

**CAUSES OF SCHOOL DROP OUT IN SELECTED PRIMARY  
SCHOOLS OF MAKINDYE DIVISION,  
KAMPALA DISTRICT  
UGANDA**

**BY**

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**A RESEARCH REPORT SUBMITTED TO INSTITUTE OF OPEN  
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## DECLARATION

I Nanyonga Margaret, declare that this project is my original work and has never been submitted to any other University for the award of any academic certificate or anything similar to such. Where the works of others have been cited acknowledgment has been made.

Signature M. Nanyonga Margaret..... Date 6.10.2009.....

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## APPROVAL

This report is resulting from the researcher's efforts on **Causes of school dropouts in selected primary schools of Makindye division, Kampala district -Uganda**. It was conducted under my supervision with my approval; it is now ready for submission to the academic board for the award of Diploma in primary education of Kampala International University.

Signature ..... Nabuseeta .....

Date ..... 6/08/09 .....

**Mrs. TALIGoola DEBORAH NABUSETA**

A blue oval containing the handwritten number '69' above a horizontal line, with the number '108' written below the line.

## **DEDICATION**

This research project is dedicated to my beloved husband Henry Mperuka Zagyenda and our two loved children Braxton and Cromwell. Mrs. Alice Birungu and Mrs. Mulinde Christine for sacrificing their precious time and resources for my sake.

## **ACKNOWLEDGEMENTS**

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## ABSTRACT

*The study was carried out to find out the factors responsible for school dropout in selected primary schools of Makindye division Kampala district which include Biotec primary school, Kisugu primary school, Kansanga Junior school, Bunga primary school and Good Will primary school with the aim of investigating the responsible factors for school dropouts in those schools, challenges they face as far as education is concerned and measures to solve the problem. The population studied was 80 pupils in ten selected primary schools. A simplified questionnaire was designed for the pupils to fill in. The findings were made where the study reveals that the existence of various factors leading to school dropout; some major factors are cultural practices which disregard girl child education, fear of sexual harassment by teachers, poverty and home cores among others. All the teachers therefore concurred that they do experience school dropout in their schools with a low figure of 50% describing the drop out rate as being low. These findings are in line with Zimmerman and George (2000) and Douglas (1996) uni-laterally identified the above mentioned factors and recommendations were made where the government should make it a crime to keep school going age children at home and parent/guardians or any other person found in fault should be severely punished in accordance to the law; The ministry of education and supports should ensure aggressive sensitization programs aimed at educating the local communities about the importance of educating and encouraging children to take academic seriously; Career guidance should be regularly carried out by primary schools and in such occasions, successful men and women in society should be brought as guest speakers to inspire and trigger interests in students to take studies seriously.*

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Background of the study**

Generally in the world, the problem of school drop out is very important. This has been at all levels of education from primary level to higher institutions of learning. A school drop out is an individual who does not complete a specific level of education. For example primary level, ordinary level. Advanced level and so on. The level of school dropout in Uganda is very high. The schools are losing students as well as the society at large because these young ones are the leaders of tomorrow. If a number of students fail to complete a given level of education. It is a big wastage of resources to one society and the country at large.

The population census (2002) revealed that 47.6% of school age going have never been to school, 49% dropped out before completing secondary school level and only 3.4% managed to complete the ordinary level course and of all these 70% is a girl child (Uganda National Bureau of Statistics, 2002).

More still, is that even those who join advanced level are very few therefore the rate at which student's dropout is very high in Makindye division and Uganda at large. Therefore there is need of the government and the society to join hands and stop or control the problem of school dropouts

### **1.1 Geographical location/ demographic characteristics**

Makindye division is found in Kampala district the capital city of Uganda. It is one of the 5 divisions of the city and it is located in the North of the district.

According to the Uganda Census (2000), Makindye division had a population of over 60000 people of which is increasing greatly today and the majority are teenagers who are all supposed to be in primary school.

### **1.2 Statement of the problem**

School drop out is a big problem to the people of Makindye division and Uganda at large. This is because it has left many young people idle and disorderly and most of them have resorted abusing drugs and stealing. According to the ministry of education reports (2005), Kampala is one of the districts in Uganda that has many learners dropping out of school with over 44% girls dropping at ordinary level and 25% being boys. This therefore indicates the existence of factors leading to schools drop out which need to be identified and immediately attended to.

