

**SOCIO – ECONOMIC STATUS AND SCHOOL DROP OUT  
A CASE STUDY OF SELECTED SCHOOLS  
IN MASAKA MUNICIPALITY MASAKA  
DISTRICT**

**BY  
KIGGUNDU JIMMY  
DPE/16935/71/DU**

**A RESEARCH REPORT SUBMITTED TO INSTITUTE  
OF OPEN AND DISTANCE LEARNING OF  
KAMPALA INTERNATIONAL UNIVERSITY  
IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD  
OF A DIPLOMA IN PRIMARY  
EDUCATION OF KAMPALA  
INTERNATIONAL  
UNIVERSITY**

**SEPTEMBER 2009**

### **DECLARATION**

I Kiggundu Jimmy declare that this report carried out under the socio – economic status and school drop – out is my original work and to the best of my knowledge, it has never been submitted before to any institution for any award.

Sign.....

KIGGUNDU JIMMY

DPE/16935/71/DU

Date.....

### APPROVAL

This is to acknowledge that this researched report formulated by Kiggundu Jimmy was under his supervisor. He was approved and authorized to go on with the research exercise of collecting data from the field.

Name: Madam Taligola Dorothy  
Supervisor

Signature:  ..... Date 22/09/09 .....

## **DEDICATION**

I specially dedicate this researched report to my family, brothers and sisters, nephews and cousins, parents and friends who have always been so helpful to me during my studies, their inspiration and immeasurable support has enabled me to achieve this.

## **ACKNOWLEDGEMENT**

I wish to extend my profound and sincere thanks to those who generously contributed their knowledge resource and love that enabled me to make this research study a reality.

I wish to thank God so much to what he has made for me. I appreciate the knowledge, experience and opportunity he has put at my disposal.

I thank my supervisor Madam Taligola Dorothy who directed the planning and execution of this piece of work. I also thank all the lecturers who taught me most of the ideas I have applied in this research study.

Special thanks goes to the following people Madam Nanjobe Rashida Kampala, Mister Ssenfuka Peter Masaka, Mr. Katula Daniel Mubiru Masaka, Mr. Nyanzi Peter Masaka (Busagula p/s), Madam Akidde Roseline Tororo, Mr. Bwanamba Martin Rakai for the continued encouragement and co-operation which really enabled me to have a conducive atmosphere for learning. God bless them so much.

Lastly a sincere appreciation goes to Madam Nakyanzi Oliver, Mr. Musoga Francis Rwanda, Mr. and Mrs. Ssali George William of Kayunga Bigasa, Bukomansimbi county Masaka District and to Nampeera Victoria for the determination, advise and commitment they exhibited to ensure that I attain what I have achieved.

**God bless them so much.**

## TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL .....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES .....	vii
ABSTRACT.....	viii
CHAPTER ONE .....	1
INTRODUCTION.....	1
1.0 Back ground of the study.....	1
1.1 Statement of the problem.....	3
1.2 Scope of the study .....	3
1.3. Purpose of the study.....	4
1.4 Objectives of the study .....	4
1.5 Research questions.....	5
1.6 Significance of the study.....	5
CHAPTER TWO .....	6
REVIEW OF THE RELATED LITERATURE: .....	6
2.0 Home based factors.....	6
2.1 School based factors.....	7
2.2 Social based factors.....	8
2.3 Economic factors.....	9
CHAPTER THREE.....	10
METHODOLOGY .....	10
3.0 Introduction .....	10
3.1 Research design.....	10
3.2 Area of study.....	10
3.3 The population.....	11
3.4 Sampling and selection technique.....	11
3.5 Research instruments.....	12
3.6 Data collection.....	12
3.7 Data analysis.....	13
3.7.1 Editing.....	13
3.7.2 Coding.....	13
3.7.3 Tabulation.....	13
3.8 Limitations of the study.....	14
CHAPTER FOUR.....	15
PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS.....	15
4.0 Introduction .....	15

<b>4.1 Social Demographic characteristics.</b>	15
<b>4.2 Age of the respondents</b>	15
<b>4.2 Corporal punishments</b>	17
<b>4.4 Domestic work</b>	18
<b>References</b>	19
<b>APPENDIX A: Budget</b>	20
<b>APPENDIX 1:Questionnaires for headteacher</b>	21
<b>APPENDIX 2: Questionnaire for parents</b>	22
<b>APPENDIX 3: Questionnaire for pupils</b>	23
<b>APPENDIX4: Time allocation</b>	24

## **LIST OF TABLES**

Table 3.1: Shows subjects to be selected for the study.

