CAUSES OF SECONDARY SCHOOL DROPOUT.
ACASE STUDY OF BUGOYE SUB COUNTY
BUSONGORA COUNTY KASESE
DISTRICT UGANDA

BY

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DECLARATION

I NABULYA JANNET, declare that this research report is my original work and has not been presented for a degree in any other university. The work of other authors is greatly acknowledged.

Signature...................Date. 20/07/2011.

SUPERVISOR'S APPROVAL

This research report has been submitted fro examination with approval as the university lecturer.

Signature..............................Date..

MR. MUKIIBI SHADAL

DEDICATION

This research report is dedicated to my beloved Mr. Lubowa sula, Mr. Luvuma Joe and the entire family for the courage and supported they offered during my coarse of study, may God bless you abundantly plus all my friends for the morale and material support they gave me in the course of my studies.

ACKNOWLEDGEMENTS

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CHAPTER ONE

INTRODUCTION

This chapter presents the back ground to the study, the problem statement, purpose, research objectives, questions, scope and significance of the study.

1.1 Back ground of the study

The research is carried out on the causes of school drop out in Bugoye Sub County Kasese District. There has been a marked increase in the number of dropouts in Uganda and majorly in Bugoye Sub County. This has been associated with various factors as bad peer groups, mistreatment of children, economic factors and diseases. Various efforts have been made to address the issue of school dropout by young children. The district is composed of the thirteen secondary schools, among which the rate of school dropout in these schools is very high. The factors that contribute to this trend have been established. These are the original inhabitants of this region, however there are same other communities which have migrated from other districts. What is interesting about these migrants is that all of them have adopted the culture and lifestyle of initial inhabitants.

The dropout in secondary schools is a function of various factors. The school arrangement, the environment play significant part in terms of the resources and other school variables are very necessary. However, this in solution can not bring the desired out come if not compliment by the parental support. The social, economic back ground of the children is one of the leading determinants of the dropout of the young ones in various secondary schools.

Education is vital skill in every sector of modern life. In educational instructions, reading underlines every educational activity from class

room instruction, private study of public examinations. Consequently the need for educational culture on the globe schools, communities is even greater importance because it opens the world clear to even foreign medium of instruction but also the country's official language followed by other languages like Kiswahili, French, which are taught in schools.

Education becomes vital in exposing learner's contextualized language, new vocabulary and structure hence sharpening the learners to a flexible life style.

Moody(1994) observed that in other parts of the world especially those in the tropical area, circumstances have not and still do not favor reading, education as a culture. The shorter hours of day light absence of artificial light, lack of privacy, class room, and shortage of money, limited education facilities have all tended to limit the opportunities for education.

Both moody(1992)'s observation seem to indicate that there are particular circumstantial factors that militate against the development of a reading culture in poor tropical schools like those in Africa compared to those in the richer and more developed countries of the west and else where in the world.

However, from Uganda's historical perspective communication education was largely by word of mouth. It was not until the coming of white missionaries around 1877 that the 3R's reading, writing arithmetic were introduced that people began communication through the written form. Given the back ground the education culture has not taken root to help the oral communication in Uganda there is social, political and economic factors that have hampered the development of effective communication systems in schools. In the 1960's communication, up to date educational standards have deteriorated

and specifically reading to declare this was a result of regime that put little value in education. In addition when the effects of wars most schools are affected, looted and equipments including reading materials like today in Northern Uganda schools are affected by the LRA rebels making learners find it difficult to attend school.

1.2 Statement of the problem

Despite the fact that Bugoye Sub County has grown, the schools in the sub county are still experiencing a high rate of drop outs. This has been evidenced by the enrollment figures for academic years 2007/2008 and 2008/2009. Probably this trend of high school dropout could be as result of the social economic problems of the parents of those children who dropout of in those various schools in the sub county.

1.3 Purpose of the study

The study seeks to examine the causes of school dropout in selected secondary schools in Bugoye sub county kasese district.

1.4 objectives of the study

This research study will be guided by the following research objectives.

(i)   To find out whether peer groups influence among the students

(ii)   Bring about high school dropout among the student.

(iii) To find out whether the mistreatment of children lead to   self denial.

(iv)   To find out whether economic factors could be responsible for low accessibility to schools.

1.5 Research questions

(i) Does bad peer group influence among youth bring about high school dropout among students?

(ii) Could mistreatment of children lead to self denial?

