SOCIO-ECONOMIC FACTORS AND SCHOOL DROPOUTS: A CASE STUDY OF BWANSWA SUB-COUNTY KIBAALE DISTRICT

BY

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DECLARATION

I, Muhumuza Edward, declare that the content of this document is my original work and has never been presented or submitted to any University, College or any Institution of learning for any award.

Signed: _____

Muhumuza Edward (Student)

Date: _____ 25- 09- 2011

APPROVAL

This piece of work has been under my supervision and now it is ready to be submitted to the internal examiners.

Sign: _____

Mr. Oketcho Pius (Supervisor)

Date: 25/09/2011

DEDICATION

I dedicate this piece of work to my beloved mother Nyamwabura Anamaria who assisted me financially, morally and spiritually.

Secondly I would like to whole heartedly thank my dear wife, Tibuhoire Mary and my beloved children Tumusiime Catherine, Tibamwenda Michael, Ategeka John Mary, Bahemika Madalene.

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LIST OF ACRONYMS

DHS   :   Demographic Health Surveys

MOES   :   Ministry of Education and Sports

UNESCO   :   United Nation education, Scientific and Cultural Organisation

UPE   :   Universal Primary education

ABSTRACT

The study of this report is about the socio-economic and school drop out in Kibaale district Western Uganda. It is directed by three objectives and these include: To assess the causes of school drop out in Bwanswa Sub County, To assess the effects of school drop outs among the children in Bwanswa Sub County and To find out how socio-economic factors have affected child's academic performance.

The study was descriptive where stratified sampling was used to select population. It employed a total sample of 60 respondents as in chapter four. Data were analyzed and presented using statistical methods of data presentation where percentages were integrated into tables.

It was found out that the Causes of school drop outs were early marriages, drug abuse, personal problems, parental care, employment, bad school experiences, and rebellion and separated parents. Effects of 'school drop out were; lack of employment, rural urban migration, inactive in politics and others. Among the recommendations given are: provision of scholastic materials, increase in teachers' remuneration, provision of lunch by schools, punishments should be minimized, establishment of technical schools, and there is need to sensitize the community.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Education is a foundation for the promotion and improvement of the status of people. Education can put women on the path to economic and social empowerment. Educated women tend to marry later, have fewer children and are more likely to understand what they must do to protect themselves and their families against various odds. And is one of the reasons why UNICEF has focused attention on girls' education.

School Dropout is a major problem facing Africa today. Millions of young people are dropouts without a high school diploma. Nearly half a million students are dropping out each year. The dropout rate is declining a little each year, yet it is still a severe problem facing Africa.

Progressive report (2001), UNICEF has launched the '25 by 2005 Girls' Education Campaign' to accelerate its ongoing efforts towards the world's commitment of educating every child. The campaign focuses on getting girls into school in 25 countries where an extra effort is needed to meet the 2005 Millennium Development Goal of gender parity in education. '25 by 2005' targets partners such as governments and donors who make some of the key policy and resource decisions affecting the education of girls.

Social-economic factors include all those changes that will occur in the life style of people in relation to their resources or income e.g. the child rearing practices, poverty H.I.V / AIDS, Education structures and employment. These socio-economic factors have a great influence

on the academic performance of child. Naomi Mbugwa (1961) outlines that middle-class children do much better at school than those of working class parents because of lack of ability in language which hinders their success.

Farrant (1964) states that the kind of occupation that someone has is dependent upon his education and income. Therefore an individual with a high income will be able to meet the basic needs of the child adequately compared to the low income person. Poverty is a serious issue that affects a child. A child from a well to do family will have access to excellent learning and play materials therefore a conducive environment for studying unlike that from a poor family who has to stay hungry and lacks basic needs.

Convention of the child rights (2001) states that children have a right to live and develop to their full capacity through provision of adequate care during the early years. The best foundation laid down in early years of the child has far reaching benefits to individual child as well as the society especially when they are supported physically, mentally, socially, spiritually emotionally, and morally. There is increased involvement progress and school performance which later is linked to increased economical productivity.

1.1 Statement of the Problem

The statistics say it all 62 million of the estimated 115 million children in the world who are not in school are girls, according to 2002 figures. According to UNESCO (2002), in Sub Saharan Africa, 24 million children were out of school in 2002. 85% of all girls out of school live in Sub Saharan Africa, South Asia, East Asia and the Pacific. Two-thirds of the world's 781 million illiterate adults are women.

Debates and shouts have remained the order of the day and put up on how the nature of the students is to fail every year and that is it due to lack of instructional materials to use, state of the teachers or the learning materials? But finally, the researcher came to find out that lack of instructional and learning materials has brought about girls dropping out of school.

The researcher's concern therefore is to find out why pupils left school before completion and the impact which dropout rate had caused to our community and what would be done to minimize the problem.