Table 4.2: Age distribution of respondents

Table 4.3: Years of teaching experience of respondents

Table 4.4: Causes of school drop – out in Masaka Municipality, Masaka District



## **ABSTRACT.**

The study was basically focused on establishing the socio – economic status and school dropout taking Masaka Municipality as the case study, the seriousness of the socio- economic status and school dropout was to be unveiled by this study. In the same way effective and appropriate measures that could be applied to rectify the socio – economic status and school drop – out cases for the proper learning of the pupils were strongly expected to be identified in these study findings.

The study also tried to find out the loop holes that enhanced the socio-economic status and school drop – out in the education sector of Uganda. Likewise, effective measures and techniques were to be applied and identified on how such loopholes could be avoided once and for all to ensure proper following of the socio – economic of the school drop – outs.

The study in this regard is dedication to ensure that all the education stake holders in this region get to know how to conduct effective socio – economic status and school drop – outs.

Therefore the effective policy and techniques were expected to be identified by this study to be used to guide the socio – economic status and school drop – out on how to come up with the measures of eradicating the problem which would be useful in the region.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Back ground of the study.**

All people all over the world are getting concerned about the educational system and a great number of children are dropping out of school. A number of factors are attached to poor educational system. Widening gaps have continued to exist between the elites and the illiterates, the rich and the poor. This is mainly attributed due to societal conditions which have led to high drop-out rates.

The current information indicates that pupils participation is characterized by 18% repetition and 33% drop – out rates. According to monitor newspaper published on 23 – 3 – 2009. So unless something is done, the drop – out rates are increasing so rapidly. Factors which have led to poverty and in this those affected are unified in the school system.

Farrant (1984) defines a drop-out as a pupil who despite having the ability to complete an educational course fails to do so. In Uganda many school conditions and other environmental factors have contributed to too much dropping of pupils out of schools.

#### **These include;**

- i. Society values. With that issue boy child education is valued at a great extent to that of girls. At the end, you find that girls are being discouraged and end up dropping out of school.
- ii. Gender related distribution of domestic work. Under here girls are given tasks of preparing food for the family, collecting firewood in bush, looking after young children and so many others and at the end you find that they have lost chances of attending schools hence dropping out of school.

- iii. Cultural practices such as early marriages. In so many societies of Uganda, young girls are forced to get married. Further more, in some religions like Islam girls at 14 years of age get married hence loose the chance to get education.
- iv. Poverty. In many societies, many parents do not have enough money to enable their children access education. This at the end leads to too many drop – outs.
- v. Death of parents. When parents die, children lack enough support to keep them at schools. They end up dropping out of schools and turn into street children and thugs.

According to the child link magazine (1997) published by AMPPCAN Uganda chapter, the leadership styles, in the school where by the head teachers, teachers and student teachers have failed to show a good example and they are no longer leaders but dictators and authoritarians and at the end, this discourages children and end up dropping out of school.

In Masaka district, Masaka Municipality, pupils have dropped out of school as a result of poor methods of teaching, lack of commitment of teachers, irresponsible parents and guardians who allow illegal absentism of pupils during school hours, death of parents when children are still very young and poverty of parents. Also it has been asserted that teachers have showed bad examples to learners engaging in very much unprofessional behaviours like drug abuse, defiling learners and so many others. Things which have accelerated to high drop – out rates.

To the further outlook, other factors like lack of school dues, orphanage, broken marriages, income percapita and feeding of children are key factors leading to pupils falling out of school.

In view of the above, the income percapita of individuals is too low and this has lead to too many drop – outs and the researcher is interested in finding out how it leads to school dropout so that something is done to arrest the situation before the number of drop – outs go out of control in Masaka municipal schools in Masaka district.

### **1.1 Statement of the problem.**

Having taught in primary schools for so many years, the researcher has noticed with a great concern the increasing number of pupils dropping out of school. Even after the introduction of the universal primary education, the rate of pupils dropping out of school in Masaka Municipality schools is on rise, This high rate is attributed to the low daily earning, early marriages of the people in the area. This indeed is the researcher's desire to carry out a study on the socio-economic status and school drop-out in Masaka municipality so that steps are taken to arrest the situation before the number of drop-out goes out of control.

