FACTORS ASSOCIATED WITH CHILD DROP OUT IN GOVERNMENT PRIMARY SCHOOLS IN RUKUNGIRI DISTRICT

BY

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DECLARATION

I, Gloria Mwesigye, hereby declare that, this dissertation is my original work and has never been published or submitted for any award in any university to the best of my knowledge.

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DEDICATION

This dissertation is dedicated to my late mother; Mrs. Leonida Batinti and my children; Caesar, Cynthia and Cissy.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS AND ACRONYMS

GoU	Government of Uganda
MFPED	Ministry of Finance Panning and Economic Development
MoES	Ministry of Education and Sports
MDGs	Millennium Development Goals
NER	Net Enrollment Ratio
NSDs	National Strategy for the Development of Statistics
UBOS	Uganda Bureau of Statistics
UDHS	Uganda Demographic Health Survey
UNHS	Uganda National Household Survey
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education
USE	Universal Secondary Education
UPPA	Uganda Participatory Poverty Assessment
WB	World Bank

ABSRTACT

The objective of the study was to establish the factors associated with child drop out in government aided primary schools in Rukungiri District. The study focused on both males and females between the ages of 6 and 12 years during the UNHS survey year (2012/13). The Analysis was done using frequency distribution and cross tabulation.

In the results, Out of the 63 total children aged between 6 and 12 in Rukungiri District that were found in the survey, a total of 9 children were reported to have dropped out of school during the UNHS survey year 2012/13 without obtaining PLE certificate. The factors associated with child drop out in government primary schools in Rukungiri district are distance to school and family poverty status.

The findings indicate the need (i) for government to conduct awareness and sensitization campaigns on importance of family planning to all families to ensure that parents have a number of children that they are able to take care of well; (ii) for parents to participate in development projects within the district and also work hard such that they get out of poverty, (iii) for government to build primary schools in Rukungiri District in each sub county.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is a fundamental human right as well as a catalyst for economic growth and human development (World Bank, 1993 and Okidi et al., 2004). In its bid to promote economic growth and human development, the government of Uganda in 1997 implemented the Universal Primary Education (UPE), initially for four pupils per family but later opened to every one of school going age or interested adults. In 2006, UPE was made fee-free and compulsory, the Ministry of Education and Sports (MOES) providing grants to schools in lieu of fees. The 2008 Education Act extended UPE to Universal Post-Primary Education and Training (UPPET), including Universal Secondary Education (USE). MOES provides grants to (some) government-aided schools, and pays scholarships to some private schools under a public private partnership (PPP). In 2012, a number of grants and scholarships were also given at upper secondary level under a further policy of Universal Post-O-Level Education and Training (UPOLET). MOES also encourages, but does not fund, universal Early Childhood Development (ECD). The sector has a good sector policy framework for equity and inclusion covering location, disadvantaged groups, special needs and gender equity.

The official primary school going age at primary level is 6-12 years as stated in the National Education Policy (2006). However, some children enrol to school at either an earlier or later age from 6 years. The introduction of UPE accompanied by government commitment, including political leadership resulted into a surge in primary school enrolment. Results from census 2014 indicate that approximately 8 million pupils were enrolled in primary school. This marked a significant increase in enrolment since the previous census of 2002, were approximately 6.2 million pupils were enrolled in primary education (UBOS, 2017).

However, much as primary school enrolment has been a success, the concern now is with regard to the internal efficiency of primary education that is the ability to retain pupils until they graduate from primary school. The incidence of pupils dropping out of school is palpable in primary six and primary five which is 34.9 percent and 22.1 percent respectively (NSDS, 2016). The comprehensive evaluation of basic education in Uganda report (2016) asserted that UPE dropout has escalated from 4.7% in 2002 to 5.1% in 2016. It further notes that of the Net Enrollment Ratio (NER) for boys and girls is 93.01%, however 55% of boys

and 54.6% of girls reach primary four, while 31.2% of the boys and 27.7% of girls reach primary seven.

The problem of dropout is thus disquieting to policy makers since it partly reflects the inadequacy of a schooling system in terms of either school quality or quantity. Noteworthy to mention is that school dropouts are usually associated with chronically high unemployment levels, low earnings, and poor health outcomes (Okumu, Nakajjo and Isoke, 2008), and persistent poverty among certain segments of society. Taken aggregately, these individual-level consequences of school dropouts are perilous to national development by undermining national human capital development efforts.