1.2 Objectives of the Study

This research was guided by two sets of objectives.

1.2.1 General Objective

To identify factors that influence school drop outs.

1.2.2 Specific Objectives

(i).   To assess the causes of school drop out in Bwanswa Sub County.

(ii).   To assess the effects of school drop outs among the children in Bwanswa Sub County.

(iii). To find out how socio-economic factors have affected child's academic performance.

1.3 Research Questions

(i).   What are the causes of school drop among children in Bwanswa Sub County?

(ii).   What are the effects of school drop out among children in Bwanswa Sub County?

(iii). How have socio-economic factors affected children's academic performance Bwanswa Sub County?

1.4 Scope of the Study

1.4.1 Geographical Scope

The study was carried out in Bwanswa Sub County in Kibaale District, Western Uganda.

1.4.2 Subject Scope

The study focused on the socio-economic factors and school drop out in Bwanswa Sub County, Kibaale District. Respondents were people who were Parents, Teachers, and District Education Officers.

1.4.3 Time Scope

The study was carried out in July and August 2011. The researcher investigated the socio-economic factors and the school drop out in Bwanswa Sub County Kibaale District.

1.5 Significance of the Study

The knowledge on the importance of materials may provoke the teachers, parents, care givers to develop more attractive materials so as to enable the children improve in their mental development through discovery and exploration.

Research methods, techniques and instruments established in the current study may be relevant in the future studies targeting other curriculum areas of early childhood education.

The findings of the study will contribute information to government, non governmental organisations, international agencies and education department, politicians, influential people and policy makers that are involved in improving children's education.

The study will contribute to the understanding of some of the reasons for improving children education and hence influencing better future planning.

The finding will provide up-to-date literature and open up area of further research to academician and researchers who may be interested in the area of improving girl child education.

The study is expected to help the researcher in the fulfillment of the requirements for a degree in Education primary of Kampala International University.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter is about what was talked about causes of school drop out. There is no clear answer as to why it is so difficult to universalize education. The reasons differ from one country to another and are strongly influenced by differences in their history, culture, economy and (general and educational) policy. In this paper we will explore possible causes to explain why education in Kibaale District has not (yet) been universalized. Starting from these causes, measures will then be discussed that could be effective in the implementation of universal education.

Leach Lisa, (1994.) shows teachers' critical role in children's success in schools. They suggest that children's low participation and their negative attitudes towards education are greatly affected by teachers' attitudes. The author provides a self sexism-quiz teachers can take in order to identify specific classroom attitudes towards students that may affect their instruction in class.

According to Uganda Population and Housing census (2002), in 1997, a new government initiative, Universal Primary Education (UPE), was introduced with the intention of broadening access to primary schooling, largely through reducing the costs of schooling. The effects of implementing UPE in 1997 were dramatic. Enrollment in primary schools stabilised between 1999 and 2003 with an average annual growth rate of 5.6 percent. The enrollment increased from 6.3 million pupils in 1999 to 7.6 million pupils in 2003. The

number of primary schools also increased by 26 percent during the period (from 10,597 in 1999 to 13,353 in 2003).

In August 2001, over 200 children and young people from across Africa gathered in Kampala with education officers from international agencies, representatives of African governments and leading figures from civil society, representing 35 African countries, to participate in the Girl's Education Movement launch. Arguing that girl's education is one of the most effective development investments a country can make, girls joined Ministers of Education and led the debate on the barriers that exclude girls from the educational system. To prepare for the conference, 100 children and young people (two thirds were girls) were trained in creative facilitation and basic gender analysis.

2.1 Causes of School drop out

Traditional attitudes that prefer early marriage and domestic roles over education for girls, Many girls are kept at home to care for younger family members and help with domestic work, Urban families keep girls from schools that are often over-crowded and under-resourced, Rural families are especially unwilling to let older girls travel long distances to school by bus, Low income families find it hard to meet the costs of transport, uniforms and stationery.

According to Fitzsimons, Emla (2002); the main causes of school dropouts are personal factors, home and school stability, school experiences, social behavior, and rebellion. Personal problems affecting students seem to be the main cause for students to drop out of high school and they include:-

According to Farrant (1784), jobs increase the percentage of students dropping out of school. Some students may and do have to take on a job to support themselves or their family. The job may interfere with school hours, school homework, and/or school activities.

Drug problems are very serious and have major side effects students. This serious problem causes many students to drop out of school. They do this to either to help their drug addiction or to get a handle on their problem.

Students in broken homes are more than twice as likely to drop out of school as those whose families are intact. This is so because of the fact that this is another stressful matter these young minds must also deal with.

Kaganda (1997), Home and school stability is another cause for students dropping out of high school. More than half of dropouts have moved within their four years of being in high school. If a student does not have a stable home or a stable school life, then they are more likely to drop out of school. Stableness allows the student to feel comfortable enough to try to work at school. If they have a stable home and school life, then that is one less worry for them. This allows them to concentrate on staying in school instead. The more stable a situation is, the more comfortable the student becomes with the surroundings, the better they get along with teachers and students, and it is easier for them to fit in and work hard at school.

