents possessed by the locals and selected district employs in the area of study.

3.6 Reliability and Validity

The reliability ensured by testing the instruments for the reliability of values (Alpha values) as recommended by Cronbach, (1946). Cronbach recommends analysis for Alpha values for each variable under study. According to Sekaran 2001 Alpha values for each variable under study should not be less than 0.6 for the statements in the Instruments to be deemed reliable. Consequently, all the statements under each variable were subjected to this test and were proven to be above 0.6. The validity of the data collection instruments will do with the help of an Expert to edit the questionnaire and the Interview guide. The Researcher forwarded the structured Questionnaire to Supervisor who is an expert in the area covered by the research for editing and reviewing.

3.7 Data analysis

After collecting data from the field, the researcher analyzed and interpreted it in relation to the objectives of the study. The researcher presented the findings in form of tables. Data from field will be tabulated to show the frequency of responses to the questionnaires and these was used to compute percentages in different attributes under the study. The similarities in the percentages were deduced to arrive at conclusions.

3.8 Ethical consideration

Maintaining honesty and avoiding exceptional and deceptive behavior such as creating false impression in the minds of participants through withholding information, establishing false intimacy or telling lies as this can potentially harm research participants

The researcher kept confidential all the information given to him to achieve this, the questionnaires will not bear names of respondents.

3.9 Limitations of the study

Time is of essence, the researcher did not have ample time to access all the respondents to give detailed information because of their busy schedules.

Intervening or confounding or extraneous variables: There will be a very big threat on some respondents with personal biases and dishonesty. To minimize this threat, the researcher requested respondents to avoid being subjective while answering the questionnaires.

Instrumentation: the data collection instrument was standardized and this problem was solved through testing it for validity and reliability

The sample did not fully address the concerns of the whole organization. The data collection instrument (technique) were also hard for some individuals to comprehend and understand hence respond accordingly.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter deals with analysis interpretation and presentation of the research findings. The analysis and research findings were interpreted and analyzed basing on the research questions. The study was set to investigate the factors responsible for high school dropout in Butuntumala sub-county. The findings were obtained through the use of a questionnaire, interviews, and documents from the respondents and the questionnaire was presented to 80 respondents who answered them successfully.

4.1 Respondent's Particulars

4.1.1 Gender of respondents

Table 1: Showing the gender characteristics of respondents

Gender	Frequency	Percentage
Male	52	65
Female	28	35
Total	80	100

Source: *Primary Data, August, 2015*

Results above portray the gender characteristics of respondents. The results were that 65% of the respondents were male while the female counterparts were 35%. The findings indicate that the study can't be doubted on gender grounds. It further indicates that both females and males are involved in banking sector.

4.1.2 Age Categorization

Table 2: Showing age distribution of respondents

Age	Frequency	Percentage
18 – 28	12	15
29 – 38	35	43.75
39 – 49	18	22.25
50+	15	18.75
Total	80	100

Source: Primary Data, May, 2015

Results in table 2 is about the age of respondents, the results were that majority of the respondents 35(43.5) were in the age bracket of 29-38, followed by 39 to 49 with 22.5%, then 50+ with 18.75% and finally 18-28 with 15%. This implies that responses were from mature people. it can be construed that the majority of the respondents are mature people and therefore they have an active memory hence the information obtained from them can be trusted and looked at as true and good representation of the information the researcher was looking for.

4.1.3 Education level of respondents

Table 3: Showing the education level of respondents

Education Level	Frequency	Percentage
O and A level	30	37.5
Certificate	10	12.5
Diploma	14	17.5
Degree	10	12.5
Others	16	20
Total	80	100

Source: Primary, Data, August, 2015

Results in table 3 indicate that majority responses were 30(37.5%) of the respondents were for O and A level 10(12.5%) who were degree holders followed by 16(20%) for postgraduate then diploma had 17.5% and finally certificate was found to have 12.5%. This implies that the respondents of Butuntumula sub-county are having some educated respondents in their operation and therefore the information obtained from them can be relied upon for the purpose of this study.