(iii) To find out whether economic factors could be responsible for low accessibility to schools?

1.6 SCOPE OF STUDY

The study will be carried out in Bugoye sub-county focusing on the causes of school dropout and the respondent will be local leaders, youths, students, parents, and the focus is put on students because they directly give information about the effected persons for easy follow up. The study shall cover the period from 2010 to date so as to get more relevant and analytical data by following the trend school dropout so as to arrive at conclusion and recommendation. The study will be conducted in Bugoye sub-county in a number of selected secondary schools like Kuruhe high school, Kasese secondary school and Kilembe secondary school.

1.7 SIGNIFICANCE OF THE STUDY

The study will be conducted in length the benefits and aims of the study to help the researcher develop skill knowledge methods and principles of hand given phenomena. The rational of the study will be reference for other researcher and other institution.

1.8 Definitions of the terms

Bad peer groups means people of the same age bracket who share the same life experiences which are bad and hinder their proper up bringing.

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Mistreatments of children means ways of handing young generation like caporal punishment, forced labour.

Economic factors are situations of not being able to afford financial support inform of money like school fees, transport to school feeding in school.

1.9.1 limitations of study

Inadequate financial resources during the research study, poor attitude of respondents towards the questions during the interview process same respondents were given inaccurate information.

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

In this chapter, related literature is reviewed to elicit the cause of school dropout and development of education processes in schools and in students particularly.

Globally education is a culture that has been adopted by most people for better recognition and a word of title due to the measure of serenity in specific qualification like teaching, medicine and engineering. Education is done in variety of institutions like primary, secondary, university, as levels with different qualifications.

By the second half of the 19th century the selective preparation of elite member of society has evolved into more conductive systems of education. In northern Europe, north America, Japan it is said that the egalitarian ideologies combined with the immerging education philosophies of Japan Jacques Rousseau in France, Johainna hem rich Postalozzi in Switzerland and friend rich Frobel in Germany and latter in the century scholars and educator such as Mori Aronori and Fukuzawayukichi helped to popularize western philosophies in Asia. Around the world adecent of mass schooling conceded with major economic, political and cultural transformations many of which stemmed from industrialization.

The micropaedia (18:1:1 goes on to explain that education can take many terms and serve many needs. The earliest of civilisazation more than 3000 years ago in Egypt mesgootia mia and china bare this out over time instruction of the young, which had previously occurred through interaction with knowledgeable and skilled adults in the context of daily life shifted to institutional settings such as temples, royal courts. In the great Britain for example the advert of public

schools (private, tuition charging schools that prepared many students for public services helped define and install on ethos that contributed to British empire.

In Africa education is being adopted at a rapid rate where by even governments have introduced free education for all both in secondary and high learning institutions like universities where merit of sponsorship is given to best performance in exam UPE or USE programmes have done great work in improving the level of education in Uganda .

In Kasese district parents and students have resorted to education due to the support by the government. However they are still faced with the problem of school dropout of pupils who resort to carrying out different activities in and out their families. This how ever has got different reasons for why.

2.1 ECONOMIC Factors

According to Theodore Shult 1994 an American economist in investment in human capital. His presidential address to the American economic association in 1960. his theory stated that education is not a form of corruption that represents a costly expenditure for government but instead serves as an investment that improves the economic work of individuals for example human capital and there fore rises the countries overall productivity and economic competitiveness.

Economic factors like inadequate funds in most families bring about failure for the pupils to participate in education and to the few who go schooling end up drooping out simply because they are not well provided in terms of scholastic materials like books, pens, transport, to and from school and lunch, uniforms.

In right of individuals to an educational programme that respect their personality, talents, abilities and culture heritage has been up held in

various international agreements including the 1948 universal declaration of human rights of the child other international declarations further promotes right of special grounds of people including disabled, refugees, ethnic minorities indigenous to an appropriate education UNESCO became a driving force towards the goal of universal education for all(held in Senegal in 2000) which was postponed to 2015 also became one of the eight united nations millennium development goals drafted in 2000. This was due to inadequate funds as an economic problem to facilitate the program.

According to Dighton (1971-404) economic factors play a significant role on the student's education. He asserts that a child home life and the type of area in which he lives may have a direct influence upon preparation for and attitude towards work in schools. He further notes that by the time children in the slum and ghetto areas reach high school age, they are usually reading two to four year below normal on the average. In this way children of that nature when join school they do not fit in class and the end result is just dropping out because they are used to miserable life style.