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

The purpose of the study is to investigate the factors leading to school drop out in selected primary schools of Makindye Division

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

The following guided the study;

- To establish factors responsible for school drop out in selected primary schools in Makindye division
- To determine challenges faced by primary schools as far as education is concerned
- To suggest ways on how to improve on performance and enrollment in primary schools.

### **1.5 Hypothesis**

The efforts of the government and the community at large can harvest good results of stopping school drop out.

## **1.6 Significance of the study**

The study will help the researcher in finding out the major causes of school drop out and the appropriate solutions to the problem of school drop out.

The researcher will also be able to use the data collected to find means by which the community and government can work together for the common goal of stopping school dropout.

The data collected will also be useful to the society in that they will understand their role as parents and guardians to stop drop out. The research will also help policy makers to come up with appropriate policies of solving the problem of school drop out,

The data collected may also be of use as reference by future researcher

## **1.7 The scope of the study**

The study was carried out in Makindye division, in the selected primary schools of Bunga primary school, Biotec primary school, Good Will primary school, Kisugu primary school, Quality primary school to examine the causes of school drop out, challenges faced by secondary schools and the ways on how to improve performance and enrollment in those schools. It started in August 2008 and ended in September 2009.

## **1.8 Limitations**

Negative attitude of the people towards the researcher since they feel you have nothing much to help them. This is because of their illiteracy and they can not understand the importance of research so they relate it to politics which most of them hate.

Language barrier of some parents around the area since the division comprises of people from different regions. Those who had some education could not express

themselves well in English and majority of them knew only their local languages. Therefore this made gathering information difficult.

Money because the expenses are so high, that is from materials and up keeps, this is because everything is expensive for example, typing and printing expenses as well as up keep in their field during data collection.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter makes analysis of existing research related to the problem under study. Literature review looks at the scholarly work of other people on the problem of school drop out.

#### **2.1 School dropout**

A school drop out is an individual who does not complete a specified level of education. Gilbert and B. Ovok (1993) identified that male dropout were more than female in the United States of America. They stated that male dropouts identified preference for work over school.

Boredom, that is to say, school normally bore them, financial pressure and then problems with their teachers as the most important reason for quitting school and others view school as a wastage of time. On the other hand, female also give their reason as boredom, preference for work and also early pregnancies.

Pinder Hughes (1997) on leaving school many drop outs have high hope of making money enjoying their new freedom. However these feeling often turn into disappointments when they do not meet the education requirements for any of the good jobs that do exist.

Tischler, Henry (2002), some people dropout of school because they are labeled "troubled makes" some are actually expelled from school before dropping out.

Chansarkar and Michaeloudis (2001), Learners performance and enrollment is a product of socio-economic psychological and environmental factors. They further observe that

many practical studies which have been carried out to explore factors affecting studies performance indicate existence of a strong correlation between socio-economic background and performance of these students.

Ongaria (2005) asserts that a number of secondary schools have appreciated the need for the girl child education and as a result have taken it upon themselves to promote girl child education. However Hansen (2000) in disparity with Ongaria, asserted that many school in Sub Sahara Africa have not affectively spear head girl child education and that is why they are few girls in primary schools because of dropout than the boys.

Kristen (2005) states that poor performance by different individual students have contributed to their dropout, and this has also affected the girl child so much because they are looking at as a weaker sex and so this makes them lag behind because they think they can not compete with boys.

Sacerdote (2001) finds that generally in most academic setting, boys tend to score higher grade than their female counter parts, he however noted that student s performance depends on a number of different factors.

## **2.2 Factors responsible for school drop out**

Zimmermar (2000) stated that some cultural practices have increased the rate of school dropout, this includes girl child marriages which over the years has caused several children not to go to school and other dropping out. The culture of bride price whereby a girl is married off has made many rural parents rush to give away their young daughter as wives.

