

**CAUSES OF SCHOOL DROP OUTS AMONG BOYS IN SECONDARY SCHOOLS  
IN NAMUTUMBA CENTRAL, KANGULUMO WARD,  
NAMUTUMBA DISTRICT UGANDA**

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### DECLARATION

This research report is my original work and has not been presented for the award of a degree in any other University.

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### APPROVAL

This research report has been submitted for examination with my approval as University Supervisor

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## **DEDICATION**

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

AIDS	Acquired Immune Deficiency Syndrome
ECD	Early Childhood Development
EFA	Education for All
HIV	Human Immunodeficiency Virus
IMF	International Monetary Fund
NGO	Non-Governmental Organization
PTA	Parents Teachers Association
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Education, Science and Cultural Organization
UPE	Universal Primary Education
USE	Universal Secondary Education
WHO	World Health Organization

## ABSTRACT

*The problem of the study is to find out and compare the causes of dropout among boys in secondary schools in Namutumba District, Namutumba Central Kangulumo Ward, and recommend intervention measures and further studies to emulate the same. The phenomenon has severe negative consequences to boys and the society in terms of economic, social, political and psychological dimensions and the problems are differentiable among the boys. Namutumba Districts has a high secondary school dropout rate of 10.6 compared to 8.5 for Iganga. The high dropout rate may be as a result of socio-economic factors such as poverty, early marriages, and health status of parents as well as of children. The purpose of this study was to establish the causes of dropout among boys from secondary schools in Namutumba Districts, Namutumba Central, Uganda and specifically to find out the factors that lead to dropout from secondary school, among boys, to determine possible ways of retaining learners in school until completion. A conceptual framework was used in the study to help focus on the causes of dropout among boys from secondary schools in Namutumba District. The study adopted descriptive survey design. The population of the study comprised of 800 form four students, 5 Head Teachers and 10 class teachers from 5 secondary schools in Namutumba District. Probability sampling technique was used to select 20 form four students, 3 Head Teachers and 7 class teachers. The instruments of data collection were questionnaires. Piloted was done in five schools using test-re-test method. A correlation coefficient of 0.78 was obtained for questionnaire's reliability. Validity of the instruments was ascertained by the supervisor from CEODL Kampala international University. Quantitative data collected using closed-ended items in the questionnaires, were analyzed using descriptive statistics like frequencies and percentages. The findings were presented in form of tables and graphs.*

*The study found out that, early marriage, low academic achievement, poverty and indiscipline caused dropout among boys in secondary schools in Namutumba Central. Additionally, the Head Teachers and Class Teachers employed guidance and counseling as a measure for retaining learners in the school until completion. The study therefore recommended that schools should strengthen guidance and counseling departments in order to offer quality services that may lead to responsible behavior, abolish forced repetition for weak students and solicit funds from donors and well-wishers for assisting the learners from poor families, government bursaries to take care of the increasing number of needy students in the district.*

## **CHAPTER ONE**

### **1.0 INTRODUCTION.**

This chapter will greatly examine the problem and its scope which is done by looking at the rationale of the study and the various theories on which the study will be based and also will look at the objectives and hypothesis.

### **1.1 Background of the Study**

Education can be defined as “The act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself and others intellectually for mature life” (“Education- Universalium”, 2012). Further expound that, “Education is the act or process of imparting or acquiring particular knowledge and skills, as for a profession. According to Murray (1999), education is what takes place in a societal institution of systematic planned learning. Education brings many benefits to both individuals and societies. Education is viewed as being so fundamental to the development of individuals and as such, the right to

Education is legally guaranteed in Uganda. This was prior to the introduction of formal education in Uganda by the Europeans as various people have achieved in education through excelling academically.

Policymakers, educators, parents, communities and students have increasingly expressed out the concern about the situation of schools in relation to behaviour among boys in secondary schools in Uganda. This therefore made the government of Uganda to advocate for Universal Secondary Education for all children in the country and this has made USE to remain the core in the transformation of million lives of Ugandans especially those who Hitherto had no hope of attaining secondary educations as highlighted in the New Partnership for African Development (NEPAD) Policy Focus report 2004, USE/UPPET which is as crucial as UPE.

It is geared towards imparting skills of significant economic value to its benefactors. While Primary school lays the groundwork for learning, Secondary education gives students life skills.

The likely payoffs of USE are gigantic in social terms as more informed citizens means a healthier, more skilled population and workforce with an appreciation of education. In addition, USE also

Demonstrates Uganda's commitment to meeting the MDG & EFA goals (2015).

Since its launch in 2007, Government through the MoES continues to commit resources to Schools (i.e. both government USE/UPPET and partnership schools).

It has not always been possible that learners acquire necessary knowledge and skills as the definition of education demonstrates, because some of them dropout of school. Njau and Wamahiu (1994, p. 55) define dropout phenomenon as cases of children leaving school before completing the prescribed cycle of education." According to this definition, children may decide to leave school voluntarily or maybe pushed out of the system by a number of factors, Whichever the case, this problem results in to wastage in terms of "inefficient utilization of both human and economic resources by the education system. Late entry, frequent absenteeism and repetition are other indicators of wastage, closely related to the problem of dropout." However, learners are still dropping out of schools due to factors such as poverty, lack of basic needs, insecurity and catastrophes such as drought and famine (Gathigah, 2010). The notion of gender in relation to drop out problem is significant in education because it will helps us to understand that boys carry out different roles and have diverse needs, talents, knowledge and experiences. It is imperative for educational planners to understand, apply these differences in educational policies, programs and projects that can be relevant and helpful to boys.

In order to achieve gender parity and human rights, it is paramount to strategically use the distinct knowledge and skills held by males.

There is need to offer boys opportunities to enter, participate in, and complete school. The curricular, teaching learning processes and materials ought to be gender responsive so as to make the learners possess life skills and attitudes that result in fullest mental, intellectual, psychological, moral, physical, social, economic and political development.

## **1.2 Statement of the Problem**

The study problem is the existing dropout among boys in secondary schools in Namutumba Central, Kangulumo ward Namutumba District. Dropout phenomenon has severe negative consequences to both individuals and the society in terms of economic, social, political and psychological dimensions. Some of the factors contributing to this problem are different among boys in Namutumba district. It is against this background that the study will seek to find out and compare the causes of this problem among the boys, and recommend for further studies

and intervention measures for the same. The empirical evidence gathered by the study will be that which can be generalized and applied in Uganda as a whole.

### **1.3 The Purpose of the Study**

The purpose of study will compare the causes of dropout among boys in Secondary Schools in Namutumba District, Kangulumo ward.

### **1.4 Objectives of the Study**

The general objectives of the study will investigate the causes of schooldropouts among boys in secondary schools in Namutumba Central, Kangulumo ward Namutumba District

- i) To find out the factors that leads to dropout from secondary school, among boys in Namutumba Central, Kangulumo ward Namutumba District.
- ii) To suggest possible ways of retaining learners in school until completion.
- (iii) To establish whether teacher's qualities leads to dropouts among boys in Namutumba.

### **1.5 Significance of the Study**

One of the expectations of this study is to enable teachers, parents, administrators and other educational stakeholders to discern the problem of dropout, in terms of its causes and extent, as well as strategies that can be applied to address it. Furthermore, the study will, hopefully, provide feedback on issues inquired into, which will be employed to militate against this phenomenon. Parents will also, from this review, acquire adeptness on how to handle their children, so as to militate against this wastage.