Tensely (1981) similarly support the above view backed by the research conduct by manicurist (1968) that there was a significant relationship between economic, social groups and the child's reading ability join taxable income of parents, father, mothers education, social status of parents, number of books in the home and the child's room of the dwelling and child's disposable of a room for himself. Meaning that the poverty stricken families do not educate their children and end up dropping out of education race in schools.

Eremu 1994 also points out that the differences in literacy rates attach different values of education and the income differences also puts

parents in a better economic position to provide facilities to their children and schools therefore a child from a poor economic social stable family has more problems to develop courage for education than that one from an average or well to do family and in our Ugandan variety most children come from poor and economic social background which hinder their education levels.

2.2 MISTREATMENT OF CHILDREN

According to child abuse and neglect, the international journal indicates that verbal aggression against children is wide spread and harmful (page low, 19&4) for example that almost two out of three children under 17 years experienced verbal/symbolic aggression. In this way end up dropping out of school. Most authors discuss verbal aggression as a type of psychological mistreatment or an example of emotional abuse leading to child labour and school drop out as the end result.

The national incidence study (international centre of child abuse and neglect) points out three types of emotional abuse close confinement verbal or emotional assaults and beatings, denigrating scope goating and threatening. In this case if this practice is done by teachers students end up dropping from or escaping education.

According to the report releasing by UNESCO, in many poor countries school drop out is a result inadequate schools, many children are channeled into jobs simply because there is no room for them in schools. A 1994 survey by the UN educational scientific and cultural organization UNESCO found that 14 of the worlds least developed nations, class rooms for first grade students had seating for only 14% of the pupils in that age group in Bangladesh there was an average of 67pupils per teacher and in Equatorial Guinea an average of 90 per teacher. Children in many developing schools in developing countries

say there are rigid and classes so UN inspiring that they decide to drop out as early as ten to look for work. This is seen as a great cause for school drop out in schools in developing countries like Uganda specifically.

According to Francis cleaver in his book masculinities matter(men, gender, and development) violence against girl and women has only relatively become an issue of concern to the major united kingdom development agencies, however availability of statistics indicate that gender violence arrived out by men against girls and women in tragically common in most countries. This violence takes many different forms; rape, forced marriage among the youth, commercial sex and domestic violence including child pornography. These acts take place in countries, communities which is one way that the acts of school drop out to the pupils. It is estimated that in most countries between 25% and 50% of all children have been physically assaulted at least once by an intimate partner (1999:17)

In families where there is domestic violence children are affected emotionally not only by witnessing the violence, a research study of women in the united kingdom experiencing domestic violence where their children in their home found that in 70% of the cases the child was also physically abused. Similar figures are found in other regions of the world (parbla 1999) in this case in most African countries school drop outs are the most implications or out comes such acts in families among the youth and children.

2.3 BAD PEER GROUP INFLUENCE

Education according national orphans and other vulnerable children policy (Hope never runs dry) it's a means of fighting poverty and reducing vulnerability is one of the top priorities for children, the

government of Uganda has given due attention to basic education, resulting in sustaintial increase in primary school enrolment. Especially this program is to control the cases of school drop outs since most parents take it as an advantage to have children who don't attend school since they get enough working space and invest in their programs like agriculture, buying land, cattle and marrying as many women as they wish. This was witnessed in my area of study on it's implications on the families around the village home steads.

According to the national policy and strategy for children, orphans and other vulnerable groups of children. It states that the most problem encountered in the campaign in bad peer pressure among the youth in this case it states that most children are misled by other to bad acts which affect their progress in class. The end result is that they fail to perform to their expectations and what happens is that they get disgusted with education and end up dropping out of school as failures. These groups train bad behaviors like drag addiction, theft, robbery which is not accommodated in schools like eventually leads to expulsion from school.

According to the daily monitor (Thursday may 14th 2009) it reported that UPE teachers' absentiseem at 81% new report. Teachers' absenteeism in school is a challenge to the realization of quality upe in Uganda and it further explains that the head teachers' absenteeism is at 49% implying that pupil's characters have to change from good to bad since they lack guidance from their teachers. The end result of this is just dropping out of school and move out into groups, who have a few opinion about education whatsoever.

In this view there fore I confirm that with the report and say that bad peer group's mistreatment of children social economic factors lead to school drop out.