At Independence in 1962, Rukungiri District was part of the Kigezi District. In 1974, Rukungiri District was created under the auspices of taking services nearer to the people. By then it was called North Kigezi District until 1980 when the name was changed to Rukungiri District. It is one of the 14 districts that were selected in 1993 for the second phase of decentralization. Since its creation and particularly after decentralization, the district has gone through significant successes to establish itself on a firm ground especially with regard to improved management, planning capacity and participation of communities in the development process. In 2001, the greater Rukungiri gave birth to Kanungu district thus reducing the district to only 2 counties; Rujumbura and Rubabo (Rukungiri District Development Plan, 2014).

Rukungiri district has 162 government-aided schools with a total enrollment of 61369 pupils. Of these, 31186 are girls and 30183 are boys. In May 2011, the District Education Officer Rukungiri District noted that there was an increased drop out of pupils from school where he warned head teachers that they risk losing their jobs if pupils keep dropping out of schools. Most pupils get out of public schools to join private schools, which the DEO said is the reason the enrolment is decreasing every day. He urged head teachers to produce better grades than the private schools adding that government schools have all the necessities to make pupils excel (Bahikayo, 2011).

In February 2018, the inspector of schools in charge of special needs Rukungiri district also noted that the increased school dropout within the district could be attributed increased early marriages of school pupils to parents who force their daughters into early marriage as a way to get wealth. She further noted that as the district education department they were worried

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about the rate pupils are dropping out from the school especially within sub counties of Nyakishenyi, Nyarushanje and Bwambara (Tukashaba, 2018).

1.2 Problem statement

Uganda introduced Universal Primary Education (UPE) in 1997. Many more schools were built, teachers trained and tuition fees abolished. UPE is the provision of basic education to all Ugandan children of school going age i.e. between 6 to 16 years. In order to provide basic education, the following must be guaranteed: access, equity, quality and relevance of this education which should be affordable by the government and the majority of the people. In spite of the efforts made by the Government of Uganda to promote education, there is a steady increase in school drop out before completion of primary seven in country in which Rukungiri district is part and the root causes of the drop out are not yet properly addressed.

It was upon this background that the researcher wants assessed the factors associated with child drop out in government aided primary schools in Rukungiri District.

1.3 Objectives of the study

The main objective of the study was to investigate factors associated with child drop out in government primary schools in Rukungiri district.

Specifically, the study sought to achieve the following objectives:

1. Examine the influence of family economic status on child school dropout.
2. To explore the influence of community characteristics on child school dropout.

1.4 Research questions

1. What family economic factors affect child drop out in government primary schools in Rukungiri district?
2. What community characteristics affect child drop out in government primary schools in Rukungiri district?

1.5 Significance of the study

The findings of the study may be useful to educational planners in the Ministry of Education to devising measures that would lead to improvement of completion rates and reduction of students dropout so that the Government does not only focus on solving

educational costs challenges to students but also the factors that lead to dropout of students.

The findings may also help policy makers to take measures that would address the effect of the family based and communal factors on dropout of students in school. Teachers may also benefit from the study to understand the effect of family based and communal factors on student's dropout in school, which may assist them to guide and counsel their student's timely hence ensuring retention in school up to completion. Parents/guardians might be assisted in knowing their roles in ensuring internal efficiency in schools is achieved so that students attend school regularly.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature which is related to the study based on school dropout rate. It looks at school based factors, economic factors and environmental factors affecting school dropout rate.

2.2 The Concept of Drop out in Schools

The United States Department of Education measurement, defines dropout rate as the percentage of 16-24 year olds who are not enrolled in school and have not earned a high school credential and defines a dropout as a person who has not graduated from high school and is not currently enrolled in fulltime secondary education (National Center for Education Statistics (NCES), 2011). For purposes of this research, a dropout is viewed as any student who after being enrolled in either private or public primary school abandons school completely without sitting for Primary Leaving Examination (PLE). Failure to complete a basic cycle of primary school not only limits future opportunities for students but also represents a significant drain on the limited resources that countries have for the provision of primary education (Sabates, Akyeampong, Westbrook and Hunt, 2010). School dropouts when compared to high school graduates are usually associated with lowered economic gains, lack of access to higher education, reduced tax revenue, poor health outcomes, increased likelihood of legal trouble (GlobalPost, 2014). Dropping out of school is the outcome of a process and students exhibit identifiable warning signs at least one to three years before they dropout (Allensworth, 2005).

2.3 Influence of economic factors on Students on Dropout Rate

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 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, 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 both boys and girls.