Finally the study will make suggestion for further inquiry by scholars in education so as to come up with more findings that will help retain the learners in schools.

### **1.6 Research Questions**

The research questions that guided the study were as follows:

- i) What are the factors that lead to dropout from secondary school, among boys in Namutumba central, Kangulumo ward, Namutumba District?
- ii) Why is it that it is only boys mostly affected by the problem of dropout from secondary schools, in Namutumba District?

iii) What are the possible ways of retaining students in school until completion?

### **1.7 Assumptions of the Study**

In this study the researcher makes the following assumptions:

- i) That all secondary schools in Namutumba central for the study are affected by learner dropout.
- ii) The schools sampled will be true and adequate representatives of all the schools in the district.
- iii) The entire respondents will co-operate by responding in the interview or filling questionnaires with factual and accurate information.
- iv) The records will be provided by the school administrators and will be correct, relevant and comprehensive.
- v) The findings of the research will be appropriate and conclusive enough to allow generalization of the phenomenon in the entire republic and enable borrowing and application of the results in other regions.
- vi) Other scholars will be interested in further studies of the problem and education policy makers will implement the recommendations of the research.

### **1.8 Scope of the Study**

The study restricted its scope to secondary schools in Namutumba district that were started in or before 2000, because it is from those schools that the researcher will trace the number of dropouts from form one to form four and form five to form six. The reason why the researcher chose this district for study is because it is among the districts affected by the problem under the study and also because he was born there and lives there, hence acquainted with the area and its aspects.

The research focused on sample schools in Namutumba central in Namutumba District and the information obtained will form the basis on which conclusion regarding the district parameters will be made. People interviewed or to which questionnaires were administered include school head teachers, DOS, Deputy Head Teachers and Form 4 and 6 class teachers, and students of 2015– 2018 and 2017-2018 cohorts.



## 1.9 Limitations

The factors which vitiated against the research undertakings were as follows:

- Inadequacy of current data/records on dropout cases. This can be overcome by probing the respondents so as to update their memory on facts about the problem. Care should be taken so as to sample schools which are likely to have appropriate data/records.
- The respondents may not be cooperative/may be reluctant to answer questions, may not give correct information and in some cases, they may not honour appointments. To intervene in this situation, there will be preliminary contact with the respondents in which the purpose of the research will be explained and confidentiality regarding their responses guaranteed. Therefore further interviewees will be implored, through a letter attached to the questionnaire, to be honest and cooperative and would be assured of synopsis of research findings.
- In some cases, school programmes may be so rigid and stringent, hence may not allow for effective participation by respondents. In this case, the goodwill of the school administrators may be prevailed upon so as to allow some time for teachers to respond to the interview or fill in questionnaires.
- Some students could have dropped out of school without giving reasons for their action while others join other schools after leaving the ones they were initially admitted to. To address this, the former ones can be interviewed if they can be traced down while the study will assume that these who join other schools have not dropped out.
- Most schools in the district are inaccessible by major roads and there is need to travel to conduct research by using motor cycles, which may be unsafe and may not surmount muddy roads.

## 1.10 Definition of Operational Terms

**Access** – To get opportunity of joining a school.

**Affirmative action** – The practice of favouring people who are usually treated unfairly because of their race, sex or any other consideration, for schooling, job opportunity or any other benefit.

**Cohort** – A group of students whose attendance and or participation can be tracked from the time they started schooling to completion of a full school cycle.

**Completion** – Finishing a school's full cycle.

**Dropout** – A student who abandons school before completion of the secondary school cycle.

– A phenomenon in which learners stop going to school before the completion of a full school cycle.

**Economic Development** – Increase in a country's productivity, structural changes in the economy and general improvement populace and nation.

**Economic Value** – Ability to create utility /usefulness or to be productive.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

In this chapter, the researcher makes assessment of the problem of school dropouts in secondary schools among boys. This chapter focuses on the review of relevant literature on the school factors.

Contributing to boys dropping out of school, the chapter also discusses statistics available on school dropout. Also review of the literature focus on school factor, the influence of parent's education level and students gender as predictor variable and school dropout among secondary students as the outcome.

#### **2.1 The concept of drop out in schools**

School drop outs are students who stop studying or attending school activities yet they are meant to continue schooling. According to Mutesi Christine, from St Joseph Nagalama 2019) among boys, this incident is mostly common among the male students in the rural or backward areas of the country. Many boys have dropped out of school due to a number of reasons of which some are political, social, economic, religious, tribal,

#### **2.2 Factors influencing dropout among boys**

Many factors have been identified as influencing dropping out of secondary school students. Some are school related: a boy does not like the school in general or the school he is attending, he is getting poor grades, or cannot keep up with school work, he does not get along with teachers and other students. Other factors are learner related: the boy child has disciplinary problems, is suspended, or expelled, he does not feel safe in school, he has different traits, low ability and motivation, low expected returns to completion of secondary level, better market opportunities for the jobs that don't require graduation, lower consumption value of school attendance (Eckstein and Wolpin, 1999).

Reasons for dropping out may be related to the boy's personal problems as well: drug and alcohol abuse, obesity or health problems. Other factors are family-related: stressful/unstable home life, lack of family support, socioeconomic status, single parent households, poor education of parents, desires to get married (Cardoso and Verner, 2006).

There are also some categories of boys that are at more risk of dropping out: boys from certain ethnic groups, boys living in large cities or in a poor areas, or attending schools whose structure or academic and social organization may not favour the holding in of students at risk (Lee and Burkam, 2003).

### **2.2.1 School factors as related to school dropouts**

School level factors also play a role in increasing pressures to dropout such as teacher absenteeism, school location and poor quality educational provision (Alexander, 2008). The system of educational provision at the school level generates conditions that can ultimately have an impact on the likelihood of children dropping out from school. Education facilities are linked to quality in terms of human resources and in-school resources. Availability of resources such as textbooks, desks and blackboards has been found to influence dropout (Molteno et al., 2000), as have various aspects of teaching and learning processes. Teaching practice and behavior can particularly influence a student's decision to drop out. Smith (2003) found that in some schools in Zimbabwe's Southern Province teachers did not prepare lessons, had no schemes of work, and left pupils' assignments unmarked. Such classroom practices and implicit lack of in-service teacher development has serious implications for retention.

### **2.2.2 Peer pressure's influence on dropout among boys**

The older the boy is, the greater the chances of not completing the basic cycle of primary school (Cameron, 2005). This is due to the fact that for older children, the opportunity cost of schooling increases significantly and with this a pressure to work or to get married (UNESCO, 2005). Boys who perform poorly tend to stay away from school more frequently; weak academic performance often leads to grade repetition; repeaters and underachievers attend school intermittently; and this somewhat circular chain of events is eventually broken when students drop out of the education system (Hunt, 2008).

### **2.2.3 Family stability and its effect on school dropout among boys**

Hunter and May (2003) describe a 'particularly notable' relationship between family background and dropping out. Here, boys from poor families, from single-parent families, boys of poorly educated parents and those with fewer role models in higher education, were more likely to drop out.