CHAPTER THREE
REASEARCH METHODOLOGY

3.0 INTRODUCTION

The success of a research study depends on the method employed in the study. The researcher of this study chose or selected methods that assisted her in answering research questions and the objectives of the study.

3.1 Research design

In the study the researcher applied the use of descriptive approach. This means that the researcher described the findings using both qualitative approaches.

The data is recorded in frequency distribution tables from these frequency tables researches had to record an observation from the responses of the respondents after critical analysis.

3.2 Study area

This research study is carried with in the named sub-county in a certain district in Uganda. The respondents were senior four secondary schools in the sub-county. The said schools have the same characteristics. The parents of the children who drop out of school were selected from the said thirteen schools which were used as the sample. In addition to the parents, senior one teacher from these thirteen schools, local leaders and the students them selves participated in the study.

3.3.1 Study population.

The target populations in this society were all the parents, students, local leaders and teachers of the school drop out children.

3.3.2 The sample population.

These were the two parents of school drop out children from each school and two teachers from lower classes from each of the thirteen schools. Each respondents were supplied with a questionnaire where a respondent was illiterate questions were read in the local language. Sample population

Table 1 sample population

Respondents	Number
Teachers	10
Youth	20
Local leaders	10
Parents	20

3.3.3. The researcher study applied the use of non probability sampling in selecting the respondents.

The researcher selected the nearest and the most convenient persons in this case were the parents of school drop out children and senior one teachers from the selected secondary schools in the sub county.

3.4 Instrument of the data collection and reliability of instruments.

The researcher used three instruments to gather information and these were focused group discussion, inter view and observation method to get the information from the respondents. The three were tested on selected respondents to prove their effectiveness

INTERVIEW

With this detailed structured, interview questions were used to generate information about school drop out of the children in various schools. It provided first hand information since it is a face to face session.

OBSERVATION

The researcher, developed achieve list containing issues to be observed during data collection and information was obtained by seeing or observing the enrolment of children who drop out and the role of the parents on such children in the community.

FOCUSED GROUP DISCUSSION

This method is used to get actual information from illiterate respondents and specific discussions with held between respondents and the researcher in order to obtain information since it saves time and actual information is collected. This is done with the help of a focused group discussion guide. The discussion is held among the respondents ranging from 12 years to 50 years respectively.

3.5 Data collection procedures

An introductory letters from the department of education (Kampala international university) through the supervisor will be obtained and presented to the authorities of schools where the research will be conducted. The same letter will be used to introduce the researcher to respondents in away of establishing reports, the researcher will begin by introducing herself, and after this she will explain the purpose of the study to the respondents and seek for contest from the client.

3.6 Data analysis procedures and processing.

The researcher used three data processing techniques to provide meaningful information on the collected data and these were coding, editing and tabulating statistically.

Coding, assisted in the systematic arrangement of information for easy heading.

Editing shall also be used to assure accuracy and uniformity of the data that shall be collected by the researcher, from the interview schedule conducted.

Tabulation shall also be used in the tables for accuracy and easy interpretation in this way ready data shall be put in tables in figures, words after editing.

CHAPER FOUR
DATA PRESENTION AND ANALYSIS

4.0 INTRODUCTION

This chapter covers the presentation of findings as revealed from the field survey. The presentation is done according to the objectives which were to establish whether bad peer group influence among the students bring about high school dropout among the students, to establish whether mistreatment of students in school lead to self denial and to find out whether economic factors could be responsible for accessibility to schools.

4.1 In trying to find out the influence of bad peer group on school dropout 10 teachers from different school were interviewed and their response are given in the table below

Table 2 Bad peer group cause of school dropout.

Responses	Frequency	Percentage
Agree	7	83%
Disagree	3	17%
Total	10	100%

Source: primary data 2010

From the table above 83% of the teachers agreed that bad peer group influence school drop 17%dis agreed.

4.1.2. 20 Youths from different areas and schools were asked whether bad peer group are a cause of school dropout and the following data was got from their responses

Table 3 the youth's responses

Responses	Frequency	Percentage
Agree	15	87%
Disagree	5	13%
Total	20	100%

From the table above, respondents who agreed that bad peer group is the cause of school drop out, out of 2o, 17 agreed (87%) and disagreed out of 20 were 5(13%)

4.1.3 In trying to find out the influence of bad peer as a cause of school drop out 20 parents were asked from different homestead were interviewed and their responses are given in the table below.

