

**PARENTAL INVOLVEMENT AND SCHOOL DROPOUT
IN SECONDARY SCHOOLS IN TORORO
DISTRICT, UGANDA.**

BY

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DECLARATION

I, Kuloba Livingstone, declare that this dissertation is my original work and that it has not been presented to any education Institution for any award. Where the work of other authors have been cited, due acknowledgement has been made.

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

KULOBA LIVINGSTONE

APPROVAL

I, Dr. Yakubu Ibrahim Wunti confirmed that the work reported in this thesis was carried out by the candidate under my supervision.

Signed

DR YAKUBU IBRAHIM WUNTI

Date

DEDICATION

This Thesis is dedicated to my late Father George Wakhatala, my Mother Ebiasa Nelima, my brother late Namara Peter, Watsombe Robert, Mangongo George, Nabulo Maliza, Nasila Irene, Nasila Everlyn and Kutosi Paul who have supported me in various capacities to make me what I am today, May God bless you.

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LIST OF TABLES

Table 1.1 Factors associated with dropping out of high school	3
Table 3.1. Showing study population and sample size	32
Table 4.1.....	45
Level of dropout out as indicated by teachers (N=36)	
Table 4.2.....	47
Data showing the demographics characteristic for respondent on level of involvement and students dropout in Tororo district. Error! Bookmark not defined.	
Table 4.3.....	46
Table showing Descriptive Statistics of absenteeism as indicated by the check list (N=36).....	46
Table 4.4.....	47
Table statistical of factors leads to dropout as indicated by Teachers (N=36)	47
TABLE 4.5	48
Table showing the Level of parental involvement statistical data as indicated by Teachers (N=36)	49
Table 4.6.....	49
Table of descriptive statistical data showing the Level of Parental Involvement as indicated by teachers (N =36)	49
Table 4.8.....	51
Table of descriptive statistical data showing the Level of Parental Involvement as indicated by parents (N=312)	51
Table 4.9.....	51
The table showing the relationship (pearson, r) parental involvement and students dropout (N=132).	51
Table 4.10	52
Table 4.11.....	52

LIST OF ABBREVIATIONS AND ACRONYMS

COEDL	College of Education, Distance, and e-Learning.
DEO	District Education Officer
EFA	Education for All
UBOS	Uganda Bureau of Statistics
UPE	Universal Primary Education.
USE	Universal Secondary Education.
ICF	International Children's Fund.
IEP	Individualized Education Program
SHP	Strategic Healthcare Programs
SPSS	Statistical Package for Social Science.
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations International Children Education Fund.
BTJET	Basic Technical and Vocational Education Training institutions

TABLE OF CONTENTS

DECLARATION	i
APPROVAL.....	ii
DEDICATION	iii
ACKNOWLEDGEMENTS.....	iv
LIST OF TABLES	v
LIST OF ABBREVIATIONS AND ACRONYMS	vi
ABSTRACT	x
CHAPTER ONE	xi
INTRODUCTION	xi
1.0 Introduction.....	xi
1.1 Background of the Study	xi
1.1.1Historical Perspective.....	xi
Therefore the term dropout was not there.....	xi
1.1.2 Theoretical Perspective	2
1.1.3 Conceptual Perspective.....	2
1.1.4 Contextual Perspective.....	4
1.2 Statement of the Problem	5
1.3 Purpose of the study	6
1.4 Specific Objectives	6
1.5 Research Questions.....	6
1.6 Hypothesis.....	6
1.7 Scope of the Study	7
1.7.1 Geographical Scope	7
1.7.2 Content Scope.....	7
1.7.3. Theoretical Scope.....	8

1.7.4. Time Scope	8
1.8 Significance of the study	8
CHAPTER TWO	9
LITERATURE REVIEW.....	9
2.0 Introduction.....	9
2.1 Theoretical Review	9
2.2. Conceptual framework.....	12
2.3. Related Studies	15
2.3.1. Students Drop out	15
2.3.2. Parental Involvement.....	22
2.4 Gaps identified.....	30
CHAPTER THREE	31
METHODOLOGY.....	31
3.0 Introduction.....	31
3.1 Research Design	31
3.2. Study Population	31
3.3 Sample size.....	31
3.4 Sampling Technique	32
3.5 Instruments of Data Collection	34
3.6. Validity of the Research Instruments	35
3.7. Reliability of the Research Instrument	36
3.8. Data Collection Procedure.....	37
Before the Data Gathering	37
During the Data Gathering.....	37
After the Data Gathering	37
3.9. Data Management.....	37

3.10. Data Analysis	38
3.11. Ethical Considerations.....	38
3.12. Limitations of the Study	39
CHAPTER FOUR	40
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	40
4.0 Introduction.....	40
4.1 Demographic information respondents (parents).....	40
CHAPTER FIVE.....	53
DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	53
5.0 Introduction.....	53
5.1 . Discussions of the findings.....	53
5.1.1 The level of secondary school dropout	53
5.1.2. Level of Parental Involvement	54
5.2 Conclusions.....	57
5.5 Recommendations.....	57
5.6 Area for Further Research.....	58
REFERENCES	59
APPENDIX 1: TRANSMITTAL LETTER	63
APPENDIX 11.....	64
LETTER TO THE RESPONDENTS	64
APPENDIX 111.....	65
INFORMED CONSENT.....	65
APPENDIX IV	66
RESEARCH QUESTIONS.....	66
QUESTIONNAIRE FOR PARENTS	66
QUESTIONNAIRE FOR TEACHERS.....	68

ABSTRACT

This study investigated the relationship between parental involvement and school dropout in secondary schools in Tororo District, Uganda. The specific objectives were; to establish the level of student's dropout, to examine the level of parents involvement and to find out the relationship between parental involvement and school dropout. A sample size of 383 respondents was targeted from a population of 9,225 people using Solvent formula. The literature review was in accordance with the research objectives and the information was generated from journals, publications, internet among others. This study is guided by Ames Motivation Theory which states that the decision to dropout is made by the student as a result of both intrinsic and extrinsic motivation. The role of the Parent is to motivate the children materially, socially and psychologically. The questionnaires were set in line with the objectives for parents and teachers. The questionnaires were pretested giving an overall cronbach of ($\alpha=.735$) reliability.. The study employed quantitative approaches, purposive sampling for teachers and simple random sampling for parents. The data was analyzed using frequencies, percentages, means and standard deviation. Pearson Linear Correlation Coefficient was used to determine the relationship between parental involvement and school dropout at 0.05 level of significance. The findings of the study revealed that there is a high level of dropout of students in schools, low parental Involvement and a significant relationship between parental involvement and dropping out of school ($r=-0.118$, $p=0.494$). Based on the findings it was concluded that parental involvement affects school drop out. The study recommended that there should be an affirmative action programme by the Ministry of Education to sensitize parents about their roles towards their children while at school and at home. Parents, children and the whole community should be sensitized on the benefits of completing school and the dangers of dropping out of school.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study, objectives, research questions, hypothesis, scope of the study, and significance of the study.

1.1 Background of the Study

The background of the study include historical, theoretical, conceptual and contextual perspective

1.1.1 Historical Perspective

Before the coming of missionaries there was informal education which varied from culture to culture. Informal education consists of accidental. In the African tradition such learning took place on social gatherings where the elders would give guidance to the young one. This was basically the cultural norms. In Uganda it could also take place in cultural leaders places. Therefore this gave rise to culture like dances, ways of marriage, dressings, food, gender responsibilities and others.

Therefore the term dropout was not there.

When education was introduced in Uganda between 1900 and 1924 by the missionaries, it was mainly intended for the children of the royals and chiefs and influential families, who, it was assumed, would sooner or later hold positions of responsibilities in society(Ojjo, 2012). As time went on, parents who could afford sent their children to school and the responsibility of funding education rest on them.

Parents therefore have to monitor the academic progress of their children since investment in education is not investment in futility.

Due to socio-economic status which existed at pre-colonial times and ignorance, most parents did not embrace education because they thought it was for the Royals while the Royals thought it was a tool of colonization since it was introduced by the missionaries (Ojjo, 2012).

Also parents had a misconception that formal education will erode the African culture and this created negative attitude towards education.

When Universal Primary Education (UPE) and then later Universal Secondary Education (USE) were introduced as education for all (government white paper, 1992), parents most especially in the rural schools misunderstood it as free education where by the government caters for their children wholesomely. Their involvement in education has shrunk and parents responsibilities are being taken for granted, leaving them upon the school administration, teachers and government.

Whenever parents and Guardians' are invited to school to discuss for their involvement they make statements like; Museveni is paying the fees; (Ezati, McBrien, Stewart, Ssempala & Ssenkusu, 2016).

Such negative attitudes towards education have led to the reduction of values for education hence dropping out of school at all levels of education.

The UNESCO report (2000) on the state of the world's children, points out, that about 130 million children in the developing world are denied their right to education through dropping out. To Maton and Moore (2010), the problem of dropping out should be the concern of every member of society since it has negative consequences at both the individual and social level. Thus dropout is not a mere problem that affects or impacts an individual but it is a problem that affects the entire community as it has been noticed that certain dropouts get involved in crime (Jamil et al., 2010). Therefore, a study of this nature is pertinent and crucial as it is meant to raise awareness concerning school dropout and to understand more specifically the phenomenon of school dropout in secondary schools, especially in rural communities. In addition to understanding the causes and consequences of school dropout at the secondary school level thus stimulate the enactment of social policies that will help keep students in school. The major concern in basic education is ensuring that students stay in school until they complete their education.

Dropping out is a serious problem because it denies individual students their fundamental human right to education. Internationally, the individual right to education has been repeatedly affirmed in many treaties and conventions such as the 1948 Convention on the Rights of the Child and the 1990 World Conference on Education for all (UNESCO 2000). There is general consensus that the school

dropout problem has reached epidemic proportions internationally and has become a global problem confronting the education industry around the world (Patrick 2008; Wotherspoon 2004; Bridgeland et al., 2006; Oghuvbu, 2008).