Poverty and economic challenges of the time contribute to lack of motivation, negative self-concept in terms of academic abilities, failure at school, domestic violence, delinquency, and higher dropout rates (Prinsloo, 2004). The changing nature of the family affects schooling access (Edet and Ekegre, 2010).

Boys whose parents monitor and regulate their activities, provide emotional support, encourage independent decision making and are generally more involved in their schooling are less likely to drop out of school (Russel, 2001).

The number of children within a household is important in many cases and can be a 'significant determinant' of access (Boyle, Brock, Mace, and Sibbons 2002), but research differs on the impact of household size on access and drop out. Some studies indicate that with larger household sizes (and in particular numbers of children) the financial burden/potential workload is greater; children are less likely to attend school, and often dropout. However, with more children in the household, jobs can be spread between them and siblings more likely to attend, therefore Children living in large households are less likely to dropout than children living in a household with three or fewer members (Chernichovsky, 1985).

#### **2.2.4 Influence of school leadership and overcrowded classrooms on dropout among boys**

A number of school factors have been associated with school dropout, such as poor education quality in the form of overcrowded classrooms, poorly trained teachers, teacher-learner ratio, and lack of learning materials (UNESCO, 2007). In Uganda, there is a major backlog of infrastructure provision and a shortage of permanent classrooms, particularly in poor districts. At the same time, existing infrastructures are generally in poor condition, due to lack of investment capital, poor construction standards and inadequate maintenance. With the significant increase in primary school enrolment following the introduction of Universal secondary education(USE) , additional pressure has been put on existing school infrastructure, leading to poor conditions and overcrowding that are un-conducive to good learning environment The result is overcrowded classrooms and overburdened teachers, which are likely to negatively affect the quality of education being offered in Uganda.

### **2.2.5 Teacher student's relationship**

Students with poor relationship with teachers avoid school in order to avoid their teachers. Fornwalt (1947) argued that teachers who subject their students to shame sarcasm, name calling, ridicule and humiliations are the contributing factor towards dropping out.

### **2.2.6 Teaching approaches**

Miles (2000) argued that certain teachers still employ authoritarian types of teaching which could result in learners absenting themselves from school. The educator's instructional approach and his or her feelings towards his or her work may be one of the factors that cause some learners to engage into absenteeism and latter drop out. An enthusiastic educator instills enthusiasm and motivation in learners. On the other hand a demoralized educator who shows little interest in his or her work discourages learners. Furthermore, the educator's attitude towards his or her work could either be negative or positive which is contagious and often affects the Learners.

### **2.2.7 School curriculum**

King and Schielmann (2004) argued that, if school curriculum does not reflect the student's society it affects negatively the ability for students to relate what they learn to their work and educational goals and equally impacts negatively on their decision to complete education cycle resulting in dropping out. The current curriculum provides few options, if any, for students.

### **2.2.8 Distance from school**

Juneja (2001) observes that in areas where schools are further away from homes, the distance may be considered too far for younger children to travel. Long distances to school which are encountered by mainly the day scholars have led to dropping out of school by male students. This is a critical hazard to school-going students who trek very long journeys just to access schools. This is a major problem in the villages where the schools are scarce. This kind of distribution of schools forces student to move long distances which are also dangerous to them as some get accidents and others are attacked. These long distances seriously tire-out the students who even fall sick, begin dodging school and also resort to giving up on the long distance schooling hence dropping out of school. Parents are afraid of the safety of their children when they have to travel longer distances to school. Thus, the likelihood of children attending school decreases the greater the distance to the nearest school.

**2.2.9 Corporal punishment.** This is channeled on beatings at schools which are also responsible for one of the highest dropout rates in the world, which stands at 50% during the first five years of education (United Nations, 2008). Despite growing awareness regarding the issue, many school teachers remain convinced that some degree of corporal punishment is necessary to instruct children.

#### **2.2.10 Voluntary Dropout**

Drop-out phenomenon may also be voluntary, as students may not prioritize education or lack dedication to their studies or due to indiscipline. This takes place even though their families are capable to fund their education. These are the caliber who seek “freedom” from school,

### **2.3 Summary of literature review**

Literature has been reviewed on the various factors affecting drop out. Among the factors identified in the literature include peer pressure as individual characteristics of the learners, family background and school related factors. This review was conducted in general for boys, considering that much of the available literature focuses on issues affecting the education of the boy child. Studies by Ogeto (2008), Kane (2004), Omare (2007), Kinyanjui (1987), Njau and Wamahiu (1994), Obura (1991), Limangu’ra (2008), Koech (2008) among others focussed on the issues affecting education of the girl child.

### **2.4 Theoretical framework**

The underpinning framework of the study is Bertalanffy (1968) Systems Theory. He defined a system as a set of elements standing in interrelation. A major assumption of the theory is that all systems are purposeful and goal directed. The school system exists to achieve objectives through the collective efforts of individuals embedded in larger community and institutional settings. School dropout rates are one such phenomenon that can be explained as a product of dysfunctional elements within the education system. Using the systems theory perspective, there are three general classes of factors that affect the dropout rates in a school system. These are: the characteristics of the students entering the system (input factors); the characteristics, policies, and programs of the system itself (process factors); and the economic and social conditions of the surrounding community, state, and nation (environmental factors). A dropout rate is an output or result of the school’s educational activity and function of the processes and

environmental factors associated with the system. These elements do not operate in isolation but are interrelated making school dropout a process.



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This chapter covers the procedures and methods of data collection in the research study. The research will purposely be conducted through questionnaires. Further, there will be selection of sample institutions (secondary schools) which would be visited, questionnaires filled in, then followed by focus (target) group discussions and interviews. The following subsection constitutes this chapter: Research design, location of study, population of the institutions, sample and sampling procedure, research instruments, piloting, data collection and data analysis. The main purpose of the study was to explore the relationships between transfer/dropout rate and

/region/district/quality of boy's education and their causes. The survey was based on the findings of the USE/UPPET National Headcount report 2018,

#### 3.1 Research Design

The study will apply a descriptive survey design to investigate and compare the rates of dropout among boys from secondary schools in Namutumba District particularly Namutumba Central, in Kangulumo .this will also help to clearly explain these causes, both qualitative and quantitative methods were applied.

**Qualitative approach;** showed the nature of relationships between the study variable, the Causality and the magnitude of the effect between the different variables investigated. In simple terms it was clearly brought out the cause of transfer/dropout rate among boys.

On the other hand, **quantitative approach** was used in order to address the actual numbers and rates of dropouts.

#### 3.2. Location of the Study

The research will cover selected secondary schools in Namutumba District in Kangulumo Sub County. Namutumba District consists of wards (East, Central, South, and North ward) but the study will concentrate in the Central ward of Namutumba District.

### 3.3. Target Population

The study targets 5 secondary schools students, three Head Teachers, as well as two teachers, and will form generalization concerning other schools in the area.

The schools are categorized in only two mixed day schools and mixed day boarding. All are public schools though the district has private secondary school. The students who started secondary school in 2016 would be investigated as they are expected to have reached form 4 by 2019.