Table 4 showing parents responses on bad peer group influences

Responses	Frequency	percentage
Agree	18	93%
Disagree	02	7%

Source: primary data 2010

From the table above, 93% of the parents were in agreement that bad peer group influences school drop out and 7% disagreed

4.1.4 In trying to find out the influence of bad peer group on school dropout 10 local leaders were asked and their responses are given in the table below.

Table 5 showing the influence of bad peer group on school dropout

Responses	Frequency	Percentage
Agree	09	99%
Disagree	01	1%
Total	10	100%

Source: primary data 2010

From the table above; the local leaders agreed by 99% that bad peer group lead to school dropout and 1% was in disagreement.

4.2 Mistreatment of children as a cause of self denial.

4.2.1 In trying to find out whether mistreatment of children is a cause of self denial10 teachers were asked and their responses are given in the table below.

Table 6 showing mistreatment of children

Responses	Frequency	Percentage
Agree	07	88%
Disagree	03	12%
Total	10	100%

Source: primary data 2010

From the table, 88% of the teachers were in agreement that mistreatment of children causes self denial and 12% were in disagreement that mistreatment of children can cause school drop out.

4.2.2 In the process of finding out whether mistreatment of children could be a cause of self denial 20 youths were asked and their responses are shown in the table below.

Table 7: Showing responses of youth on mistreatment of children as causes of Self denia

Responses	Frequency	Percentage
Agree	20	100%
Disagree	-	-
	20	0%

Source: primary data 201

From the above table, 100% of the youths were in agreement that mistreatment of children could cause self denial.

4.2.3 In trying to find out whether mistreatment of children could cause self denial10 local leaders from different parts of the sub county were asked and there responses are shown below.

Table 8: Showing responses of local leaders on mistreatment of children as a causes of self denial

Responses	Frequency	Percentage
Agree	05	50%
Disagree	05	50%
Total	10	100%

Source: primary data

From the table above, 50% Of the local leaders were in agreement and 50% were in disagreement.

4.2.4 10 Parents were asked if mistreatment of children leads to self denial and these were their responses;

Table 9: Showing responses of parents on mistreatment of children as a causes of self denia

Responses	Frequency	Percentage
Agree	09	99%
Disagree	01	01%
Total	10	100%

From the above table, 99% of the parents agreed that mistreatment of children leads to self denial and 1% disagreed.

4.3 Economic factors as a result of low accessibility to schools.

4.3.1 Teachers were asked if economic factors are responsible for low accessibility to schools.

Table 10: Showing responses of teachers on economic factors.

Responses	Frequency	percentage
Agree	10	100%
Disagree	-	-
Total	10	100%

Source: primary data 2010

From the table above, 100% of the teachers agreed that economic factors are a cause of low accessibility to schools leading to school drop out.

4.3.2 In trying finding out whether economic factors are responsible for low accessibility to schools 20 youth were asked and there responses are show in the table below.

Table 11: Showing responses of youths on economic factors.

Responses	Frequency	Percentage
Agree	10	50%
Disagree	10	50%
Total	20	100%

Source: primary data 2010

From the table above, 50% of the youths agreed that economic factors are responsible low accessibility to schools hence school dropout but 50% disagreed

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4.3.3b Local leaders were asked if economic factors as a cause of low accessibility to schools and these were there responses.

Table 12: Showing responses of local leaders on economic factors.

Responses	Frequency	Percentage
Agree	02	17%
Disagree	08	83%
Total	10	100%

Source: primary data2010

From the table above, 83% of the local leaders were in disagreement that economic factors are a cause of low accessibility to schools and 17% agreed.

4.3.4 Parents were asked if economic factors are a cause of low accessibility to schools and these were there responses

Table 13: Showing responses of parents on economic factors.

Responses	Frequency	Percentage
Agree	08	83%
Disagree	02	17%
Total	10	100%

Source primary data 2010

From the table above, 83% of the parents agreed that economic factors are a cause of low accessibility to schools and 17% disagreed.

CHAPTER FIVE
CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

This study presents the summery of findings, conclusions and recommendations. These are presented according to the objectives which were to determine whether bad peer groups influence among the students bring about school drop out, to establish whether mistreatment of children lead to self denial, to find out whether economic factors could be responsible for low accessibility to schools.

5.1 DISCUSSION

5.1.1 Objective (i) which was to determine whether bad peer group influence among the students bring about school drop out among secondary students from the probing question about school drop out.