### **1.2 Scope of the study**

The study was carried out in Masaka municipal schools. It covered all the three divisions that make up Masaka municipality that is:- Nyendo Ssenyange, Katwe – Butego and Kimanya – Kyabakuza.

It focused of the socio- economic status and school drop-out in primary schools of Masaka Municipality. They are choosen because it is the researcher's home area and is well versed with the geography of the place. It took the researcher a period of four months. That's May, June, July and September.

### **1.3. Purpose of the study.**

The purpose of the study was to investigate the effect of socio – economic status on school drop-out in selected primary schools in Masaka Municipality, Masaka District of central Uganda.

### **1.4 Objectives of the study**

The study was guided by the following research factors.

#### **i) To investigate the school based factors which lead to school drop-out**

- Teachers barking at pupils
- Head teachers to abuse teachers in front of learners following the pecking order.
- Corporal punishments awarded to pupils.
- Scholastic materials awarded to learners

#### **ii) To find out the home based social factors which result into children dropping out of school.**

- Child treatment at home.
- Activities done at home by children.
- Children rights

#### **iii) To find out the economic factors at home which lead to school drop-out.**

- Income percapita of parents/ guardians.
- Death of parents / guardians.
- Broken marriages.
- Value of girl child education
- Gender related distribution of domestic work
- Poverty

### **1.5 Research questions**

1. How does socio-economic status lead to poor performance of pupils and drop-out?
2. What is the relationship between socio-economic status and behaviors of pupils in relation to school drop-out?
3. Suggest measures that can be adapted to stop school drop – out.

### **1.6 Significance of the study.**

The researcher hopes that the findings of the study will benefit the following groups of people.

**Teachers:-** These are likely to be helped to find out ways of handling pupils and sensitizing them to stay at school and do what is expected from them.

**Head teachers:** - These are to be in position to monitor the teachers' daily attendance and mobilize the parents and teachers to see that children do not drop- out of school.

**Local council officials:-** These are likely to organize workshops to sensitize parents in order to keep their children in school by starting up money generating projects.

**Inspectors of schools;-** These are to be guided to make efforts to see that they visit all the schools in the area and monitor the pupils attendance. They are likely to organize workshops and seminars to educate the community on the importance of education.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE:**

#### **2.0 Home based factors**

Children in different societies are taken up by a number of factors mainly the cultural practices. Girls loose education because they are engaged in early marriages, caring after young children at homes, preparing food, weaving mats and brooms well as boys are taken to do grazing of animals hence drop – out of schools.

Ssekamwa (1987) stated that in the indigenous education, boys and girls were trained in different skills. Boys were trained and prepared for leadership of the homes while the girls for home management.

Do parents educate their children about the children's rights to education?

Zengler (1979) also reported that children rights to education in African countries is a new phenomenon that most parents are ignorant about. As a matter of this, parents do not encourage their children to study hard. They instead send them to school to learn how to read and write and prepare them for marriage when they are mature.

How many children get married when they are below the age of 18 years in Masaka municipality?

In view of the above statements, parents are a problem to their children's education. Much is to be done or an education policy should be put in place to protect the children.

In most cases, parents lack manpower to do farming in gardens, grazing their animals and other domestic work at home. Also failure to buy scholastic materials for the children, this forces them to drop-out from schools and go in for early marriages, others are employed in doing petty business and get money and sustain their parents and families.

## **2.1 School based factors.**

Carasellet (1997) noted that apathy by teachers may also lead to drop-out.

Desdee (2001) went out to say that classroom teaching must provide the pupils with as active participants instead of talk and chalk which is followed by a test.

Teachers should use different methods of teaching such as grouping which may keep their learners interest at maximum discussion where children are allowed to share as individuals and slow learners.

Mukasa (2003) stated that, teachers should learn the names of the pupils they teach especially in primary because it gives children interest and morale in learning and it encourages the learners as they are called by names.

Teachers should also reward pupils when teaching because they feel confident and become interested in the education as it is a change and progress in their stage of growth behavior of pupils learning.