### 3.4. Sample and Sampling Procedures

The researcher will apply probability sampling, specifically, stratified sampling and subsequently, simple random sampling. Probability sampling is a method of selection where all the items in the population have a calculable probability of being selected, (Taylor, Sinha and Gloschal2008). The method has an advantage that enables the study to measure the degree of confidence in any estimates made from the sample data. At the first stage of sampling, stratified sampling will be used. It is a method in which the researcher may be able to employ their pre-existing knowledge regarding the degree of what are being 33 Studied in the population and sampling them into two or more homogenous strata to get two or more precise estimates that could be combined to acquire a more precise estimate of the whole population. The method is also suitable when respondents are scattered and yield a more representative sample, (Taylor, et al, 2008). The researcher intends to sample the schools as shown in the table below.

**Table: Determination of Sample Size**

Type of Schools	Population	Sample
Mixed day	3	1
Mixed day boarding	7	4
<b>TOTAL</b>	<b>10</b>	<b>5</b>

The sample frame will thus be five and the sample- population proportion is 5/10, 1:2.5, 0.4 or 40%. The researcher has resolved so, because the larger the sample size, the more precise the

sample, that is, the closer the data will match that from the population. More so, an increase in either accuracy or confidence (or both) will always require a large sample, the choice of the sample size is further guided by Cohen and Manion (1984, p. 104) who assert that a sample size of 30 is desirable for statistical analysis, although techniques are available for the analysis of samples.

The second stage will involve simple random sampling. Taylor et al., (2008), further define random sampling as sample that is taken such that every item in the population defined in the research has an equal chance of being selected. The researcher will use simple random sampling, that is, the one that do not require replacement of the item picked from the draw. The main advantage of this technique is that it guarantees that the sample chosen is representative of the entire population, thus ensures that statistical conclusions are valid.

### **3.5. Research Instruments**

The data will be collected using questionnaires, whereby a standard list of questions relating to the particular investigation is prepared (Saleemi 2009, p. 12). There will be one for each principal of the schools under investigation and separate ones for the class teachers and students of form fours. Ten copies will be issued to the principals/ head teachers and to the class teachers of form four and 20 to students, so as to obtain data on enrolment, completion or dropout among the students.

Questionnaires have the advantage of being straight forward and an appropriate way of collecting information needed from numerous respondents. It is also a sensible way of finding out about peoples' attitudes and opinions (Taylor et al., 2008, p. 87). The questions forwarded will both be closed and open ended because these suit statistical analysis.

This method is suitable to the study, especially, because it is appropriate to gather information from extensive area. More so it is relatively cheaper and fast method of collecting data (Saleemi 2009, p. 14).

### **3.6. Piloting**

To ensure that validity and reliability of questionnaires are heeded to, two schools that are not part of the sample of the main study will be selected for piloting. As noted by Wandera (2007 p.24), piloting is a small preliminary investigation that is conducted to develop and test measures or procedures that will be used in the research study.

### 3.7. Data Collection Procedure

Data collected was both quantitative and qualitative. Quantitative data was collected using a structured questionnaire and collect primary data. On the other hand, an interview guide and face-to-face interviews were used to collect qualitative data and to further understand the study topic. The questionnaires were administered by the researchers to save time when conducting the study which was administered to the Head teacher and teachers (form 4"s class teachers).

### 3.8. Data Processing, presentation and analysis

**3.8.1Processing:**For proper understanding of the study, the data collected was edited, coded, and categorized according to themes and stored using Epiifo entry screens. Then Excel and SPSS were applied to analyze the data.

#### 3.8.2Presenting:

Statistical results of basically descriptive nature are used. However further analysis including extraction of regressions and correlations was also be used.

#### 3.8.3Analysis:

Data analysis involved a number of closely related operations, which were performed with the purpose of summarizing the collected data and organizing these in such a manner that they answered the research objectives.

Qualitative data analysis involved searching for patterns of relationships that exist among data. Data analysis was done using multiple regression analysis where many predictor variables were Used to predict the criterion dependent variable. This drive aimed at establishing the nature, Magnitude and drivers of relationships between the variables.

In multiple regressions, the regression model was formed:

$$Y = B_0 + B_1X_1 + B_2X_2 + \dots + B_nX_n + e$$

Where Y was the dependent variable (Current enrolment)

X1-n was the independent variables (transfers and dropouts)

B0 was the constant

B1-n was the regression coefficients or change induced in Y by each X

e was the error

Through regression analysis, coefficients of regression together with (n2) the coefficient of correlation were obtained to establish the relationships that accrue between variables.

The correlation coefficient  $R$  measures the correlation between variables and lies in the range  $-1 \leq R \leq 1$ , where  $R=1$  is the perfect correlation and  $R=0$  shows no correlation.  $R=-1$  shows a negative correlation or an inverse correlation where the dependent variable changes positively while the independent variable changes negatively.  $R=+1$  as shows a positive or direct correlation between the variables. The range between 0 and 1 shows a continuing ranging from a weak positive correlation to a perfect positive correlation and between 0 and  $-1$  a weak negative correlation to a perfect negative correlation.

## CHAPTER FOUR

### DATA ANALYSIS AND FINDINGS

#### 4.0. Introduction

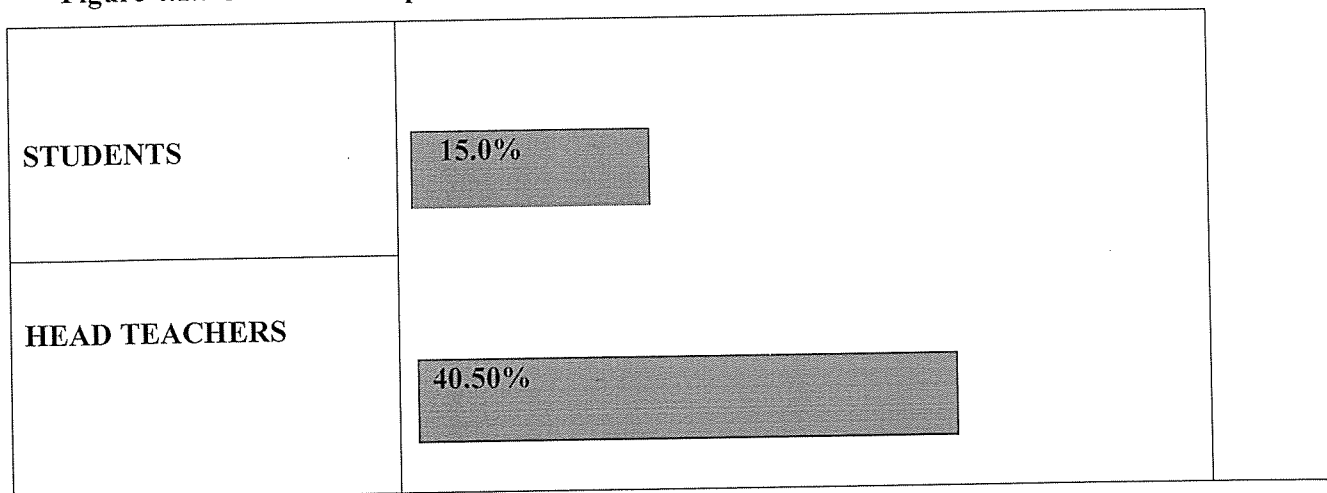
The purpose of study was to compare the causes of dropout among boys in Secondary Schools in Namutumba District, Kangulumo ward.