4.1.4 Marital status of respondents

Table 4: Showing responses on the marital status of respondents

Response	Frequency	Percentage
Single	12	15
Married	20	25
Separated	18	22.5
Divorced	13	16.25
Widowed/ widow	17	21.25
Total	80	100.0

Source: Primary, Data, May, 2015

The study findings on the responses on the marital status of respondents was that majority respondents were that 25% of the respondents were married, those who separated was 22.5%, 15% of the respondents, those who divorced were 16.25%, those who widowed/ widow were 21.25%. These findings on marital status show that the information was sought from responsible people and from all the different marital lines.

4.2 Social -cultural and economic factors that lead to high school dropout in primary schools in Butuntumula sub-county.

The first research objective was to establish the Social -cultural and economic factors that lead to high school dropout in primary schools. The data collected was presented in the information given below.

4.2 Whether socio-economic environment induce high school dropout in primary schools

Table 5: Showing responses on whether socio-economic environment induce high school dropout in primary schools.

Responses	Frequency (f)	Percentage (%)
Yes	35	43.75
No	25	31.25
Not sure	20	25
Total	80	100

Source: Primary Data, May, 2015

The results in table 5 show that 43.75 percent of the respondents agreed that socio-economic environment induce high school dropout in primary schools, 31.25% disagreed and 25% were not sure. This indicates that socio-economic factors are responsible for high school dropout; it is possible that they are not so effective given a higher percentage of disagreement and not sure combined.

4.2.2 Social factors that induce high school dropout in primary schools

Table 6: Showings responses on the social factors that induce high school dropout in primary schools.

Responses	Frequency	Percentage
Cultural rigidities	35	43.75
AIDS scourge	14	17.5
Lack of family support	11	13.75
Early marriages	20	25
Total	80	100.0

Source: Primary data, May, 2015

The study findings on the social factors that induce high school dropout in primary schools were that 43.75% of the respondents argued that cultural rigidities, 17.5% argued for AIDS scourge, those for Lack of family support were 13.75% and early marriages had 25% of the respondents. The study findings imply that many respondents are in agreement that social factors that induce high school dropout in primary schools in Butuntumula sub-county.

4.2.3 Economic factors responsible for high school dropout in primary schools

Table 7: Showing responses on the economic factors responsible for high school dropout in primary schools in Butuntumula sub-county.

Response	Frequency	Percentage
Lack of scholastic needs	17	21.25
Low levels of income	13	16.25
Inflation and economic stress	10	12.5
Low productive activity	20	25
Poverty among families	20	25
Total	80	100

Source: Primary data, May, 2015

The study findings on the economic factors responsible for high school dropout in primary schools in Butuntumula sub-county were that majority of the respondents agreed that Low productive activity account for 25%, Poverty among families had 25%, Lack of scholastic needs had 21.25, Low levels of income had 16.25% and had Inflation and economic stress 12.5%. it is based on this to argue that economic factors are highly responsible for high school dropout in primary schools in Butuntumula sub-county.

4.3 Structural factors that are responsible for school dropout in Butuntumula sub-county.

The second objective of the study was to assess the structural factors responsible for school dropout in Butuntumula sub-county. The data collected is presented for analysis and interpretation as shown below.

4.3.1 Whether structural factors are responsible for school dropout in primary schools

Table 8: Showing responses on whether structural factors are responsible for school dropout in primary schools

Responses	Frequency	Percentage
Yes	47	58.75
No	13	16.25
Not sure	20	25
Total	80	100

Source: Primary Data, August, 2015

The study findings on responses on whether structural factors are responsible for school dropout in primary schools. The findings were that 58.75% of the respondents agreed that structural factors are responsible for school dropout in primary schools in Butuntumula sub-county. 16.25% of the respondents disagreed while 25% of the respondents were not sure, implying that structural factors are responsible for school dropout in primary schools in Butuntumula sub-county.

