

SECONDARY SCHOOL DROP OUTS IN CENTRAL UGANDA
CASE STUDY OF BUWAMA SUB COUNTY, MPIGI DISTRICT

BY

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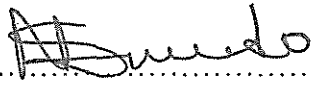
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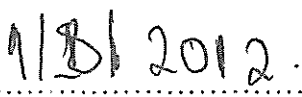
DECLARATION

I *Namulondo Sarah Latifah*, a student of Kampala International University, hereby declare that this work is my original work and the best of my knowledge and that it has never been presented by any other person or institution for any academic award in and outside Kampala International University.

Namulondo Sarah Latifah

(Candidate)

Signature.....

Date.....

APPROVAL

I certify that this research report was conducted under my supervision and is hereby submitted for examination with my approval as the designated University Supervisor.

Mr. Anyama Charles

(Supervisor)

Signature.....

Date.....01.08.2012

DEDICATION

I dedicate this work to my mother Mutesi Sarah and my brother Mulo Farouk for helping me in the course of my education. And to all those who in one way or the other have helped me in the accomplishment of this course.

ACKNOWLEDGEMENTS

I feel indebted to many people for the help, advice and support in as far as my education is concerned. Special thanks go to my mother Mutesi Sarah, my brother Mulo Farouk, SSempijja Samuel and Ssekyanzi Owen for their continued support.

I wish to thank the management and staff of Kampala International University for providing most of the information and advice. Special thanks go to my supervisor Mr. Anyama Charles, for the guidance, positive criticism and support in the production of this work.

I also want to thank the Headmasters, staff and students of the schools I went to do my research to that is Buwama High School, Buwama Students Centre and Buwama Secondary School and the local authorities plus the entire local community of Buwama sub county Mpigi district.

Lastly to all my friends, within and out of the university, and the entire community at large, who have, in one way or another helped me in my education.

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ABBREVIATIONS

A -Level	:	Advanced level
CBO	:	Community based Organization
FGD	:	Focus Group Discussion
MDG	:	Millennium Development Goals
MOE	:	Minister of Education
MOES	:	Minister of Education and Sports
N.C.C	:	National Care Centre
NGOs	:	Non Government Organizations
O- Level	:	Ordinary levels
PTA	:	Parents Teachers Association
UACE	:	Uganda Advanced Certificate of Education.
UCE	:	Uganda Certificate of Education
UNHS	:	Uganda National Household survey
UNICEF	:	United Nations International Children's Education Fund
UPE	:	Uganda Primary Education
USE	:	Universal secondary education
WV	:	World Vision

ABSTRACT

The study conducted was on the topic secondary school dropouts in central Uganda mainly in Mpigi district Buwama subcounty, the main objective of the research is derived by three objectives that is finding the causes of secondary school drop, identify the effects of school dropouts and to find the possible measures to solve the problem stated.

Research methods that were employed in the due course of this study, included instruments like questionnaires, interviews guides and focus group discussion guides and both primary and secondary source data were used by the researcher in the field. The sampling population size is 70 respondents. The data collected data was presented in tables and pie charts .Data was manually collected, processed and analysis was made using content analysis where by answers from successive interviews were crosschecked with those of the from the observant, to ensure authenticity.

From the data collected ,the researcher found out the causes of secondary school drop out as lack of interest in studies, poverty, expulsion, high cost of education materials, ignorance on the value of education and AIDS Scourge. The researcher also identified the effects of secondary school dropouts are sustainable poverty, increased crime rates and poor social interaction, early marriages, affects the political atmosphere in the country and unemployment. And possible measures were identified to solve the problem which included increase capitation grant, empower the PTAs, decentralize education, facilitate the construction of more schools and provision of meals for school going children. In conclusion high school dropouts can be reduced through the mechanism proposed by the researcher and also there should be further research on the topics suggested in the chapter five.

CHAPTER ONE

INTRODUCTION

1.1 Background

Education refers to the act of imparting or acquisition of general knowledge, developing the power of reasoning and judgment and the preparing of oneself or others intellectually for mature life.(according to the on line dictionary).The education system in Uganda consists of four progressive levels: the first is the primary school which takes seven years for one to complete, secondary school which comprises of four years in lower 'O' level and two years in upper 'A' level, and then the university. One has to successfully pass through these levels in order to qualify for admission to a higher level. But drop out remain high especially in rural areas.

Despite the introduction of Universal secondary education in 2009, it is now estimated that only 30 percent of pupils who enroll for secondary education end up not completing senior six, the highest level in Uganda's secondary education (Mubatsi, 2009). Due to high dropout rates, the academic pyramid in Uganda is very sharp at the top.

Uganda has the highest school dropout rate in East Africa, according to a report released by the United Nations Educational, Scientific and Cultural Organization. Uganda has the lowest proportion of children staying in school up to secondary six in East Africa. A follow-up of every 100 pupils who joined senior one in Uganda in 1999 showed that only 25 reached secondary six in 2006. In Kenya 84% of Pupils reached secondary six. Tanzania stood at 81% and Rwanda at 74% (UNESCO, 2008).

In a different study by the Uganda government, on average at secondary school level, half the pupils who enroll in secondary One do not complete secondary six in the set time-frame for instance, records at the education ministry show that only 444,019 pupils sat for the UCE and UACE last year, out of the 890,997 who enrolled in 2003. Thus a total of 446,978 either dropped out or repeated a class.

According to Dr. Kamanda Bataringaya, the state minister for education about 60% of USE pupils who sat senior school complete S.6. However, out of 1,712,420 pupils who started S.I in 2002, only 516,890 pupils sat UACE in 2009, representing only 30.1% of the pupils. This is an

improvement from 463,631 pupils who sat UACE in 2008 and an average of 450,000 pupils in the previous years, representing 27% and 26% pupils respectively. The ministry statistics indicate that the rest repeat or drop out, yet the same ministry insists on automatic promotion.

Experts said quality is crucial in reducing drop out levels. Neither girls nor boys will stay in school if they are not getting a quality education, said UNGEI co-chair David Winking, education team director at the Swedish International Development Cooperation Agency (SIADA). He said violence in schools and poor-quality teaching are hampering gender parity “millions of children go to school and do not learn. We need to look beyond education and understand why they do not learn schools should not be crime scenes”.

Thus this has complied a research in Mpigi district Buwama Sub County to find out the causes and effects of secondary school dropouts in central Uganda so that solutions can be got.

1.2 Statement of the Problem

The acquisition of education is a powerful weapon in the fighting against poverty, yet even with the government initiative of free education (Universal Primary Education and Universal Secondary education, there is still alarming dropout rates that threaten to derail the target of attaining the millennium development goal of eliminating illiteracy by 2015. Various studies have been carried out on what causes the high dropout rates and its effects and the various interventions to try and address these problems. However, it is clear that either the causes have not been correctly identified or the interventions are not effective because the drop out rate of pupils from schools is still a problem in Uganda to date. Thus a need to carry out further studies so as to ascertain the facts about what exactly causes secondary school drop outs. This is what compelled this study.

1.3 Purpose of the Study

This study is aimed at identifying the real causes and effects of secondary school dropouts in central Uganda so that accurate solutions can be devised to address the problem.

1.4 Objective of the study

1.4.1 General Objective

The general Objective of the study was to determine the causes and effects of the dropout rates in secondary schools in central Uganda.

1.4.2 Specific objectives

The study was aimed at achieving the following specific objectives;

- I) To find out the causes of high dropout rates in secondary schools in Uganda
- II) To identify the effects that the drop out has on the development of the country in general.
- III) To find out possible measures to solve the problem of school dropout in secondary schools in central Uganda

1.5 Research Questions

The study attempted to find answers to the following questions:

- i) What are the causes of school dropout in secondary schools in central Uganda?
- ii) What are the effects of school drop out on development in central Uganda?
- iii) What possible measures can be employed to address the problem of school dropout in central Uganda?

1.6 Scope of the study

The scope of the study addressed three aspects in the course of the research; these will involve the following:

1.6.1 Conceptual scope

The study was carried out in Mpigi District, because Mpigi district is where it is believed to be one of the highly concentrated districts with secondary schools drop out only second to Wakiso District hence justifying the choice for the case study and the focus was on Buwama sub county. it has 30% illiterate rate thus enabling us identify the causes and effects of school drop outs of secondary school students in central district are identified. It was specifically concentrated on the

prevailing conditions in the area of study so that in one way or the other influences the high dropout rates in Central Uganda's secondary schools.

1.6.2 Geographical scope

The Study was carried out in Mpigi district. It is located approximately 25 kilometers from Kampala city centre. Mpigi District can be accessed through of Kampala-Masaka high way south west of central Uganda. Mpigi is boarded by Wakiso district, Kampala District and Mityana, mubende District, masaka, Kalagala district and the sub county of study is Buwama located in Mawokota County, and it covers about 39kms which is our main target. These are some of the schools in Buwama sub county Buwama High school, Buwama Students Centre, Buwama Secondary school, to mention but a few.

1.6.3 Time Scope

The study covered a five months time interval right from February 2012-June 2012. The researcher maximally and appropriately utilized this period of time to make findings that were included in the study.

1.7 The Significance of the study

The findings of the study will be useful or important in many different ways and to many different persons or groups of people as observed below;

- i) The findings of the study will help experts in drawing the interrelationship between the prevailing conditions in the community and secondary school drop outs.
- ii) The study is essential in the partial fulfillment of an award of Bachelors in development studies.
- iii) Will help policy makers in identifying the weaknesses/challenges that teachers and learners face in trying to ensure enrollment and retention in secondary schools.
- iv) The study will bring in new knowledge on, how to understand the real factors that determine, influence or induce the drop out of secondary students from school.

- v) The study will be instrumental in guiding the community authorities in understanding how to tackle the causes of school dropout so that appropriate means can be devised on how to curb the problem.

1.8 Conceptual Framework

The study was carried out basing on the interrelations between the variables in the research problem. It explores the connection between the independent, dependent and the intervening variables.