Household income is found to be an important economic factor in determining access to education as schooling potentially incurs a range of costs, both upfront and hidden. Upfront costs include school fees, while the more hidden costs include uniforms, travel, equipment and the opportunity costs of sending a child to school. Household income is linked to a range of factors: when children start school, how often they attend, whether they have to temporarily withdraw and also when and if they drop out (Croft, 2002). Cardoso & Verner (2007) notes that poverty is the most common primary and contributory reason for students to be out of school.

Dachi and Garrett (2003) asked a series of questions to parents/guardians about the financial circumstances surrounding children's school enrolment in Tanzania, all households responding said the main barrier to sending children to school was financial and their inability to pay fees. Both statistical data and empirical research suggest that students from better off households are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to drop out once they have enrolled. For example, Brown and Park's research in rural China (2002) saw poor and credit constrained children three times more likely than other children to drop out of school.

Poor households tend to have lower demand for schooling than richer households: whatever the benefits of schooling, the costs, for them, are more difficult to meet than is the case for richer households (Colclough et. al., 2000). For children from poorer backgrounds in particular, the pressure on them to withdraw from school increases as they get older, particularly as the opportunity cost of their time increases. Work patterns of household members influences whether income is coming in, and the possible expenditures available. Chugh (2004) looking at patterns of access and non-access in slums in Bangalore, India indicated that the income of the father was linked to the continuity or discontinuity of the child in school; with the fathers of most drop outs not employed. If income levels are low,

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children may be called on to supplement the household's income, either through wage-earning employment themselves or taking on additional tasks to free up other household members for work. This is more apparent as children get older and the opportunity cost of their time increases.

How people regard schooling and the importance placed on it at times might shape interactions between schooling, household income and dropping out. `For example, Pryor and Ampiah's (2003) research on schooling in a Ghanaian village, talked about education being regarded as a relative luxury, with many villagers considering education not worthwhile. Research indicates link between household income and drop-out of students from school. Fuller and Laing (1999) found that there is an association between a family's financial strength, measured by level of household expenditure and access to credit, and the likelihood a child will remain in school in South Africa. Kadzamira and Rose (2003) indicate that when the cost of schooling is too high for households in Malawi, it is often children from poorest households who are less likely to attend, this agrees with Glick and Sahn (2000) research in Guinea which indicates that when household income increases, there is greater investment in children's schooling.

2.4 Influence of family factors on Students on Dropout Rate

The type of family that a student lives in does affect the likelihood of dropping out of school. Family types include two-parents, single-parent, grandparents and stepparent families (Pong & Ju, 2000). Single-parent families can be further broken down into female-headed households as well as male-headed households. Divorce, separation, and death of a spouse are all variables that define change in family type from a two-parent family to a single parent family, a grandparent family or stepparent family. They further note that, children from single parent or female-headed households are more likely to drop out than are children who reside in two-parent families and Children living with stepparents are also more likely to drop out of school than children in a two parent family. When a couple divorces, the incomes of both parents becomes separate and this will in turn affect the child due to the loss of a parent's income which put the child in a family of poverty (Pong & Ju, 2000).

The children who are faced with the most economic deprivation are those living in single mother headed families and they have an increased chance of dropping out of school (Pong & Ju, 2000). A child's relationship with his or her parents can affect their chances of dropping

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out of high school. Factors that are associated with a child's relationship that negatively affect their chances of educational attainment are, the physical absence of adults in the household due to divorce, the limited amount of time parents and children spend together due to the rise in two earner families, and the corresponding parental inattention to children's activities such as monitoring school performance or instilling educational values (Lichter et. al., 1993). A child needs the attention of a parental figure. The less time that a child spends with his or her parents creates a gap in their relationship that could lead a child's attention towards a person of less nurturing and more deviant characteristics. Children of parents who are separated or divorced may be lacking the attention that is needed especially regarding their education (Lichter et al, 1993). Shonkoff and Garner (2012) notes that students whose families have high mobility, homelessness, hunger , food insecurity, parents who are in jail or absent, domestic violence; drug abuse are more likely to dropout in school . The changing nature of the family affects schooling access, (Edet & Ekegre, 2010).

Students 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). Bereavement amongst family members and in particular parents often makes students more vulnerable to dropout, non-enrolment, late enrolment, or slow progress (Nyamukapa & Gregson, 2005). Orphan-hood often exacerbates financial constraints for poorer households and increases the demands for child labour and hence dropout and this is more pronounced in the era of HIV/AIDS (Hunter & May, 2003). Case & Ardington (2004) agree that bereavement amongst family members and in particular parents, often makes children more vulnerable to drop out, non-enrolment, late enrolment and slow progress.