4.3.2 Structural factors responsible for school dropout in primary schools

Table 9: Showing structural factors responsible for school dropout in primary schools

Responses	Frequency	Percentage
Long distances to schools	12	15
High cost of education	13	16.25
Poor structure of schools	11	13.75
Lack of financial resources to meet educational needs	21	26.25
Lack of teachers in Schools	21	26.25
Total	80	100

Source: Primary data, 2015

The study findings on the structural factors responsible for school dropout in primary schools in Butuntumula sub-county. The responses were that long distances to schools had 15% of the responses, High cost of education had 16.25% of the respondents, poor structure of schools had 13.75% of respondents, lack of financial resources to meet educational needs had 26.25% of the respondents and lack of teachers in Schools had 26.25% of the respondents implying that structural factors responsible are responsible for school dropout in primary schools in Butuntumula sub-county.

4.3.3 Extent to which structural factors are responsible for school dropout in primary schools.

Table 10: Showing extent to which structural factors are responsible for school dropout in Butuntumula sub-county.

Responses	FREEQUENCY	PERCENTAGE
Very High	35	43.75
High	14	17.5
Low	11	13.75
Very Low	20	25
Total	80	100.0

Source: Primary Data, August, 2015

The study findings on extent to which structural factors are responsible for school dropout in Butuntumula sub-county 43.75% of the respondents argued that it is very high, high were 17.5% of the respondents, low had 13.75% of respondents and very low 25% of the respondents. The responses imply structural factors are responsible for school dropout in Butuntumula sub-county.

4.4 Measures for reducing school dropouts in primary schools in Butuntumula sub-county.

Third objective of the study was to assess the structural factors are responsible for school dropout in Butuntumula sub-county. The study findings are presented and interpreted as shown below.

4.4 Whether the schools administration established measures for reducing school dropouts in Butuntumula sub-county.

Table 11: Showing responses on whether the schools administration established measures for reducing school dropouts in Butuntumula sub-county.

Responses	Frequency (f)	Percentage (%)
Yes	35	43.75
No	25	31.25
Not sure	20	25
Total	80	100

Source: Primary Data, August, 2015

The study findings on whether the schools administration established measures for reducing school dropouts in Butuntumula sub-county. The findings were that 43.75% of the respondents agreed, 31.25% of the respondents disagreed while not 25% of were not sure. The findings imply that schools administration established fewer measures for reducing school dropouts in Butuntumula sub-county.

4.4.2 How appropriate are the measures for reducing school dropouts in Primary schools in Uganda.

Table 12: Showing how appropriate the measures for reducing school dropouts in Primary schools in Uganda.

Responses	Frequency	Percentage
Very Appropriate	30	37.5
Appropriate	09	11.25
Not Appropriate	41	51.25
Total	80	100.0

Source: Primary Data, August, 2015

The study findings on the appropriateness of measures for reducing school dropouts in Primary schools in Uganda. The study findings were that 37.5% of the respondents were for very appropriate, those with appropriate had 11.25% of the respondents while 51.25% were for not appropriate implying measures for reducing school dropouts prevail though inappropriate.

4.4.3 Measures can be adopted for reducing school dropouts in Primary schools in Uganda

Table 13: Showing responses on measures for reducing school dropouts in Primary schools in Uganda

Responses	Frequency	Percentage
Provision of scholastic materials	12	15
Family improvement	13	16.25
Renovation of income provisions	11	13.75
Control of early pregnancy	21	26.25
Improved guidance and counseling	23	28.25
Total	80	100

Source: Primary Data, August, 2015

The study findings on measures for reducing school dropouts in Primary schools in Butuntumula sub-county Provision of scholastic materials had 15% of the respondents; family improvement had 16.25%, Renovation of income provisions 13.75%, Control of early pregnancy 26.25% and improved guidance and counseling 28.25% of the respondents. The findings implying that measures for reducing school dropouts in Primary schools in Butuntumula sub-county are prevailing though inappropriate.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter covers the summary from which the conclusion and recommendations are derived.