According to MOES (1999), bad school experiences are also a large contributor for the school dropout rate. A large majority of dropout students were only taking the bare minimum general high school requirements. This is because no one pushed them to try harder. This made students feel that school was not important enough to try hard at. These students also

said they did not have much attention given to them when dealing with their schoolwork. This also emphasized that school was not important. A large majority of dropout students were held back a grade at least once in school life. This made those students feel as if they were not as smart as the other students, so why even bother.

According to FAWE (2004), social behavior is another cause for pupils dropping out of primary schools. Most students who dropped out of school did not like school to begin with. These pupils were failing as it was. They could not keep up with their schoolwork. They did not get along with their teachers and/or other students. They may have had disciplinary problems. A great portion of dropout students were suspended at one time or another.

Frequently absent students also make them more likely to drop out. A good deal of dropout students had even been previously arrested.

Wambuzi G. (2002), rebellion is a very big cause of students dropping out of school. To some students, school is a place where their parents force them to go every weekday. These students feel like the teachers make them sit down and listen to lecture after lecture. They also feel like they do not learn to think but rather to only listen and repeat. This is where the rebellion factor comes into play. Those students do not wish to be asked to repeat something, but rather listen, think, and say their thoughts feelings and views. These students do not want to be told when they can and cannot have a personal opinion on a topic.

A lack of encouragement related to school, and in some cases maternal interference with their school enrollment, including refusals to sign school enrollment forms.

MOES (1999), lack of qualified teachers: Only about half of teachers are untrained and even fewer have benefited from in-service training. A low proportion of teachers are women, so there are few educated role models for girls. The capacity of the teacher training institute is very limited, and teacher recruitment has been reduced.

MOES (1999), lack of adequate infrastructure: Insufficient classrooms, furniture, and sanitation facilities-particularly separate facilities for girls-contribute to poor quality of schooling.

Kaganda (1997), few resources for schooling: Government allocations for education are low. On the three islands that make up Comoros, over half of the population live in poverty and can contribute little to their children's education. A lot of girls are kept out of school for domestic labour or income generation to supplement the family income.

Irrelevant curriculum and instruction: The curriculum is not sensitive to gender or relevant to students' lives and it discriminates against girls.

Fitz Simon (2002), power struggles: The central government and local islands government are vying for control, thus delaying the finalization and implementation of education policies and strategies.

MOES (1999), some of the young adults dropped out of school because of real life events: they had to get a job, became a parent, or had to care for a family member. Many of these individuals said they had done reasonably well in school and believed they could have graduated. Of all those surveyed, members of this group were most likely to say they "would

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have worked harder if their schools had demanded more of them and provided the necessary support."

Fitz Simons (2002), poor communication between the school and parents was another contributor to students dropping out. Only about half of the respondents said the school contacted the home if they were absent; and only 48 percent of the dropouts said "their school contacted them or their parents to find out why they left school or encourage them to return."

Kabbani, (2000) research indicates that the lower the achievement level, the greater the likelihood that a student will drop out of school. For example, a study of students in Baltimore schools found that low test scores and report card grades as early as the 1st grade were a reliable predictor of whether or not the students would later drop out Grade retention-being "held back" or flunked-has also been found to be highly correlated with dropping out. Students who repeat a grade, even as early as kindergarten, have significantly increased chances of dropping out (Kaufman and Bradby, 1992).

2.2 Effects of school Dropout

2.2.1 Economic effects

Kaganda (1997), people who drop out of school are mostly poor since they always look inactive in the society. Dropping out of school leads most often to inactivity, and not to work, which could be due to the lack of employment opportunities.

School drop out encourages rural-urban migration since the educated people prefer to stay in urban areas where there are more social amenities like hospitals, piped water, telecommunication systems etc.

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Ms. Kondracke calls the dropouts "our next class of non performing assets." She says that each year dropouts represent $320 billion in lost lifetime earning potential. Jay Smink, director of the National Dropout Prevention Center at Clemson University, says the difference in lifetime salary for a dropout and a high school graduate is about $300,000 in USA.

2.2.2 Social effects

They often lack employment since they are taken as unskilled labours and when they are employed they happen to earn less.

According to Alliance for Excellent Education (2003) High school dropouts are 3.5 times more likely than high school graduates to be arrested in their lifetime A one-year increase in average education levels would reduce arrest rates by 11 %.

Alliance for Excellent education (2003), Male and female students with low academic achievement are twice as likely to become parents by their senior year of high school, compared to students with high academic achievement.