Mirembe (2002) quoted a pupil saying that, I won't go to school anymore, there is a big fat teacher at the door. She pulls my ears and nose, I won't go to school anymore. This is an indicator that the teachers in schools are one of the causes of children's distress that some of them do not have the slightest idea of how to deal with pupils. So you find that pupils leave in constant fear of their teachers.



## **2.2 Social based factors.**

In order for a child to stay in school, she/he needs love from both parents that is the mother and father at the same time. If this is not fulfilled then the child will not stay at school. Jjunju (2002) confirmed that the family must be stable first and it will create an enabling atmosphere for the child to stay in school.

Beeby (1999) urged that, children who are raised in dysfunctional families easily fall prey to sexual abuse. Such families are characterized by domestic violence, marital disharmony and other social unacceptable behaviours. In such situations, the child cannot stay in school. In view of the above, there is need for parents to be the best examples of good behaviour so that their children can stay and finish the required level for their self support.

The hostile school and social environment for the education according to Farrant (1984) can force her/him to face sexual harassment from people within the school and those outside school. In view of this, children need equal support to access primary education because they are also contributors to national development.

Teachers shall recognize relationship exist between the teacher, pupils and their parents. There is a need to see this relationship flourishing because without this the child drop – out will remain on an increase. According to Valerian (1996) a leader is someone who has a vision of what should be done and let others work to achieve it. Head teachers have to ensure proper management of their schools through good administrative leadership.

Poor administration and all its forms lead to total mismanagement of schools. Lack of guidance and counseling where by pupils fail to know why they are in school also lead to loss of interest. This study advises that schools and families should be well managed to solve the problem of pupils dropping out of school.

### **2.3 Economic factors.**

Kajubi (1989) states that; schools should be well facilitated and teachers trained to cater for individual differences. Where as the professional code of conduct for teachers states that; the teacher shall speak and act towards pupils with respect and dignity and shall firstly deal with them always, mindful of their individual differences and rights.

Kamau (1999) asserts that, poverty is the root cause of child drop-out. Parents fail to provide them with the required scholastic materials and meet other demands they end up dropping out of school.

Seligman (1992) on this supplements that; parents in Africa involve their children in petty business such as selling alcohol, operation of market stalls and vending food, as a result their children are affected.

An institutional study by Odact and Bbuye (1997) points out that, learning is best done when teaching have instructional materials to perform their work effectively. Without instructional materials, pupils loose interest and leave school.

All in all in another outlook, Farrant (1984) found out that lack of access to libraries and other children series of services plus poor lesson materials has caused drop-out in the school education.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter deals with methods that the researcher employed these include; research design, area of study, the population, the sample, research instruments, research procedure, data management as well as data analysis.

#### **3.1 Research design**

The researcher used a cross-sectional survey method when conducting this study. A cross sectional of the randomly selected population was employed to access data from the target populations as regards the socio-economic status and school dropout in Masaka municipality, Masaka district of central Uganda. Purposive sampling was employed and utilized to determine the required subjects.

The researcher used both qualitative and quantitative approaches using a cross-sectional survey design because it allows self report data to be easily gathered from the sample. It assisted the researcher to gather data from large number of samples at a particular time. It utilized different categories of people at a particular time.

#### **3.2 Area of study.**

The study was carried out in Masaka Municipality, Masaka district of central Uganda. The area was selected because the research is a teacher and born of the area and having served in the same area for more than five years. The researcher is familiar with the geography of the place.

### 3.3 The population.

The population of study comprised of head teachers, pupils and parents as shown in the table below.

**Table 3.1 shows subjects to be selected for the study.**

Category	Number in school	Number of schools	Total
Head teachers	1	6	6
Teachers	2	6	12
Pupils	10	6	60
Parents	2	6	12
Total	15	6	90

### 3.4 Sampling and selection technique

Masaka Municipality is in Masaka district of central Uganda. It has three divisions namely:-

Katwe – Butego, Nyendo – Senyange and Kimanya – Kyabakuza. Two schools were selected from each division and this gave the researcher the required six (6) schools. The researcher thought that the sample of the six schools is big enough to generate a real picture of the situation prevailing in other schools.

Out of the six (6) schools selected, the researcher used both purposive and random sampling methods to determine the required 90 (nirety) subjects. Purposive sampling was applied when the researcher selected the six (6) headteachers and asked each one of them to randomly select two (2) teachers, two (2) parents and ten (10) pupils from their schools by simple randomization. This would provide equal chance to each member in the population to be selected. In each school and its catchment area a total of 15 (fifteen) subjects were obtained.