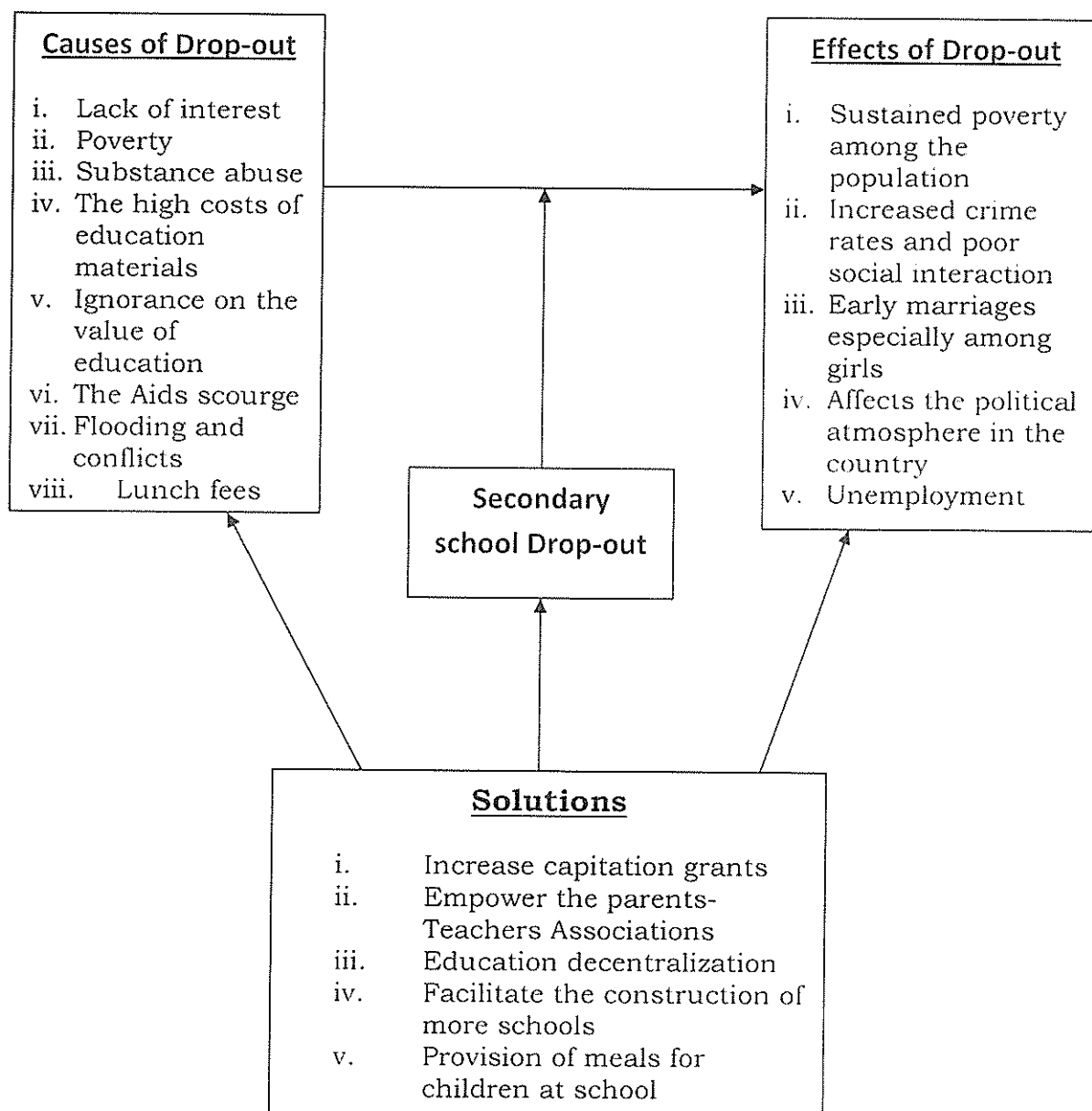


Figure 1.8 in the frame work indicates that there is an interrelationship /connection between the independent dependent and intervening variables. the independent variables are the causes of secondary school dropouts which are lack of interest, poverty, substance abuse, the high cost of education materials, Ignorance on the education, The AIDS Scourge, flooding and conflicts and the dependent variables are the effects which are sustained poverty among the population. Increased crime rates and poor social interaction, Early marriages especially among the girls and affects the political atmosphere in the country and the intervening variables are Increased capitation grants, Empower the Parents Teachers Associations, Education decentralization, Facilitate the construction of more schools and provision of meals for school children. Thus one variable connects to the other.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter studies and presents the existing literature about the effects of secondary school drop outs on development in Uganda. It will be based on the assessment of various scholar and researchers who have studied this problem before and analyze the causes and effects (of school drop outs on the on the development of Uganda).

2.1 Causes of secondary school drop outs

According to the Uganda National house hold survey (UNHS) 2005/06, an estimated 422,000 children of school – going age didn't complete secondary school .This is attributed to they many factors :some of them include the following;

According to the ministry of education, the high drop out rate is because of lack of interest 46%, family responsibilities 15%, sickness 12%,marriage 4% school fees 3% pregnancy2%, dismissal 1% others like students walking very long distances to and from school pupils especially girls being bullied at school by teachers and other accounts According to the UNHS report .over 2.5 million children in Uganda are involved in child labor.of these 35%work without going to school .about 4.7%.of them are neither involved in work nor attend school.(Uganda Housing survey report 2005-06) these can be categorized into economic, social, political causes:

Economical causes

Rural-Urban divide in financial resources; Result of the general model for all pupils in the sample indicate that the probability of students dropping out of school, reduces as one moves from rural areas to urban areas, this is due to the fact that people in urban areas are more financial sable than those in rural areas thus being able to financial retain there children in secondary schools across all modes, the odds ratio are negative which is consistent with the theory. Thus leading to secondary school drop outs in the rural settings compared to those in the urban centre.

School fees payment; the effect of school fees across all models specification is positive though insignificant especially for girls in rural areas. This passiveness and insignificance of school fees could largely be attributed to the presence of universal secondary education which has in away reduces the school fees burden. Economically active members across all dimensions of analysis, it is evident that as the proportion of economically active household members increases, the odd that a pupil will drop out of school becomes high. The relationship is positive and statistically significant across all models. Looking at the marginal effects, with an increment in the economically active house hold members in a particular household the probability that a child will drop out of school is 39%and 41%foin rural areas for girls and boys respectively. For urban areas, it is 37% and 42 for girls and boys respectively. With reference to agesets13-17.This suggests that a large percentage of economically active economically unproductive there by vindicating house hold dependence burden. This squeezes out the households resources' resulting into students in family dropping out of school, this finding is also reflected by the high unemployment amongst the youth in Uganda. (Bush, 2000).

Drop outs rate have been examined from several perspective. The proportion of students who drop out of school in a single year without completing a certain level of schooling. Status dropout rate measures the proportions of the entire population of given ages that has not completed a certain level of schooling and are not currently enrolled Cohort dropouts rate measures dropping out among a single group or cohort of students over a given period. Secondary school completion rates measures the proportion of the entire population of a given age who have left secondary school and earned a secondary school certificate or than the boys, as argued by Holmes, (2003), Odaga and Heneveld, (1995).This can be attributed to universal secondary education which has reduced the opportunity cost to parents to sustain both boys and girls in schools, (Doom, 1999).

Age of the household head; the odds ratio for age of house hold is generally negative except for models 5, 7 and 14.This suggests that as the house hold head age increases probability of a child dropping out of school reduces. The relationship is statistically significant in general model and in rural areas except for boys. Equally the marginal effects are significant although very small. These findings point to the role of parental decision in influencing their children remain in

schools. Aged parents often appreciate the importance of education and influence their children to stay at school especially young ones .But as children grow they begin to take on their own decisions and influence of parents tends to reduce, (Education Jaournal.2006).

House hold size: Across all models, it is clearly evident that children in larger households are likely to drop out of school than children living in small households. Equally, the marginal effects are large and significant, with the probability of dropout reducing by 27% for girls of 13-17age brackets. Though this finding contrary to the general belief, Chernichovsky, (1985) and Gomes, (1984) too agree with our finding .These interesting findings could perhaps be attributed to the fact that the large house hold have very many people to take care of than small families in case of limited money then other members are forced out of school.

Academic achievements of mother and father: High academic attainment of a mother and a father significantly reduces chances of secondary school dropouts for both girls and boys in rural and urban areas. Equally, the marginal effects are significant across all dimensions of analysis. For a mother, this phenomenon could perhaps be attributed to the fact that educed mothers spend more while time with their children than uneducated counter parts.

are also able to take care, guide monitor and supervise their children's academic progress. While for fathers it's attributed to the fact that educated fathers are also interested in the academic progress of their children thus they would be willing to spend more time helping their children in academic problems. Also , as suggested by Leclercq, (2001),educated parents are more aware of the possible returns of their children's education and they are more likely to have access to information and social net works necessary for their children to engage into relatively human capital intensive activities yielding high returns to educating. In conclusion, the academic attainment of parents enhances positive attitude changes towards children's education. (Ministry of education and sports), (2003).

Distance to school: The odds that a student will drop out of school increases with increase in distance as a student moves. Students traveling long distance to school are more likely to drop out of school. Whereas distance was found to be insignificant in influencing dropouts in urban households, it is generally significant in rural areas except for girls. This phenomenon could be

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attributed to the easier access to school in urban areas compared to rural areas. The influence of distance on secondary school dropouts, (Suet-Ling pong 1996).

According to the ministry of education, the high dropout rate is because of lack of interest, 49%, family responsibilities 15%, sickness 12%, employment 4%, marriage 4%, school fees 3%, pregnancy 2%, and dismissal 1%, others like students walking long distance from school, pupils especially girls being bullied at school by teachers and others account for 13%. According to the UNHS report, over 2.5 million children in Uganda are involved in child labor. Of these, 35% work and attend school at the same time, while 3% work without going to school. About 4.7% of them are neither involved in work nor attend school, (Uganda National Survey Report 2005-06).

Substance abuse: Has caused students to drop out of Secondary school. 8% of all clients at National Care Centre (NCC) are school drop-outs between 18-23 years of age. NCC is one of the few private drug rehabilitation centers in the country. Mr. John Amanywa, the director of behavioral services at this Nsambya-based rehab centre, attributes the high number of young people taking drugs to peer pressure, a phenomenon that is more pronounced amongst teenagers than in any other age group. Generally, students abusing drugs find it difficult to cope with daily routines of an ordinary school as they will usually feel an urge to drop out, (Namaganda, 2009).

Ignorance on the value of education is one of the key reasons for the drop outs: early pregnancies, forced marriages as some girls are also forced to drop out of school due to early marriages being arranged for them, need for household labor, and various social-economic factors are the main causes for the high dropout rates in Uganda. In rural areas parents take education as being less important than farming. One will stop a child from attending school to assist them in the garden during the planting and harvesting season. Boys provide casual labor at a cheaper cost in harvesting coffee, fishing, live stock care taking, helping building construction and hunting, (Mubatsi, 2009).