The average annual income for a high school dropout in 2005, according to the U.S. Census Bureau, was almost $10,000 less than for a high school graduate. Graduating all students, therefore, increases overall earnings potential, which, in turn, benefits each state and the nation with increased purchasing power and higher tax receipts.

2.2.3 Political effects

They inactively participate in the politics of the country since they consider people who are literates not illiterates.

According to Fitz Simon (2002), each class of high school dropouts damages the economy," says Bob Wise, president of the Alliance for Excellent Education and former governor of West Virginia. "In its current form, the No Child Left Behind Act does little to address the crisis in America's high schools, and Congress must take action to support states and districts put reforms into place that will allow all students, at all levels, to receive the assistance they need to be successful in school and graduate. The economic future and security of the nation depends on it."

2.3 Socio-Economic Factors causing school Drop outs

Social refers to how people interact with each other, their norms, values, customs and what is expected of them. A person who has not developed socially will have anti social characteristics like impulsiveness, self centeredness, poor social skills, poor interpersonal relationships and an underdeveloped conscience. The agents of socialization include parents, family members, schools, religious organizations, peers and mass media. Interaction between the child and the parent is important because parents are figures of autonomy and they determine for the child what is and what is not socially acceptable.

Family members play a role in educating the child, the grandparents provide a strong background and constant companionship characterized by love and affection. The aunts and uncles serve as counselors and mediators. The child gets information about life from older children during conversations and playtime. School is a great socialization agent where the

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child learns sharing, winning and losing as part of life. Through peer groups the child learns social values i.e. leadership, imitates behavior which are valued by members of the group. Religious organizations e.g. churches provide chances for socialization through sermons, bible study, Sunday school classes and these help them to know right and wrong. Mass media reflects culture e.g. many television and radio programmes, magazines and newspapers educate the child to relate himself to his culture. Despite the fact that the family plays a great role in the social development of the child, there have been many changes. The extended family is disintegrating a great deal.

According to Kutnick (1979) school may be stable and long lasting experience offered to many pupils. This is especially due to breakdown of moralizing institution such as family/ extended to nuclear from dual parented to single parented and loss of established religion and community. Social changes have occurred such that we also have the single parent families, children leading other children as a result of HIV/AIDS killing the parents. It is the responsibility of every member of the community to ensure that the values and norms of the community are followed so as to avoid crimes from the Youth.

Economic changes will refer to the cost of living of people, the income generating projects and the poverty level. According to Oxford Advanced Learners Dictionary economic means providing good service or value in proportion to the amount of money and time spent. Socio-economic changes include all those changes that will occur in the life styles of people in relation to their income or resources. The socio-economic changes have affected child rearing in a great deal i.e. the extended family has disintegrated so much. The teaching of values, norms and society customs was mainly done by grandparents, uncles and aunts but nowadays it is entirely the responsibility of the parents and the school. Many people have migrated from

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the rural to urban areas to seek for employment. According to NACECE (1994) there is breakdown of traditional family structure i.e. the upbringing of children, discipline and inculcating the societal norms and morals was a community affair.

Lansdown (1984) discusses role of social interactions, contact with others an obviously essential part of moral development. HIV/AIDS has emerged as a threatening disease because most of the people live in poverty and therefore decide to practice prostitution which increases the spread of the disease. This has brought about many orphans, divorce and street children therefore making children to lack guidance from parents.

The rural-urban migration in search of jobs has left the rural areas undeveloped because only the old people and children are left there and so very little development is realized as children are reared by very old people who lack knowledge on child rearing. The socio-economic changes have led to increased crime i.e. theft, murder are at a high rate because of increased poverty and lack of education to many young people. The gender sensitivity has made women to learn to higher levels, get better jobs and participate in development of the society and the community. The women who have succeeded in life have become role models to the children. The cultural practices, like female genital mutation have been eradicated, wife inheritance is also discouraged. These practices promote the spread of HIV/AIDS which lead to many orphans. HIV /AIDS is a threat to child rearing because the parents die leaving children without people to guide and control their behavior. NACECE (1999) describes the role of parents as the first caregivers and educators to their children. They provide love, security, stimulation and other needs; parents have the responsibility to mould children into responsible members of society.

Kusimba (1996) discusses that when AIDS related illness arises within the family employed household members are forced to be nursed or nurse the sick members and family income is threatened as most of the savings are used to pay medical services and therefore the basic needs for children are not met. The United Nations Convention on the rights of the child sites that children have the right to be with their family or those who will care for them best. Some parents ensure that their children do not have to interact with any other race or economic class and this is dangerous because children grow up discriminating others.

Warah (2006) says the economic and social divisions in Kenya should be cause for extreme alarm. If no action is taken, Kenya could become a breeding ground for its own brand of social and economic class work in future.

2.4 Effects of School Drop out

According to Wambuzi G. (2002) the following are challenges to school drop out.