5.1 Summary

The study was carried out to identify the factors that are responsible for high rates of school dropout in primary schools in Butuntumula sub-county Luwero District.

The findings indicate that there is a persistent decline in the number of pupils per class as they continue in the upper classes. This is due to the fact that there are high dropout rates in primary schools of Luweero district.

43.75 percent of the respondents agreed that socio-economic environment induce high school dropout in primary schools. Social factors that induce high school dropout in primary schools were that 43.75% of the respondents argued that cultural rigidities, 17.5% argued for AIDS scourge, those for Lack of family support were 13.75% and early marriages. Economic factors responsible for high school dropout in primary schools in Butuntumula sub-county were that majority of the respondents agreed that Low productive activity account for 25%, Poverty among families had 25%, Lack of scholastic needs had 21.25, Low levels of income had 16.25% and had Inflation and economic stress 12.5%.

Structural factors responsible for school dropout in primary schools in Butuntumula sub-county. The responses were that long distances to schools had 15% of the responses, High cost of education had 16.25% of the respondents, poor structure of schools had 13.75% of respondents, lack of financial resources to meet educational needs had 26.25% of the respondents and lack of teachers in Schools had 26.25% of the respondents implying that structural factors responsible are responsible for school dropout in primary schools in Butuntumula sub-county.

Findings on whether the schools administration established measures for reducing school dropouts in Butuntumula sub-county. The findings were that 43.75% of the respondents agreed. The study findings on measures for reducing school dropouts in Primary schools in Butuntumula sub-county Provision of scholastic materials had 15% of the respondents; family improvement had 16.25%, Renovation of income provisions 13.75%, Control of early pregnancy 26.25% and improved guidance and counseling 28.25% of the respondents.

5.2 Discussion of findings

5.2.1 Socio -economic factors that lead to high school dropout in primary schools.

Social factors that induce high school dropout in primary schools were that 43.75% of the respondents argued that cultural rigidities, 17.5% argued for AIDS scourge, those for Lack of family support were 13.75% and early marriages. Economic factors responsible for high school dropout in primary schools in Butuntumula sub-county were that majority of the respondents agreed that Low productive activity account for 25%, Poverty among families had 25%. Lack of scholastic needs had 21.25, Low levels of income had 16.25% and had Inflation and economic stress 12.5%. The findings are in line with those of Glick & Sahn, 2000; Kingdon, (2005) who argued that supporting this view whereby that, there is gender bias or pro-male bias in case of parental investment in children. In addition, Leung and Zhang (2008) found that parents' preference for sons encourage more of them to invest for in their sons' well-being to take care of parents in the future. In fact, parental gender bias investment occurs particularly when parents have limited/lower income and resource, causing girls to leave school earlier than boys.

Regarding the effect of early marriage on girls Holcamp (2009) found that in rural areas girls' dropout rate became higher because parents consider girls' schooling as of no benefit when they leave their own family after getting married.

5.2.2 Structural factors responsible for school dropout

Structural factors responsible for school dropout in primary schools in Butuntumula sub-county. The responses were that long distances to schools had 15% of the responses, High cost of education had 16.25% of the respondents, poor structure of schools had 13.75% of respondents, lack of financial resources to meet educational needs had 26.25% of the respondents and lack of

teachers in Schools had 26.25% of the respondents implying that structural factors responsible are responsible for school dropout in primary schools in Butuntumula sub-county

The findings are in line with those of Colclough et al. (2000) found that in Ethiopia, teachers in school more positively viewed boys than girls because they usually expect girls to quit school early. Teachers' attitude and their teaching practices have foremost impact in sustaining girls in schools. According to Nekatibeb (2002) study from several countries in Sub-Saharan Africa indicate that both female and male teachers believed that boys were academically better than girls.

Manacorda (2012) also argues that girls are at a greater risk of absenteeism, repetition and dropout, and have lower educational achievement than boys in upper primary school. There are some causes for girls' dropout because of absenteeism.