However, George (2000) identified fear of sexual harassment and molestation as one of the factors that some parent and guardian deny their girl children access to school because of their fear of sexual molestation of all kinds; also their lack of trust on these



innocent children prevent them from completing their education levels that they want, since they are not sure what "evil" they will get involved in, this subsequently results into girl child dropping out of school. Further more, children drop out of school because of poverty. This is because they can not get the facilities that are needed in school.

UNICEF (2006) on the other hand assert that deficiency of educational infrastructure, absence of standard of learning centers, deficiency of qualified teachers and lack of study materials have over the years prevented children from acquiring formal education from the best schools. Most lawful still majority of them leave school worse than they entered.

Further more is child exploitation. This is a common cause of school dropout in many African communities. It is common seeing girls and boys ought to be in school hawking several wares and consumables during school hours, along the road and streets of Kampala in people's home and so on. They are also found in the market selling for their parents and guardians.

The above information is also shared by Byarugaba (1999) that many school going children are seen in farms during school hours helping their parents to plant, weed or harvest farm produce. At home they act as maids, taking care of their little brother and sisters. This is therefore responsible for the high rate of school dropout in our communities.

Douglas (1996) focused on home and school background to explain the relative high dropout of children before completing the ordinary level course. He conducted longitudinal study of 5362 children born in 1946 tracking them through preparatory to primary schools. He found that girls were twice the boys prone to dropping out of school the gap had widened and these differences related to socio-cultural and economic dynamics. It is because of the above factors and many others at large that children drop out of school.

### **2.3 Challenges faced by secondary schools**

Many primary schools especially in the rural settings of Uganda lack adequate facilities like textbooks and other related teaching materials to spearhead the teaching and learning process in schools. It is of this reason that there is still poor student enrolment and performance in schools (Economist Intelligence Unit, 1999).

However, Begumisa (2006) states that one of the hindering factors towards promotion of education is inadequate well trained competent teachers who can ensure engagement of all stake holders so as to provide quality education.

James et al (1998) points out that the most affecting factor of secondary schools is lack of deliberate and effective government policy particularly on girl child education spearheading, improving student's performance. They added that lack of effective government policy will put no pressure on the school administrators to actively engage children in education. This explains why many secondary schools do not display good performance especially by the girl child.

Weak management is also a fundamental problem affecting the smooth running of the different secondary schools. People have resorted to doing their business ignoring their administrative work at the primary schools.

Further more, due to the up bringing, environment and lack of interest, some children disregard education. This has therefore led to poor performance. Worse still is that, some students have gone as far as absconding from or dodging participation in school activities (Brynnes, 1992).

Hamilton (1999) reports that efforts of some secondary schools to promote education have been frustrated by the local communities because the local population especially the parents have not taken serious steps to encourage their children to pursue education seriously. The above reluctance of the society to take part in career guidance

of their children is one of the most hindering factors of the smooth running of secondary schools.

The major challenges of secondary schools has also been caused by the universal secondary education which has dramatically increased the enrollment levels in government aided schools and yet the classroom and furniture have not been increased at the same rate (Osita A, 2006)

Byaruhanga (1999) asserts that capitation grant fund are inadequate and are not released on time. The average student to classroom ratio is very high at 1:260, further there is a shortage of trained teachers and insufficient resources to carryout refresher courses for the teaching staffs.

#### **2.4 Possible ways of improving performance and enrollment in secondary schools.**

Thome (1997) observes that the best way of improving education is through developing student interest in education which should be backed up with sufficient teaching. He went a head and noted that career guidance should be emphasized. It is therefore important for the ministry of education together with other relevant stakeholders to ensure policies and standards of education are effectively followed and adhered if enrollment and performance are to be realized in the country.

The national curriculum development centre, education standards agency, ministry of education and sports as well as other development partners must ensure strict adherence by secondary schools to the guidelines and curriculum which favours quality education such that all secondary schools teach and incorporate students activities as part of their main activities in the academic calendar (Byaruhanga, 1999).

Further more, there is a need for the administration and teachers to ensure that the girl child education activities as well as for the boys which can be originated from the annual education tours, seminars, workshops among others are attended to the success

of education greatly depends on how well, interested and motivated the girls are, towards education programs as well as boys . this can be through career guidance. The school teachers and career masters should spear head this Campaign (Byaruhanga, 2004).