The AIDS scourge: Has also led to an increase in the dropout rate. HIV/AIDS reinforces wider problems arising from poverty and discrimination such as orphanhood and stigmatization. This

affects school going students in that they loss parents and guardians who would have paid their school fees and even spend school time nursing the sick, and resource and money used during the course of sickness and death. Thus leading to secondary school dropouts. (UNICEF, 2002).

Political Causes

Poor government policy; which include embezzlement and poor allocation of funds meant to support the education system, has lead to secondary school dropouts of pupils and enrolment in schools, with a universal Education policy in place, no school is expected to charge lunch fees, yet the capitation grant from the Government is not in any way expected to be spent on food. This implies that in most government schools pupils don't have lunch .This not only reduces their interest in studies, but also makes them unable to concentrates in class.

2.2 Effects of secondary schools drop out

2.2.1 Economic Effects

Social secondary students generally drop out because of the effects of abuse, poverty, emotional issues , cognitive deficiencies and lack of support , college students are more likely to drop out due to the impact of declining mental health , financial issues or the readiness to begin their professional career. The job market has grown tremendously competitive therefore their economic effects of dropping out of secondary school or college are more severe now than ever.(Panda ,2007).

Lower wages: Students who drop out of secondary school or college are often restricted to positions with lower pay and are trapped in dead ends jobs. They also more likely start at the very bottom of the career ladder since many upper - level positions require specialized skills and evidence of education. Unless the dropout obtains education or learns a valuable skill, he runs the risk of being limited in his professional growth. Lower wages can cause dropouts to accrue massive debt, depend on government assistance , become the target of fraudulent businesses and live paycheck to paycheck. Many are few paychecks away from being homeless and unable to support themselves. The lack of funds limits the amount of money that could be used to invest, start a lucrative business and save future , continues the cycle of poverty. In effect, upward economic mobility is severely stunted.(Bategeka , 2006).

Skills gap: The skills gap between graduates and dropouts is substantial unless the former student acquired skills or developed his talent outside the classroom. Many upper - level professional careers require a combination of computer skills , the ability to teach , critical thinking skills , the capability to analyze complex text/ or apply theories. Since many dropouts lack in these skills this has an immense negative effect on Uganda productivity and global competitiveness. Finding qualified employees is often a major source of frustration and concern for companies. Experts also agree that we will face a labor shortage that may make the 1990s pale by comparison.” Many of these skills can only be nurtured during secondary school and college. The external motivation , honest feedback and competition in a classroom setting are conducive for encouraging students to attain the highest skill level. Also many industries need proof of skills through a degree and certificates. Those who drop out may never get the hands on experience needed to learn skills and obtain such positions. This phenomenon further perpetuates the wage gap between diploma and degree earners and dropouts.(Bush .2000).

Diminished Networking Opportunities : Once a student drops out of secondary school or college , the chances of connecting with like – minded individuals, attaining mentors or networking with industry leaders are reduced. The best method to gaining opportunities is through visibility and making a quality impression on the people you have relationships with. School offers students the chance to practice social interaction with academics and professionals. Drop outs lose the opportunity to learn characteristics employers value which decrease their knowledge on how to be attractive candidate for employment, inclusion in networks and venture capital. If their former students have no exposure then industry leaders and potential employers have no chance to experience the dropout's possible stellar talent, glowing personality or specialized skills. For example , students are able to obtain internships that are not widely advertised , through their secondary school or college. Students get the chance to show case their skills and turn the internship into a prestigious full-time job. Many dropout of school due to lack of support or positive role models at home. However, school can provide a positive role model and well- informed adviser. School provides the platform to form friendships with knowledgeable motivated students that lead others to

opportunities. Also , many profitable companies began with educated friends who decided to pool their skills together on a start up. (Cherian . 2006).

Poverty: school dropouts sustain poverty among the population. Secondary school dropout denies the young people a chance of acquiring simple basic skills for self support and innovativeness. Early school dropout has led to continuous viscous cycle of poverty due to unemployment that limits earning, saving and investing levels. This explains the persistent poverty despite the government programmes to address the problem among the people. The majority low income earners are either having little or no education resulting from this early school dropout at secondary level. (Education Journal , 2006).

2.2.2 Social Effects

Costs and benefits to society: secondary school and college dropouts have a higher chance of feeling depressed and hopeless about their situation and turning to destructive coping mechanisms or survival techniques. This can lead to unsavory behavior such as drug use, criminal activity, alcoholism, unhealthy habits and unwanted pregnancies. These destructive habits can have major economic costs to society. Districts with a large amount of secondary school dropouts have more difficult time attracting business, research companies and increasing productivity. In some instances dropping out of school can result in individual wealth and pump billions into the economy through entrepreneurship. The lack of opportunities and safety net from dropping out of school can spur innovative ideas and motivate dropouts to start a meaningful business. The industry that a dropout may desire to obtain a position in may be restricted. Therefore the dropout may attempt to gain entry into the industry by creating their own opportunities through becoming a self-made expert and business owner. In other instances students may purposefully dropout of college to invest time in their start – up idea. (Doom. 1999).

Increased crime : Secondary school dropout has led to the increased crime rates and poor social interactions between the literates and illiterates that promote social insecurity and income inequality in the country. This is accompanied by crime like theft ,robbery, prostitution , corruption to meet the basics of life . it should be noted that in society people tend to group themselves into social classes that affects development in the given area as people

attain different perception over certain development pursues because are seen to favor some group at the expense of the other,(Education Journal, 2006).

Early marriages : school dropout is one major push factors for early marriages especially among girls. When pupils between 12- 45 years leave school, all they look too is getting married ; most of them see marriage as a way of escaping the poverty situation at home. Early marriages lead to health complications during birth and even other problems in the home leading to family breakages and destitution.(Vlassenroot.1999).

2.2.3 Political Effects

School dropout affects the political atmosphere in the country: illiterate people are prone to bribery , being used to cheating elections. Similarly, illiterates are easier to convince to take up arms in rebellion against government, which results in political instability. Previous rebel groups in Uganda have had a record of recruiting mainly the school dropouts and illiterates in their lower ranks for example the lord resistance army of Joseph kony, (International Crisis Group , 2004).

2.3 The possible measures of addressing the problem of school dropouts

The major approaches to dropout prevention seek to use knowledge of the factors associated with dropping out to craft interventions to increase the chances that students will remain in school through secondary school graduation . the various prevention efforts fall into three major categories are school based approaches, environmental based approaches and the government based approaches. NGOs, community and district based approaches,(Education Journal .2006).

2.3.1 Government solutions

Government approaches include all those activities entailed in continuing to expand secondary education in those societies in which secondary schooling is not widely available. Included are things such as establishing schools closer to the local communities of students and enhancing the quality of the teaching force and the curriculum.(International crisis group, 2004).

There should be the establishment of effective partnerships between governments and development partners (domestic and international) to help build a strong constituency for education. Governments should strengthen their collaboration with external financing agencies to provide significant financial support to create the resource base needed in the implementation of their education sector investment plans, if universal secondary education / basic education is to become a reality by 2015 in accordance with the millennium development Goals(MDGs).(International crisis Group ,2004)then the problem of school dropout can be dealt with.

Since the way governments and donors plan, budget and spend, has a bearing in the realization of basic education, there is need for both parties to realize that basic rights including education as a starting point in planning and budgeting processes. This entails strategies to provide sufficient school facilities for all children both the un- reached and the deliberately excluded, accessible and that rights within the school- rights in education are realized alongside the right to education,(Panda 2007).

National gender policy 1997, which states that for girls, does a lot in bridging the inequality gap between genders in Uganda. Girls who get pregnant in school should also be encouraged to go back to school after they deliver their babies. (National Gender Policy 1997- Uganda).

There should be a provision for meals for children at school. Some children come from homes very far away from school and cannot go for lunch and get back to school during the lunch break. Those who are able to go home and back, some of them may not have food at home and so many children get back in class for afternoon lessons on empty stomachs. This greatly reduces their concentration in class, thus there should be provision of meals for such children in order to enhance their concentration in class. (Bategeka, 2004).

2.3.2 School Based Approaches

School based approaches have included both programs and practices designed to enhance the prospects for student academic and success and those designed to strengthen the positive social relationships and climate of support and concern students find in school. Approaches to the former have included improved diagnosis of student abilities and tailoring of instruction to individual students, altering evaluation processes to recognize student effort, restructuring

school tasks to draw on a wider range of abilities, enhancing remediation programs to make use of more time for instruction during the school year and during the summer, and increasing the use of tutoring and technology to deliver instruction to students whose needs are not met by regular classroom instruction. Efforts improve social relationships and create a share climate of concern for students having included mentoring programs linking adults and students, house plans in large schools to create smaller environments in which a limited number of students and teachers work on the entire academic program, and the use of older students as peer mentors for younger students, (Panda, 2007).

The evaluation evidence on the effectiveness of the various dropout prevention efforts is limited, with most programs subjected to little in the way of rigorous study. Attempts at evaluation are complicated by the long lead time between early interventions and on-time secondary school completion and by the complex and multifaceted approaches often attempted with students in secondary schools. There is need to realize that basic education goes beyond literacy. It should therefore embrace both vocational and life skills. There should be opportunities for UPE graduates to continue with studies although they may not enter the mainstream or formal education system. (Bategeka, 2006).

The Parents Teachers Association(PTAs) in conjunction school management committee(SMC) members should regularly visit the school to check attendance and take necessary measures to curb indiscipline and laxity among teachers and pupils, and withdrawal of children especially girls from school,(Bategeka, 2006).

The PTA executives and SMC members should be trained in management: evaluation and monitoring to enable them carry out their supervisory role more effectively. These bodies should also be entrusted with the responsibilities for ensuring all school entry- age children are in schools, track all enrolled children to ensure their continuation in program, ensure that the quality of learning / teaching and the school environment are improved.

There should be a provision for meals for children at school. Some children come from homes very far away from school and cannot go for lunch and get back to school during the lunch break. Those who are able to go home and back, some of them may not have food at home and so many children get back in class for afternoon lessons on empty stomachs. This greatly

reduces their concentration in class, thus there should be a provision for meals for such children in order to enhance their concentration in class, (Bategeka, 2004).

2.3.3 Environmental approaches

Environmental approaches have included strategies to address unsupportive outside conditions, by developing new relationships between families and schools and the integration of educational and human services to address the social and economic problems that impede progress through schools. Attempts to reduce the problem of the lack of relevance of school to the current and future lives of students have involved revised curricula that more clearly relate to real- world experiences, updated vocational education programs that integrate academic and vocational skills and make clear links to the world of work, multi cultural curricula that include materials and role models from students' own ethnic or cultural backgrounds , and programs that make more salient the link between schooling and work. (Bush,2000).