The students who withdraw from school prematurely end up not obtaining any certificate of graduation (Ajaja, 2012). The major social costs of dropping out of school include reduced political participation, increased demand for social services, increased crime rates and poor levels of health (Azam, 2007).

Individual costs include lower earnings, unemployment prospects, and greater likelihood of health problems (Thurton et al. 2006). It is clear from the foregoing, that by dropping out of school, most students severely limit their chances of economic and social well-being in the future.

1.1.2 Theoretical Perspective

The study was guided by the Motivation Theory, as the decision to dropout is made by the student as a result of both intrinsic and extrinsic motivation. The role of the Parent is to motivate the children with both material and psychological support. Ames, C.(1992). John Wesley (2007) complements Ames motivation theory which emphasizes on maximizing motivation. People should be made aware of the negative consequences of not getting results and the pleasant reward of getting the results. This can be used by the parents about the merits and demerits of dropping out of school. This theory was used in the study because it is related to the s topic on parental involvement and school drop out.

1.1.3 Conceptual Perspective

The dependent variable of the study is school dropout. Dropping out is a process that begins before secondary school, and students exhibit identifiable warning signs at least one to three years before they drop out (Allensworth, 2005: Neild and Balfanz, 2006; Roderick, 1994: Rumberger, 2004). Most students who dropout tend to do it relatively early in their high school.

Although students in Pennsylvania do not have the legal right to drop out until they are 17 years old, these students are referred to as "under credited" meaning that they have successfully completed relatively few courses compared to the number of

years they have spent in school. "Near dropouts," those who attend class less than 50% of the time.

Predictors of Dropout Risk; early warning indicators

Students at risk for dropping out display certain early identifiable characteristics, some of which are demographic and some are related to their performance in school.

Table 1.1 Factors associated with dropping out of secondary schools

Demographic characteristics	Performance characteristics
comes from low income family	Lack of credit earned
Male	- poor attendance
Members of racial or ethnic minority group	Poor grades (especially in core courses)
Older than the average students in their grade	Low self-esteem.
Self-identified factors about self	Self-identified factors about others
Class not interested	Adults did not get involved in education
Test too difficult	Teachers did not seem interested in school
Poor attendance	

(Neild & Balfanz, 2006).

The independent variable of the study is parental involvement. Parental involvement in school is the parents reported participation at least once during the school year in attending a general school meeting, attending a scheduled meeting with their child's teacher, attending a school event, volunteering in the school or serving on a school committee Child trends (2013).

Welfare is the health, happiness, and fortunes of a person or group of persons. It is the parent's responsibility to make sure their children have lunch at school, uniform, scholastic materials, and conducive learning environment both at home and school.

Students discipline while at school also calls for parental involvement in many cases, where the school administration fails to interpret the behavior of the child. In such a case parents are invited to jointly punish/ counsel or explain the cause of the whirred behavior.

Under health special attention is to be given to menstruation for the case of the girl child as a factor of prevalence of dropping out of school. Menstruation is the monthly flow of blood from the uterus through the vagina; biologically this occurs at the age of 9-15 year up to menopause. This therefore begins within the age of secondary education.

1.1.4 Contextual Perspective

McInerney (2013) emphasizes that in the UK, statistics shows that children from low income homes achieve lower grades and easily drop out of educational institutions than wealthier peers before they achieve their educational goals.

Hungry children are distracted from academic work and unable to pay for extra lesson, photocopy handouts, leave alone looking malnourished. This makes them social misfits in schools.

During a survey carried out in Texas, Chavkin & Williams (1989), found strong evidence that low-income parents are interested in the idea of parental involvement in education. The intensity of parental involvement is closely linked to the social-economic status of parents. Many parents from disadvantaged backgrounds have high expectations concerning schools and feel concerned about their children academic achievements but do not engage themselves as they are unfamiliar with the current school system and puzzled by its jargon. Some are not motivated by their own experience of school dropout, failure at school, and do not feel able to support their children (ICF International, 2015).

Countries where school feeding has been successfully implemented including South Africa, Ghana, Kenya and Angola, have registered improved primary school enrolments, 90-95% retention rates –in comparison to Uganda whose current retention rate is 52% (Acham et al, 2012).

In Egypt, students' performance was marginally, but positively, influenced by the fathers' educational level but that mothers' education did not play a significant role.

However in Ethiopia, it was found that family educational background was not important in explaining differences in achievement, particularly in the mathematical computing skills. In the case of Peru, educational levels of female adults in the family have direct influence on the children.

In Tororo, most parents perceived Universal Secondary Education (USE) as free education and have therefore neglected the feeding and welfare of their children. Poverty levels are also high and therefore paying for lunch and buying scholastic materials is a problem. As a result the academic performance is poor as reflected in the Primary Leaving Examination (PLE) results of 2017.

1.2 Statement of the Problem

Tororo District is strategically placed bordering Kenya with an entry point from Mombasa Port, spicily populated with most of the indigenous tribes engaged in casual labor, with high crime rate low income activities like cross boarder smuggling using initially bicycles and now motor bikes from where the term (Boda Boda) get its name meaning from border to border. Children are also used in cross boarder business for they attract sympathy from revenue officers, hence drop out of school, despite that the poverty levels in the area is high. Basing on the above the researcher was prompted to investigate what could avert this status quoi in Tororo District.

According to the police public relation and family protection unit Tororo indicates the youth with poor education back ground are mainly the ones engaged in the low income activities and crime activities broadcasted on the local FM radio.

It is likely that school drop outs diminish their future prospects hence contribute less to economic competitiveness and the common good in terms of taxes and civic participation. Dropouts also disproportionately contribute to increased health, criminal justice, and welfare and public assistance costs. Conversely, tax payers can enjoy sizeable savings if high school graduation rates increases.

Dropping out of school often leads to economic and social tragedy as

High school dropouts are far more likely than graduates to be unemployed, in prisons, unmarried or divorced, and living in poverty.

In addition, through midcentury, dramatic demographic growth is predicted among students who have not traditionally had high school graduation rates especially Latinos. Basing on the above implication and the kind of economic activities at the cross border trade between Kenya and Uganda which involves mainly the youth (school going age) prompted the research on Parental roles on the prevalence of school dropout in selected schools in Tororo District.

1.3 Purpose of the study

The study investigated the relationship parental involvement and school dropout in secondary schools in Tororo District, Uganda.

1.4 Specific Objectives

In line with the purpose stated above, the following specific objectives were formulated.

1. To establish the level of students drop out at in secondary school in Tororo District, Uganda.
2. To examine the level of parental involvement in the dropout of students in secondary schools in Tororo District, Uganda.
3. To find out if there is a relationship between the parental involvement and school dropout at secondary level in Tororo District, Uganda.

1.5 Research Questions

The study was guided by the following research questions;

1. What is the level of school dropout at secondary level in Tororo district?
2. What is the level of parental involvement in prevention of school drop out of students in Tororo district?
3. Is there relationship between parental involvement and the prevalence of students drop out of schools at secondary level in Tororo district?

1.6 Hypothesis

Ho. There is no relationship between parents' involvement and the prevalence of dropping out of students in Tororo District, Uganda.

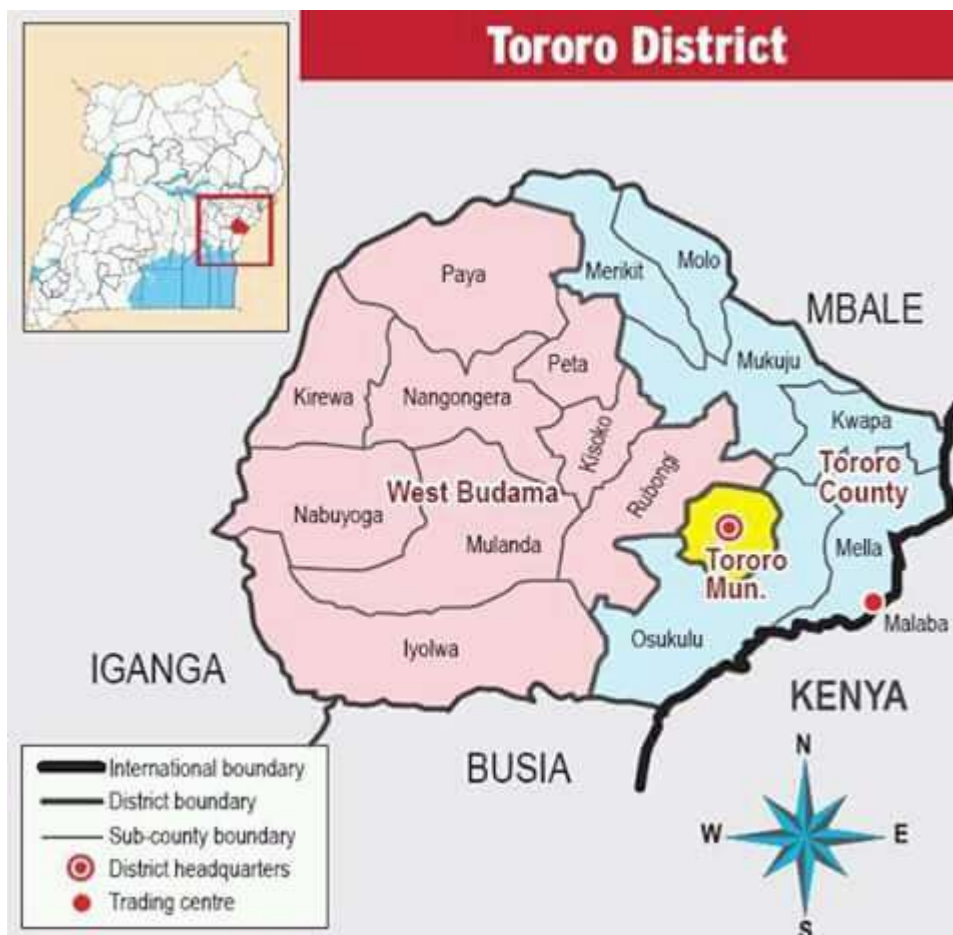
1.7 Scope of the Study

The scope of the study includes geographical scope, content scope, theoretical scope and time scope.