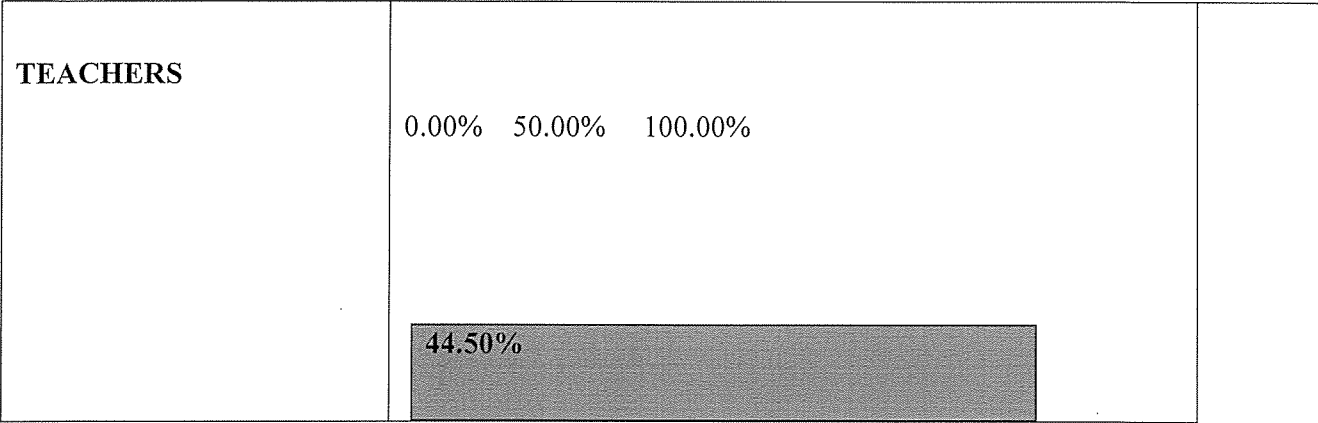
The following objectives guided this study;

- i) To find out the factors that leads to dropout from secondary school, among boys in Namutumba Central, Kangulumo ward Namutumba District.
- ii) To suggest possible ways of retaining learners in school until completion.
- (iii) To establish whether teacher's qualities leads to dropouts among boys in Namutumba.

In this chapter, analysis of results have been presented based on the following objectives; findings of the factors that leads to dropout from secondary school among boys in Namutumba District. Findings are presented in terms of tables and figures. They are categorized into descriptive statistics, relational and inferential with the determination of the boys as they are mostly affected by dropout problem and possible suggestions on ways of retaining learners until completion.

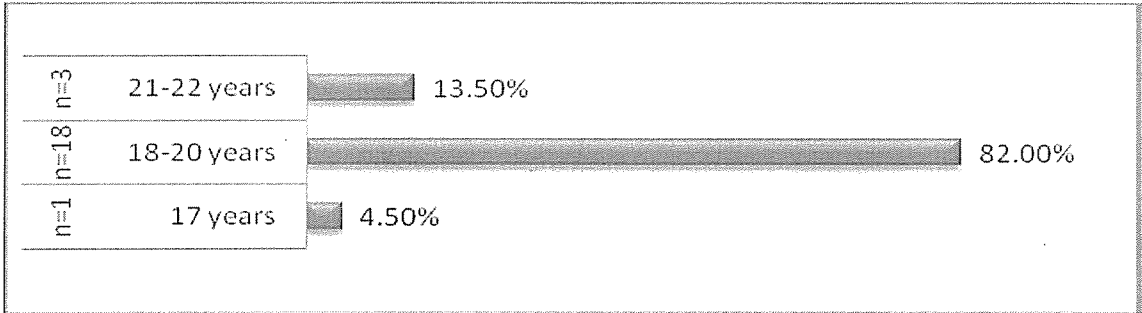
**Figure 4.1.: Gender of Respondents**





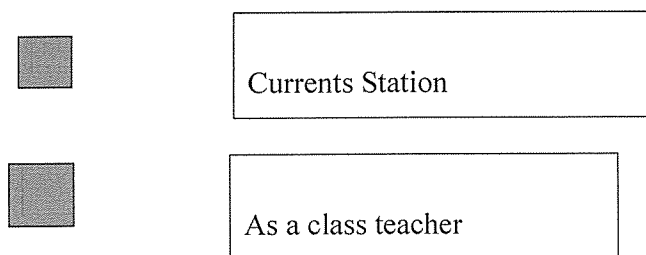
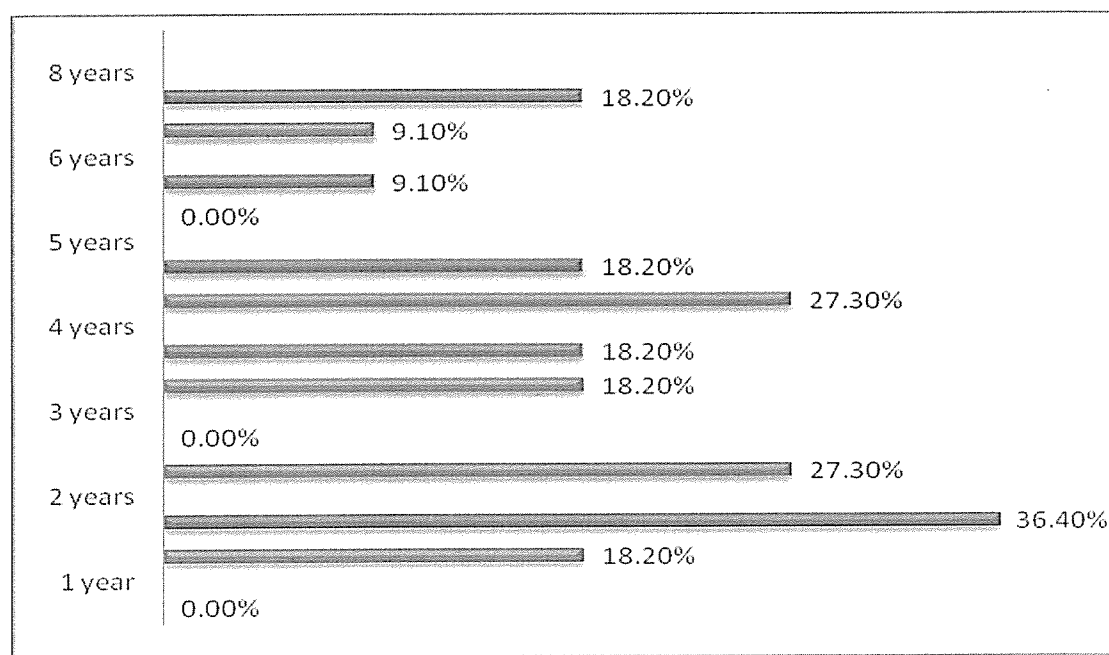
Findings show that teachers 44.50% than Head Teachers40.50% participated in the study. The study findings also show that 20 students participated in the study out of which 15.0%. Findings indicate that there were more teachers, Head Teachers than students in the study.

**Figure 4.2: Age of Respondent**



Study showed that 82.0% of the form four students were aged between 18 and 20 years, 13.5% were aged between 21 and 23 years while one was 17 years accounting for 4.5%. Study findings indicate that over three quarters of the students were aged between 18 and 20 years.