Family size influences children's schooling cycle greatly. In comparison to children with fewer siblings, children with more siblings tend to enroll in school later, repeat grades more often and dropout of school earlier. Consequently, with larger family size, the financial burden is greater; children are less likely to attend school and often dropout (Enyegue, Parfait and Eloundou, 2000). In a study in India, Chugh (2011) found that having a large number of siblings, children were associated with a 36 percent increase in the odds of dropping out of school, in comparison to the odds for smaller families. Theoretically , it is widely accepted that large family size in most developing countries constrain limited resources of households on child investment, health and education. According to Boyle (2004), the number of children

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within a household is important in many cases and is a significant determinant of access to education.

But research differs on the impact of household size on access and dropout. Some studies indicate that with large household sizes (and in particular the number of children) the financial burden or 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 school. A child from a larger household might have a higher probability of attending school because work is spread over a large number of household members (Rose & Al-Samarrai, 2001).The effect of family size is conditioned by the specific cultural, political and socioeconomic settings (Sudha, 1997).

Research indicates that the educational level of household members is particularly influential in determining whether and for how long children access schooling. Ersado (2005) notes that parental education is the most consistent determinant of student's education. Higher parental (household head) level of education is associated with increased access to education, higher attendance rates and lower dropout rates (Ainsworth et al, 2005). A number of reasons are put forward for the 13 link between parental education and retention in school. Some researchers indicate that non-educated parents cannot provide the support or often do not appreciate the benefits of schooling (Pryor & Ampiah, 2003). Brown (2002) research on China indicates that for each additional year of a father's education, the probability of his child dropping out of school falls by 12-14 percent.

2.5 Conclusion

Prevention of learners from dropping out of school is a difficult task and it needs a multi-disciplinary prevention and intervention strategy to address it effectively. Early identification of learners, who are at risk of dropping out of school, is important to ensure appropriate support and intervention. The family and community factors that lead to dropout need to be addressed in the context in which the learner is experiencing it.

CHAPTER THREE
METHODOLOGY

3.1 Introduction

This chapter presents the methodological approaches and research techniques that were used in the process of carrying out this research of investigating factors associated with child drop out in government primary schools in Rukungiri District.

3.2 Data Source

The study utilized data from 2012/13 Uganda National Household Survey (UNHS). The UNHS 2012/13 covered all the 112 districts in Uganda. Field data collection was spread over a 12-month period from June 2012 to June 2013 to take care of seasonality factors. A total of 7500 households scientifically selected countrywide were covered. The Survey was comprehensive and had four modules, namely; Socio-economic, Labour Force, Community and Price modules.

The 2012/13 UNHS sample was designed to allow for reliable estimation of key indicators at the national, rural-urban, regions levels and separately for 10 sub-regions. A two-stage stratified sampling design was used. At the first stage, Enumeration Areas (EAs) were grouped by districts and rural-urban location, then drawn using Probability Proportional to Size (PPS). At the second stage, households which are the Ultimate Sampling Units were drawn using Systematic Random Sampling.

It's noted that the official school going age for pre-primary in Uganda is 3-5 years, primary level is 6 -12 years, lower secondary ('O' level) 13-16 years, upper secondary ('A' level) 17-18 years while 19-24 years is for post-secondary and tertiary level (UBOS, 2017). For this study, students in the age 6 to 12 years was considered.

3.3 Data analysis

The analysis was done using STATA 13.0 at two levels: First, a descriptive summary of variables was performed using frequency distributions. The purpose of this analysis was to provide a description of individuals being studied in relation to the variables that were adopted.

At the second stage, a Chi- square test was used to identify the variables that were associated with child school dropout i in government primary schools in Rukungiri district. Variables which showed an association with child school dropout (p<0.05) were considered for further analysis.

$$\chi^2 = \sum_{i=1}^{r} \sum_{j=1}^{c} \frac{\left(O_{ij} - E_{ij}\right)^2}{E_{ij}}$$

.... 3.1

Where r denotes number of categories of independent variable, c is number of categories for child school dropout, O_{ij} is observed frequency in row i and column j, E_{ij} is expected frequency in row i and column j; association were established at 95% confidence level.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents results on the factors associated with child school dropout in government primary schools in Rukungiri District at two levels of analysis namely Univariate and bivariate.