5.1.3 Measures for reducing school dropouts in primary schools in Uganda

Findings on whether the schools administration established measures for reducing school dropouts in Butuntumula sub-county. The findings were that 43.75% of the respondents agreed, The study findings on measures for reducing school dropouts in Primary schools in Butuntumula sub-county Provision of scholastic materials had 15% of the respondents; family improvement had 16.25%, Renovation of income provisions 13.75%, Control of early pregnancy 26.25% and improved guidance and counseling 28.25% of the respondents.

Support a strong, individualized curriculum with a career-learning component for all students. Contrary to popular belief, many students do not leave school because too much is expected of them. Some of the most successful dropout prevention programs focus on providing high-level academic curricula that are connected to the real world through out-of-school experiences such as service learning and hands-on learning in business and industry settings. Unfortunately, the scripted curricula and testing culture found in many schools today do not support the kinds of teaching and learning that we know are most effective at engaging “at-risk” youth. We need to work together to resist

5.3 Conclusion

much as the government has put in much emphasis to curb school dropout rates in primary schools through the introduction of the Universal Primary Education Program, a lot has been left desired since school can no longer provide adequate accommodation, break (porridge) and lunch (posho and beans) since parents still think that all these services are free. Therefore, pupils opt to dropout to avoid having a hustle at school. Much therefore need to be done to change the attitude of the parents and pupils towards the importance of education in their community.

5.4 Recommendations

In the course of undertaking the study, the study recommends the following:-

Teachers should work hand in hand with parents such that they visit children at home. With this, they can be in position to discuss the attendance of the pupils with their parents.

The government should introduce mother tongues in lower primary classes. This is because when children are taught in their mother tongue tends to learn quickly and thus develop interest in attending classes.

Adequate school hours should be introduced by the government and implemented in schools to help curb on increasing dropout rates. For instance, pupils in PI - P3 should be encouraged to attend school from 8:00am to noon, while upper primary classes, from 8:00am to 4:00pm.

The government should provide incentives to school such as offering lunch like posho and beans and porridge at break time. This will encourage pupils to attend school since they usually fear to attend classes for going hungry at school.

Where necessary, if school cannot provide lunch and break to their pupils, parents can be encourage to pack either cassava, groundnuts and sweet potatoes such that they can have something to eat while at school.

5.5 Areas of further study

Because of time and resources, the researcher recommends for the adoption of the following further areas of factors responsible for high school dropout in secondary schools.

Alcohol consumption and school dropouts

Measures for reducing alcoholism in Uganda

REFERENCES

- Abena, F. D.(1991). *The Emancipation of Women An African Perspective*. Accra: Ghana Universities Press. www.jstor.org/stable/525186
- Ainsworth, M. (2005). *Socioeconomic Determinants of Fertility in Sub-Saharan Africa: A Summary of the Findings of a World Bank Research Project*. Washington D.C.: The World Bank
- Asif, J., Ghazanfar, I., Umar, A. K., Uzma K., & Younis, K. (2012). Female Students Opinion about Women's Participation in Sports. *International Journal of Academic Research in Business and Social Sciences*, (2)9, 275-285.
- Atayi, J. B. (2008). *Disabling Barriers to Girls' Primary Education in Aura District (Uganda) An Intersectional Analysis*.
- Batbaatar, M., Bold, T., Marshall, J., Oyuntsetseg, D., Tamir, C. and Tumennast, G. (2006). Children on the move: rural-urban migration and access to education in Mongolia. CHIP Report No. 17. Save the Children UK/CHIP.
- Benn, T. (2002). *Muslim women in teacher training: issues of gender, 'race' and religion*, in: London, Routledge.
- Carrell, Scott E., Marianne E., Page & James, E. (2010). Sex and Science: How Professor Gender Perpetuates the Gender Gap? *Quarterly Journal of Economics*, 125 (3),1101-1144
- Carroll, B., & Hollinshead, G. (1993). Ethnicity and Conflict in Physical Education, *British Educational Research Journal*, 19(1), 59-75.
- Croft, A. (2002). *Pedagogy in School Context: An intercultural study of the quality of learning, teaching and teacher education in lower primary classes in Southern Malawi*. Unpublished DPhil thesis. Brighton: University of Sussex.