### 3.5 Research instruments

The researcher employed the use of questionnaires and interviews as major instruments and observation would also be used as a minor instrument.

**Questionnaires:-** The researcher constructed both close ended and open ended questions to attain data from the respondents to enable easy compilation and interpretation. They provided individual people's views. The questionnaires were of advantage in that they were sent to distant respondents.

**Interview guide:-** Interview guiding questions were administered to respondents. Interview guides were flexible and adaptable. They were of advantage over other instruments especially to probe for particular responses. The socio – economic status and school drop out was focused on the interview and respondents were given suggestions that can be adapted to stop school drop – out.

**Observation:-** The researcher took initiative in surveying the environment and conditions of the school in connection with the research study. The researcher followed the observation schedule. He did not set time and dates known by the teachers as this would change their usual way of handling children.

### 3.6 Data collection

The researcher physically travelled to each of the schools under study to collect data. In each school the researcher got into contact with the head teacher and sought for permission to administer the research tools. The researcher explained the purpose of the mission and as colleagues in the profession, the co – operated and assured him confidentiality.

The head teacher helped the researcher to randomly choose the teachers, parents and pupils.

The researcher personally delivered the questionnaires and respondents were given two weeks to fill the questionnaires.

Interviews were prescheduled and the researcher met the respondents as planned, in each school, the researcher made the observation and did not set time and dates known by the teachers and pupils. This would lead to wrong data to be collected because they may change the ways of handling learners.

### **3.7 Data analysis.**

After carefully collecting the required data, the researcher carefully studied the obtained data so as to establish the research problem.

#### **3.7.1 Editing**

Editing is the process where by the completed questionnaires and interview schedules are analyzed in the hope of amending recorded errors or at least deleting data that are obviously erroneous. This is aimed at improving the quality of information from respondents. The researcher fills out few unanswered question. However, answers filled are deducted from the proceeding answers or questions.

#### **3.7.2 Coding**

"The purpose of coding in research is to classify the answers to questionnaires into meaningful categories so as to bring out the essential patterns"

#### **3.7.3 Tabulation.**

"Tabulation can be done manually or by a computer". According to Moser and Kalton, "data once edited and coded are put together in some kind of tables and may undergo some other forms of statistical analysis." Data is put into some kind of statistical table showing the number of occurrences of responses to particular questions with percentage to express data in ratio form.

### **3.8 Limitations of the study.**

The study was hindered by the following factors;

Refusal of respondents to effectively respond to the questions was one of the most notable problems that the researcher faced while conducting the research.

Financial constraint was also seen as another possible factor to limit the study. Transport costs were so high to be met by the researcher and this fully contributed to the delay of the research because it was hard for the research to continue with the tight budget.

Rudeness and hostility among the respondents was also another limitation of the study in the sense that the researcher found that they are rude and hostile respondents who in the long run turned down the request of the researcher to answer the questions. Many of such respondents walked away despite the fact that the researcher tried to plead for their attention.

Shyness of respondents was sensed as another limitation of the study.

The researcher was also affected by the prevailing weather conditions i.e. the rain. It is true that the research was conducted during the rainy season and it became so hard for the researcher to find the respondents since they were in doors.

However these problems were overcome by the researcher in the following ways. Strict adherence to the tight budget was the solution to the problem of lack of finance.

Humble talk and convincing of respondents were the ways employed by the researcher to overcome the problem of unwilling and shy respondents to answer the questions.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

#### 4.0 Introduction

The data was collected using both qualitative and quantitative methods, which was then analyzed and processed to make it useful and understandable. Data was collected, tabulated and then analyzed.

#### 4.1 Social Demographic characteristics.

Respondents were asked questions related to their age and the results are shown in the table below.

#### 4.2 Age of the respondents

**Table 4.1.1 Age distribution of respondents.**

Age group	Frequency	Percentage
30-40	38	60
41-50	22	40
Total	60	100

#### Source; primary data

Table 4.2 above shows that the age of the respondents and it was found that 60% of the respondents were between 30-40 years and 40% were between 41-50 years.

#### 4.1.2 Teaching experience of respondents.

Respondents were asked questions related to their teaching experience and the results are shown in the table below.