Begumisa (2006) asserts that the ministry of education and sports should ensure aggressive sensitization programmes aimed at educating the local communities about the importance of encouraging their children to pursue academics.

In conclusion therefore, it is time to begin doing the right thing. It is time to train and educate our children by maximizing the great resources God gave us in children. Although the central government has promulgated a number of edicts and legislations on universal basic education, it is time to make these legislations effective by making our secondary schools centre of learning, equipped with the right kind of resources and man power for effective learning. Also parents must be made to understand the benefits of education. Through community based information dissemination techniques. The use of mass media like televisions and radios which most people do not have access to school should be reduced and town criers, village based crusades and enlightenment programmes. Use of religious center and market awareness activities carried out on a regular basis.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter presents various methods used in carrying out the study. It consist of data collection methods, research design, study scope of the study, population and sampling techniques the methods that were used for data processing and analyzing are also described.

#### **3.1 Research design**

The study used both qualitative and quantitative methods. Individual interviews and in-depth interview with key informants were used to enable explain and describe respondents experience. Observation was also used in each of the mentioned methods to capture the non verbal communication.

#### **3.2 Study population**

The population consists of both boys and girls of primary schools, teachers in certain schools as well as some parents in community.

#### **3.3 Area of study**

The research was conducted in Makindye division in Kampala city in the following selected primary schools; Bunga primary school, Biotec primary school, Kansanga Junior school, Good Will primary school, Kisugu primary school and Quality primary school. The most dominant languages used are Luganda and English because most people in this area are coming from different parts of the country and just come for businesses since Kampala is the capital city of Uganda where Makindye division is found.

### **3.4 Sample size**

A sample size of 80 respondents was used from the survey population. It was distributed as follows; 40 learners, 20 teachers and 20 parents.

### **3.5 Sampling procedure**

Simple random sampling technique was used to obtain a sample from the survey population, lottery system was used to allocate the population number that was put in a container, shaken well and each number be picked at random by the researcher until the required number was obtained.

### **3.6 Data collection methods and tools interviews and questionnaires**

Interview guides were developed with questions that were open ended so that they could give the respondents chance to explain in details interviews were conducted using face to face conversations between the interviewer and the respondents. An interview method has been chosen because it gives the researcher the chance to probe and seek clarification from the respondents.

Questionnaires; self administered questionnaires were distributed among the teachers, students, parents of the different schools. This was chosen because it gives the respondents time to answer the questions at his or her convenient time. Observation was also used to watch the non verbal communication.

### **3.7 Sources of data**

#### **3.7.1 Primary sources**

These include field data that was collected from respondents and the data that was obtained from journals. This data helped to sight information that generated conclusions that occur and filled the gaps that still remained in already written literature.

### **3.7.2 Secondary sources**

This is the data that aided in the writing of the related literature. These included textbooks like articles, newspapers and research papers.

### **3.8 Limitation to the study**

The study was hindered by the high cost involved, given the tight financial base. However, this was combated by pooling of resources from various sources as well as adhering to strict budgetary principles.

Some of the respondents were willing to cooperate but this was overcome by being friendly to them and explaining the rationale for the study so that they could understand.

There was lack of technical instrument to measure accuracy and consistence of the study.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

#### 4.0 Introduction

This chapter presents the detailed findings. It covers the demographic details; factors responsible for school drop out, challenges faced by secondary schools as far as education is concerned, the possible solution/ways to improve on enrollment and performance in secondary schools.

#### 4.1 Background characteristics of respondents

The study covered 80 respondents, 40 students, 20 teachers and 20 parents

##### 4.1.1 Sex of respondents

**Table 1: Showing sex composition of teachers**

Sex	Frequency	Percentages
Boys	14	70
Girls	06	30
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: Primary data 2009**

According to the above table, majority (70%) of the respondents were boys where as the girls (30%) also showed up. This therefore shows that there is a high degree of gender imbalance in as far as employment opportunities in schools is concerned. This might have been brought out by the poor learners enrollment and school dropout that made the men qualify more than women.

##### 4.1.2 Academic qualification of teachers

The staff was asked to state their academic qualifications. Below were their responses.