4.2 Characteristics of respondents

The characteristics of respondents assessed in the study include demographic, socio-economic and enabling factors on pupil primary school dropout in Rukungiri District, Uganda.

4.2.1 Demographic and socio-economic characteristics of respondents

The demographic characteristics of pupils are sex and age while the socio-economic characteristics are education level of both their parents, parent's occupation and residence of children while the enabling factors are orphan hood, poverty status and distance to school.

Table 4.1: Distribution of pupils by demographic and socio-economic characteristics

Characteristic	Frequency	Percent (%)
Sex of children		
Male	29	46.03
Female	34	53.97
Age of children		
6 -7	22	34.92
8 – 9	17	26.98
10 – 11	17	26.98
12	7	11.11
Place of residence of children		
Rural	59	93.65
Urban	4	6.35
Orphan hood of children		
Both parents alive	54	85.71
One parent dead	7	11.11
Both parents dead	2	3.17
Fathers education level		
No formal education	5	16.13
Some primary	14	45.16
Some secondary	12	38.71
Mothers education level		
No formal education	3	20.00
Some primary	5	33.33
Some secondary	7	46.67

Fathers occupation		
Paid employee	2	6.67
Agriculture	3	10.00
Casual labourer	5	16.67
Unemployed	20	66.67
Mothers occupation		
Paid employee	3	23.08
Agriculture	7	53.85
Casual labourer	3	23.08
Distance to school (in Km)		
Less than 3	37	84.09
3 – 5	7	15.91
Poverty status of children		
Non poor	58	92.06
Poor	5	7.94
Dropped out of school		
Attended school in the past	9	14.75
Currently attending school	52	85.25

A total of 63 children aged 6 to 12 years and had ever attended formal education in Uganda were found in the 2012/13 UNHS dataset.

Sex of pupils

According to the results in Table 4.1, the highest proportion (53.97%) of the pupils were females and the rest males.

Age of pupils

According to Table 4.1, the highest proportion of the pupils were aged 6 to 7 years (34.92%), 26.98% were aged between 8 to 9 and 10 to 11 years respectively while the rest were aged 12 years.

Place of residence of pupils

Majority of the pupils (93.65%) were residing in rural areas and the rest in urban areas.

Orphan hood

According to results in Table 4.1, pupils were further assessed whether they had their biological parents dead or not, and it was found out that majority of them (85.71%) had both parents alive, 11.11% had one parent dead and the rest had both parents dead.

Father's education level

According to results in Table 4.1, the highest proportion of the children's fathers (45.16%) either completed primary or had some primary education, 38.71% either completed secondary or had some secondary education and the rest did not attain any formal education.

Mother's education level

The education level of the mother of pupils was also assessed and it was found out that, the highest proportion of the children's mothers (46.67%) either completed secondary or had some secondary education, 33.33% either completed primary or had some primary education and the rest did not attain any formal education.

Father's occupation

With regard to occupation of the pupil's fathers, majority of their fathers (66.67%) were unemployed, 16.67% were casual labourers, 10.00% were agriculturalists and the rest were paid employees. This shows that since majority of the pupil's fathers were unemployed, their schools might have been paid by their mothers or other relative since government schools are not completely free.

Mother's occupation

After noticing that majority of the children's fathers were unemployed, the occupation status of their mothers was also assessed and it was found out that the highest proportion of their mothers occupation was agriculture (53.85%), 23.08% were casual labourer's and paid employees respectively. It was further found out that none of the mothers was unemployed.

Distance to school

Distance to school was also assessed and it was found out that majority of the children (84.09%) walked or travelled a distance less than 3 kilometres while going to school and the rest walked or travelled 3 to 5 kilometres while going to school. This is an indication that primary pupils in Rukungiri district are studying in nearby government schools within their sub counties.

Poverty status of the pupil's families

According to the results in Table 4.1, majority (92.06%) of the pupils in government aided primary schools in Rukungiri District were from non-poor families while the rest were from poor homes.

Pupil's dropout

Pupil school dropout in government aided primary schools in Rukungiri District was the dependent variable and it was found out that majority of the pupils (85.25%) aged 6 to 12 years were still in school while 14.75% pupils had dropped out of school without acquiring a PLE certificate.