2.3.4 District based interventions

There is need for strong political commitment backed by strategic visions and policy frameworks for the education sector with input from the key ministries, particularly the ministry of finance , Local Government, public service and education . secondary education should be the focus of the government's policy reduction strategy programs(PRSPs) and supported by sound macroeconomic policies which foster the expansion of the education system and increase funding for education ,particularly secondary education. (Cherian ,2006).

Measures to improve transparency and accountability, of sending and receiving finances to all education level, in combination with predictable flows of aid permitted remarkable efficiency gains in the use of sector resources. District, Local or county Directors of education must be empowered to manage their budgets, (Doom, 1999).

2.3.5 NGO based interventions

There should be increased advocacy and awareness creation by NGOs, civil societies and policy makers, community leaders(district and local village heads). This should target community members and parents to fulfill their responsibilities towards meeting their children's

educational need,(Doom ,1999). This can help in solving the problem of secondary school drop outs.

2.3.6 Community based Approaches

Community members should be encouraged to form committees , which sometimes partially overlapped or a linked with a similar body existing for health, nutrition and hygiene to promote and improve synergy among key social services and enhance their total effectiveness because a combination of this can lead to a healthy community which is essential in improving education levels and thus reducing secondary drop outs due to poor health.

There is need to empower the parents teachers association (PTA) and school management committees to monitor the enrolment and the challenges affecting the children that lead to dropping out of school. The empowerment needs to be done by orienting them into their roles so as to perform effectively, (Mpaka, 2003).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter dealt with the research methodology that was employed in the study; the chapter discusses aspects of the geographical area in which the research was conducted, the research design, the study population, sampling techniques, the sample size, the study instruments, source of data, data analysis methods, data process methods respectively.

3.1 Research Design

The research took the form of a case study, and the reason for this was because the problem of drop outs in secondary schools affects the whole country in general. Since it would be very hard, costly, and time consuming to study the whole country, the study of Mpigi district is intended to provide information that will be treated as representative of the entire country.

The study was both qualitative and quantitative. The quantitative data was obtained using structured questionnaires from different categories of people such as teachers, parents and local leaders and other respondents, while the qualitative data was obtained from key informants, interviews and observations.

3.2 Research Population

The target population in this study comprised of teachers of selected secondary schools, parents/guardian of secondary school students, local leaders and the school going children themselves. It covered Mpigi district in Central Uganda the schools that were used are Buwama Students Centre and Buwama Secondary School.

3.3 Sampling approaches and sample types

The sampling approaches are both quantitative and qualitative. sample size the systematic and purposive sampling was used and the type of sample size included Teachers, Parents, Local leaders, Students and group of discussants, as shown in table 1

Table: 1 Sampling approaches and sample types.

Approaches	Sample size	Type of sample size
Quantitative	Systematic sampling	20 Teachers 1 10 Parents/guardians __ Q 10 Local leaders __1 30 Students Total=70 Respondents
Qualitative	Purposive sampling	7 groups of 10 discussants Total = 70 Discussants

3.4 Sample framework

Due to the time and financial limitations, the researcher was not able to get information from all the relevant people in the district. Therefore a sample was drawn to represent the entire population.

3.4.1 Sample Size

The sample used in this study consisted of 70 respondents, from selected secondary schools in Mpigi district. These were chosen from among the teachers, parents/guardians and local leaders.

3.4.2 Sample Techniques

The researcher used judgmental sampling, custom sampling and multi stage sampling techniques.

i) Purposive-judgmental sampling

Under this sampling, the respondents based on the general knowledge, the elements, the researcher also administered a designed questionnaire to the sampled population to test the validity of research questions designed.

ii) Multi-stage sampling

This technique employs and involves tackling of the primary sample which was tested and sampled. The first primary sample involved teachers, parents/guardians and local leaders.

iii) Quote sampling

To avoid the aspects of double interpretation or repetition, the sampling population was divided according to the socio-economic backgrounds of the respondents.

3.4.3 Sample Procedure

A total of 70 respondents were used as a sample for the study. These were selected from among teachers, parents/guardians and local leaders in selected secondary schools in Mpigi district. Lists of the teachers and parents were obtained from the respective schools and the respondents were chosen using simple random selection method.

i) Simple Random Sampling.

Under this technique, consultation of individuals was done so as to get information that was needed. Interviewing some key informant people was also done so as to get the accurate and expected information.

ii) Quota Sampling

The Quotas method under sampling was also used; this was selected because it helped the researcher to focus on certain characteristics. A quota was also helped because it enabled the researcher know the causes, effects and solutions to secondary school dropouts. Under Quota, selection from important sources of heterogeneity was done in a way of choosing out the people trusted and capable of giving out the information without any bias for example employees and managers was considered when interviewing.

iii) Snow Ball Sampling

It is the last technique that was used for selecting a sample to study secretive behavior. This involved carrying out the interviews and decisions on whom to include in the sample based on the knowledge of the researcher about the subject and in the sample, people of both sexes that was male and female were included.

3.5 Data Collection Methods

For the purposes of carrying out the research or study different methods were used for data collection. The researcher employed quite a number of data collection methods and these were in time with the intended and targeted study populations. the main instruments that that the researcher would use include direct observation, interviewing and questionnaires.

3.5.1 Instruments

i) Interviewing

This was one of the most recommended methods of data collection especially for social research. The method involved an interaction between the interviewer and the interviewee. The interaction is either face to face or over the phone .For this research, in particular, this method is used on almost all planned respondent including key respondents and the locals. The interview guide or schedule is used as the tool for this method.

ii) Observation

This method involved the researcher studying the research subjects by critically looking at them with his or her naked eye. The method is mainly applicable where the subject(s)are overt. The observation guide checklist is used as a tool here. The researcher observed one school in Mpigi District called Buwama secondary school where the researcher got hand knowledge of how lack of lunch and school fees affected the students turn up at the school. she observed the school for three days and these were school fees defaulters chasing days.

iii) Questionnaire Administration

This method involved the researcher using pre-set list of questions to draw responses or opinions from the respondents. Questionnaires were used as a tool for this method and these were normally categorized as self administered and mailed questionnaires. They are open ended especially where opinions are targeted or closed ended where a particular emphasis is required. This method was important for this research since some of the targeted respondents were comfortable with it. Otherwise, this method is only limited to people who could read and write. This questionnaire was administered to 30 students, 10 parents/ guardians, 10 local leaders and 20 teachers.

iv) Focus Group Discussion (FGD)

This was where a moderate and manageable group of intended respondents are brought together in one place and engaged in a way of question and answer session. This method will be mainly used on the locals. The FGD was important as it enabled the researcher to solicit firsthand knowledge and information from the study interviewees as they were the key informants

v) Document Reviewing

This is referred to as a secondary data collection method. It involves the researcher revisiting earlier records on the study subject(s) in a way of comprising notes with what has been written and recorded about the study subject or in relation to it. Such write ups may be in form of journals, newspapers, magazines, textbooks diaries, reports, brochures, among other records. This method is more commendable on issues that are studied over time.

3.5.2 Sources of Data

Data was drawn Marjory from the two sources that were primary and secondary sources.

i) Primary data

Primary data used will include data from interviews that will be face to face contact the respondents who will give me the information regarding the impact of human activities on forests, primary data would also be obtained from questionnaires and observations.

ii) Secondary data

These will be collected from relevant literature like brochures, leaflets, documentaries newspaper articles and transcribed interviews and monthly reports of Ministry of Education and sports among other secondary sources that should be available to the researchers.

3.6 Data validity and Reliability

Validity and reliability is secured by measuring the research instruments before setting out to the field to ascertain whether they actually provide answers to the research variables and questions. Secondly, the researchers will double check both in the field and out of the field in order to do away with omissions and errors. Reliability is also be achieved by using a representative sample size for final findings drawing.

3.7 Data Analysis

The data was manually collected, processed and analyzed by the researcher using methods of analysis. Data was analyzed using content analysis; where by answers from successive interviews were cross checked with those from the researcher observation to ensure authenticity. All these will be geared towards ensuring accuracy legibility and comprehensiveness of the research outcomes. Major issues or topics will be classified to produce theme and sub-themes that were be reviews to underline key questions, insights, explorations and interpretations. This aimed at organizing data into meaningful categories so that it is easy to interpret and understand. Analysis of the data proceeded simultaneously with data collection as the researcher will get the impression and interpretations of the observations. The basis of analysis will be to constituted ideas, experiences and view points and relationships among them. A coding scheme was used to classify answers into meaningful categories of research intensions. Editing helped identify any errors and consequently eliminated them.

3.8 Ethical Considerations

i. Representativeness

The researcher tried to be very representable when conducting this research: she possessed a professional code of conduct while meeting the respondents.

ii. Non- disclosure where necessary

Where the researcher gave and promised confidentiality, she met her promise and none of her respondents' confidential information was revealed to any third party.

iii) No stereo types/individual consideration

The researcher never based on stereotypes or any individual consideration while choosing her sample size to interview. She also did not discriminate according to gender.

3.9 Limitations of the study

In conducting the research the researcher was faced with a number of methodology and practical problems as highlighted;

Respondents were not willing to avail the researcher with the required information due to a defensive attitude, lack of time trying to beat deadlines and due to suspicions. In this case the researcher sought to highlight the importance of the study and also created awareness with the help of local community leaders.

Bureaucratic Tendencies which made it hard to access various sections of the study area and population slowed the pace of the study and thus affected the time planned for the study.

Time Allocation for conducting the research was not enough for the researcher to cover the area study due to academic obligations. Therefore, the research schedule was prioritized according to deadlines in order to utilize the given time effectively and efficiently.

The Researcher also encountered financial constraints since the study involved such costs as typing, printing, travel and telephone costs. To address this problem, some money was saved prior to conducting the research to help facilitate research costs.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

4.0 Introduction

This chapter is a presentation interpretation and analysis of the data collection from the field, the objective of the study were to examine the causes of secondary school dropout, the effects of secondary school dropout and the possible solutions to the secondary school rates on the central region. The presentation of the study is guided by the research questions and face to face interviews that guided the study.

4.1 Back ground information of Respondents

This first part of the chapter four (4) presents the background information of the respondents. The researcher's information was important because the respondents' background determines their ability to possess the required information and subsequently determined the necessity of the researcher to probe for any detail and established efficiency report with respondents. From the questionnaire given to the respondents, information about their backgrounds was studied and further tabulated as seen in table 2.