**Figure 4.3: Teachers' Period of Stay**



Findings showed that more teachers had stayed in their current station for two years while 18.2% had stayed in their current station for about four to eight years. The results further revealed that 72.8% of the teachers had stayed in their current stages for at most five years. The result in figure 4.3 above show that 27.3% had been class teachers for either two or four years while 18.2% had been class teachers for one or three years. More so the findings of the study revealed that over a half of the class teachers had been class teachers for over four years with the majority being in their present stations for over 2 years. This experience makes them understand the challenges facing male and female students better. Additionally, their experience makes the class teachers better placed to give proper guidance to enhance retention of male and female students in school.



**Table 4.1: Type of School**

MIXED DAY		MIXED DAY AND BOARDING		TOTAL	
(F)	(%)	(f)	(%)	(f)	(%)
<hr/>					
BOYS	—	10	20	10	20
M.D	1	—	—	1	10
M.D&B	6	1	10	7	70
<hr/>					
<b>TOTAL</b>	<b>7</b>	<b>11</b>	<b>30</b>	<b>18</b>	<b>100</b>

**SOURCE: (FIELD DATA 2019)**

The study involved one boys' boarding school (10%), two boys' mixed day school, one day (10%) and one boarding (10%), six mixed day and boarding schools, seven day (70%) and one day/boarding (10%). The study findings therefore revealed that 70% of the schools in the study were mixed day and boarding schools.

**Table 4.2: Enrolment in the Schools Visited.**

Year	Boys in five schools	s.1	s.2	s.3	s.4	Actual total	Expected	Not promoted to next class
2014		950				950	950	0.0%
2015		870	930			1800	1840	2.1%
2016		1050	910	900		2868	2971	18.2%
2017		1100	880	870	860	3710	3820	38.7%
2018		1300	850	820	810	3780	3991	15.3%
2019		1400	830	810	800	3840	4090	25,3%

**SOURCE: (FIELD DATA 2017)**

Results revealed that from the schools visited, between 2014 and 2015 (two classes in question) 2.1 percent of the expected 1840 students had not proceeded to the next class in these schools program. However, by 2019 out of the expected 4090 students in the schools visited only 3840 were found to be enrolled leading to a tune of 25.3%

#### **4.1 Causes of School Dropout among Boys**

In trying to find out the causes of school dropout among boys in public secondary schools in Namutumba District, the opinion of the students, the class teachers and the school Head Teachers were sought. The students' opinion was sought on causes of dropout among their siblings and their colleagues. The following were the responses as shown in Table 4.1 and Table 4.2 41

**Table 4.3: Causes of Siblings Dropout**

<b>Boys</b>			<b>Total</b>	
	<b>(f)</b>	<b>(%)</b>	<b>(f)</b>	<b>(%)</b>
Marriage	1	3.5	1	3.5
Death of parents	1	4.5	1	4.5
Sickness of parents	1	4.5	1	4.5
Lack of school fees	5	26.8	5	26.8
Indiscipline	3	16.7	3	16.7
Drug abuse/alcohol	2	10.2	2	10.2
Family responsibility	0.5	2.5	0.5	2.5
Low academic performance	6	27.4	6	27.4
Stress	1	4.6	1	4.6
<b>Total</b>				

**SOURCE: (FIELD DATA 2016)**

Findings in the Table 4.3 show that 3.5% (f=1) attributed boys dropout exclusively to marriage and also 4.5% (f=1) attributed dropout exclusively to death of parents.

On the other hand, dropout was also attributed to lack of school fees by 26.8% (f=5) of boys, Dropout was also due to indiscipline, drugs and alcohol abuse as evidenced by 16.7% (f=3) and 10.2 (f=2) Dropout was also due to poor performance 27.4% (f=6) and 4.6% (f=1) of boys dropped out of school due to stress.

**Table 4.4: Class Teachers' Views on Causes of School Dropout**

Causes of school dropout	Boys		Total	
	(f)	(%)	(f)	(%)
<b>Personal/ individual factors</b>				
Early marriage	1	2.7	1	2.7
Poor Health	2	4.5	2	4.5
Drug/ alcohol Abuse	4	14.6	4	14.6
Indiscipline	3	11.3	3	11.3
<b>Financial constrains</b>				
Lack of School fees	5	18.7	5	18.7
Child labor	2	7.9	2	7.9
Family responsibility	1	6.7	1	6.7
<b>School Related Factors</b>				
Poor Performance	5	19.7	5	19.7
Expulsion/ suspension	3	8.6	3	8.6
Long distance to school	2	7.9	2	7.9
Hostile Teachers	1	6.4	1	6.4
Inadequate Learning facilities	2	5.8	2	5.8
<b>Community Related Factors</b>				
Death of Parent	3	10.4	3	10.4
Sickness of Parents	2	8.5	2	8.5
Sibling care	1	3.7	1	3.7
Parental Illiteracy	4	11.8	4	11.8
<b>Social bias/Gender Discrimination</b>				
Preferential treatment	1	3.4	1	3.4

With respect to personal/ individual factors, study findings show that 14.6% (f=4) and 4.5% (f=2) of the class teachers reported that boys dropped out of school due to drug abuse and poor health respectively. Study findings also show that more class teachers indicated that Early Marriage and Indiscipline 2.7% (1) indiscipline 11.3% (f=3); affected boys in the schools.

Research findings indicates that while four in five class teachers indicated that boys dropped out of school due to poor health, drug/ alcohol abuse, indiscipline and Early marriages.

On financial/ economic constrains, research findings show that class teachers reported that boys dropped out of school due to lack of school fees and also due to family responsibilities (18.7% f=5 and 6.7%, f=1)

On school related factors, boys 19.7% (f=5) dropped out of school due to poor performance, more teachers reported that dropout was due to poor performance. And more teachers reported that boys dropped out of school due to expulsion or suspension

On community related factors, while the teachers indicated that death of parents affected boys 10.4, f=3, However, more teachers 8.5% (f=2) and 3.7% (f=1) reported that parental illness and siblings care caused boys to drop out of school.

**Table 4.5: Head Teachers Views on Causes of School Dropout among Boys**

	<b>BOYS</b>		<b>TOTAL</b>	
	<b>(f)</b>	<b>(%)</b>	<b>(f)</b>	<b>(%)</b>
Marriage	1	10	-	-
Legal, Policy constraints	1	10	-	-
Financial/economic factor	1	10	1	10
Community/family factor	2	20	2	20
Indiscipline and Drug abuse/ alcohol	4	40	4	40
School Related factors	3	30	3	30

The study shows that boys drop out of school due to marriage (10%) and school related factors (30%). Findings also show that boys (10%) dropped out of school due to financial or economic factors.

Study findings shows that boys dropped out of school due to financial and economic factors (10%), community and family factors (20%) and school related factors (30%), the opinion of the Head Teachers on the factors that lead to dropout show s that more boys (40%) were indiscipline and used drug and alcohol).