1.7.1 Geographical Scope

Tororo District is located in eastern Uganda bordering Kenya on the Eastern side and it has two counties namely Tororo and West Budama Counties with total of 15 sub-counties and 1 municipality, with an area of 200,523square kilometers of land. There are 30 secondary schools. Out of the thirty secondary schools, ten (10) schools were chosen to be part of the study.

Figure 1.1: Below is the Map of Tororo District.



Google Map of Tororo.

1.7.2 Content Scope

The study focused on the parental role, such as provision of scholastic materials (books, mathematical sets, calculator and others) meals at school, pads for girl child, medical care, uniform, guidance and counseling, attending parents meetings, sports

day, music galas and general visitations against the prevalence of dropping out of school. The rate of dropping out was based on enrollment of senior one at the beginning of year 2015 and those who register for senior four in 2018 for Uganda national examination certificate. This will provide a good scope for the study.

1.7.3. Theoretical Scope

The study employed Motivation Theory by Ames. C (1992)

1.7.4. Time Scope

Data gathering was done from October 2018 to December 2018.

1.8 Significance of the study

The findings of this study will help other researchers to investigate other possible causes of students drop out of school at secondary level apart from parental related factors. The research will also help the policy makers in the education department, school management and administrators, the parents, and the general communities in identifying other causes of drop out at secondary school level. This knowledge will make the local authorities hold parents responsible for their children s dropout.

This study will also provide a knowledge of students at risk of dropping out of school, thus helping educators identify students in need of intervention while there is still time.

This will help keep students in school and perhaps increase on the number of children completing school hence reducing on the economical and societal problems associated with early school dropout for example substance abuse and unemployment which leads to crimes.

The parents will be more enlightened about their contributions on the children's retention in school.

The study may also energize efforts toward school transformations aimed at preventing school dropouts due to school and parental role and promote student retention resulting in high completion rates.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed related literature on the study; it consists of Theoretical review, Conceptual framework, Prevalence of high school dropout, the role of parents in the prevalence of dropout and the relationship between parental involvement and school dropout.

Literature review is the selection of available documents (both published and unpublished) on the topic, which contains information, ideas, data evidence written from a particular standpoint to fulfill certain aims or express certain views on nature of the topic and how it is to be investigated, and the effective evaluation of these documents in relation to the research being proposed Hart (1998). In this study the literature review is presented in accordance to the objectives of the study.

2.1 Theoretical Review

The theory that underpinned the study was Motivation theory by Ames (1992). According to the theory the decision to drop out is made by the students as a result of intrinsic and extrinsic motivation.

Students' dropping out of school still remain a problem at both levels. Dropping out of school is a global problem and more prevalent in developing countries.

The causes of students dropping out of school include poor school facilities, nutrition, unavailability of stationary, lack of text books, parental resistance to formal recognized as an important additional factor because studies have identified under-nutrition with poor school attendance hence poor achievement (Acham et al 2012).

In countries like Uganda, whose majority of population is youth, UPE and USE can be a big boost to economic growth. In such countries, ensuring that half the population attains secondary education could be more than double annual economic growth rates. Parent involvement in education is a developmental process for both parents and educators (Chavkin & Williams, 1989). Due to widespread publicity in the early 1960, early school withdrawal was recognized as a national concern and the term "dropout" entered the popular lexicon.

This concern reflected the long-term exclusion of teenagers from labor markets and a new mission for secondary education as American society began the transition from an industrial –based to a technical and information based economy (Dorn, 1996). In 1962, the National Education Association (NEA) and the U.S Department of Education defined a dropout as a pupil who leaves school for any reason except death, before graduation or completion of a program of studies and without transferring to another school (Underwood, 1980).

Theorists in the field of psychology have studied the subject of motivation in order to understand human behavior, encourage positive behavior, and diminish negative behaviors. Educational psychology has identified two basic classifications of motivation—intrinsic and extrinsic. Intrinsic motivation is a desire to learn a subject for its inherent interest, self-fulfillment, and to master it. Extrinsic motivation is motivation to perform and succeed for a specific outcome or incentive. Educators seeking to improve student conditions and performance have sought answers in the field of psychology specifically in the field of student engagement and student motivation. Understanding how to motivate potential dropouts is assisted with a review of human motivation theory. One of the most difficult challenges is to motivate students who are not intrinsically motivated to learn. How do you motivate a student who simply does not care or has given up? In the educational setting, the lack of motivation to learn has been central to arguments that support external rewards. Hidi and Harackiewicz (2000) argue that extrinsic rewards may have a special relevance from the perspective of the academically unmotivated. As these students do not typically find their academic tasks interesting, a combination of carefully administered external rewards and situationally interesting activities may be one of the most realistic approaches to educational intervention (Hidi&Harackiewicz, 2000).

Glasser (1998) stated that most behaviors are chosen, and we are driven to satisfy five basic needs: survival, love and belonging, power, freedom, and fun. These needs form the core for motivation and behavior. People have pictures stored in their heads that comprise their “quality world,” and their needs can be satisfied only by satisfying those quality-world pictures, choosing to act in ways that they believe, at the time, will satisfy their needs as shaped by these pictures. Glasser (1998)

identified a group of middle school students who had “removed learning, teachers, reading, and schoolwork” from the pictures they stored in their heads. These students had begun to lose or leave the few well-behaved, on-track friends they still have who like school. They developed friendships with students who shared their common interest in disruption and nonacademic values. They frequently skipped classes and eventually lost ground academically. At the end of middle school, many were less prepared for high school than when they entered. These students regularly demonstrated disciplinary problems throughout their middle school careers.

Research conducted by Amrein and Berliner (2002) in 18 states concluded that high-stakes tests do not lead to higher student achievement. In addition, such tests can decrease student’s motivation to learn and lead to higher student retention and low dropout rates.

When they passed No child Left behind, legislators believed that high-stakes tests would “motivate the unmotivated.” The unmotivated are disproportionately minority students in urban schools.

Dweck (1986), a psychologist, postulated that rewarding everyone does harm in the long run. Dweck believes there is research that helps us to know to praise in order to build motivation and resilience. He goes ahead to say that students who believe that their intelligence is affixed trait tend to seek activities that confirms this, and this can interfere with learning, while students who believe that they can develop their intelligence focus on doing that not worrying about how smart they will appear. They take challenges and stick to those challenges because they believe efforts can lead to success. Students with “fixed” mind set reject opportunities to learn if they make mistakes they cover up and it might lead to dropout.

Most researchers, policymakers, and educators proved that children do better in school when their parents are involved in their education. Recent studies in Chicago , suggests that parents might better help their adolescents by simply and consistently talking to them about the importance of school, expressing their expectations for achievement and motivating them to work hard (Angela, Lauren,& Amelia, 2012).

Providing for their welfare is one of the ways of motivating them to work hard and hence retaining them in the school.

The age dependency burden which is defined as the ratio of persons less than 15 years old plus persons 65 years and older to the number of persons in the working age group (15-65) (UBOS 2007), implies that most secondary school children are still dependent on their parents economically.

Roles played by parents to prevent prevalence of school dropout of high school students. Explore the mitigations and examine the role of parents in the dropout prevention. Parents' failure to provide for their children's welfare is because they are poor or ignorant. Acham et al carried out a survey in -2007 in Kumi district to assess house hold characteristic, feeding patterns and academic achievement of children aged 9 – 15 years.

Calm Africa (2013) also argues that barriers to full participation of children in education among others include costs of scholastic materials, guidance and counseling, basic requirements and no meals at both school and at home which parents cannot provide because of high prevalence of poverty, 24.5% of the population is in absolute poverty (UBOS 2014).

2.2. Conceptual framework

According to Kombo & Tromp (2006); LoBiodo-wood & Heber (2002) in Mazaki (2009) cited in Mazaki, a conceptual framework is a tool intended to help the researcher to develop and present the context for studying the research problem and act as a map for understanding the relationship between and among the variables in the study and communicate this relationship.

Independent Variable (IV)

PARENTAL INVOLVEMENT
>provision of child's scholastic requirements.
>serving on school committees.
>attending school events.
>attending general school meetings.

Dependent Variable (DV)

SCHOOL DROPOUT.
> Gross indiscipline cases.
>attendance in school.
>Number of students pregnant.
>number of fees defaulters.
>students with poor health.

Intervening variables.
>government donations.
>religious engagements.
>conducive school environment.
>school responsibilities.
>school social activities.

Source: Adopted from Epstein (1992, 1996) modified by the researcher.

Fig. 2.1. Diagram Showing the relationship between parental involvement (IV) and school drop out (DV) and the iontervening variable.

Independent Variable (IV)

School-family partnership activities have been grouped into a typology consisting of six categories:

- (a) Parents' basic obligations towards their children (type 1), such as supervision, guidance and the provision of needed materials;
- (b) The school's basic obligations towards children and their families (type 2), such as communications to parents about school programs and students' progress;
- (c) Parental involvement at school (type 3), shown by the volunteering of parents in the classroom and their attendance at special events;
- (d) Parental involvement in home learning (type 4), including help with school work, discussions about school, encouragement, compliments, and others;
- (e) Parental involvement in decision-making (school

commission, and others) (Type5), which refers, among other things, to parents' involvement in the school council, and (f) Collaboration with the community (type 6), that is, exchanges among parents within the same community (Epstein, 1992, 1996).