**Table 4.3 years of teaching experience of respondents**

Age group	Frequency	Percentage
4-5	40	42
6-15	42	58
Total	80	100

**Source; primary data**

Table 4.3 above shows that 42% of the respondents were between 4-5 years of age teaching experience and 58% were between 6-15 years of age.

**Table 4.4 causes of school drop out in Masaka Municipality, Masaka District Central Uganda.**

Response	Frequency	Percentage
Poverty	21	25
Corporal punishments.	12	20
Early marriages	28	40
Domestic work	8	15
Total	69	100

**Source; primary data**

Poverty; it has been noted by the respondents that poverty is one of the causes of school drop out in Masaka Municipality Masaka District. The respondents here noted that many of the parents are poor to afford school fees and other incentives that may be necessary for student's academic purpose. Poverty in this area is quite alarming that it poses a lot of threat to the children in Masaka Municipal schools, Masaka District. Study found out that 25% of the respondents gave poverty as an answer. The parents in this are described to be living in absolute poverty. A state of individual acceptance that he/she is poor. Given this

kind of situation, many of the school going children suffer a lot because the result of every thing is felt by them and no one else. Poverty is a very big problem to many of the house holds in Masaka district and to the rest of the people in Uganda at large especially those of the rural settlement. This has been due to lack of income generating activities among the population and due to over reliance on agriculture.

#### **4.2 Corporal punishments**

Corporal punishments have also cited another cause of school drop outs in Masaka Municipality, Masaka District schools of central Uganda. Respondents have given out a percentage of 20%. These punishments have been a lingering problem because many of the teachers have been found to be giving undesirable punishments to the children to the extent that many children decide to drop out of school because they cannot endure with the level of mistreatment in the schools. Many of them look at schools as a rough place to live in and to some of the children look at schools as "a free prison in which one is seen free to move home and come at school at will. One of the teachers in the local primary had to say " I am a teacher like any other teacher in Masaka Municipality schools but I have never caned any pupil more than two stokes yet I see my fellow teacher caning pupils to the extent of fainting. With this kind of situation, many of the students have forced to run away from school.

#### **4.3 Early marriages**

Respondents gave out early marriages as another cause of school drop out with the highest percentage of 40%. In Masaka Municipality all stakeholders in the education system have not played their roles effectively i.e. the parents, teachers, district inspectors of schools and children themselves. Parents are not sensitized on the bad effects of early marriages and other district inspectors of schools and other district officials have not sensitized the children, teacher and

the entire community on how they keep children in schools. The community is not aware that through education, fruits are gained. So, children at early age are getting married which results into producing too many children (increasing the population of the area at a high rate) and some of them end up losing life during delivery.

#### **4.4 Domestic work**

Domestic work at homes is not evenly distributed; respondents noted that a percentage 15% is taken up by domestic activities. As girls are given activities of preparing food, looking after children, boys are asked to graze animals. All those kinds of activities force children to drop out of school. There is still need for the government to come to Masaka Municipality to sensitize the parents, teachers and pupils so that such causes of school drop out are limited.

## **References**

Ssekamwa (1987) History of Education in East Africa Longman, Kampala Uganda.

Zengler (1979) Children Rights to Education in Africa.

Carasellet F (1997) Society and Education. Children need Education. Macmillan New York.

Desdee K (2001) Planning the Primary School Curriculum in Developing Countries. UNESO Lagos Nigeria.

Mukasa M (2003) Socio-Economic Development and Education. Un published report Kampala school Kampala.

Mirembe (2002) Cause of child drop out. A case study in selected schools in Masaka district. Un published dissertation. Nkozi University Kampala.

Jjunju D (2000) Factors leading to pupils drop out in Mpigi district. Un published dissertation Makerere University Kampala.

Beeby JK(1999) The quality of Education in Developing Countries. Havard University Lress London.

Farrant JS (1984) Principle and practice of Education. Longman Hongkong.

Kajubi S (1989) The Education Policy Review Commission Report. Ministry of Education and sports Kampala.

Kamau Z (1999) Curriculum Instruction, Longman publishers. Nairobi Kenya.

Seligman K (1992) Politics in African Education, Macmillan New York U.S.A.