4.1.1 Gender of respondents

Table 2: Gender of Respondents

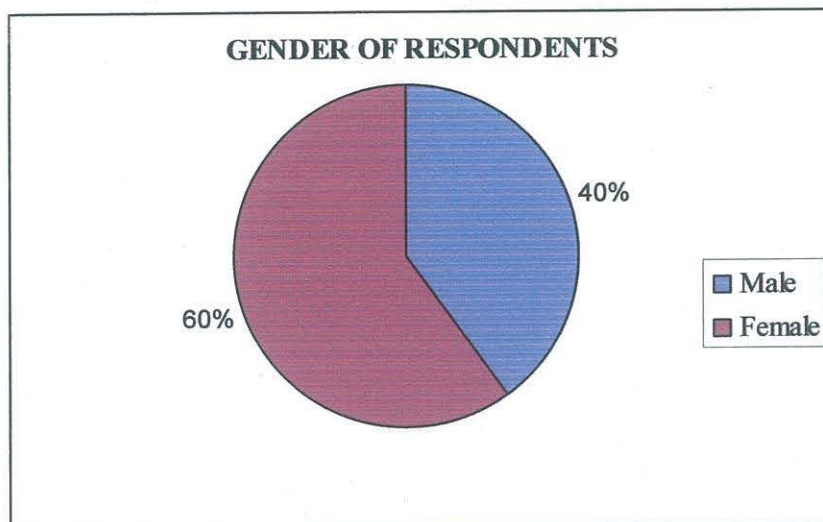
Gender	Frequency	Percentage
Male	28	40%
Female	42	60%
Total	70	100%

Source: Primary Data. 2012

From table 2 it was found out that the researcher interviewed 28 respondents (40%) who were male and 42 were female respondents (60%). Therefore the researcher interviewed more female respondents than male ones due to the fact that women hold the greatest burden of educating

their children or dropping out of school due to gender related issues and thus posses greater knowledge on the study problem and hence they were more approachable than their male counterparts. The information in table 2 was further presented in a pie chart as shown below.

Figure.1: Pie chart showing the gender of respondents.



Source: Primary Data.2012

4.1.2 Age Bracket of Respondents

Table 3: Age Bracket of Respondents

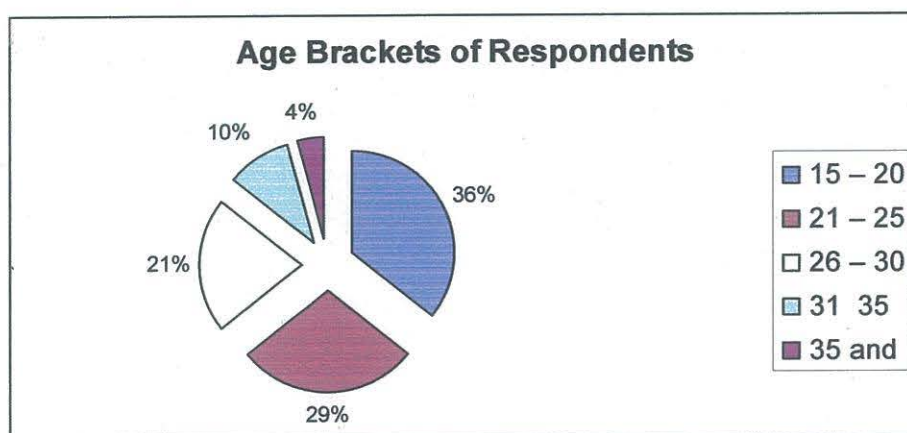
Age	Frequency	Percentage
10 – 20	25	36%
21 – 25	20	29%
26 – 30	15	21%
31 – 35	7	10%
35 and	3	4%
Total	70	100%

Source: Primary Data, 2012

Table .3 shows that the majority of the respondents 36% were between the ages of 15- 20 years, 29% were aged between 21-25 years, 21% were aged between 26-30 and 10% were between the ages of 31-35 years whereas the minority 4.% were aged 35 years. The researcher therefore

found out that the majority of the respondents interviewed were aged between 15-20 years and 21-25 years whereas the minority were aged 35 and . The respondents in the age bracket of 15-20 were the majority because they were students and hence had the first hand knowledge about the causes for their age mates to leave school while those in the 35 and age bracket were few because they are the guardians and parents as well as teachers who may not know why their students, children live school. The information in table.3 was also presented in a pie chart as seen in figure: 2.

Figure 2: Pie chart showing the Age bracket of respondents



Source: Primary Data, 2012

4.1.3 Level of education of respondents

Table 4: Level of education of respondents

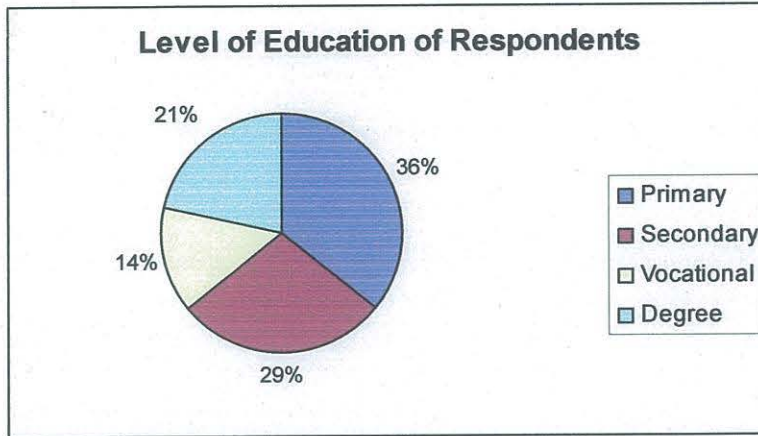
Age	Frequency	Percentage
Primary	25	36%
Secondary	20	29%
Vocational	10	14.4%
Degree	15	21%
Total	70	100%

Source: Primary Data, 2012

Table 4 shows that the majority respondents (36%) were primary school drop outs, seconded by 29% were secondary level dropouts and the minority of the respondents (14.4%) were vocational certificate holders and seconded by 21% who had attained degree qualifications.

The higher the level of education, the lower the first hand information the respondent would have. The data was further presented in a pie chart as shown in figure 3.

Figure 3: Pie chart showing the level of education of respondents



Source: Primary Data, 2012

4.1.4 Marital status of respondents

Table 5: Marital status of respondents.

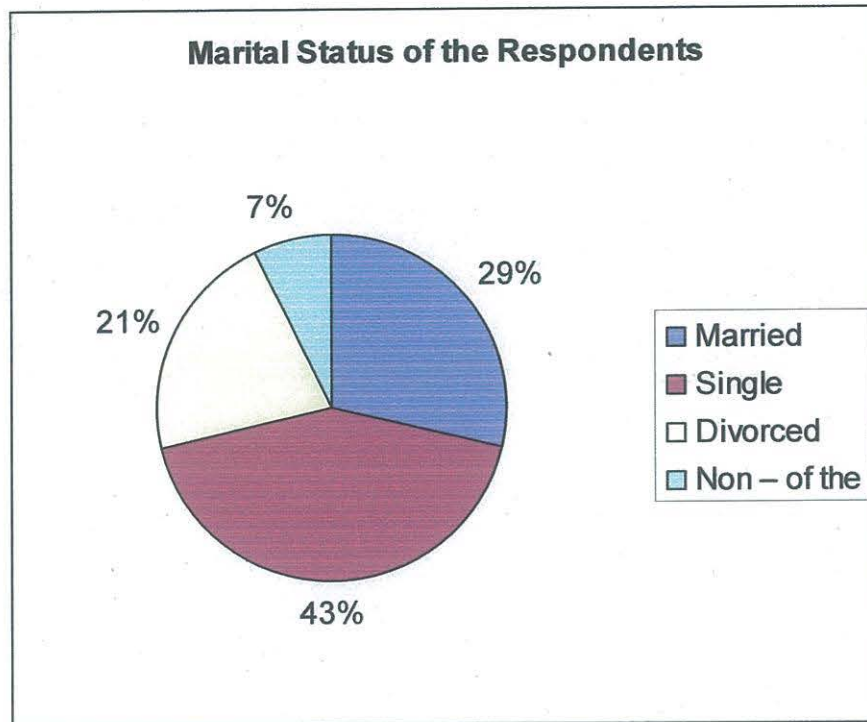
Age	Frequency	Percentage
Married	20	28.6%
Single	30	42.8%
Divorced	15	21.4%
Non – of the	5	7.2%
Total	70	100%

Source: Primary Data, 2012

Table: 5 shows that majority of the respondents 42.8% were single, 28.6% were married, 21.4% were divorced while 7.2% of the respondents did not disclose their marital status. The researcher therefore found that the majority of the respondents were married, a considerable number of respondents were single while according to table 5 the very few were divorced despite some of them not disclosing their status. The relationship between marital status and

educational status is that married couples' children do not normally dropout due to the fact that married couples are serious with their children staying in school and can afford to pay the school fees unlike those who are single, divorced or widowed. The data was further expressed in form of a pie chart.

Figure 4: Pie chart showing the marital status of respondents



Source: Primary Data 2012

4.2 The causes of secondary school dropouts

The first research question posed to the respondents of this study was derived from the first research objective. The question sought to investigate the causes of the high rates in secondary school dropouts in Uganda. In order to ascertain this research question, the researcher inquired from the respondents their perceptions on the causes of secondary school students to drop out of school and their responses were as follows. The research

Question was analyzed using the scale questionnaire.

4.2.1 Lack of interest

Table 6: Respondents view on lack of interest as a cause

Lack of interest	Respondents	Percentage
Agree	15	21.4%
Disagree	17	24.3%
Not sure	10	14.3%
Strongly agree	23	32.5%
Strongly disagree	5	7.1%
Total	70	100%

Source: Primary Data, 2012

The table showed that majority of respondents 32.5 strongly agreed that indeed lack of interest was a cause of secondary school dropout. Whereas the minority of respondents 7.1% strongly disagreed that lack of interest was a cause of secondary school dropout whereas 21.4% agreed, 24.3% disagreed and 14.3% of the respondents were not sure whether lack of interest was really a cause of secondary school dropout.

4.2.2 Poverty

Table 7: Respondents view on Poverty as a cause

Poverty	Respondents	Percentage
Agree	15	21.4%
Disagree	17	24.3%
Not sure	10	14.3%
Strongly agree	23	32.5%
Strongly disagree	5	7.1%
Total	70	100%

Source: Primary Data, 2012

The table showed that majority of respondents 32.5 strongly agreed that indeed poverty was a cause of secondary school dropout. Whereas the minority of respondents 7.1% strongly disagreed that poverty was a cause of secondary school dropout whereas 21.4 agreed, 24.3% disagreed and 14.3% of the respondents were not sure whether poverty was really a cause of secondary school dropout.