Kay (2014) defines parental involvement as the amount of participation a parent has when it comes to schooling and his /her child's life. Parental involvement is defined as the activities occurring between a parent and the teacher at school that may contribute to the child's education outcomes and development, Abdallah, seedee. Alzaidiyeen, Alzeydeen, & AL-Awabdeh, 2011 cited in UK Essays, 2017)

According to Althoff (2010) cited in UK Essay (2017), parental involvement refers to the amount of participation a parent has when it comes to schooling and her/his child's life. Child Welfare is more than sponsorship and school fees. Through home visits child Welfare staff and volunteers have been collecting information on the children in AOETs sponsorship program: where do they live, how is their health, who do they live with, what is the family's source of income? (Child Welfare Uganda, n.d) At the school level, parental involvement measures take different forms and follow different objectives. Uganda was the first country in sub Saharan Africa to implement Universal Secondary Education program in 2004 where by the government pays tuition fees for the children while the parents cater for the welfare which includes providing meals, uniform, shoes, and scholastic materials like books, pens, mathematical sets to mention but a few as per the Ministry of Education and Sports (Uganda) (2008) Education act.

Dependent Variable

Dependent variable is the outcome of the Independent Variable.

In this case they are the Indicators of the parent's failure to get involved in their children's academic affairs. Research shows that when parents are involved in the education of their children, students will tend to have fewer behavioral problems and better academic performance and more likely to complete secondary school (Child trends, 2013, Davis 2000)

Poor welfare and lack of proper menstrual hygiene management has led to absenteeism, escaping from school, low concentration and dosing in class which in the long run leads to poor academic performance and in the long run drop out of

school. Deviant behavior can also come up due to lack of counseling and guidance by the parent. Lack of scholastic materials and other essential requirements can lead to habits like stealing from other students who have.

Intervening Variable

An intervening variable is a variable that helps to explain the relationship between the dependent variable and the independent variable. An intervening variable sometimes called a mediating variable. It is a hypothetical variable used to explain causal link between variables. It cannot be observed in an experiment. In the motivation theory which underpins this research cites that (most difficult challenges is to motivate students who are not intrinsically motivated to learn), which result in the intrinsic perception to dropout.

Intervening variables are hypothetical internal states that are used to explain relationship between observed variables. (Psych. Fullerton. Educ, Navarick).

2.3. Related Studies

2.3.1. Students Drop out

Dropping out of school has a far reaching negative effect for both the student and the community. School dropout and subsequent youth unemployment are important risk factors for mental problems. It is important to understand which factors that may lead to youth dropping out of high school.

It is generally conceded that the dropout literature is theoretically impoverished; most studies assume, implicitly or explicitly, a simple cause-effect model of behavior in which correlation implies causation. In a typical study, as core of variables might be correlated with dropout rate and those with the highest correlations (all other factors being constant) would be cited as "causes" of dropout. Even experimental studies tend to be a-theoretical; a particular intervention is suggested, implemented, and evaluated in terms of its effects. Four theories or models are cited most frequently.

The frustration self-esteem model

Finn, (1988) Postulates that students who do not do well become frustrated in school; as a result, their self-image declines, and a downward cycle develops that results in dropout.

The participation-identification model

Finn, (1988) Postulates that involvement in social activities results in identification with and social attraction to a group; conversely, a lack of participation results in a lack of identification. By implication, students who are marginal for various reasons (member of an ethno cultural minority, a poor reader, a poor athlete) may become distant from mainstream groups, become isolated, then alienated, and finally drop out. Tinto's model for post-secondary student attrition, which posits a similar mechanism emphasizing the student's motivation for remaining in school, was substantially confirmed by Norquist (1993) and Stage (1989).

Deviance theory, utilized by LeCompte and Dworkin (1991)

Holds that if individuals fail to support an institution's norms, even though they are not rebellious, they may be classed as deviants by the institutions and treated as such. Such persons may then redefine themselves in terms of deviant behavior, and drift toward activities that offer rewards that outweigh the burdens imposed by social constraints and institutional sanctions. Dropouts, who usually have a history of absenteeism, poor academic performance, and the like, may be treated as "deviants" by schools and effectively "pushed out".

In addition to these three models, several other frameworks for explaining dropouts appear in the literature. LeCompte and Dworkin (1991) theorize about the link between structural strain on institutions and the behavior and attitudes of their employees and clients. If societal changes reduce the fit between the institution (school) and society, its employees (teachers) and clients (students) perceive their efforts and participation as purposeless. Alienation and dropout can result--for students and teachers. This strain model helps to explain why youth (and staff) may not embrace institutional norms.

Lawton et al. (1988), developed a grounded theory for dropout that emphasize a number of themes in the lives of youth that guide the process of dropping out: school system, social, and maturational themes may coincide to lead some students to a marginal place in the school and, ultimately, dropout. This fine-grained analysis reflects a combination of deviance and participation-identification models, but emphasizes the individual's need for identity, meaning, and personal development.

In Uganda the Ministry of Gender, Labor and Social Development (MGLSD) report (2015) explains that children's chances of getting a secondary education depends on how socioeconomic status of their parent are, that's why children in urban areas and from rich background attain secondary education. Lack of money ranks first among reasons why children are not attending school because of the direct cost that include fees, uniforms, bags, shoes, and scholastic materials (Mpyangu, ochen, Onyango, & Lubaale,2014). Mpangu et al opined that some children dropout because of no food to eat at school. They would rather remain at home looking for food rather than starving at school. Above all, students have a hard time retaining information when they are hungry so in the long run they end up failing and get fed up with school and dropping out (Mpangu et al, 2014).

Acham et al (2012) explains that several factors including food insecurity, poverty, distance between home and school and lack of commitment by the students, make parents unable to provide meals for their children, which cause them to be irregular at school and eventually dropping out of school.

According to the Uganda education act (2008), the responsibilities of parents and guardians include providing food, clothing, shelter, medical care and transport. The draft healthy policy for Uganda (SHP) gives no clear guidelines on the place and implementation of school feeding as part of the school health program if it were adopted.

According to the Ministry of Education Uganda survey report the main barrier to access and full participation of children in education include costs of scholastic materials and basic requirements, cost of post primary schooling, disability, ill healthy, early marriages, teenage pregnancy, sexual harassment, heavy burden of house chores ,distance to school, insecurity and poor nutrition or no meals both at school and at home in spite of the universal primary education (UPE) program 3% of primary school age children were not in school.

In addition many more children who were in school were not attending classes. Consequently, the transition rate from primary to post primary and tertiary level has been low and very few children are now likely to complete primary and continue to high levels of education (Calm Africa, 2013).

It is also important to note that when children lack basics as seen above, their concentration in class will be affected, lose self-esteem and will exhibit high level of absenteeism, escaping from school and eventually dropout of school. Most secondary school girls are experiencing menstruation and if not properly managed can cause low self-esteem in girls. One out of ten school age African girls skip school during menstruation or drop out entirely because they lack access to necessary sanitary products (World Bank, 2005; UNICEF, 2012).

Ministry of education and sports Uganda (MOES) (2013) explains that due to poverty and lack of parental support, girls lack sanitary towels / pads for use and they miss school because they fear staining their clothes. Research conducted by forum for African women education (FAWE) (2004) reveal that lack of sanitary pads coupled with other factors like absence of water and separate toilet facilities for the girl child in many schools is responsible for the high numbers of Secondary school girl dropout rates.

Girls need information, guidance and protection from the consequences of poorly managed puberty and especially menstruation (MOES,2013) They need to consult with teachers, parents and trusted people as well as avoiding bad groups and keeping company of well-behaved and informed friends.

According to MOES Uganda (2013), everybody has a role to play that is to say parents/guardians, boys, schools, cultural leaders, religious leaders, community leaders (LCs), police healthy etc. need to support the system. In this regard, a UNESCO report (2000) on the state of the world's children, points out, that about 130 million children in the developing world are denied their right to education through dropping out.

To Maton and Moore (2010), the problem of dropping out should be the concern of every member of society since it has negative consequences at both the individual and social level. Thus dropout is not a mere problem that affects or impacts an individual but it is a problem that affects the entire community as it has been noticed that certain dropouts get involved in crime (Jamil et al., 2010).

Therefore, a study of this nature is pertinent and crucial as it is meant to raise awareness concerning school dropout and to understand more specifically the phenomenon of school dropout in secondary schools, especially in rural

communities. In addition to understanding the causes and consequences of school dropout at the secondary school level thus stimulate the enactment of social policies that will help keep students in school.

On simple analysis by observation the Welfare of about 80% of children in rural Universal Secondary Education (USE) Schools in Tororo District Uganda in form of meals, Uniform, Scholastic materials is not provide due to prevailing poverty. The absence of school feeding schemes is key in the prevalence of school dropout. As a national policy, parents are expected to provide meals but many of them especially in rural areas cannot even provide the minimal daily bowl of maize porridge (Acham, Kikafunda, Malde, Thero and Egal, (2012).

The same parents cannot provide for their girl children's menstrual hygiene needs. This has led prevalence of dropping out of the girl child.

Research shows that when parents are involved in the education of their children, students will tend to have fewer behavioral problems and better academic performance and more likely to complete high school (Child trends, 2013, Davis 2000). Universal Secondary Education (USE) and Universal Primary Education (UPE) uses a top down model that undermines the involvement of parents therefore the parents have taken their responsibilities towards their children for granted leaving it upon school administrators. ((Ezati et al, 2016). Parents look at USE as a complete package that would not only cater for fees but also scholastic materials, meals and uniforms. Burge and Loges (2003) cited in Mugimu (2013) states that parental involvement is the key predictor of students' academic success and one of the factors they are involved is children's welfare (buying scholastic materials, meeting school requirements etc. according to the child protection policy Uganda (2017) failure by parents to provide welfare for their children is one of the categories of child abuse called neglect.

Poor welfare and lack of proper menstrual hygiene management has led to absenteeism, escaping from school, low concentration and dosing in class which in the long run leads to poor academic performance and in the long run drop out of school.