Lack of skilled workers in rural areas

It is difficult to persuade highly educated and skilled workers such as to work in isolated rural areas when facilities are poor therefore the population decides to migrate from rural areas to urban areas in search for employment thereby leaving unskilled workers in the areas.

Illiteracy

Lack of education means that many people can not read or write, they do not know how to develop their areas because of illiteracy.

Lack of supportive services

Transport and electricity makes it difficult to provide education as a social service. Supplies for rural schools may be broken or damaged by the time they arrive after traveling on dusty, potholed roads.

Long distances

In rural areas many children have to travel long distances to places where quality education is provided. It is difficulty and expensive to provide education to scattered children.

Bleak future

Students who drop out face a bleak future. Dropouts are more likely to be unemployed, live in poverty, receive public assistance, become incarcerated, are unhealthy, and become divorced and single parents with children who drop out from high school themselves, according to the report.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methods that were used during this study. These included target population, sample size, methods of data collection, data editing and data analysis. It addresses the area of study, the population covered and the problems encountered

3.1 Research Design

This study used qualitative methods to investigate the different socio-economic factors and school drop out. It was basically gender focused where females are to be studied in order to get a clear view on rates of school dropouts among children.

3.2 Study Area and Population of Study

The study was conducted in Bwanswa in Kibaale district. It is one of the districts in Western Uganda affected by the high rates of school drop outs.

The study population consisted of the children, parents, teachers, education officer, Local community chairman.

3.3 Sample framework

3.3.1 Sample Size

From the proposed study a sample size of 60 respondents was interviewed.

3.3.2 Sample technique

A stratified sampling technique was used in order to increase the precision of estimates.

3.3.3 Sample procedure

Women and girl children were taken as strata. Stratified sampling is to arrange or divide (society) into a hierarchy of graded status levels.

3.4 Methods

3.4.1 Instruments Used/or Data Collection

In order to achieve the objective of this study, the researcher used the following methods of data collection to get information on school dropout. The methods enabled the researcher to generate enough information so as to make conclusions and draw conclusion appropriately to these issues.

Questionnaire

The questionnaires were administered on some children, parents and teachers in the rural and urban areas of Kibaale district so that the researcher can compare and contrast data given on school drop out in the two regions. Questionnaires were given to local government and local leaders.

Interview

The researcher conducted face-to-face interviews with some women, girls both illiterates and literates on issues pertaining to the respondents background, the school enrollment, Local government leaders and education officer.

3.4.2 Sources of data

Primary source of data

This was got through the use of self administered questionnaires and interviews.

Secondary source

Text books and other related works of outstanding scholars were published, magazines and other written data sources including published and unpublished documents, agency reports, newspaper articles, internet sources and so forth was referred to so as to give more light on issues of dropping out of school.

3.5 Data Analysis

Data was analysed qualitatively and quantitatively. Different data sets were used in analyzing data collected, i.e. where necessary SPSS package was used. Bar graphs were used to give a clearer outlook about socio-economic factors and school drop out and they were done in Microsoft Excel. Recommendations were made using the outcome of the result of the analysis.

3.6 Ethical Consideration

Bearing in mind the ethical issues, the researcher provided the respondents with the necessary information as regards the main purpose of the research, expected duration, procedures followed, and was in position to keep privacy and not disclose the confidentiality of respondents and researchers responsibility.

3.7 Limitations

The research study was faced by a number of problems and constraints and hence may not adequately meet the intended objectives to the required level.

Financial constraints have limited the researcher from having a thorough research process for instance; undertaking pretexts and piloting studies had to be foregone.

Again data collection and processing was done in bits because the researcher could not raise the required fund in lump some as he had to find himself.

Problem of distance between the researcher and his supervisor while in the field did impede proper continuous assessment of research, thus research process could only be dictated when it's already late.

The researcher faced a problem of time constraints. The time allocated for the study was not enough for a thorough investigation because the research was conducted with academic urgency in the two years while also the research was required to attend to his academic work.

The unwillingness of the respondents also posed a problem to the research study.
However, the researcher tried his level best using various research skills and tactics to avoid the problems or at least to reduce their impact on the study.

3.8 Delimitations

This research which was facilitated by the following favorable factors;
Since the researcher was a resident of the area, he had accommodation hence less expenditure.

The researcher being a resident was familiar to the people whom he obtained information.
The researcher did not find problems in transport because the infrastructure is fairly good.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.0 Introduction

In this section, a core of the study is presented. Data collected from the respondents is analysed. The discussion is presented in accordance with research question and objectives of the study.

4.1 Demographic Background of the Respondents

This presents the sex, age, marital status, educational level and occupation of the respondents. These are discussed below:-

4.1.1 Sex

Table 1: Sex of the respondents

Sex	Frequency	Percentage
Males	25	41.67
Females	35	58.33
Total	**60**	**100.00**

Source: Primary data (2011)

From the study it was established that females were more than males with 58.67% because the area of study has more females than males.