From the probing question about school dropout in Bugoye sub county the results show that 80% of the sampled population admitted that they experience school dropout in the community basing on the teachers, parents, local leaders and the youth. However only 20% of the sample size refused that bad peer group influence school drop out basing their arguments on early pregnancies economic factors mistreatment among others. Basing on the high percentage of the 80% compared to the 20% which refused shows that it true that bad peer group influences school drop out basing on the focused group discussion conducted with the community members their views show that the pupil who leave school influence the rest with stories that tend to interest the ones in school for example going to

dancehall,videoshows, having girlfriends and boyfriends, and freedom, they convince them with help after dropingout all these change the mind of the young ones increasing the number of dropouts in the community.

5.1.2 Objective (ii)which was to establish whether mistreatment of children among self denial and the following was the information got from the field; 77% of the respondents agreed that mistreatment leads to self denial.

The forms of mistreatment mentioned included carpal punishment heavy work load, gender differences were boys are favoured over girls denying children food education among others. The reasons given for the mistreatment include forced marriages, early and unwanted pregnancies, children raised by stepparents all those lead to frustrated parents that end up mistreating the children. from the questionnaire given out 70% of the respondents confirmed that mistreatment of children leds to self denial hence leading to school dropouts this is attributed to much beatings, making the children dig and making them stay in harsh climate like to much sunshine and rainfall these force the children to drop out because they feel they are aggressed in school. This true with the child abuse and neglect journal which indicates that verbal aggression against children is on a wide spread and harmful to children.

5.1.3 Objective (iii) which was to find out whether economic factors could led to low accessibility of schools.

The results from respondents show that 87% accepted that economic factors lead to low accessibility of school and 13% disagreed. it is true with the above that people with low income hardly educate their children because the school that are near are expensive and those that offer free education are far away from the communities. This explains why the number of children that drop out is rasing by the minute

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because the children find hardships in walking to schools; they lack the scholastic material they also lack food to run out throughout the day. This is further supported by Deighton who says that economic factors play a significant role on the student's education. Ensley 1981 further agrees and support the view by saying there is significant relationship between economic, social, groups and the Childs reading ability meaning the poverty stricken families don educate their children.

This was supported in the focused group discussion were the respondents where the parents expressed their views on economic some could hardly find ends meet because they could not even afford the basic needs like clothing, food so they find education of children a night mare because majority have to buy books, lunch and pencils for the children which they can't afford so they end up ignoring education.

Conclusion

Among the factors affecting school drop out peer groups were influential were by out of 10 teachers, 7 agreed making 83% and 17 disagreed, the youth were 20, 15 agreed making 87%, 5 disagreed making 13%, the parents were also 20, 18 agreed making 93%, 2 disagreed making 7%, the local leaders were 10 out of them 9 agreed making 99% and 1 disagreed making 1%. On the question of could mistreatment of children lead to self denial 7 teachers agreed making 88% and 3 disagreed making 12%, the youth all agreed making 100%, the local leaders were 10 and out of them 5 agreed making 50% and 5 disagreed making 50%, parents were 20 and 18 agreed and 1 disagreed making 1% . On the question of could economic factors be responsible for low accessibility to schools. 10 teachers agreed making 100%, 10 youths agreed making 50% and 10 disagreed making 50%. The local leaders out of 10, 2 agreed making 17% and 8 disagreed making 83%. 18 parents agreed making 83% and 2 disagreed making 17%.

Recommendations

Basing on the conclusions above the researched recommends the teachers and parents to act as good guidance and models in motivating students towards the right attitude towards education realizing its value.

Parents and local leaders should administrate to avail sufficient and appropriate educational materials and create a conducive environment for students to excel in education.

Actively the government should involve in monitoring the excellence and performance in schools, mostly the UPE/USE programmes introduced in schools.

5.4 lessons learnt

The lessons learnt involve all the experiences from the beginning to end of the study undertaken and they are as follows:-

The researcher acquired skills of researching through the use of research instruments.

The researcher also acquired the skills of being flexible and a generic social development worker where and when necessary.

The researcher learnt that the community contains people of different categories who needed special care and handling during data collection.