Prevalence of Secondary School Dropout

According to the Uganda Education Management Information System (EMIS) report of 2009, the average primary school completion rate was reported to be 52%, retention rate in primary school being 53% boys and 42% for girls. However, during the release of primary seven National Examinations results in February 2013 it was reported that over one million pupils or about 71% who enrolled in primary One under Universal Primary Education (UPE) in 2006, were no longer in school.

This figure could be attributed to drop out, repeating of classes, deaths or existence or 'ghost' pupils in UPE. UNESCO reported that in East Africa, Uganda had a very low primary survival rate of 33%. Survival rate being the number of children starting together in Primary one, progressing through the cycle with their peers and finishing the cycle in Primary Seven.

A Dropout study report, in Universal Secondary Education (USE), by Education Planning and policy analysis, Department of Statistics, Ministry of Education and Sports (2012) revealed a significant loss of students from the USE programme over the years. The term dropout has negative connotations typically associated with individual deficits. It is an Individual tragedy as well as a national waste (Dropout tragedies 1960; 106A). However, this percentage not necessarily represents dropouts but a composition of dropouts, transfers to other USE schools and transfer to non-USE schools.

The research team tasked the respondents on whether their schools under research lost some students in the USE programme before completion of the ordinary level and 86% of the institutions visited confirmed students had left.

Findings reveal that the biggest reason why students leave the USE programme is due to early pregnancies (59% of the schools), transfer of parents to other area (31% of the schools) and only 10 percent of the schools reported death, influence of other students and sickness as the cause for students leaving the USE programme in their respective schools. The report also noted that further cause of students leaving the USE programme in the schools include;

Transfers of students to other Schools especial those under the USE Programme because USE policy permits students to transfer from one USE school to another USE school provides that the student remains eligible for the programme. This is in

agreement with the Cambodian definition of dropout. The dropout rate is defined by the use of formula; Dropout rate= Enrollment rate – (Promotion rate + repetition rate) MoEYS (2007). The formula disregards transfer cases to other school and the death cases are also counted school dropout.

The report by planning and policy department was unable to capture the exact number of students who transferred and repeated. The report also noted that, the percentage number of schools that have students transferring into the school under the USE programme and over 91% of the schools visited had students that had transferred into the school under the USE programme. The major reason for the transfer is transfer of parents/guardians to other new areas of work and in search for a better academic standard.

To a small extent administrators of schools know the destiny of the students that leave their schools, however the study was interested in finding out the tune of schools that track students that leave their schools and join others and over 74% of the institutions had this tracked. Some schools have in their registers students who long transferred to other schools.

Findings revealed that out of those that transfer out of the school, 42% is due to lack of school fees by students, 41 percent due to long distances from home to school. 31% of the schools indicate that students will leave for another school in case they get scholarships to join first world schools while to less extent inadequate facilities, religion and newly started USE school may cause the transfer out of the school.

In the U.S the greatest population is among racial-ethnic groups, some of whom have lower levels of Educational attainment, i.e. high school diplomas and college degrees. Latinon, for example, will increase from 14 percent of population in 2005 to 29 percent in 2050. One in five Americans (19%) will be foreign born in 2050, which will surpass historic peaks for immigrants as a share of the country's population. In contrast, whites, who were 67% of the population 2005, will be 47% in 2050. According to the US census Bureau, in 2020, the country's working population (ages 25-64) will be 30% Latino and Black – groups whose high school graduation rates have been below 60%.

Roles of Parents in Dropout Prevalence.

Uganda was the first country in sub Saharan Africa to implement Universal Secondary Education program in 2004 where by the government pays tuition fees for the children while the parents cater for the welfare which includes providing meals, uniform, shoes, and scholastic materials like books, pens, mathematical sets to mention but a few.

By simple observation the Welfare of about 80% of children in rural Universal Secondary Education (USE) Schools especially Tororo District in form of meals, Uniform, Scholastic materials is not provide due to prevailing poverty. The absence of school feeding schemes is key in the prevalence of school dropout. As a national policy, parents are expected to provide meals but many of them especially in rural areas cannot even provide the minimal daily bowl of maize porridge (Acham, Kikafunda, Malde, Thero and Egal, 2012). The same parents cannot provide for their girl children's menstrual hygiene needs. This has led prevalence of dropping out of the girl child.

Universal Secondary Education (USE) and Universal Primary Education (UPE) uses a top down model that undermines the involvement of parents therefore the parents have taken their responsibilities towards their children for granted leaving it upon school administrators. (Ezati et al, 2016). Parents look at USE as a complete package that would not only cater for fees but also scholastic materials, meals and uniforms. Burge and Loges (2003) cited in Mugimu (2013) states that parental involvement is the key predictor of students' academic success and one of the factors they are involved is children's welfare (buying scholastic materials, meeting school requirements etc. according to the child protection policy Uganda (2017), failure by parents to provide welfare for their children is one of the categories of child abuse called neglect.

2.3.2. Parental Involvement

Students who stay in school and perform successfully tend to have parents who are informed, concerned, and involved with their children's education (White and Kelly, 2010). Moreover, White and Kelly noted that parents have an amazing impact upon their child's academic success or failure. Negative parental attitudes about school,

low expectations, and poor parenting styles contribute to poor students' performance and ultimately to school dropout. School counselors play a pivotal role in bridging home and school. School counselors are challenged to recognize that as a bridge and enhance parent involvement across the constituencies they serve (Walker, Shenker, and Hoover- Dampsey, 2010).

Counselors should work with parents, guardians, families, and communities to address problems affecting student's success (Council for Accreditation of counseling and Related Education programs, 2009). Through parents teachers conferences, parent's night hosts, emails, and others.

Epstein's Model of parents' involvement (2002), describes six types of parents' involvement including parenting, communication, volunteering, learning at home, and decision making, and collaborating with the community. Families and educators can work together to develop goals and establish the best possible practices that are meaningful and appropriate for both parties. Epstein, (1995) argues that school, family and community are important spheres of influence on children's development and that a child's educational development is enhanced when these three environments work collaboratively toward shared goals. Further, Epstein encourages schools, home and community through the implementation of activities across six types of involvement as mentioned above those educators can help to improve students' achievement and experiences in school.

How parents can prevent high school dropout of their children?

If your child is not doing well or is beginning to have behavioral problems in school; Discuss your concern with your child's Individualized Education Program (IEP) team. Request for functional behavior assessment a process for determining why problem behaviors occur and identify effective strategies to address them. Decide as a group, what can be done to help your child, and what new skills or behaviors your child can learn.

In some cases a tutor/teacher can help a student who has fallen behind or who has missed important earlier concepts. Sometimes a child's personality may clash with that of the teacher or another student. Meet directly with the teacher to determine if there is a problem or if there has been a misunderstanding. In some cases, it may

benefit everyone if you request that your child be transferred to a different classroom. Monitor your child's attendance and school performance. Periodically check in with your child's teachers to find out the progress of your child.

Concentrate on your child's goals. Instead of focusing on why he/she is unsuccessful in school, have your child identify his/her future goals; develop a list of school, home, and personal barriers to achieving those goals; and advise strategies to address the barriers. If you think your child may have a problem with drugs or alcohol, contact the school guidance and counselor or a substance abuse counselor, helpline, or organization for information and advice.

Consider alternative school settings. If you, your child and the IEP team conclude that the IEP goals cannot be reached in the current school environment, ask for help identifying appropriate alternative settings. Options include magnet schools, alternative schools, charter schools, work-based learning programs, career academies, and general educational development (GED) programs. Include your child in all discussions with school personnel and the IEP team.

What can be done to retain students in schools?

According to the recommendations in the dropout report study in USE schools by the planning and policy analysis department in the ministry of education (Uganda) (2012). For proper tracking of students under the USE program a unique student identification number (STIN) should be allocated to each beneficiary at entrance so that each is tracked to determine the repeaters, transfers and dropout. The STIN project may be expensive but with an initial start with the USE eligible students would be worth investing to save the government wastage. This project was started for all school going children in the year 2016 but today its impact is yet to be realized.

Sensitization of the communities on the USE program will help in eliminating the unnecessary transfer and over demanding by parents. The government should be clearer of what the schools can offer and what the parents are supposed to offer. Guidance and counseling in schools can play an important role to avoid dropout caused by lack of interest in education by learners and parents, early marriages and pregnancies and involvement of learners in business of school going age.

Introduction of skill based curriculum for students who do not excel in academic work. Students can be encouraged to join Basic Technical and Vocational Education Training institutions(BTVET).However, the automatic promotion policy can also be adopted with caution.

Parent's Attitude

The UPE policy abolished all tuition fees and other non-statutory fees but only allowing parents to provide basic learning materials (exercise books, pens, pencils, erasers, rulers). This led to an increased gross enrolment rate to 145% (4.5 million children) and created an opportunity for all parents to participate in the education system.

There is an inequality in access to education across all districts in Uganda (Mahuro&Hungji, 2016). Most parents therefore have a poor attitude towards providing for their children especially in rural USE schools. Other parents would wish to provide but because of poverty due to both ignorance and poor climate as it was the case of 2016 prolonged drought in Uganda.

Factors of dropping out of school

Early school leaving has multiple origins and consequences. School dropout and subsequent youth unemployment are important risk factors for mental and criminal problems. Therefore it is important to understand which factors that may lead to youth dropping out of high school.

Previous work points to the dynamic and cumulative process in which students accumulate problems before leaving education early. This process is known as the student's attrition which has various underlying factors. For example, students are more likely to drop out of school if they have one or more years of retention in grade (plank et al., 2005), or suffer from bad health shocks (L, LerasMuney,2005;Albouy and Lequien, 2009;Powdthavee, 2010). In addition, Attwood and Croll (2006) and hennery (2007) also argued the importance of lack of interest in schooling, as revealed by truancy behavior among others, Spady (1970, Tinto (1975), Jencks and Mayer (1990), wenger (2002), and Anderson (2010) points to the influence of the students commitment to the school peers, teachers, and self-motivation.