Figure 1: Sex of the Respondents
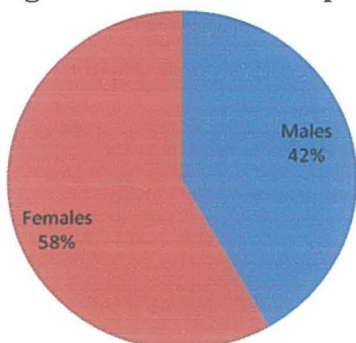
Source: Primary data (2011)

4.1.2 Age

Table 2: Age of the respondents

Age	Frequency	Percentages
Below 25	32	53.33
25 -34	17	28.33
35 -44	10	16.67
45 -60	1	1.67
Total	**60**	**100.00**

Source: Primary data (2011)

From the study, three quarters of the respondents are below 45 years of age. Most of the respondents were below 25 years with 53.33%, followed by 25 - 34 years of age with 28.33%, followed by 35 - 44 with 16.67% and lastly 45 - 60 with 1.67%.

Below 25 years of age many as these constituted the children still in school and out of school children and some teachers. 45 - 60 included the head teacher.

4.1.3 Marital status

Table 3: Marital status of the Respondents

Marital status	Frequency	Percentages
Single	38	63.33
Married	18	30.00
Separated	4	6.67
Total	**60**	**100.00**

Source: Primary data (2011)

From table 3, it can be established that single status were more than others as they constituted 63.33% of the total respondents followed by married with 30.00% and separated with 6.67%.

Single were many as they include the children, teachers who fear commitments. Married included parents of the children interviewed.

4.1.4 Educational

Table 4: Education level of the Respondents

Education level	Frequency	Percentages
still in primary	19	31.67
Secondary	30	50.00
tertiary	4	6.67
graduate	6	10.00
Masters	1	1.67
Total	**60**	**100.00**

Source: Primary data (2011)

From the study it was identified that secondary respondents were many with half of the responses (50.00%) followed by still in primary, graduate, tertiary and masters with 31.67%, 10.00%, 6.67% and 1.67% respectively.

Secondary level respondents included parents, some teachers, tertiary included teachers and graduates included headteachers and masters was the inspector of schools.

4.1.5 Occupation

Table 5: Occupation of the respondents

Occupation	Frequency	Percentages
Farmer	35	58.33
Civil servant	5	8.33
Others	20	33.33
Total	**60**	**100.00**

Source: Primary data (2011)

Table 5 shows that most of the respondents were farmers with 58.33%, followed by others and civil servants with 33.33% and 8.33% respectively.

Respondents who were farmers included parents and those who were in others category included children who are still in school.

4.2 Causes of school Dropout

4.2.1 Number of children per parent

Table 6: Children per parent

Number of Children	Frequency	Percentages
1 - 2	5	14.29
2-4	22	62.86
4+	8	22.86
Total	35	100.00

Source: Primary data (2011)

From table 6, it is established that most of parents have between 2 and 4 children as this is represented by 62.86% of the total respondents followed by 4 and above with 22.86% and between 1 and 2 with 14.29%.

4.2.2 Education Status

Table 7: Are they in school?

Response	Frequency	Percentage
Yes	19	54.29
No	16	45.71
Total	35	100.00

Source: Primary data (2011)

From table 7, it is shown that most the children are in school with 54.29%, and the rest are not in school as it is represented by 45.71 %.

4.2.3 Reasons for not being at school

Table 8: Causes of school drop out

Causes	Frequency	Percentages
Early marriages	20	33.33
Rebellion	2	3.33
Personal problems	9	15.00
Employment	4	6.67
Drug abuse	16	26.67
Separated parents	1	1.67
Bad school experiences	3	5.00
Parent care	5	8.33
Total	**60**	**100.00**

Source: Primary data (2011)

From the study it was established that the leading cause of school drop out is early marriages with 33.33% followed by drug abuse, personal problems, parental care, employment, bad school experiences, rebellion and separated parents with 26.67%, 15.00%, 8.33%, 5.00%, 3.33% and 1.67% respectively.

Through the informal interviews with the respondents, it was established that young children are forced to drop out of school by their parents as they prefer marriages to education. Personal problems included girls menstruating in classes, having big breasts, being punished every time. Bad school experiences included girls being teased by boys and some teachers who normally touch their breasts, age as when one seems to be older than others say by 10 years that one is most likely not to go to school.

When parents are separated the child is likely to drop out of school as there is lack of school fees, long distance between home and the school as they parents may not want to stay in the same division. In this some children may lack parental care, love and others.

4.3 Effects of school Drop out

Table 9: Effects of school drop out

Effects	Frequency	Percentages
Rural Urban migration	15	25.00
lack of employment	30	50.00
inactive in politics	10	16.67
others	5	8.33
Total	**60**	**100.00**

Source: Primary data (2011)

From the study it was lack of employment is the leading effect of school drop out with 50.00% followed by rural urban migration, inactive in politics and others with 25.00%, 16.67% and 8.33%.