4.3 Differentials in school drop out

Table 4.2 presents an association of the background characteristics of children and pupil primary school dropout in Rukungiri District, Uganda. Pupil school dropout was investigated by respondents' characteristics, which included age, gender and place of residence; parent characteristics included; father and mother education level and occupation, poverty status. The enabling factors included; orphan hood and distance to school. Cross tabulation and Pearson Chi-square at 0.05 Significant Level were used to determine the factors that were significantly associated with child school dropout in government aided primary schools in Rukungiri District.

Table 4.2: Factors associated with child school dropout in government aided primary schools in Rukungiri District

Characteristic	Child School drop out		Chi-square	P-value
	Yes (%)	No (%)		
Sex of children				
Male	21.43	78.57	1.833	0.176
Female	9.09	90.91		
Age of pupils				
6 – 7	30.00	70.00		
8 – 9	11.76	88.24	6.761	**0.080**
10 – 11	0.00	100.00		
12	14.29	85.71		
Place of residence of children				
Rural	14.04	85.96	0.357	0.550
Urban	25.00	75.00		
Orphan hood of children				
Both parents alive	0.00	100.00		
One parent dead	14.29	85.71	0.364	0.834

Both parents dead	15.38	84.62		
Fathers education level				
No formal education	20.00	80.00		
Some primary	0.00	100.00	2.780	0.249
Some secondary	16.67	83.33		
Mothers education level				
No formal education	33.33	66.67		
Some primary	0.00	100.00	4.286	0.117
Some secondary	0.00	100.00		
Fathers occupation				
Paid employee	0.00	100.00		
Agriculture	33.33	66.67	3.148	0.369
Casual labourer	20.00	80.00		
Unemployed	5.00	95.00		
Mothers occupation				
Paid employee	0.00	100.00		
Agriculture	14.29	85.71	0.929	0.629
Casual labourer	0.00	100.00		
Distance to school (in Km)				
Less than 3	0.21	99.79		
3 – 5	0.33	99.67	2.080	**0.000**
Poverty status of children's families				
Non poor	21.84	78.16	47.361	**0.000**
Poor	16.25	83.75		

According to Table 4.2, there was a significant relationship between ages of children with their primary school dropout at 10% level. Thus, pupils aged 6 to 7 years were more likely to drop out of school compared to those aged 8 to 12 years. This could have been due to the fact that these pupils still needed to be at home with their parents.

In addition, a significant relationship was showed between distance to school and primary school dropout in government aided schools in Rukungiri District at 5% level (p=0.000). Thus, children who walked or travelled a distance between 3 to 5 kilometres were more likely to drop out of school than those who walked or travelled a distance less than 3 kilometres.

Furthermore, poverty status showed a significant relationship with primary school dropout (p=0.000) at 5% level. The results showed that pupils who came from non-poor families were more likely to drop out of school than pupils from poor families.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This Chapter presents a summary of the study findings and recommendations for further research in the area of study. The chapter ends with conclusions drawn from research objectives and recommendations for policy.

5.2 Summary of the findings

The objective of the study was to establish the factors associated with child drop out in government aided primary schools in Rukungiri District. Specifically the assessment was made by demographic, socio-economic and enabling factors. The study focused on both males and females pupils between the ages of 6 and 12 years during the UNHS survey year (2012/13). A child drop out was described as one not attending school and/or did not complete school by obtaining a PLE certificate. Out of the 63 total children aged between 6 and 12 in Rukungiri District that were found in the survey, a total of 9 children were reported to have dropped out of school during the UNHS survey year 2012/13 without obtaining PLE certificate.

In the bivariate stage of this study, it was found out that distance to school and families poverty status were associated with child primary school dropout in government aided schools in Rukungiri District at 5% level.

5.3 Conclusions

The factors associated with child drop out in government aided primary schools in Rukungiri district are distance to school and family poverty status. Based on the first research question "what are the family economic factors that affect child drop out in government aided primary schools in Rukungiri District?" it was found out that family poverty status affects child drop out in government aided primary schools in Rukungiri District. On the other hand, the second research question was "what community characteristics influence child drop out in government aided primary schools in Rukungiri District?" and it was found out that distance to school affects child drop out in government aided primary schools in Rukungiri District.

5.4 Recommendations

The Government should conduct awareness and sensitization campaigns on importance of family planning to all families to ensure that parents have a number of children that they are able to take care of well. In addition, parents are encouraged to participate in development projects within the district and also work hard such that they get out of poverty.

Distance to school has been found out to affect child drop out of school especially those whose schools are found in a distance of more than 3 kilometres. Thus, government should build its schools in each sub county.

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