Furthermore economic cycles have its influence on school dropout. At risk students are more likely to drop out of school in times of an economic revival in response to the increased availability of (temporary) job market opportunities light, 1995; Shavit and Miller, 1998; Gangl, 2002; allensworth, (2005). This is particularly observed among vocational students with internships, as they have a closer connection with the labor market compared with their peers enrolled in academic education tracks.

While poverty is often promoted as a driving factor pushing child labor (Andvig et al, n.d.; Blunch and Verner, 2000; Duryea, 2003) and leading dropout, other studies read it differently. The Probe report (1999) suggests that children work because they are unable to go to school in order to earn a living.

Effect of socio-economic background on students' dropout

Low socio-economic status is considered the primary characteristic associated with dropping out. Economic issues have a significant impact on the factors associated with the dropout aspect. The feeling of relative poverty in a heterogeneous society can be attributed to the physical and mental disadvantages among the parents and children, causing the dropout phenomenon to emerge, and affecting the educational achievement of pupils.

Researchers have identified that most dropouts come from low socio-economic families. Low socio-economic levels and dropouts are inevitably associated with three major settings, which impact teenagers namely families, schools, and communities (Shonkoff et al., 2012). These children who live in extreme poverty include children living in public organizations (orphanages) and in non-urban, coastal and plantation areas. Due to income fluctuation, poor people are severely affected and consequently preventing their children from attending school, and sometimes going to work to support their household chores and expenditure. However, in some families, before preventing their children from going to school, they attempt to secure loan or financial assistance from friends and relatives (Janvry, 2006).

Generally, it is asserted that the poor families appear to know the value of education but have logical reasons for not sending their children to school, namely associated with decisions made on educational quality, financial value, and future investments (Boyle, 2002). The important factor in determining access to schooling is household income, since schooling is likely to incur both direct and hidden costs.

Direct costs include tuition fees and other administration costs while hidden costs include uniform, books, stationery, transportation, equipment, and the opportunity cost of sending a child to school. Several factors are linked to household income such as the time when children start school, attendance frequency, potential to temporarily withdraw, and also when and if they drop out (Croft, 2002).

Besides that, low income level also influences propensity for households to fall into poverty. Many researchers found an association between poverty and student dropout (Birdsall et al., 2005; Boyle et al., 2002; Brown & Park, 2002; Cardoso & Verner, 2007; Dachi & Garrett, 2003; Hunter & May, 2003; Ranasinghe & Hartog, 2002; Vavrus, 2002). In an interview conducted among parents and guardians in Tanzania, it was found that parents realize the importance of going to school, but they are unable to pay the fees, which is the main reason for dropping out from schools (Dachi & Garrett, 2003). Lack of finances is also the reason for temporary dropouts and under-enrolment (Mukudi, 2004). The consequences of financial difficulties on schooling have been attributed to three factors by Croft (2002): a) the age at which children enroll in school; b) how often they attend; and c) when and if they drop out.

In South Africa, Hunter and May (2003:11) described how the depressed job market might act as a deterrent to dropping out, and may encourage children to stay in school longer. A number of researchers indicate that a buoyant job market and the ability to earn good money is a motivating force behind decisions to leave school (e.g. Dachi, and Garrett, 2003; Duryea (2003) highlights the pull of labor market (as opposed to the push of poverty) as a main factor in children dropping out of school in urban Brazil.

Studies also indicate that girl children frequently drop out of school to look after younger siblings (e.g. Brock and Cammish, 1997). Interview with street children in Tanzania (Dachi and Gurrett, 2003) indicated that change of household circumstances (e.g. death of a parents; abandonment by a parents) had forced them to leave school.

The scientific research carried out at ETS's Research Development division at its Centre for academic and work force Readiness and success in America indicated

that; the dropout numbers for ethnic minorities are considerably higher. In 2009, the Proportions of 16- to 24-year-old high school dropouts were 10.7% for African Americans, 15.9% for American Indians, and 17.9% for Hispanics. This problem is exacerbated in urban centers (Neild&Balfanz, 2006). Researchers estimate that as few as 50% of African-American, American Indian, and Hispanic students graduate from high school in some cities (Bridgeland et al., 2006).

These are dismal numbers, but there is reasons to believe that they can be proved. Some of the most compelling reasons for hope come from the dropouts themselves. For instance, Bridge land et al. (2006) conducted focus groups and face-to face interviews of a diverse set of 467 dropouts aged 16 to 25 in 25 locations across the United States. Most interviewees believed that they had the ability to earn a high school degree: 70% said they were confident that they could have graduated high school if they had stayed in school, and 66% said they would have worked harder if their teachers and parents had had higher expectations of them. One should take care in interpreting these results, however, as this was not a nationally representative sample.

For students with disabilities, of the risks of drop out are intensified. The dropout rate is about 40% more than twice that of their peers without disabilities. However families can play an important role in making sure their student with or without disabilities graduate.

A survey conducted by open society institute in 2007 in six developing countries found that low economic status of a family was the prominent reason for education withdrawal. This finding was consistent with many other studies in different settings, such as in Brazil by Cardoso and Vierner (2006), in China by Diyu (2002); in Thailand by Nicaise, et al., (2000).

Regardless of contextual areas, the students whose parents are highly learned/Educated tend to stay in school long (Beherman et al., 2000; Mike et al., 2008; Swada and Lokshin, 2001).

2.3.3 Relationship between Parental Involvement and School Drop Out

Blau and Duncan (1967) presented a model of occupational stratification which posited that fathers' education directly affects fathers' occupation which in turn affects sons' education. The son's education affects his first Job, which finally has an effect on his eventual occupation attainment.

Parental measures of status attainment are important predictors of their children's educational and occupational attainment. Although most of the studies in this tradition omits dropout from their sampling frame, the logical implications of the model would indicate that those who fail to complete high school experiences lower occupational attainment, unemployment, and develop poor parental skills Sewell et al., 1970; Sewell et al., 1980, Warren et al, 2002; Kerckhofl, 1993)

Alexander et al. (2001) found that family social economic status, family composition, student engagement in school, retention and age of mother at child's birth all predicted dropouts.

Several factors associated with dropout have been identified by past research. Rumberger (1987), in a review of the dropout literature, identified low social economic status, low parental education attainment, low family income, non-English-speaking homes, single-parent families, and lack off learning materials in the home as predictive of dropout Sewell, William H., Archibaldo, Haller, and George W. Ohlendorf (1970). The educational and early occupational status attainment process: Replication and revision. *American sociological Review* 35:1014-1027.

Rono, Joseph Kipkemboi Arap in his research on factors influencing the rate of dropout among Secondary school students in Nandi District of Kenya cited that the development of social differentiation in the Kenyan society emerged as a result of the policies and programmes perused in the pre-colonial and colonial periods, thus culminating in well demarcated social classes in the post-independence period. Also verified that differences in sex, levels of aspiration, attitudes, parental levels of education, school type, category and quality were by far the most important variables of education influencing the rate of educational wastage as a result of dropping out of the school system.

The differences in family income, regional development and students' attendance did not show significant relationship with the rate of dropping out of school.

More especially, Holmes (2003) showed that education attainment of a father increased the expected level of school retention of boys, while the education of a mother enhanced girls' schooling in Pakistan.

Family structures

Family structures and mobility influenced the rates of dropout in several ways. It was a common that a student who lives under the same roof with their biological parents had a high school survival rate than that whose parents passed on, got divorced or moved to work in other areas (Nicaise, Tonguthia and Fripont, 2000). a large family size meant less learning opportunities for each of its house hold members and its influence became much stronger for older siblings (Nicaiso, Tonguthia and Fripont, 2000; Rosati and Rossi, 2003).

However some studies (e.g.Chernichovsky, 1985; Gome, 1984; Mike et al., 2008) found out that children in large households were less likely to drop out.

2.4 Gaps identified

Based in the interview, it allowed that the theory used in their study, motivation theory by Ames (1992) was different from other theories used in the previous studies. Every few studies had been conducted in Tororo District in Parental Involvement and School Dropout.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research design, study population, sampling strategies, determination of the sample size, data collection instruments and their pretesting , validity and reliability, procedure of data collection, data management, data analysis, ethical consideration, and limitations.

3.1 Research Design

This study adopted descriptive survey correlation research design. The quantitative approach involved the distribution of questionnaires to parents and teachers in the study schools. The teachers questionnaires included a checklist for drop out and attendance. A correlation design is used to establish the factors which lead to dropout in the teachers questionnaire and the level of parental involvement by asking parents to rate to what level they have performed their roles. This provided a great in-depth of the level of students' dropout and the level of parental involvement and statistical relationship between parental involvement and student's dropout.

3.2. Study Population

The study population comprises of the 8,555 parents' and 670 registered teachers in 30 (government and private) secondary schools in Tororo District Uganda giving a total population of 9,225.

This number of Secondary Schools, registered teachers, students and their parents' was obtained from the District Education Office (DEO) Tororo District as shown below in the table.

3.3 Sample size.

Using the Sloven's formula below a sample size is arrived at from the study population as categorized in the table.

Table3.1. Showing Study population and Sample size

Type of school.	Category of population.	Population.
(15) Government Sec. Schools.	Parents.	4732
	Teachers	397
(15) Private Sec. Schools.	Parents.	3823
	Teachers.	273
Total.		9225

Source: District Education Office Tororo District.

The solvent formula was used to determine the minimum sample size.

$$n = \frac{N}{1 + N(e^2)}$$

Where; n is sample size

N is study population=9225.

e = level of significance=0.05. a constant.

$$n = \frac{N}{1 + N(e^2)} = \frac{9225}{1 + 9225(0.05^2)} = \frac{9225}{24.0625} = 383.$$

$$\mathbf{n=383}$$

3.4 Sampling Technique

Sampling technique as the process by which a representative portion of the population is selected for analysis Kothari (2004). The study employed purposive and simple random sampling technique. Purposive sampling for teachers and parents as it was the most appropriate because it gave the most useful respondents who had more focused information Gay (1996).