Ersado, L. (2005). Child labor and schooling decisions in urban and rural areas: comparative evidence from Nepal, Peru, and Zimbabwe. *World Development*, 33(3),455-480.

Fawe (2001). *Gender responsive school management systems*. Nairobi: Forum for African Women Educationalists. http://www.ungei.org/files/FAWE_GRP_ENGLISH_VERSION.pdf

Fuller, B. & Liang, X. (1999). *Which girls stay in school? The influence of family economy, social demands, and ethnicity in South Africa*. Washington, DC: National Academy Press.

Glick, P. & Sahn, D.E. (2000). Schooling of girls and boys in a West African country: the effects of parental education, income, and household structure. *Economics of Education Review*, 19, 63-87.

Guo, G. Harris, K.M. (2000). The mechanisms mediating the effects of poverty on children intellectual development. *Demography* 37(4),431-47

Hewett, H. (2010). *Senegal women tackle taboos to play sports*. (Cover story). Christian Science Monitor. 16 July 1999: 1. Academic Search Premier. EBSCO. Web. 16 July 2010.

Hoffmann, F., & Philip, O.(2009). A Professor Like Me: The Influence of Instructor Gender on College Achievement, *Journal of Human Resources*, 44 (2), 479-494.

Holcamp, G. (2009). *Researching the girls' dropout rate in Malawi. Why girls dropout of primary schools and in what way this rate can be reduced*. Master Thesis Special Education.

Holmes, j. (2003). Measuring the Determinants of School Completion in Pakistan: Analysis of Censoring and Selection Bias. *Economics of Education Review* 22(3), 249-264.

Juneja, N. (2001). *Primary Education for All in the City of Mumbai, India: The Challenge Set by Local Actors. School Mapping and Local-Level Planning*. Paris: UNESCO.

Kapakasa, A.M. (1992). *Determinants of girls' participation and persistence inschool*. Washington, DC: World Bank Population and Human Resource Division, South Africa

Khan, R.E.A. and Ali (2005). *Bargaining Over Sons and Daughters' Schooling: Probit analysis of household behavior in Pakistan*. Working Paper 01-05, Department of Economics, Islamic University, Bahawalpur, Pakistan.

Leung, M. C. M., & Zhang, J. (2008). Gender preference, biased sex ratio, and parental investments in children in single-child households. *Review of Economics of the Household* 6(2) 91-110.

Lizettee, B. (2000). *Background and rationale for school sanitation and hygiene education*. UNICEF, New York, USA. www.ircwash.org/.../background-and-rationale-school-sanitation-and-hy

Lloyd, C.B., Mete, C. & Sathar, Z.A. (2005) Effect of Gender Differences in Primary School Access, Type, and Quality on the Decision to Enrol in Rural Pakistan. Population Council. World Bank. www.popcouncil.org/uploads/pdfs/wp/164.pdf

Manacorda, M.(2012).The cost of grade retention. *Review of Economics and Statistics*, 94 (2), 596-606.

Mansory, A. (2007), *Drop out Study in Basic Education Level of Schools in Afghanistan, Kabul*: Swedish committee for Afghanistan. www.nzdl.org/gsdllmod

Needs. Hodge School Windesheim. Japan International Cooperation Agency and International Development Center for Japan Inc. (2012).

Ngales, M. (2005). *School girls: towards health, dignity and well being*. Retrieved October 7th from. www.wateraidethiopia.org.

Njau, W., & Wamahiu. S. (1994). *Ministrial Consultation on School Dropout and Adolescent Prignancy. Nairobi: Working Papers Series no. 7.*

Pong, S., Dronkers, J. & Hampden-Thompson, G. (2003). Family policies and children's school achievement in single versus two-parent families. *Journal of Marriage and Family*, 65(3), 681-699.