**Table 4.6: Siblings Dropout by Boys**

	ONE		TWO		THREE		FOUR		FIVE		SIX		n/a	
	f	%	f	%	F	%	f	%	f	%	F	%	f	%
Boys	5	20.4	4	18.1	-	-	-	-	2	8.7	10	24.6	12	40

**SOURCE: (FIELD DATA 2014)**

The study findings in Table above show that five boys (20.4%) had one of their siblings dropping out of school. Ten boys (24.6%) had six of siblings dropping out of school. Additionally, 40% of the boys had none of siblings dropping out of the school. The study findings revealed that half of the boys at least one of siblings dropping out of schools. It then implies that siblings dropping out of schools.

**Table 4.7: Colleagues Dropout**

	BOYS		TOTAL	
	f	(%)	f	(%)
1-5	5	12.6	5	12.6
6-10	4	16.2	4	16.2
11-15	2	6.4	2	6.4
16-20	1	4.5	1	4.5

**SOURCE: (FIELD DATA 2019)**

Research findings show that 12.6% (f=5) of the respondents had between one and five of their colleagues dropping out, 16.2% (f=4) having between six and ten of their colleagues dropping out, 6.4% (f=2) had between 11-15 of their colleagues dropping out while 4.5% (f=1) had 16-20 of their colleagues dropping out of school.

Finding of the study revealed that over a half (over 50%) of the respondents had between one and five of their colleagues dropping out of school.

**Table 4.8: Class Total Enrolment**

No of Students	boys	
	f	(%)
1-10	0	0
11-20	2	14.6
21-30	5	45.5
31-40	3	18.4
41-50	1	7.3
51-60	1	7.3
Over 60	-	-
Total	13	93.1

**SOURCE: (FIELD DATA 2019)**

Findings show that 14.6% (f=2) of the teachers reported that their classes had a class size of 1-10 students and were boys and a class of over 60 students who were all boys was reported by 7.3% (f=1) of the teachers.

Findings also show that 7.3% (f=1) of the teachers revealed that their classes has 41-50 students and 51-60 students each with male students only.

In a class size of 21-30, findings revealed that 45.5% (f=5) of the teachers had boys in their classes. Similarly in a class size of 11-20, research revealed that 14.6% of the class teachers revealed that the classes had boys.

**Table 4.9: Enrollment Trends**

<b>Year</b>	<b>Mixed day Boys</b>	<b>Mixed, D &amp; Boarding Boys</b>	<b>Total</b>
2014	130	465	595
2015	120	440	560
2016	105	420	525
2017	85	405	490
Dropout	45	60	105
Dropout	26	30	36
Rate	24.4	35.6	40.0

**SOURCE: (FIELD DATA 2017)**

The study findings show that school dropout between 2014 and 2017 was 45 in boys" only mixed day schools. In mixed day and boarding school, a total of 105 boys and dropped out of school.

Study findings also show that while dropout rate among boys" schools was 24.4, in mixed day and 35.6 in mixed day and boarding school. The total boys' dropout rate was 40.0.

#### **4.2 Curbing Strategies for Dropout**

In trying to find out the strategies for curbing dropout among boys, in secondary schools in Namutumba District, the opinion of the class teachers and the school Head Teachers were sought. The teachers" opinion was sought and the responses were as shown in Table 4.9



**Table 4.10: Suggestion for Curbing Dropout**

f	(%)	
Creation of Intervention Programs	2	25.0
Provision of personal effects	1	12.5
Guidance and counseling services	4	50.0
Education on children rights and gender equality	1	12.5
<b>Total</b>	<b>8</b>	<b>100</b>

**SOURCE: (FIELD DATA 2019)**

Study findings show that class teachers reported that creation of intervention programs 25.0% (f=2), provision of personal effects 12.5% (f=1), guidance and counseling services 50.0% (f=4) and education on children rights and gender equality 12.5% (f=1) would be the best interventions necessary for curbing dropout among boys in their classes.

Study findings revealed that over a third of the class teachers indicated that guidance and counseling services were the best means for curbing dropout among the students while about a quarter believed that creation of intervention programs would be the best measure to curb dropout.

**Table 4.11: Schools' Measures to Curb Dropout Problem**

	F	(%)
Insisting on bursary application	2	20
Supporting guidance and counseling department	5	50
Solicit for NGO support	1	10
Awareness program among the students	2	20
<b>Total</b>	<b>10</b>	<b>100</b>

**SOURCE: (FIELD DATA 2019)**

Study findings show that insisting on bursary application (20%), supporting guidance and counseling department (50%), soliciting NGOs support (10%), Awareness program among the students (20%), were some of the measures undertaken by the Head Teacher to curb problem of dropout in the schools.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0. Introduction**

In this chapter, the summary of the findings have been presented for the research document and conclusion drawn from the study as well as recommendations based on the study findings and suggestions for further studies.

#### **5.1 Summary of the Study**

The Findings indicate that there were more Teachers, Head Teachers than students in the study and that over three quarters of the students were aged between 18 and 20 years. Over a half of the class teachers had been class teachers for over four years with the majority being in their present stations for over 2 years. Study findings also revealed that 70% of the schools in the study were mixed day and boarding school and that more respondents accounted boys dropped out of school to lack of school fees 26.8%. Dropout was also due to indiscipline, drugs and alcohol abuse as evidenced by 16.7% and 10.2 Dropout was also due to poor performance 27.4% and 4.6% of boys dropped out of school due to stress.

Findings showed that 4.5% of the teachers revealed that their classes had 51-60 students.

Study findings also revealed that over a third of the class teachers indicated that guidance and counseling services were the best means for curbing dropout among the students while about a quarter believed that creation of intervention programs would be the best measure to curb dropout. Research findings indicate that close to half of the form four class teachers employed guidance and counseling services as measures to curb dropout among the form four students.

#### **5.2 Conclusion**

The study determined that the main causes of dropout are lack of interest in

Education by parents, involvement of students in business activities, early marriages and distances between homes and schools. Whereas the main causes of transfer of students was found to be; long distances between school and home, transfer of parents to other areas, group influence, indiscipline cases and group influences, Death of Parents, Sickness of Parents, Lack of school fees, Indiscipline and Drug abuse/alcohol, Family Responsibility and Low academic performance

Therefore over a half of the class teachers had been class teachers for over four years with the majority being in their present stations for over 2 years; “ dropout to sickness of parents (4.5%) and lack of school fees 26.8%

Four in five class teachers indicated that boys dropped out of the school due to poor health, orphan hood, drug/ alcohol abuse, indiscipline and negative poor influence. And a third of the class teachers indicated that guidance and counseling services were the best means for curbing dropout among the students while about a quarter believed that creation of intervention programs would be the best measure to curb dropout.

### **5.3 Recommendations**

In light of the conclusion regarding causes of dropout among boys in secondary schools, it is recommended that;

The government through the Ministry of Education and Sports should continue to develop and implement policies to ensure that:

More schools are constructed to solve the problem of distance. (*For MoES, UNHCR, UNICEF, OPM, Development Partners*).

The school management should enhance guidance and counseling in schools so as to address the challenges facing the boy students like relationships, peer influence, drugs and substance abuse. This will enhance retention of the male students.

The parents and the community should be sensitized on the importance of boy child education. The parents should be enlightened on the importance of giving proper parental guidance to their boys and to be more involved in the education of their boys.

To create more time for the boys while at home for their studies, the parents need to be sensitized on the importance of proper monitoring of the boys and assign them less domestic chores.