Ten (10) Secondary Schools outside Tororo Municipality were purposively selected out of the Thirty (30) schools in Tororo District.

Table 3.3 A Table of Sample Schools.

	Name of school	Day or Boarding	USE or NON USE	Govt or Private	Parents	Teachers
1	Kidoko secondary School	Day	USE	GOV	29	3
2	Rubongi secondary School.	Both	USE	GOV	39	4
3	Petta community S.S	Day	USE	GOV	40	3
4	Atiri Secondary School.	Day	USE	GOV	41	5
5	High way integrated S.S	Day	NON	PRIVAT E	40	4
6	Masimiliano Secodary School	Both	NON	PRIVAT E	40	4
7	St. James comprehesive S.S Achilet	Both	NON	PRIVAT E	40	5
8	Kisoko High school	Both	USE	GOV	33	3
9	Kiyeyi sec.school	Day	USE	GOV	19	3
10	Katerema sec school.	Both	USE	GOV	40	4
	T O T A L				361	38

Senior three, senior four Teachers and administrators were the respondents for the teacher's questionnaire. Parents in the sample schools were the respondents for the parent's questionnaire. Parents with children in the ten (10) selected Secondary schools were randomly sampled.

The researcher was able to collect data from one hundred and seventy two (172) parents of the selected schools during a meeting on 1stOctober 2018 during a sensitization meeting of parents and school head teachers organized by the education office.

Using students over the Independence Day the researcher distribute over four hundred questionnaires which they delivered to the parent's to fill and the researcher was able to collect them from schools. One week was used to collect the questionnaires. Some parents were uncooperative in a way that not willing to fill the

questionnaires. The researcher employed Simple random sampling technique in selecting the parents but purposive for teacher and administrators.

Omari (2011) defined purposive sampling as process which involves picking units most relevant or knowledgeable in the subject matter of the study. It is a technique whereby the researcher judges who is to be included in the sample to give the right information which can't easily be obtained from any other respondents. Kombo and Tromp (2006: 82) states that, "the power of purposive sampling lies in selecting participants who provide the richest depth analysis related to the central Issue being studied".

3.5 Instruments of Data Collection

The research employed the following instruments in the collection of data during the study.

Likert's scale Questionnaires for both parents and teachers were used because they take a shorter time for a larger sample and the information on them can easily be quantified. Check list for teachers to ascertain the dropout was used in the teachers' questionnaire.

There are 20 self-constructed and close ended questionnaires for parental involvement and dropout of school and 15 for teachers' on likely factors for dropout of students, 8 questionnaires for parental involvement and a check list for dropout.

According to Ordho (2004) questionnaires allow for measurement for or against a particular viewpoint and emphasizes that questionnaires has the ability to collect a large amount of information in a reasonable quick space of time

The items in the questionnaires are quantified into a four point Likert scale which the respondents are required to respond by using Likert's scale indicating one option ranging from strongly agree(SA), agree(A), Disagree (D), and strongly Disagree(SD) with the rating value of 4 to 1 respectively

The choice of this instrument is because it serves as the best instrument to find out relevant results to this research. Two questionnaires were set, one for parents and another one for teachers and administrators.

The questionnaire for teachers had three sub sections. The first section measured gender and followed by the check list of senior four dropouts since admitted in

senior one in 2015. This was followed by enrollment and attendance from senior one up to senior four; this helped to check on the indicators of dropout and check for consistence of senior four enrollments. The second set of questionnaire are quite related to roles of a parent and were compared with parental roles in the parent's questionnaires? For example teachers strongly agreed that students' dropout because of failure of payment of fees, then on the questionnaire for parents for reliability indicated that parents do not clear fees on time.

In the third section teachers rated the parent's involvement in the school activities or programme. Five options were provided and rated as follows;

- (1) If parents are very much involved 100%.
- (2) If most parents are involved at least 50%
- (3) If fairly involved at least 20-49%
- (4) Very few are involved less than 20%
- (5) If none is involved

The parent's questionnaire had two sub sections and these were; the demographics of the parent including level of education this to a great extent is related to the value the parent attaches to education, the table for number of children will give a clue on the burden for the parent hence the level of involvement.

The second section had twenty Likert scale questionnaires where a parent was to indicate sincerely to what level he has played his or her role. This had four choices for the parent to choose as shown below;

- (4) If you strongly agree (SA).
- (3) If you Agree (A).
- (2) If you Disagree (DA).
- (1) If you strongly Disagree (SD).

3.6. Validity of the Research Instruments

Validity of the research instrument means the research instruments are able to get the intended information the researcher is investigating Manga (2012). The questionnaire for parents and teachers were served to Parents and Teachers of one

secondary school, when scrutinized the researcher was able to change the questionnaire for the parents with the approval of the supervisor.

After moderation questionnaires the questionnaire were served to the teachers again and this time most questionnaires were rated valid. Thirty questionnaires were served to thirty teachers with four options as follows against each.

Instructions:

Please rate the following to the level of relevance to measure as a factor which can cause a student to dropout and a measure of parental roles.

1	2	3	4
Irrelevant	Somehow relevant	Relevant	Very relevant

The calculation of content validity Index (CVI) using the formula below:

$$CVI = \frac{\text{item rated as relevant.}}{\text{Total number of items}}$$

$$CVI = \frac{28}{33} = \mathbf{0.85}$$

According to Amin (2005), CVI of 0.7 and above is considered valid.

This implies that the instrument was valid for data collection.

3.7. Reliability of the Research Instrument

Reliability is a measure of the degree to which a research instrument yields consistent results of data after repeated results cronbach, (1953). In order to ascertain the reliability of the research instrument, the questionnaires were served to thirty respondents who are secondary science and mathematics teachers (SESEMAT) in Tororo and their responses were recorded then after a week, the questionnaires were served to the same respondents for the second time and their responses were recorded. The two sets of responses were compared giving cronbach’s alpha parental involvement on parents questionnaire (α=.713); dropout and factors of dropout (α=.681); parental involvement on teachers questionnaires (α=.811) this gave an overall cronbachof (α=.735). The parental involvement and dropout questionnaires constructed were then considered reliable.

3.8. Data Collection Procedure

Before the Data Gathering

A transmittal letter from the Collage of Education, Open, Distance and E-learning, Kampala International University were collected from the University, and presented to the District educational officer Tororo. Another letter from the District Education officer Tororo allowing the researcher to conduct the research in the schools was obtained. The questionnaires were distributed to the selected parents and teachers. Most questionnaires were filled immediately and collected. Those which were not filled immediately were collected later in a week's time.

Most parents who were far, the questionnaire were delivered to the parents over the National Teacher's day holiday by the students and collected later from the school.

During the Data Gathering.

Correspondences were made on phone and appointments were made with both school administrations and parents to collect the questionnaires. A Total of five hundred (500) questionnaires were given out four hundred (450) and fifty for parents' and fifty for (50) teacher' and only three hundred and sixty one (361) for parents thirty eight (38) for teachers were collected.

The percentage return was $\frac{399}{500} \times 100 = 79.8\%$.

Out of the questionnaires collected only three hundred and twelve (312) for parents were valid and thirty six (36) for teachers the rest were spoiled or incomplete.

After the Data Gathering

At this stage the data obtained from the field was organized systematically and numbered. The incomplete questionnaires were sorted out. Out of three hundred and sixty one (361) for parents thirty eight (38) for teachers were collected only 312 for parents and 36 for teachers were completed and coded.

3.9. Data Management

The questionnaires for parents were numbered from 1 to 312 and the ones for teachers numbered from 313 to 348.

Out of 343 targeted respondents 312 were qualified for analysis for parent and out of 40 targeted respondents for teachers 36 were qualified for analysis. There were many questionnaires spoiled either partly answered or more than one box ticked. During analysis the third section of the teachers questionnaire rating the parents activities, the code for rating were reversed so that 5 stands for strong involvement of the parent (100%), 4 for at least 50%, 3 remain as 20-49%, 2 for 20% and 1 for no involvement. So that the higher the parent's Involvement the higher the value of parental involvement just like the one for teachers.

3.10. Data Analysis

All collected data was properly coded and entered into the statistical package for social scientist (SPSS) Version 20 and analyzed using frequencies for demographic data, percentage for dropout and descriptive statistics and Pearson's Linear Correlation Coefficient (PLCC) for parental involvement and the level of school dropout and then the relationship between parental involvement and school Dropout.

3.11. Ethical Considerations

The ethical issue in this study was the privacy and confidentiality of the school statistical data of enrolment which the administration may want to keep it confidential.

To the parents the number of children, level of education and the level of parental involvement in itself would be an infringement on the privacy and confidentiality of the respondent. However the respondents were assured of high degree of confidentiality and the freedom not to give the information they considered very private.

The researcher always introduced himself to the respondents and sought their consent before administering data collection instruments.

It was made to the respondents that their participation is voluntary and they are free to withdraw from the study or may not answer questions they are uncomfortable with.

Respondents were given due respect, privacy and confidentiality treatment so that the names of the participants and their schools cannot be identified.

The letter from the District education officer gave assurance that the information they are giving is purely for research. There was also a high level of objectiveness in process of collecting data and not biased.

3.12. Limitations of the Study

The study would have revealed more details if purely qualitative data collection techniques such as interview and open ended questions were used. Documentary review could have provided more history of dropouts but the challenge is how to obtain the documents. However administrators who could not trust the researcher with their data base filled the check list themselves and it tallied with senior four registered candidates.

Most school administrators were not willing to give the registers for the checklist; they preferred to fill the questionnaire by themselves. There was a problem of locating parents in a large Tororo District and most parents were illiterate. Some parents were out of Tororo District. However school Meetings for parents helped to meet many parents. Motorcycle transport was cheap, school administrators and children helped to locate parents.