Rothstein & Donna, S. (1995). Do Female Faculty Influence Female Students Educational and Labor Market Attainments? *Industrial and Labor Relations Review*, 48 (3), 515–530.

Rousso, H. (2003). *Education for All: A gender and disability perspective*. Background paper prepared for the Education for All Global Monitoring Report 2003/4. Paris: Global Monitoring Report. <http://unesdoc.unesco.org/images/0014/001469/146931e.pdf>

Sarmistha, P. (2004). How much of the Gender Difference in Child School Enrolment Can be Explained? Evidence from Rural India. *Bulletin of Economic Research*, 56 (2),133-158.

Save the children, state of the world's mothers. (2005).*The power and promise of girls education*. <http://www.google.co.ke/search>.

Shahidul, S.M. (2012). Marriage Market and an Effect on Girls' School Dropout in Bangladesh *Journal of Alternative Perspectives in the Social Sciences* (4) 2, 552 - 564.

UNICEF(2009). Malawi Statistics, UNICEF, New York, available at<http://www>.

UNICEF (2006). *We can do a much better job! The Malawian process to community based school sanitation*. UNICEF, New York, available at <http://www.washinschools.info/page/323>.

UNISCO. (2012). *World Atlas of Gender Equality of Education*. Published by the United Nations Educational, Scientific and Cultural Organization 7, place de Fontenoy, 75352 Paris 07 SP. France.

Appendices i: Appendix, Research instrument

Dear Respondents

Dear Respondent, I am Nanjula Joan carrying out a study entitled “**Factors responsible for high school dropout in Butuntumula sub-county, Luwero district**.” I am a student at Kampala International University offering Bachelor of social work and social administration.

I am sure you are a very busy person. However, due to your experience, expertise and knowledge, I would like to request you spare a few minutes and fill in this questionnaire. Please note that, the information given in this questionnaire is only for academic purposes and will be treated in strict confidence. Thanks a lot for your time.

SECION A; GENERAL INFORMATION

1. Gender

Male ☐

Female ☐

2. In which age bracket are you?

18 - 28 Years ☐

29- 38 Years ☐

39 - 49 Years ☐

50+ Years ☐

3. Education level

O level and A level ☐

Certificate ☐

Diploma ☐

Degree ☐

Post graduate ☐

Others ☐

4. Marital status

Single ☐

Married ☐

Separated ☐

Divorced ☐

Widowed/ widow ☐

SECTION B: Social- economic factors that lead to high school dropout in primary schools.

5. Does the socio-economic environment induce high school dropout in primary schools?

Yes ☐

No ☐

Not Sure ☐

6. What are the social factors that induce high school dropout in primary schools?

.....

.....

.....

7. What the economic factors responsible for high school dropout in primary schools?

.....

.....

.....

SECTION C: Structural factors that are responsible for school dropout

8. Are structural factors responsible for school dropout in primary schools?

Yes ☐

No ☐

Not sure ☐

9. What structural factors are responsible for school dropout in primary schools

.....

.....

.....

10. What other factors contribute to high school dropout in primary schools

.....

.....

.....

Section D: Measures for reducing school dropouts in Primary schools in Uganda

11. Has the schools administration established measures for reducing school dropouts?

Yes ☐

No ☐

Not sure ☐

12. If yes, how appropriate are the measures for reducing school dropouts in Primary schools in Uganda?

.....

.....

.....

13. What measures can be adopted for reducing school dropouts in Primary schools in Uganda?

.....

.....

.....

Appendix iii: Time schedule for the research

NO	ACTIVITY	DAY/WEEK
1	Proposal write up	Early June 2015
2	Questionnaire and other data collection development	Mid June „
3	Methodology & literature review	Late June „
4	Data collection	Early July „
5	Data processing & analysis	Mid July „
6	Complete dissertation review and submission	Late July „