Through the informal interview with the respondents it was found out that lack of employment is due to lack of skills necessary for the jobs, and rural urban migration is as a result of those semi educated ones who try to migrate in such for semi skilled jobs or collar jobs such as porters, wheel pushers in markets, packers, and many others jobs.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter consists of the summary of the major findings, conclusion and recommendations.

5.1 Summary

From the study it was established that females were more than males with 58.67% because the study was basically about females.

From the study, three quarters of the respondents are below 45 years of age. Most of the respondents were below 25 years with 53.33%, followed by 25 - 34 years of age with 28.33%, followed by 35 - 44 with 16.67% and lastly 45 - 60 with 1.67%, and most of the were single status were more than others as they constituted 63.33% of the total respondents followed by married with 30.00% and separated with 6.67%.

From the study it was found that secondary respondents were many with half of the responses (50.00%) followed by still in primary, graduate, tertiary and masters with 31.67%, 10.00%, 6.67% and 1.67% respectively.

Most of the respondents were farmers with 58.33%, followed by others and civil servants with 33.33% and 8.33% respectively, and most of parents have between 2 and 4 children as this is represented by 62.86% of the total respondents followed by 4 and above with 22.86% and between 1 and 2 with 14.29%.

5.1.1 Causes of school drop out

It was found out that most the children are in school with 54.29%, and the rest are not in school as it is represented by 45.71%.

It was found out that the leading cause of school drop out is early marriages with 33.33% followed by drug abuse, personal problems, parental care, employment, bad school experiences, rebellion and separated parents with 26.67%, 15.00%, 8.33%, 5.00%, 3.33% and 1.67% respectively.

5.1.2 Effects of school Drop out

Most of the children had a positive attitude towards school drop out with 75.00% as compared to 25.00% who had a negative attitude. Because of this, it was found out that lack of employment is the leading effect of school drop out with 50.00% followed by rural urban migration, inactive in politics and others with 25.00%, 16.67% and 8.33%.

5.2 Conclusions

From the research findings, it's evident that there is a problem of dropping out in primary level. There is a multiplicity of factors that lead to dropping out of school. However, the factors differ in proportions.

Among the factors discovered were early marriages, employment, rebellion, personal problems, drug abuse, separated parents, bad school experiences, and parental care. As a result some of them have decided to join marriage, abandon families and others are seated at their homes doing nothing.

There is need for further research about the rate of girl child drop out in schools in other areas outside Bwanswa Sub County and on a large scale. This information will likely help the government to formulate policies aiming at reducing the dropout.

There is need for improving school infrastructure, provide all necessities in schools, teachers a need to teach effectively. The community must be sensitized such that pupils who leave schools are not given freedom to sit and forget all about school.

Not all factors related to dropout reduction are school controllable, and solutions to the complex problem of dropouts cannot be achieved by the schools alone. It is a national problem which must be addressed by the whole society. It requires resources that go beyond the school, and solutions require a team approach-the combined efforts of students, parents, teachers, administrators, community-based organizations, and business, as well as the federal, state, and local governments.

5.3. Recommendations

The government should provide all scholastic materials to all schools and should even cross bridges and give a hand to private schools which are also helping the country's future. This can be done by employing and paying teachers, providing books, pens and the rest as it was before.

The government should increase on teacher's remuneration. Teachers' remuneration should be greatly improved if the teaching/learning is to greatly improve. They should be given bonuses, housing allowance and tours once in a while to improve on their solidarity. This increased remuneration, would boost morale, commitment, interest and concentration that would motivate them to handle pupils as their own children such pupils would perhaps educe going away.

30

There is need to provide lunch to pupils and students as well as teachers. The government should at least allow or enforce parents to start paying for meals at schools. The meals should be uniform.

The government should act accordingly in order to reduce on pregnancies, the causes should be dealt with severely if they are teachers, their academic documents should be confiscated and they should be imprisoned.

There is need to health inspectors to visit schools and give some advice on how to stop diseases. Similarly schools should be given nearby dispensaries. In those dispensaries, there should be medicine as well as qualified attendants.

The community should socialize its members to the beliefs, values, knowledge, customs and norms in education. This would help to reduce school drop out.

The pupils should continue to be at school in order to get employed and acquire skills necessary for employers.

The pupils should not commit crimes that may lead them to be heavily punished in order to curb heavy punishments.

The pupils should form discussions groups in order to get or share knowledge among themselves so as to perform well.

There should be set and enforced laws protecting the rights (rights to education) and freedom of children in the community. These should be done through the parliament where democratic means should be done by fail political representative.

Research should be made and coordinated about the causes and effects of school drop out. The findings should be nationally published and broadcasted through various national and private media channels to sensitize the public about the importance of education.