4.2.3 Substance abuse

Table 8: Respondents view on substance abuse as a cause

substance abuse	Respondents	Percentage
Agree	23	32.5%
Disagree	17	24.3%
Not sure	10	14.3%
Strongly agree	15	21.4%
Strongly disagree	5	7.1%
Total	70	100%

Source: Primary Data, 2012

The table showed that majority of respondents 32.5% strongly agreed that indeed poverty was a cause of secondary school dropout. Whereas the minority of respondents 7.1% strongly disagreed that poverty was a cause of secondary school dropout whereas 21.4% agreed, 24.3% disagreed and 14.3% of the respondents were not sure whether poverty was really a cause of secondary school dropout.

4.2.4 High cost of education materials

Table 9: Respondents view on high cost of education materials as a cause

High cost of educational materials	Respondents	Percentage
Agree	23	32.5%
Disagree	5	7.1%
Strongly agree	25	35.7%
Strongly disagree	17	24.3%
Total	70	100%

Source: Primary Data.2012

The table showed that majority of respondents 35.7% strongly agreed that the high cost of educational material was a cause of secondary school dropout. Whereas the minority of respondents 7.1% disagreed that the high cost of educational material was a cause of secondary school dropout whereas 32.5% agreed, 24.3% strongly disagreed as there were no respondents who were not sure whether the High cost of educational material was really a cause of secondary school dropout. Table 10: Respondents view on Ignorance on the value of education.

4.2.5 Ignorance on the value of education

Table 10 : Respondents view on ignorance of the value of education

Ignorance on the value of education	Respondents	Percentage
Agree	23	32.5%
Disagree	17	24.3%
Strongly agree	25	35.7%
Strongly disagree	5	7.1%
Total	70	100%

Source: Primary Data, 2012

The figure showed that majority of respondents 35.7% strongly agreed that indeed the Ignorance on the value of education was a cause of secondary school dropout. Whereas the minority of respondents 7.1% strongly disagreed that Ignorance on the value of education was a cause of secondary school dropout whereas 32.5% agreed, 24.3% disagreed as there were no respondents who were not sure whether the high cost of educational material was really a cause of secondary school dropout.

4.2.6 AIDS scourge

Table 11: Respondents view on The Aids scourge as a cause

AIDS Scourge	Respondents	Percentage
Agree	15	21.4%
Disagree	17	24.3%
Not sure	10	14.3%
Strongly agree	23	32.5%
Strongly disagree	5	7.1%
Total	70	100%

Source: Primary Data, 2012

The table showed that majority of respondents 32.5% strongly agreed that indeed the AIDs scourge was a cause of secondary school dropout. Whereas the minority of respondents 7.1% strongly disagreed that the AIDS scourge was a cause of the secondary school dropout whereas 21.4% agreed, 24.3% disagreed and 14.3% of the respondents were not sure whether the AIDS scourge was really a cause of secondary school dropout.

4.2 The overall causes of secondary school dropouts

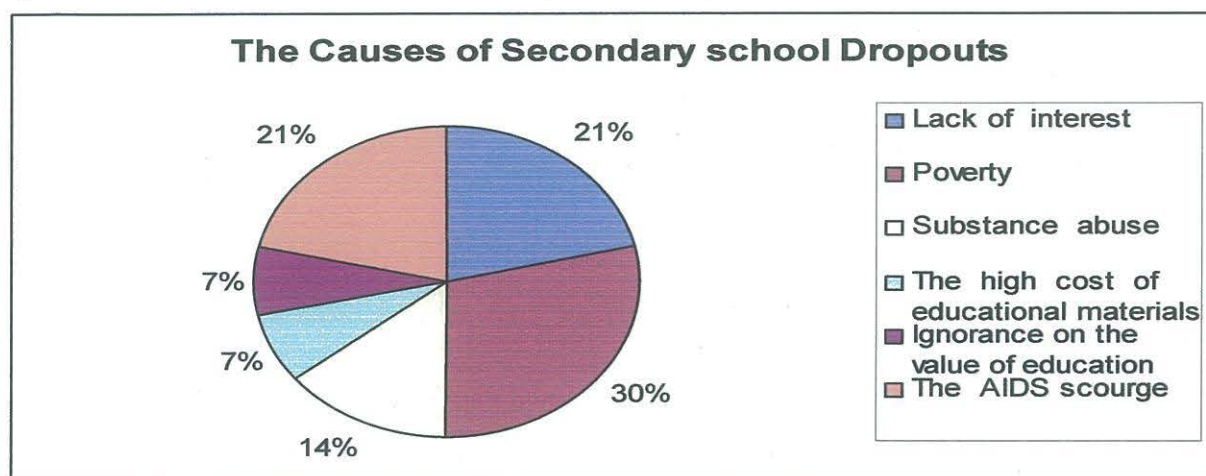
Table 12: Analysis of the overall causes of secondary school dropouts

Overall causes of secondary school dropouts	Respondents	Percentage
Lack of interest	15	21.4%
Poverty	20	29.6%
Substance abuse	10	14.3%
The high cost of educational materials	5	7.1%
Ignorance on the value of education	5	7.1%
The AIDS scourge	15	21.4%
Total	70	100%

Source: Primary Data, 2012

According to the expressions of the numbers of the community and the local community leaders, in table 4.2, it can be observed that there were indeed some causes of school dropout as argued by the respondents. 21.4% of the respondents were of the view that one of the major causes of secondary school dropout was the students' lack of interest in the studies whereas 29.6% who were the majority were of opinion that due to poverty many secondary school students had dropped out of school. 14.3% of the respondents suggested that substance abuse was yet another major cause of students drooping out of secondary schools due to being expelled or suspended due to smoking marijuana. 7.1% of the respondents argued that the high cost of educational materials had also fostered the increasing rates of secondary school dropout and so did 7.1% of the respondents who cited the ignorance on the value of education as another leading factor to secondary school dropout whereas 21.4% of the respondents were of a view that the AIDS scourge had played a great impact in deterring many brilliant students from school after losing their parents and guardians to AIDS. This data was further represented in a pie chart as seen in fig. 4.2

Figure 5: The overall causes of secondary school dropouts



Source: *Primary Data 2012*

4.3 The effects of secondary school dropouts

From the second objective of the study, the aim was to determine the effects of secondary school dropouts in society and the community. In order to get appropriate answers to this question, respondents were asked to examine the impacts of the high secondary school dropout rates. This research question was analyzed using the scale questionnaire.

4.3.1 Sustained poverty among the population

Table 13: Respondents view on Sustained poverty among the population as an effect.

Sustained poverty among the population	Respondents	Percentage
Agree	15	21.4%
Disagree	17	24.3%
Not sure	10	14.3%
Strongly agree	23	32.5%
Strongly disagree	5	7.1%
Total	70	100%

Source: Primary Data, 2012.

The table showed that majority 32.5 strongly agreed that indeed sustained poverty among the population was an effect of secondary school dropout. Whereas the minority respondents 7.1% strongly disagreed that sustained poverty among the population was an effect of secondary school dropout whereas 21.4% agreed, 24.3% disagreed and 14.3% of the respondents were not sure whether sustained poverty among the population was really an effect of secondary school dropout.

4.3.2 Increased crime rates and poor social interaction

Table 14: Respondents view on increased crime rates and poor social interactions as an effect

Increased Crime Rates and poor social interaction	Respondents	Percentage
Agree	15	21.4%
Disagree	17	24.3%
Not sure	10	14.3%
Strongly agree	23	32.5%
Strongly disagree	5	7.1%
Total	70	100%

Source: Primary Data, 2012

The table showed that majority of respondents 32.5 strongly agreed that indeed increased crime rates and poor social interactions was an effect of secondary school dropout. Whereas the minority of respondents 7.1% strongly disagreed that increased crime rates and poor social interactions was an effect of secondary school dropout whereas 21.4% agreed, 24.3% disagreed and 14.3% of the respondents were not sure whether increased crime rates and poor social interactions was an effect of secondary school dropout.

4.3.3 Early marriages especially among the girls

Table 15: Respondents view on early marriages especially among girls as an effect

Early marriages especially among girls.	Respondents	Percentage
Agree	23	32.5%
Disagree	17	24.3%
Not sure	10	14.3%
Strongly agree	15	21.4%
Strongly disagree	5	7.1%
Total	70	100%

Source: Primary, Data 2012

The table showed that majority of respondents 32.5% agreed that indeed marriages especially among girls were an effect of secondary school dropout. Whereas the minority of respondents 7.1% strongly agreed that marriages especially among girls were an effect of secondary school dropout whereas 21.4% strongly agreed, 24.3% disagreed and 14.3% of the respondents were not sure whether marriages especially among girls were an effect of secondary school dropout.

4.3.4 Affects the political atmosphere of a country

Table 16: Respondents view on it affects the political atmosphere of the country as an effect

Affects the political atmosphere of a country	Respondents	Percentage
Agree	23	32.5%
Disagree	5	7.1%
Strongly agree	25	35.7%
Strongly disagree	17	24.3%
Total	70	100%

Source: Primary Data, 2012

The table showed that majority of respondents 35.7% strongly agreed that secondary school dropout affects the political atmosphere in the country. Whereas the minority of respondents 7.1% disagreed that secondary school dropout affects the political atmosphere in the country whereas 32.5% agreed as there were no respondents who were not sure whether secondary school dropout affects atmosphere in the country.

4.3.5 Unemployment

Table 17: Respondents view on Unemployment problem as an effect

Unemployment problem as an effect to drop outs	Respondents	Percentage
Agree	23	32.5%
Disagree	17	24.3%
Strongly agree	25	35.7%
Strongly disagree	5	7.1%
Total	70	100%

Source: Primary Data.2012

The table showed that majority of respondents 35.7% strongly agreed that indeed the unemployment problem was a consequence of secondary School dropout. Whereas the minority of respondents 7.1% strongly disagreed that the unemployment problem was a consequence of secondary school dropout whereas 32.5% agreed, 24.3% disagreed as there were no respondents who were not sure whether the unemployment problem was a consequence of secondary school dropout.