**Table 2: showing the qualification of the teachers**

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
Masters	00	00
Degree	07	35
Diploma	08	40
None	05	25
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: primary data 2009**

The above table indicates that most staffs were diploma holders which constitutes to 40% followed by degree holders that is equal to 35% and none of them had Masters. 25% of the teachers had no qualifications. The above findings therefore indicate that the schools have more competent teachers with good qualification and therefore can be able to carry out their duties with professional ethics and integrity.

#### **4.1.3 Sex composition of students**

On the other hand the sex composition of pupils was as follows;

**Table 3: Showing the sex composition of pupils**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Males	25	62.5
Females	15	37.5
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Primary data 2009**

Table above shows that majority of the pupils were male 62.5%, whereas their counterparts that is females constituted 37.5%. These findings also show that there was gender imbalance in pupils enrollments in the schools. This may be the cause

because most of the learners in higher classes that were respondents were from higher classes that do experience school drop out; For example the upper classes.

#### 4.1.4 Age of pupils

In relation to the above the pupils were asked to state their age below were their responses

**Table 4: Showing age distribution of students**

Age	Frequency	Percentage
Below 12	13	32.5
12-15	17	42.5
Above 15	10	25
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Primary data 2009**

In reference to the above, 32.5% were below the age of 12; the majority 42.5% were of the age of 12-15, and 25% of pupils were above 15 years. This shows that most of the respondents were relatively mature and hence gave accurate responses. In addition, the responses came from the Upper classes of primary five, six and seven.

#### 4.1.5 Grades of students

**Table 5: Showing grades of students**

Classes	Frequency	Percentage
p.5	10	25
p.6	15	37.5
p.7	15	37.5
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Primary data 2009**

The above table shows that majority of the respondents came from primary six and seven, that is 37.5% for primary six and 37.5 primary seven, and primary five constituted 25%. This means that most of the students were of competent mind to give reasonable and accurate responses since they were in upper classes. These pupils also have a much clear understanding of issues affecting their education.

#### 4.2 School enrollment and performance of students

The major challenges of school dropout of primary schools have been caused by Universal primary Education which has dramatically increased the enrollment leve in the government aided schools and yet the classroom and furniture have not been increased (Osita, 2006).

The staff that is head teacher, his deputy and the teachers were asked to describe pupils enrollment in these primary schools. Hereunder are the findings.

**Table 6: Showing student's enrollment**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Its high	5	25
It's average	9	45
Its low	6	30
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: Primary data 2009**

Majority of the staff described the students enrollment average, 45%, 30% described its low and 25% described its high. The above low students enrollments rate shows that there exists a high dropout rate, those left at home are not encouraged to go to school like her friend/counterparts.

#### 4.2.1 Teacher encouragement of the students

Hamilton (1999), reports that effect of some primary schools to promote education have been frustrated by the local communities because the local population especially the parents have not taken serious steps to encourage their children to pursue education seriously. In the findings below students were asked whether they received encouraged from their head teachers, teachers and parents to take studies seriously.

**Table 7: Showing whether teachers, head teachers and parents encourage students**

Responses	Frequency	Percentage
Yes	34	85
No	06	15
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Primary data 2009**

According to the table above, most of the pupils, 85% stated that their teachers, head teachers and parents encourage them to take studies seriously. Whereas 15% were to the contrary. This shows that most of the parents, teaching and administrative staff. These schools take their responsibility of guiding the pupils effectively. The staff that is Head teacher, his deputy and the teachers were asked to describe students enrollment in these schools.

#### 4.2.2 General academic performance of students

The general performance of pupils in selected primary schools of Bunga primary school, Biotec primary school, Good Will primary school, Kisugu primary school, Quality primary school. Due to the upbringing, environment and lack of interest, some students disregard education, this has therefore led to poor performance. The staffs were therefore asked to describe the general performance of students and below were their responses.

**Table 8: Showing the general performance of students**

<b>Performance</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	3	15
Good	5	25
Fair	10	50
Poor	2	10
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: Primary data 2009**

In reference to the above table, half that is 50 of the teachers described the pupils performance in these schools as fair, 25% described it as good, excellent registered 15% and poor had 10%. The findings indicate that the fact that most pupils do not perform well in academics, teachers stated that they dropout of school. Though they registered some improvement over the years since the government started sensitizing people on the importance of education. The pupils were asked if they were happy being at school.