There is need to sensitize the community about the urgency of education in the developing Uganda. All the stakeholders focus in promoting adult education should be established in the area and other rural areas where drop out is still a problem.

5.4 Area for further research

The study investigated the rate of girl child school drop out in Bwanswa Sub County. Though this study examined the roles of various stakeholders there are so many areas that deem relevant to this study that were not dealt with to establish the magnitude of the study. The researcher therefore recommends other researcher to also take further studies about this topic to make the subject more colorful.

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APPENDICES

APPENDIX A: WORK PLAN

July	1st Week	Development of proposal
	2nd Week	Approval
	3rd and 4th Week	Collection of data
August	1st and 2nd Week	Presentation, analysis of data collected
	3rd and 4th Weeks	Submission

APPENDIX B: PROPOSED BUDGET

ITEMS	COST (UGX.)
Stationary	50,000/-
Printing / binding	70,000/-
Facilitation /meals	70,000/-
Transport	30,000/-
Miscellaneous	30,000/-
Total	**280,000/-**

APPENDIX C: QUESTIONNAIRE FOR PARENTS

Dear Respondent,

I am a student of Kampala International University, in my final year. I am carrying out a research study on the topic: **"Socio-economic factors and school dropout in Bwanswa Sub-County Kibaale District."**

The purpose of this study is to collect data on the topic. Your response will be treated with confidentiality and the information obtained is strictly for education purposes.

SECTION A: PERSONAL DATA

1. Sex: (a) Male ☐   (b) Female ☐

2. Marital status:

   (a) Married ☐

   (b) Single ☐

   (c) Divorced ☐

   (d) Never married ☐

3. Education level:

   (a) Primary ☐   (b) Secondary ☐   (c) Tertiary ☐   (d) University ☐

4. Occupation of the respondent

   (a) Civil Servant ☐   (b) Farmer ☐   (d) Business man/woman ☐

   (c) Others ☐

5. How many children do you have?

   (a) Boys ☐   (b) Girls ☐

6. Are they all in school?   (a) Yes ☐   (b) No ☐

7. If No, why are they not at school? ....

8. What should the government and NGOs do about those who dropped out of school?

   ....

APPENDIX D: QUESTIONNAIRE TO THE STUDENTS

Dear Respondent,

I am a student of Kampala International University, in my final year. I am carrying out a research study on the topic: **"Socio-economic factors and school dropout in Bwanswa Sub-County Kibaale District."**

The purpose of this study is to collect data on the topic. Your response will be treated with confidentiality and the information obtained is strictly for education purposes.

SECTION A: DEMOGRAPHIC BACKGROUND

1. Sex: ....

2. Age: ....

3. Marital Status ....

4. Education background: ....

SECTION B: EDUCATION

5. (i): Are you still a student?

   Yes ☐   No ☐

   (ii) If Yes, what is your interests in being to school?

   ....

   ....

   If No, why are you not at school?

   ....

   ....

6. What is your attitude towards school and why? ....

   ....

7. How do you find it being at school? ....

   (i) What makes it as above?

   ....

   ....

8. Have your parents contributed anyhow in your being at school? ....

   (i) How? ....

   ....

9. (i) What do your parents/guardian say about your performance?

   ....

   ....

   (ii) What do your friends say about schooling?

   ....

   ....

10. (i) What factors make girls perform well in schools?

   ....

   ....

   (ii) What factors lead to girls dropping out of schools?

   ....

   ....

   ....

11. Suggest ways in which girls' education should be improved?

   ....

   ....

   ....

APPENDIX E: QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am a student of Kampala International University, in my final year. I am carrying out a research study on the topic: **"Socio-economic factors and school dropout in Bwanswa Sub-County Kibaale District."**

The purpose of this study is to collect data on the topic. Your response will be treated with confidentiality and the information obtained is strictly for education purposes.

SECTION A: DEMOGRAPIDC BACKGROUND

1. Name (optional) ....

2. Gender (tick where appropriate)

   (a) Male ☐   (b) Female ☐

3. Age of the respondent

   (a) 25-34 ☐

   (b) 35-44 ☐

   (c) 45+ ☐

4. Education level

   (a) Teacher's college ☐

   (b) University ☐

5. Section b social aspects

6. (i) Do your female students often show any interest in schooling?

   (a) Yes ☐   (b) No ☐

   (ii) If Yes, then how can this interest be maintained?

   ....

   ....

(iii) How can this interest be improved?

....

....

7. Is the participation of female students in class reflected in their performance?

....

....

8. Compare the performance of female students in your class with that one of boys.

....

....

9. What are the possible ways through which the performance in 3a above can be maintained?

....

....

10. Suggest possible ways by which the performance in 9 above can be improved

....

....

THANK YOU FOR YOUR CO-OPERATION