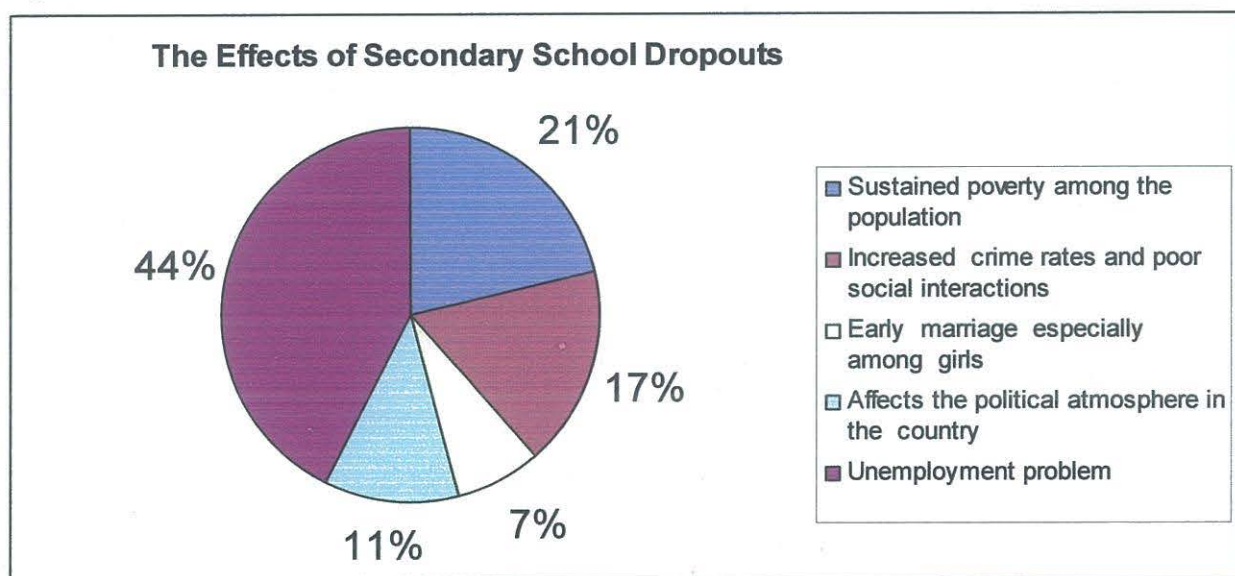
4.3 The overall effects of secondary school dropouts

Table 18: Analysis of the overall effects of secondary school dropouts.

Overall effects of secondary school dropouts	Respondents	Percentage
Sustained poverty among the population	15	21.4%
Increased crime rates and poor social interactions	12	17.1%
Early marriage especially among girls	5	7.1%
Affects the political atmosphere in the country	8	11.4%
Unemployment problem	30	43.0%
Total	70	100%

Source: Primary Data.2012

Figure 6: Pie Chart showing the overall effects of secondary school dropouts



Source: Primary Data, 2012.

4.4 The possible measures to secondary school dropouts

The third research objective was to propose the possible solutions to the secondary school dropout problem in our community. To achieve this objective, the respondents were tasked to suggest possible means and measures of how the problem at hand and in the study can be

curbed from society and in Uganda in general and their responses were analyzed as seen in the table below

4.4.1 Government interventions

Table 19: Government interventions as a possible measure

Government Interventions	Respondents	Percentage
Continuing to expand secondary education	15	21.4%
Effective partnerships between governments and development partners	12	24.4%
Strategies to provide sufficient school facilities for all children	5	7.1%
Need to increase capitation grants to secondary schools	20	28.6%
Provision of free food to the vulnerable children only	3	4.3%
Facilitate the construction of more schools	10	14.4%
Parents should be encouraged to take their girl children to school	5	7.1%
Total	70	100%

Source: Primary Data, 2012

The table showed that majority of respondents 28.6% of the respondents believed that the government should increase capitation grants to secondary schools as a way of mitigating school dropouts. Whereas the minority of respondents 4.3% provision of free food to the vulnerable children only by the government would help in eliminating secondary school dropout; whereas 24.4% cited effective partnerships between governments and development partners, 21.4% cited continuing to expand secondary education and 14.4% of the respondents singled out the facilitation of the construction of more schools while 7.1% and another 7.1 argued that strategies to provide sufficient school facilities for all children and parents should be encouraged to take their girl children to school respectively as other government interventions to the secondary school dropout problem.

4.4.2 School based interventions

Table 20: School based interventions as a possible measure

School based interventions	Respondents	Percentage
Enhance the prospects for student academic success	15	21.4%
Need to realize that basic education goes beyond literacy	17	24.4%
The Parents teachers Association(PTAs) in conjunction school management committee	10	14.4%
The PTA executives and SMC members should be trained in management	23	32.5%
There should be provision for meals for children at school	5	7.1%
Total	70	100%

Source: Primary Data, 2012

The table showed that majority of the respondents 32.5% were of the view that an important school based intervention to secondary school dropout was that the PTA executives and SMC members should be trained in management. 24.4% of the respondents argued that there was need to realize that basic education goes beyond literacy, 14.4% of the study population were of the argument that another school based intervention to secondary school dropouts was that the Parents Teachers Association(PTAs) should be in conjunction school management committees. Whereas the minority of respondents 7.1% believed that there should be a provision for meals for children at school so that students and teachers can attend classes when hungry as a school based intervention to secondary school dropouts.

4.4.3 District based interventions

Table 21: District based interventions as possible measure

District based interventions	Respondents	Percentage
Measures to improve transparency and accountability	30	42.9%
Strong political commitment backed by strategic visions and policy frame works	40	57.1%
Total	70	100%

Source: Primary Data, 2012

The table showed that majority of respondents 57.1% were of the suggestion that Mpigi District can enforce strong political commitment backed by strategic visions and policy frameworks as one of the most effective district based measures to secondary school dropouts whereas the rest of the respondents 42.9% were of the argument that there should be measures to improve transparency and accountability at the district education commissions if secondary school dropout is to be mitigated especially when it is caused due to embezzlement.

4.4.4 NGOs based intervention

Table 22: NGOs based interventions as a possible measure

NGOs based interventions	Respondents	Percentage
Increased advocacy and awareness creation by NGOs, Civil Societies	50	71.4%
The civil society can help sponsor poor students	20	28.6%
Total	70	100%

Source: Primary Data, 2012

The table showed that majority of respondents 71.4% were of the opinion that NGOs and civil societies can help alleviate secondary school dropouts by increasing advocacy and awareness creation. Whereas the minority of respondents 20% suggested that the civil society and NGOs can help by sponsoring the poor and vulnerable bright students who drop out of school due to lack of school fees and other financial constraints.

4.4 The overall possible measures to secondary school

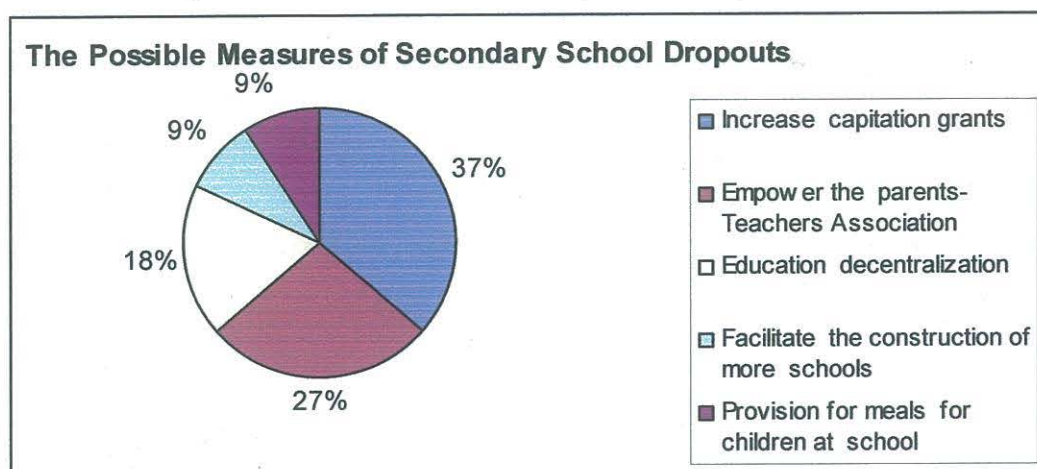
Table 23: Analysis of the possible measures to school dropouts

Possible measures to secondary school dropouts	Respondents	Percentage
Increase capitation grants	20	28.6%
Empower the parents- Teachers Association	15	21.4%
Education decentralization	10	14.4%
Facilitate the construction of more schools	5	7.1%
Provision for meals for children at school	5	7.1%
Total	70	100%

Source: Primary Data, 2012

From the table 4.4, it can be revealed that the major possible solutions cited by respondents were among others to increase on capitation grants in order to have more spending on secondary school education as this was according to the majority who were 28.6%, 21.4% of the respondents suggested that empowering the Parent - Teachers associations(PTA)so that they can address and alleviate the school dropout problem whereas 14.4% were of opinion that by decentralizing the education system all help alleviate the problem at hand which is secondary school dropouts 7.1% argued that stakeholders should facilitate the construction of more schools to meet the ever increasing demand of education in the country. Lastly another 7.1% of the respondents believed that by providing for meals for children at school would help curb the dropout problem as students will study on full stomachs and thus remain in school comfortably. This data represented in a pie chart;

Figure 7: The overall possible measures to secondary school dropouts



Source: Primary Data 2012

CHAPTER FIVE

SUMMARY OF THE MAJOR FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

This chapter summarizes the research findings, draws conclusions arising from the research findings and shows recommendations that have been suggested as a way of alleviating the secondary school dropout problem from the society.

5.1. Summary of findings

The summary of the findings were presented in accordance with the research objectives of the study.

The first research objective of the study was; to investigate the causes of the high rates in secondary school dropouts in Uganda. According to the expressions of the members of the community and the local community leaders, research revealed that one of the major causes of secondary school dropout was the students' lack of interest in the studies whereas others were of the opinion that due to poverty any secondary school students had dropped out of school. Some of the respondents suggested that substance abuse was yet another major cause of students dropping out of secondary schools due to being expelled or suspended due to smoking marijuana. A few number of the respondents argued that the high cost of educational materials had also fostered the increasing rates of secondary school dropout so did a good number of the respondents who cited the ignorance on the value of education as another leading factor to secondary school dropout whereas the rest of the respondents were of the view that the AIDS scourge had played a great impact in deterring many brilliant students from school after losing their parents and guardians to AIDS.