#### **4.2.3 Students attitudes towards being in school**

Thorne (1997), observes that the best way of improving education is through developing students, interests which should be backed up with sufficient teaching. The students were therefore asked to state that whether they were contented about being at school.

**Table 9: Showing whether pupils were happy**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	34	85
No	6	15
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Primary data 2009**

Majority of the pupils asserted that they were happy being at school that is 85% whereas 15% were to the contrary. This indicates that those stating unhappiness about being at school had issues that induced their negatively towards being at school and therefore most likely to drop out of school as compared to their counterparts who were positive about being at school. In addition, those asserted that they were not happy being at school meant that they had problems with their teachers at school, lacked interest in some subjects.

More still is that, pupils were asked whether they received encouragement from their teachers, head teachers and parents to take studies seriously and below are findings.

### 4.3 Factors for school dropout

#### 4.3.1 Pupils dropout from school

Zimmerman (2000) stated that some cultural practices have increased the rate of school dropouts. These include early marriages which over the years has caused several girls to dropout of school. The culture of bride price whereby a girl is married off, has made many parents rush to give in their daughters as wives.

More still is that poverty has led to school dropouts. This is because they can not get facilities that are needed in school. All the staffs therefore accepted that they do experience school dropout in their respective schools they described the dropout rate as illustrated below;

**Table 10: Showing school dropout rate**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Very high	00	00
High	03	15
Average	07	35
Low	10	50
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: Primary data 2009**

The above table shows that 50% of the teachers stated that school dropout rate in these schools is low, 35% described the dropout rate as average whereas 15% described it as high. No one described school dropout as very high. These findings therefore indicate existence of relatively high school drop out rate; this dropping out could be attributed to number of variables as identified.

On the side of parents, most of the respondents were businessmen and women and others peasants. This therefore has an effect on the education of a child because business people have little time for their children and so do not encourage their children consistently take academics seriously. More still is that others were peasants who know little about what it takes for one to succeed academically since they did not get chance to go school. Very few of the respondents were professionals like doctors, teachers and accountants.

#### 4.3.2 Education attainment of parents

**Table 11: Showing parents educational attainment**

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
PhD	00	00
Degree	01	05
Diploma	04	20
Certificate	02	10
None	13	65
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: Primary data 2009**

According to the above, most parents are not qualified professional that is 65% degree holders constituted 05%, diploma led to 20% and certificated holders constituted to 10%. This therefore meant that majority of the parents could not value education since they did not have the chance to get any qualification so their encouragement to students was not that good hence leading to school drop out.

### 4.3.3 Parents who have explained school dropout

Parents were asked to state whether they had experienced their children dropping out of schools and below were their responses.

**Table 12: Showing parents responses about school dropout**

Responses	Frequency	Percentage
Yes	14	70
No	6	30
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: Primary data 2009**

From the above, 70% of the parents witnessed no school dropout and 30% experienced the dropout. Therefore these results still indicate that there is a relatively high rate of school dropout in these schools.

Despite the different hindrances towards education, teachers and head teachers have played a significant role in ensuring that students do not drop out of school, through career guidance services, giving attention towards the issues affecting the students and so on.

### 4.3.4 Parents views on how to prevent school dropout

When the researcher asked whether enough had been done to prevent school dropout, the following were the responses.

**Table 13: Showing parents views about the prevent of school dropouts**

Responses	Frequency	Percentage
Yes	14	70
No	6	30
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: Primary data, 2009**



Majority that is 70% indicates yes while 30% indicates gave the contrary. These stated some of these as the ways through which problems in education can be solved; Appointment of well qualified teachers, Supervision of schools by education inspectors, Appointment of senior women teachers at schools to discuss the values of education, Participation in the "Kisaakati" by Nabagereka of Buganda where girls are taught how to succeed in life and so on.

On the other hand, the students were asked if they had friends who had dropped out of school. Most of them stated yes that is 58% whereas 42% were to the contrary, those who concurred that they had friends who dropped out of school gave the following reasons for their dropping out; she got married, lacked school fees, the parent/guardian died, cultural practices discouraged him/her from studying, and early pregnancy.