The Ministry of Education, other stakeholders and education partners should provide and allocate more bursaries for boys and streamline the procedures followed in allocating those bursaries.

Parents should be sensitized about the importance of sending their children to school. Also, there is need to strengthen laws to reduce on child labour and abuse of children's rights (*For MoLG, MoGLSD, OPM, UNHCR, Save the Children, and UNICEF*).

Parents and communities should be called upon to come up into schools and participate in education.

#### **5.4 Suggestions for Further Studies**

- (i) There is need to carry out studies on causes of dropout among boys and students in primary schools so as to find out whether similar challenges exists.
- (ii) Similar studies could be carried out in other districts in Uganda to find out the factors leading to male students drop out in other regions in Uganda.
- (iii) A study should be carried out to find challenges facing boys who enroll back to school.
- (iv) A study should be carried out to find out how boys students in secondary school respond to guidance and counseling.

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## **APPENDICES**

### **APPENDIX I:**

#### **LETTER OF INTRODUCTION**

Kampala International University

College of Education, Open and Distance e- Learning

Dear Sir/ Madam,

#### **RE: REQUEST FOR RESEARCH DATA**

I am a Bachelors Degree of Education student at Kampala International University. I would kindly request for your cooperation in filling this questionnaire which will assist me to gather data /information necessary for my research on “The Causes of dropout among boys and from secondary schools in Namutumba district, Namutumba Central Kangulumo Ward Uganda.”

I assure you that your identity and answers will be treated with utmost confidentiality and the information given shall stricktly be used only for the purpose of this research.

Thank you for your co-operation in this important exercise.

Yours faithfully,

**Gaalya Micheal**

## APPENDIX 11: QUESTIONNAIRE FOR THE PRINCIPALS

1. The name of your school -----

2. Your gender: Male ☐ Female ☐ (Tick where applicable).

Type your school: (Tick where applicable)

	Boys	Girl
Mixed	<input type="checkbox"/>	<input type="checkbox"/>
Day only	<input type="checkbox"/>	<input type="checkbox"/>
Boarding/Day	<input type="checkbox"/>	<input type="checkbox"/>
Boarding	<input type="checkbox"/>	<input type="checkbox"/>

4. Please fill the table below (in figures): No. of enrolment and dropout (Form Four Class).

Phenomenon/year	2014	2015	2016	2017
	Boys	Boys	Boys	Boys
Enrolment				
Dropout				

The following are some factors that lead to drop out. Using a tick (indicate the factors that led to dropout from school for boys.

### Boys

1. Stress	<input type="checkbox"/>
2. Marriage	<input type="checkbox"/>
	<input type="checkbox"/>
3. Legal, policy constraints	<input type="checkbox"/>



4. Financial Problems/ Economic factors

5. Community/ Family Factors

6. Indiscipline & drug abuse/ alcohol

7. School related factors

8. For Boys -----

9. In your opinion, what is the intervention that should be taken to curb dropout problem?

-----  
-----

10. Does your school adopt the intervention to curb drop out of students?

Yes ☐

No ☐

11. If yes, give the measures taken by your school to curb this problem?

-----  
-----

12. In your opinion, are the measures taken by your school adequate/ effective?

Yes ☐

No ☐

13. If no, state how the situation can be improved.

-----  
-----

*Thank you for your cooperation.*

### APPENDIX III: QUESTIONNAIRE TO CLASS TEACHERS

1. Name of your school -----

2. Gender -----

3. How long have you taught in your present school? -----

4. How long have you been a class teacher in this class? -----

5. What is the total enrolment in your class this year? -----

BOYS	GIRLS

6. Do some students absent themselves from school?

Yes ☐

No ☐

7. Which gender is mostly affected by absenteeism?

Boys ☐

Girls ☐

8. If yes what do you think is the reason for absenteeism?

-----

-----

-----

9. Do you usually give assignments to be done by students at home/preps time?

Yes ☐

No ☐

10. If yes which gender complete assignments promptly?

Boys ☐

Girls ☐

11. In your opinion, give the reasons responsible for the above tendency?

-----  
-----  
-----

12. Does your class encounter dropouts?

Yes ☐ No ☐

13. If yes, give the number of students who dropped out from 2014- 2019 cohorts.

-----  
-----

YEAR	BOYS	TOTAL
2014		
2015		
2016		
2017		
2018		
2019		

14. Below are some of the factors that lead to dropout from schools. Tick the factors, in your opinion cause dropout from your school.

**Personal/ individual factors      Boys**

1. Poverty -----	<input type="checkbox"/>
2. Early Marriage. -----	<input type="checkbox"/>
3. Poor health. -----	<input type="checkbox"/>
4. Orphaned. -----	<input type="checkbox"/>
5. Drug/ alcohol abuse. -----	<input type="checkbox"/>
6. Indiscipline. -----	<input type="checkbox"/>
7. Negative poor influence -----	<input type="checkbox"/>

**FINANCIAL/ ECONOMIC CONSTRAINTS.**

**Boys**

- 1. Lack of school fees.
- 2. Menial jobs /child labor
- 3. Family responsibility.


**School Related Factors.**

**Boys**

- 1. Poor Performance.
- 2. Expulsion or suspension.
- 3. School Dislike.
- 4. Long distance to school.
- 5. Gender Violence.
- 6. Inadequate learning facilities
- 7. Hostile teachers


**Community Related Factors.**

**Boys**

- 1. Death of parent
- 2. Sickness of parent
- 3. Parental illiteracy
- 4. Sibling care


**Social bias/ gender discrimination.**

Preferential treatment of children based on gender   **Boys**

--

**Any other factors**

(For boys) -----  
-----  
-----

15. What intervention can you suggest, to curb the drop out problem?

-----  
-----  
-----

16. Which intervention measures have you employed as a class teacher to mitigate the problem in your class?

-----  
-----  
-----

**Thank you for your cooperation.**

## APPENDIX IV: QUESTIONNAIRE FOR FORM FOUR STUDENTS

1. The name of your school -----  
-----

2. Your gender:                      Male ☐                      Female ☐

(Tick where applicable).

3. Age -----

4. Type your school: (Tick where applicable)

**Mixed**

**Boys**

☐ Day only

☐ Boarding / Day

☐ Boarding


5. (a) How many of your siblings have dropped out of school -

-----

(b) How many are Boys

-----

-

(c) Why did they leave school? Because of:

**Boys**

- 1. Poverty
- 2. Marriage
- 3. Death of Parent(s)
- 4. Sickness of parent(s)
- 5. Lack of school Fess
- 6. Indiscipline & drug abuse/ alcohol
- 7. Family responsibilities
- 8. Low academic Performance
- 9. Stress


10. Any other reasons:

For Boys -----  
-----

6. (a) How many of your colleagues/former school mates have dropped out of school -----  
-----

(b) How many are Boys -----  
-----



(c) Why did they leave school? Because of:

**Boys**

- 1. Poverty
- 2. Marriage
- 3. Death of Parent(s)
- 4. Sickness of parent(s)
- 5. Lack of school Fess
- 6. Indiscipline & drug abuse/ alcohol
- 7. Family responsibilities
- 8. Low academic Performance
- 9. Stress


10. Any other reasons:

For Boys -----  
-----

*Thank you for your cooperation.*