Lack of interest as a cause of secondary school dropout was strongly agreed upon by majority of respondents whereas the minority of respondents strongly disagreed that lack of interest was a cause of secondary school dropout. Poverty as a cause of secondary school dropout in Uganda was strongly agreed upon by majority of respondents while the minority of the respondents strongly disagreed that poverty was a cause of secondary

school dropout. Substance abuse as a cause of secondary school dropout in Uganda was agreed upon by majority of the study population whereas the minority of respondents strongly disagreed that the substance abuse was the cause of secondary school dropout. The High cost of educational material as a cause of secondary school dropout in Uganda was strongly agreed upon whereas the minority of respondents disagreed that the high cost of educational material was a cause of secondary school dropout. Ignorance on the value of education as a cause of secondary school was strongly agreed upon while the minority of respondents strongly disagreed that Ignorance on the value of education was a cause of secondary school dropout. The AIDS scourge as a cause of secondary school dropout was strongly agreed upon yet the minority of respondents strongly disagreed that the AIDS scourge was a cause of secondary school dropout.

The second research objective of the study was; to determine the effects of secondary school dropouts in society and the community. There were many effects cited by the 70 respondents interviewed and research revealed that majority of the respondents argued that one of the most immediate effect of secondary school dropout is the problem of sustained poverty among the population, a few of the respondents suggested that increased crime rates and poor social interactions as another impact of dropping out of secondary school dropout, some of the respondents were of an opinion that another impact of dropping out of secondary school was early marriages especially among the girl children. Whereas the rest of the respondents were of the opinion that the high secondary school drop out rates affect the political atmosphere in the country whereas the majority of the respondents were of the believe that the most important impact of dropping out of school especially secondary level is the unemployment problem as youths will not get jobs.

Sustained poverty among the population as an effect of secondary school dropout was strongly agreed upon by the majority of respondents whereas the minority of respondents strongly agreed that sustained poverty among the population was an effect of secondary school dropout. Increased crimes Rates and poor social interactions were too strongly agreed upon by majority of respondents that it was an effect of secondary school dropout whereas the minority of respondents strongly disagreed that increased crime rates and poor social interactions was an effect of secondary school dropout. Respondents agreed that marriages

especially among girls were an effect of secondary school dropout according to the majority of respondents while the minority of respondents strongly disagreed that marriages especially among girls were an effect of secondary school dropout. Majority of respondents strongly agreed that secondary school dropout affects the political atmosphere in the country. Majority of respondents strongly agreed that indeed the unemployment problem was a consequence of secondary school dropout and the minority of respondents strongly disagreed that the unemployment problem was a consequence of secondary school dropout.

The third and last research objective of the study was; to propose the possible solutions to the secondary school dropout problem in our community. Research revealed that the major possible solutions cited by respondents were among others to increase on capitation grants in order to have more spending on secondary school education as this was easy according to the majority, some of the respondents suggested that empowering the Parent- Teachers Associations(PTA) so that they can address and alleviate the school dropout problem whereas a favorable number of the respondents were of opinion that by decentralizing the education system will help alleviate the problem at hand which is secondary school dropouts. A few of them argued that stakeholders should facilitate the construction of more schools to meet the ever increasing demand of education in the country. Lastly, the rest of the respondents believed that by providing for meals for children at school would help curb the dropout problem as students will study on full stomachs and thus remain in school comfortably.

Government interventions cited by the respondents included; majority of respondents believed that the government should increase capitation grants to secondary schools as a way of mitigating school dropouts. Whereas the minority of respondents argued that provision of free food to the vulnerable children only by the government would help in eliminating secondary school dropout. School based interventions were as according to the majority of respondents was that the PTA executives and SMC members should be trained in the minority of respondents believed that there should be a provision for meals for children at school so that students and teachers can attend classes when not hungry as a school based intervention to secondary school dropouts. District based interventions for secondary school dropouts in Uganda was according to the majority of respondents that Mpigi district

can enforce strong political commitment backed by strategic visions and policy frameworks as one of the most effective district based measures to secondary school dropouts whereas the rest of the respondents were of the argument that there should be measures to improve transparency and accountability at the district education commissions. NGO based interventions are according to the majority of respondents was that NGOs and civil societies can help alleviate secondary school drop outs by increasing advocacy and awareness creation whereas the minority of respondents suggested that the civil society and NGOs can help by sponsoring poor and vulnerable bright students who drop out of school due to lack of school fees and other financial constraints.

5.2 Recommendations

Following the analysis of the findings, the study reaches the recommendations:

5.2.1 *Government*

The government should look into the school dropout problem and understand the real causes and effects and the solutions to the problem in order to have educated citizenry.

The government should increase education funding especially in rural areas where the problem of dropout is at its greatest in the country. This will cover expense like food , transport and scholastic materials that have made many dropouts because they cannot meet these requirements.

5.2.2 *Local government and community*

The local government and community authorities should embark on cracking down school administrations that swindle money from UPE and USE school parents as those kind of schools do not pay school fees which has made many leave school.

Local authorities should embark on community empowerment and self sustain programs in order to increase on their incomes which can be used to educate their children through secondary school to university.

5.2.3 *NGOs, CBOs, and Media*

NGOs can help by taking up children to be sponsored in terms of scholastic material and school fees as well as lunch and school uniforms.

The media can play a major role by creating awareness about the dangers and causes of secondary school dropouts in the community and society at large.

Local counselors from CBOs should work hard to address the problem of substance abuse by eliminating the users to juvenile facilities so that they do not spoil the rest who enjoy studies.

5.2.4 International Community

The International Community should increase on its funding towards the education ministry and sector to see that many more schools are built and also enough school services are put in place so that children can actually get a standard education.

The international community should strengthen their evaluation and monitoring programs where they send their money in order to eliminate any signs of corruption and embezzlement which has a bearing on high school dropouts.

5.2.5 Students

Students should endeavor and stay in school for as long as someone is paying their school fees and taking care of their school needs.

Also students should desist from undisciplined behavior like alcoholism, drug abuse and sex as it can lead them to be expelled which is also a cause of secondary school dropout.

5.2.6 Teachers

Teachers should be trained in child disciplining and mentoring as a way of keeping them in alignment with the ministry of Education guidelines. This will discontinue them from giving corporal punishments to students which has been mentioned as one of the causes of secondary school dropouts. Also teachers should be trained in child counseling.

5.3 Further of areas of research

For the purposes of more research, empirical research should be carried out to discover the challenges faced by authorities in addressing the issue of secondary school dropouts in the community as a way of understanding whether there is any correlation between these challenges and the high rates of secondary school dropouts.

5.4 Conclusions

The study conclusions were guided and attained in accordance to the research questions the study revealed;

The first research question of the study was; what are the causes of the high rates in secondary school dropouts in Uganda? The research concluded that the major causes of secondary school dropout were among others; the students' lack of interest in studies, poverty, substance abuse, the high cost of educational materials, the ignorance on the value of education and the Aids scourge as argued by the 70 respondents.

The second research question of the study was; what are the effects of secondary school dropouts in society and the community? The research concluded that the major impacts of secondary school dropout were; sustained poverty among the population, increased crime rates and poor social interactions, early marriages especially among the girl children and affects the political atmosphere in the country as well as unemployment among the youth.

The third and last research question of the study was; what are the possible solutions to the secondary school dropout problem in our community? Research concluded that; increasing on capitation grants, empowering the Parent-Teachers Associations (PTA), decentralizing the education system, facilitating the construction of more schools and by providing for meals for children at school would help curb the secondary school dropout problem from society

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APPENDICES

APPENDIX I

QUESTIONNAIRES FOR SELECTED SECONDARY SCHOOL TEACHERS FROM SELECTED SECONDARY SCHOOLS IN MPIGI DISTRICT

Dear Respondent,

This questionnaire is designed to seek information from you on Secondary school drop outs among secondary school students in central Uganda. It is conducted as a partial fulfillment of the requirements for the award of a bachelors Degree of Development Studies of Kampala international university. Your contribution opinion and experience will be highly appreciated.

Thank you for your cooperation.

What are your sex and age?

.....
.....

How long have you been teaching in this school?

.....
.....

What is the population of pupils in your school?

.....
.....

School dropout is one of the major problems that are faced by secondary schools, how has your school been affected

.....
.....

What do you think is/are the causes of school drop out by students?

.....
.....

What effects does school dropout have on students, the school and the development of the entire community at large?

.....
.....

How are you trying to solve this problem?

.....
.....

What challenges do you face in your effort to try and solve this problem?

.....
.....

How are you responding to these challenges?

.....
.....

What role can other stakeholders such as parents/guardians and the government, play in helping to reduce and/or stop school drop outs?

.....
.....

How have they helped so far?

APPENDIX II

**QUESTIONNAIRES FOR SELECTED SECONDARY SCHOOL STUDENTS OF
SELECTED SECONDARY SCHOOLS IN MPIGI DISTRICT**

Dear Respondent

This questionnaire is designed to seek information from you on Secondary school drop outs among secondary school students in central Uganda. It is conducted as a partial fulfillment of the requirements for the award of a Bachelor of Development Studies of Kampala international University. Your contribution, opinions and experiences will be highly appreciated.

Thank you for your cooperation

What are your name, age and sex?

.....
.....

In which class are you?

.....
.....

How many brothers and sisters go to the same school with you?

.....
.....

How many of your siblings/friends have dropped out of school?

.....
.....

According to you, what are the causes of school drop out?

.....

.....

What do you think can be done to stop you and your siblings/friends from dropping out of school?

.....

.....

What are the challenges to addressing the above concern?

.....

.....

How can the government help?

.....

.....

APPENDIX III

INTERVIEW GUIDE FOR SECONDARY SCHOOL ADMINISTRATORS OF MPIGI DISTRICT

1. What are your names, age and sex?
2. For how long have you been teaching in the school?
3. How many pupils have you admitted in this year?
4. How many have dropped out of school?
5. What is the cause of school drop outs?
6. How has been the trend of retention and drop out of pupils in this school?
7. Are the school drop outs a concern to you as a school?
8. How are you responding to this concern?
9. How has the government and other stake holders helped/how can they help?

**COLLEGE OF ECONOMICS AND MANAGEMENT SCIENCES
DEPARTMENT OF APPLIED PSYCHOLOGY, SOCIAL WORK AND
DEVELOPMENT STUDIES**Date 9/07/2012To THE HEADMASTER/STAFF AND THE
COMMUNITY OF BUWAMA SUBCOUNCIL DISTRICTThis is to introduce to you NAMULONDO SARAH LATIFAH

Who is a bonafide student of Kampala International University. He /She is working on a research project for a dissertation, which is a partial requirement for the award of a Degree. I here by request you, in the name of the University, to accord him/her all necessary assistance he/she may require for this work.

I have the pleasure of thanking in advance for your cooperation!

Yours sincerely,

Ms. Bakyaata Grace
Unit Head, Development Studies and Conflict Resolution