In relation to above, the students were asked if they ever felt like leaving schools, nearly all of them were opposed to the idea of leaving school, 95% whereas 5% asserted that they ever felt like leaving school because they lack interest in studying, teachers are so harsh on them.

#### **4.4 Challenges faced in as far as education is concerned**

Many primary schools lack adequate facilities like textbooks and other related materials to spear head the teaching and learning process in schools. It is of this reason that there is still poor performance in schools (Economists Intelligence Unit, 1999).

Weak management is also a fundamental problem affecting the smooth running of primary schools. People have resorted to doing their business ignoring their administrative work at school (James et al, 1998). The teachers were therefore asked to identify the major challenges they face as education is concerned, they fronted the following;

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the summary of findings, discussion, conclusions and recommendations.

#### 5.1 Summary of findings

The study looked at issues pertaining to school dropouts from Makindye division in selected primary schools of Bunga Primary school, Biotec primary school, Kansanga Junior primary school, Good will primary school, Kisugu primary school and Quality primary school. The findings revealed that the academic performance of the students is average and school enrollment as low. This was presented as follows;

50% of the teachers described academic performance as good, 15% described as excellent and 10% described it as poor. It was also found out that 45% of the teachers described the enrollment in their schools as average, 30% described it as low and 25% described it as high.

These findings are in line with Hansen (2000) who asserted many primary schools and secondary schools in Sub Saharan Africa have not effectively spear headed child education and that is why the enrollment of students in schools is low.

These findings are also in disagreement with Kristen (2005) who argues that academic performance in primary schools in Uganda is still very low; the findings indicate some improvements in performance.

The study also reveals the existence of various factors leading to school dropout; some major factors are cultural practices which disregard girl child education, fear of sexual harassment by teachers, poverty and home cores among others. All the staffs therefore

**Table 14: Showing Challenges faced in education**

<b>Challenges</b>	<b>Frequency</b>	<b>Percentage</b>
Inadequate teaching facilities	19	95
Weak management/administration	12	60
Inadequate personnel to handle the ever increasing number of students	13	65
Some pupils lack interest in studying	20	100
Lack of support from the local communities	14	70
<b>Total</b>	<b>78</b>	<b>78</b>

**Source: Primary data 2009**

From the above 95% of the teachers stated that they experience inadequate teaching facilities, weak management registered 60%, inadequate personnel also had 65%. Lack of interest by student with a 100% and lack of support from local communities had 70%. This therefore examines that 78% of the teachers reported various problems experienced in education as seen above and these have therefore contributed much on school dropout.

On the other hand, the pupils were asked to identify the major problems they face in education. They too gave their reasons; lack of personalized attention from teachers, sexual harassment from some teachers, lack of adequate scholastic materials like books, uniforms, pens among others, lack of interest in studying, some parents encourage the girls to get married and the boys to join business instead of remaining at school.

concluded that they do experience school dropout in their schools with a low figure of 50% describing the drop out rate as being low. These findings are in line with Zimmerman and George (2000) and Douglas (1996) uni-laterally identified the above mentioned factors.

The major challenges faced by the schools in as far as education is concerned were; inadequate teaching and instructional materials, weak government policies on girl child education as well as reluctance of local communities to encourage their children to take studies seriously as well as taking them to school. The above mentioned factors are in line with those fronted by Chansarkar and Michealoudis (2001) and UNICEF (2006).

## **5.2 Conclusion**

Denial of education to children is one of the manifestations of child neglect and therefore is one aspect that needs immediate mitigating measures which ensures that children get adequate educational support. This can be providing them with the necessary required education materials encouraging them to take studies seriously and offering them guidance and counseling such that they can be triggered to like education.

Many other parts of Uganda still have a high rate of school dropout in primary schools despite the presence of Universal Primary Education opportunity. Those who continue are few and majority exhibit at least a fair performance. One can therefore conclude that the root cause of the high dropout rate is due to social cultural practices, early marriages, the tendency of keeping children at home to help in domestic work and home business. It is therefore every ones responsibility to support child education to help them achieve their dreams through access to education.