ABBREVIATIONS

UNESC: United Nations Educational Scientific and Cultural
Organization

UPE: Universal   Primary   Education

USE: Universal   Secondary   Education

UNMDG: United Nations Millennium Development Goals

ANPPCAN: African Network for the Protection and Prevention
Against Child Abuse and Neglect

UDH: Universal Declation of Human rights

ADF: Allied Democratic Force

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Appendix A

Items	Usage	quantity	Amount(sh)
Questionnaires	Used for collecting data in the field the field	60 24	150,000 50,000
Transport	During research		100,000
Air time	For making calls		40,000
Typing and printing	Research		60,000
Internet			20,000
Total			370,000

Table 13 the cost incurred in the study was as below

Table 14 Time Frame

START DATE Start	ACTIVITY	DURATION
19th July 2010	Start of proposal Start of th	3 weeks
8th August 2010	Visiting the school	1 week
16th August 2010	Start the final research	3 months

Appendix C

Table 15 the number of distributed questionnaires

Respondent	Number of distributed Questionnaire	Number of received questionnaires
Parents	20	20
Local leaders	10	10
Youths	20	20
Teachers	10	10
Total	60	60

APPENDIX D

Dear respondent

The researcher is a student of Kampala international university doing a bachelors degree in education. The researcher is conducting an academic research study under the topic causes of school dropout in secondary school. You have been selected to be one of the respondents to this study .you are humbly requested to participate in this study by filling in the questionnaire. All the answer that you will provide shall be treated with confidentiality they deserve and will be used for only academic purposes.

SECTION A: BIO DATA

1.   Gender of the respondent?

Option	Tick best options
Male	
Female	

2. Age of respondent?

Options	Tick best option
20 years and below	
21-30	
31-40	
41-50	
51 and above	

3. Higher education level attained?

Options	
Masters	
Degree	
Diploma	
Certificate	
Below certificate	

Research questions to parents basing on the objectives of mistreatment of children as a cause of self denial, cause of school dropout, economic.

Do you experience school dropout in this community

Yes ☐   No ☐

What do you think are the causes of school dropout in your community?

Yes ☐   No ☐

Does bad peer group influence among the youth to bring about school drop out among students?

Yes ☐   No ☐

Are most married couples having children in their families?

Yes ☐   No ☐

Do most children go to school in this community?

Yes ☐   No ☐

Could mistreatment of children cause school dropout

Yes ☐   No ☐

Do you experience some economic problems in this community?

Yes ☐   No ☐

Could economic factors lead to low accessibility to schools?

Yes ☐   No ☐

Research questions to the youths basing on the objectives economic factors lead to low accessibility to schools, mistreatment of children lead to self denial, causes of school dropout.

Do you experience school dropout in this community

Yes ☐   No ☐

What do you think are the causes of school dropout in your community?

Yes ☐   No ☐

Does bad peer group influence among the youth to bring about school drop out among students?

Yes ☐   No ☐

Are most married couples having children in their families?

Yes ☐   No ☐

Do most children go to school in this community?

Yes ☐   No ☐

Could mistreatment of children cause school dropout

Yes ☐   No ☐

Do you experience some economic problems in this community?

Yes ☐   No ☐

Could economic factors lead to low accessibility to schools?

Yes ☐   No ☐

Research questions to teachers basing on the objectives noted below; mistreatment cause of self denial, economic factors a cause of low accessibility to schools, causes of school drop out.

Do you experience school dropout in this community

Yes ☐   No ☐

What do you think are the causes of school dropout in your community?

Yes ☐   No ☐

Does bad peer group influence among the youth to bring about school drop out among students?

Yes ☐   No ☐

Are most married couples having children in their families?

Yes ☐   No ☐

Do most children go to school in this community?

Yes ☐   No ☐

Could mistreatment of children cause school dropout

Yes ☐   No ☐

Do you experience some economic problems in this community?

Yes ☐   No ☐

Could economic factors lead to low accessibility to schools?

Yes ☐   No ☐

Research questions to the local leaders on influences of peer group on school drop, mistreatment of children as a causes of self denial, economic factors as a cause of low accessibility of school in the sub county.

Do you experience school dropout in this community

Yes ☐   No ☐

What do you think are the causes of school dropout in your community?

Yes ☐   No ☐

Does bad peer group influence among the youth to bring about school drop out among students?

Yes ☐   No ☐

Are most married couples having children in their families?

Yes ☐   No ☐

Do most children go to school in this community?

Yes ☐   No ☐

Could mistreatment of children cause school dropout

Yes ☐   No ☐

Do you experience some economic problems in this community?

Yes ☐   No ☐

Could economic factors lead to low accessibility to schools?

Yes ☐   No ☐