### **APPENDIX A: Budget**

Budget for the completion of the dissertation at Kampala International University  
for Mr. Kiggundu Jimmy

No particulars	Quantity	Unit cost	Total cost
1 Reams of papers	2 x 1	12000	24,000
2. Printing	50 pages x 3copies	500	75,000
3. Editing	50 pages x 3 copies	500	75,000
4. Final printing	50 pages x	500	75,000
5. Researcher	1x1	1	100,000
6. Hard cover binding	3	8000	24000
Total			373000/=

## APPENDIX 1

### QUESTIONNAIRES FOR HEADTEACHER

Dear headteacher,

The attached questionnaire is aimed at finding out the socio-economic status and drop out in a case study in Masaka Municipality schools. This will lead me to attain a diploma in primary education from Kampala international university. I request you to complete honestly and I assure you that the responses given out will be treated with strictest confidence and your name will not appear anywhere in this study.

Thank you for your co-operation

**Tick where applicable:**

1. Age of the respondent: (a) 30- 40 (b) 41-50 years
2. Your qualification: (a) Licensed (b) Trained
3. Teaching experience (a) 4 – 5 years (b) 6 -15 years
4. Number of teachers.....Number of pupils.....
5. Do teachers have enough materials to use at school  
(a) Yes (b) No
6. If yes list some of the materials they use at school.  
.....  
.....
7. Do teachers give corporal punishments to pupils?  
(a) No (b) Yes I don't know.
8. Do you motivate your teachers when they are at school?  
(a) No (b) Yes (c) I don't know
9. Do you cater for Individual differences of learners at school?  
(a) I am sure (b) No (c) I am not sure
10. Do you cater for impaired learners at school?  
(a) No (b) Yes (c) I don't know.

## APPENDIX 2

### Questionnaire for parents

Dear parents,

The attached questionnaire is aimed at finding out the socio-economic status and school drop out in a case study in Masaka Municipality schools. It will lead me to attain a diploma in primary education from Kampala international University. I request you to complete it honestly and with reality and confidence.

Thank you for your co-operation

#### Tick where applicable:

1. District of the respondents (a) Masaka (b) Mpigi
2. Age (a) 20-29 (b) 30-39 (c) 40-50
3. Sex (a) Male (b) Female
4. Location: Masaka Municipality (b) Village (rural)
5. Do you provide scholastic materials to your children?  
(a) Yes (b) No (c) I don't know
6. Do you send your children to school everyday?  
a) Yes b) No c) I don't know
7. Are your children informed about their children rights?  
(a) I am sure (b) No (c) I am not sure
8. Do you send your children for marriage at early age?  
(a) No (b) Yes (c) I don't know.
9. Are orphans helped to achieve education in your families?  
(a) Yes (b) No (c) None
10. Do You distribute domestic work to your children equally regardless of their gender?  
(a) No (b) yes (c) I don't know
11. Do you find it easy to pay school fees for your children?  
(a) No (b) yes (c) I am not sure.

**APPENDIX 3**  
**Questionnaire for pupils**

Dear pupils,

The attached questionnaire is aimed at finding out the socio-economic status and school drop out. It will lead me to attain a diploma in primary education from Kampala international university. I request you to complete it honestly and with reality and confidence.

Thanks you for your co-operation

**Tick where applicable:**

1. District of the respondent

(a) Masaka                      (b) Mpigi

2. Age (a) 9- 15              (b) 16-19

3. Class (a) p.3              (b)p.6 – p.7

4. Sex (a) Male              (b) Female

5. Do you get scholastic materials to use to school?

(a) Yes                              (b) No              (c) I don't know.

6. If yes list down some materials you get from home.

.....  
.....

7. Are your parents able to pay school fees for you?

(a) Yes                      (b) No              (c) I don't know

8. Are you aware of your children rights?

(a) No                      (b) yes                      (c) I don't know

9. Do your teachers give you big punishments at schools?

(a)I am sure              (b) No              (c) I am not sure

10. Are you an orphan?

(a) Yes                      (b) No              (c) I don't know

11. Do your teachers bark at you when you are at school?

(a) Yes                      (b) No              (c) I don't know



**APPENDIX4**  
**Time allocation**

TIME ALLOCATION

ACTIVITY	TIME IN MONTHS			
	MAY	JUNE	JULY	SEPT
PROPOSAL WRITING				
DATA COLLECTION				
DATA ANALYSIS				
SUBMISSION-				