### **5.3 Recommendations**

Adoption of all part of the recommendations hereunder will help to improve child education in number of ways:

Ministry of education and sports, national standards curriculum development centre, education standards agency and other regulatory bodies should ensure that strict adherence by primary schools to the guide and curriculum which should favors the girl child education such that all schools incorporate girl child educations activities as part of their main activities in the school calendar.

The ministry of education and supports should ensure aggressive sensitization programs aimed at educating the local communities about the importance of educating and encouraging children to take academic seriously.

Career guidance should be regularly carried out by primary schools and in such occasions, successful men and women in society should be brought as guest speakers to inspire and trigger interests in students to take studies seriously.

The local community particularly parents and guardians should play a centre role in encouraging their children to study up to the highest levels of education.

The government should make it a crime to keep school going age children at home and parent/guardians or any other person found in fault should be severely punished in accordance to the law.

All schools should be stocked with adequate teaching and instructional materials to easier the learning process.

#### **5.4 Areas of further study**

The study covered the dropping out of pupils from primary schools. However due to limitations in scope, some areas were not covered and such areas include the role of the local communities in enhancing education. All these areas required different studies altogether.

Othermbi D (1996). The concept of child abuse, society of Africa (ACASA) publication, national war College press, Abija Nigeria pp 16-137

Sacerdote B (2001). Peer effects. The quarterly Journal of Economics, Vol.1/16, No. 2, 1 May 2001 pp 681-704

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## APPENDICES

### Appendix A: Questionnaire for the teachers

Dear Respondents,

This questionnaire has been designed with care to enable you provide answers to the questions about school dropouts. Your responses will be treated with utmost confidentiality and will strictly be used for academic purposes.

#### Respondent's particulars

1. Sex

Male

Female

2. What are your qualifications?

Diploma holder

Degree holder

Masters

None

3. How do you describe the enrollment in your school?

.....  
.....

4. How would you describe the general performance of pupils?

Excellent

Fair

Good

Poor

5. Does your school experience school dropout?

Yes



No

If yes in 5, how would you describe the dropout rate?

.....  
.....

6. What factors are responsible for school dropout?

.....  
.....  
.....

7. Do you think enough effort have been done to prevent school dropout

Yes

No

Please explain why?

.....  
.....

8. What challenges do you face as far as education is concerned?

.....  
.....  
.....

9. how can the above challenged be overcome?

.....  
.....  
.....

## Appendix B: Questionnaire for pupils

Dear Respondents,

This questionnaire has been designed with care to enable you provide answers to the questions about school dropouts. Your responses will be treated with utmost confidentiality and will strictly be used for academic purposes.

### Respondent's particulars

1. Sex

Male

Female

2. What is your age?

Below 12

12-15

Above 15

3. Which class are you?

Primary one -three

Primary four- five

Primary six

Primary seven

4. Are you happy being at school

Yes

No

5. Do you receive encouragement from your teacher, head teacher and parents to take studies seriously?

Yes

No

6. Do you have friends or sisters and brothers who have dropped out of schools?

Yes

No

Why did he/she drop out of school?

Got married

Parents/guardians died

The cultural practices discouraged them from studying

Lack school fees

Other specify

7. Have you ever felt like leaving school?

Yes

No

If yes, why

.....  
.....

8. What is your performance in class?

Very good

Good average

Poor

9. What problem do you face in your education?

.....  
.....

10. How can the above problems be eliminated?

.....  
.....

**Thanks very much**

## Appendix C: Questionnaire for parents

Dear Respondents,

This questionnaire has been designed with care to enable you provide answers to the questions about school dropouts. Your responses will be treated with utmost confidentiality and will strictly be used for academic purposes.

### 1. Your Occupation

.....

### 2. Academic qualification

- Certificate holder
- Diploma holder
- Degree holder
- Masters
- PhD
- None

### 3. How many children do you have in primary school?

.....

### 4. Have you ever had any case of drop out of school among your children?

- Yes
- No

If yes, what were the causes of child's dropout?

.....

.....

### 5. What do you think can be the solution to these problems?

.....

.....

**Thanks very much**