The research was carried out mainly in upcountry school which are mainly USE with are few private schools.

Some respondents gave unrealistic answers especially the parents did not want to show that they are irresponsible in playing their roles toward their children's education. However, the teachers' responses were realistic especially the checklist.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction.

This study investigated a relationship between the level of school dropout and the parental role in the dropout prevalence in Tororo district. This was in light with the high rate of low school turn up the children of school going age and high prevalence of school dropout in Tororo district. The study employed quantitative data collection and analyzed using SPSS (statistical package for social science) version 20. This chapter presents the results of the analysis.

4.1 Demographic information respondents (parents).

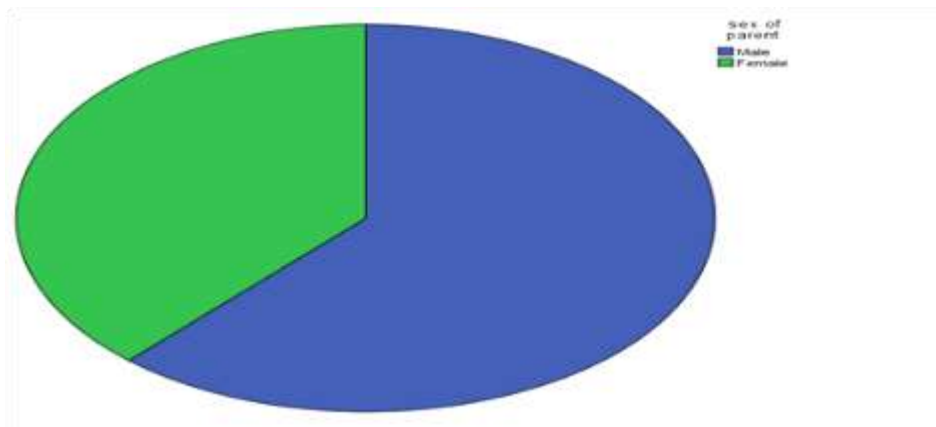
The demographic information gathered from parents' participants include; gender, age, level of education, total number of children and demographic information of the children including below school age, the ones in school, in boarding section, the number of children who have completed and these who dropped out of school.

The demographic characteristics of the parents, their level of education, and number of children in a family have an impact on the commitment of the parent and the likeliness to drop out of school.

Gender of the parents.

The respondents (parents) were asked to indicate their gender in the questionnaire and the analysis is as shown below

Figure 4.1: A pie chart of gender for parent respondent (N=312).



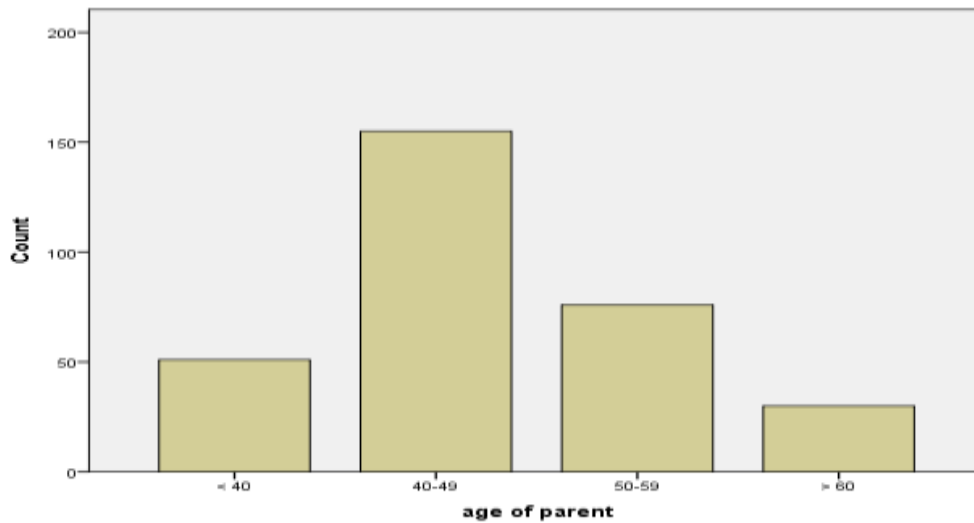
The gender of parents was entered in SPSS for and the frequency statistical analysis shows 61.9% male and 38.1% a female. This means there were more male responded (193) than the female (119). This implies the male were readily available and responsible for the child. In Africa despite the gender equality the man is the head of the home and men are more firm on discipline of the child than women. This means the child under the care of a woman is likely dropout of school than under the men. However the child under the care of both parents is much more likely not to drop out of school.

From internet [https://doi.org/10.1016/so924-9338\(14\)77734-X](https://doi.org/10.1016/so924-9338(14)77734-X) Get among the risks of drop out marital conflict often ending in divorce in divorce with periods of little or no contact with no one parent threatens the child's emotional security and resulting in withdrawal aggressive behavior and eventually dropout of school. However the above gender representation does not imply the child is under the care of single parent but who cares more about the child's wellbeing.

Age of Parents

The age of parent was grouped and then entered in the SPSS for analysis as follows 39< (1), 40-49 (2), 50-59 (3) and 60 > (4)

Figure 4.2. A bar graph showing age range of parents respondents.



The figure above shows that out of 312 respondents of which 50 are below 40 years, 155 are between 40-49 years, 76 are between 50-59 and 30 above 60 year old.

Therefore the majority of the parents are between the 40-49 years old.

The age of the child has a big bearing on the upbringing of the child. Young and very old parents may not have much control over the child and hence whirred behavior. The age range for most parents above good enough to enforce discipline in the child and strong enough to work and support their children at school.

Education level

In addition the respondents were asked to indicate their highest academic qualification. The results were tabulated and generated a bar graph as shown below.

Figure 4.3 BAR GRAPH SHOWING EDUCATION LEVEL PARENTS RESPONDENTS (n=312).

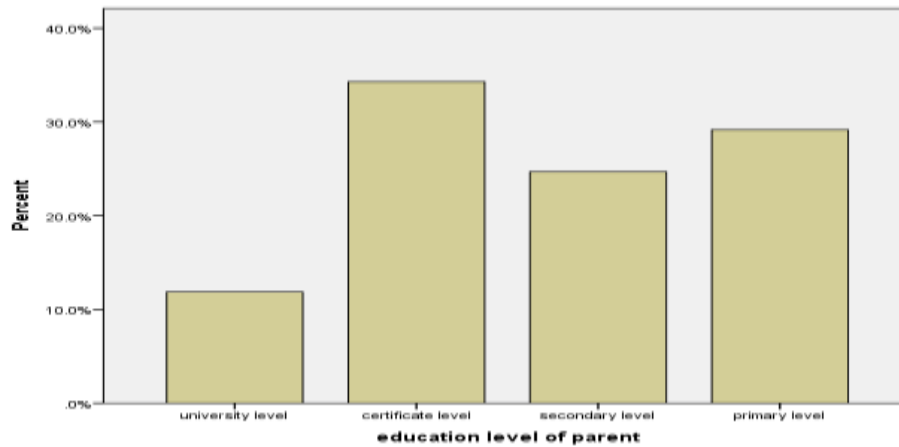


Figure 4.03 shows that out of 312 respondents' 37 or 11.9% university graduates, 107 or 34.3% certificate level, 77 or 24.6% secondary level and 91 or 29.2% primary level. Therefore the majority of the parents' are at certificate level thus 34.3%.

According to Acham et al (2012) education level of the adults in the family have direct influence on the children.

Number of children per respondent parent (N=312)

The respondents were asked to indicate the total number of children and then categories as follows; below school going age, still in school, indicate the number in boarding school, completed school and the number of those who dropped out before completing school.

The number of children for parents was grouped as follows; 1 or 2 coded as (1), 3 to 5 coded as (2), 6 to 9 coded as (3) and 10 children and above coded as (4). The data was entered in SPSS for analysis and the results are as shown below.

Table. 4.1 Statistical table of number of children per parent (n=312)

Number of children	Frequency	Percent
1 or 2 children	24	7.7
3-5 children	120	38.5
6-9 children	126	40.4
10 or more	42	13.5
Total	312	100.0

The statistical data show that the majority of parents have more than two children. The number of children is likely to be higher than the one indicted as the parents age data shows many are young therefore they are likely to be still producing. The bigger the number of children for a given family the likely chances to dropout because of the increased fees burden and other requirements of the children especially for low income earners.

Table 4.2 Frequency and Percentage of parent respondents of number children and their schooling status.

Level of child	Parents response	frequency	Percent
Below school going age (BSA)	None	165	52.9
	Any	147	47.1
Children who are still in school (SIS)	Only one	61	19.6
	More than one	251	80.4
Children in boarding school (IB)	Any	165	52.9
	None	147	47.1
Children who have completed school (CS)	Any	129	41.3
	None	183	58.7
Children who dropped out of school (DOS)	None	190	60.9
	Any	122	39.1

OBJECTIVE 1: The level of school dropout in secondary schools in Tororo District.

The first objective of this study is to establish the level of high school dropout in Tororo District. To achieve this objective, the school administrators and class teacher respondents from each of the sampled schools were asked to give information about the attendance for senior one up to senior four and the senior four registered

candidates 2018 were compared with and the entry in senior one in 2015 of the very students. Out 1,139 students in the ten sampled schools who entered senior one in 2015 only 791 students are registered for Uganda Certificate of Education. Even among the registered candidates there was evidence from previous results that some of them may not sit for the end of year examination. All the 36 respondents indicated a dropout since senior one up to senior four. Because the number of children who dropped out varied greatly from school to school percentage data entry was used and grouped as follows; below 15%, 15%upto 30%, 31%upto 45%, 46%upto 60% and above 61%.When the data was analyzed the results are as shown in the table below.

Table 4.3.Frequency table of students drop out between 2015-2018. (n=36)

Dropout percentage	Frequency	Valid Percent	Cumulative
< 15%	5	13.9	13.9
15-30%	10	27.8	41.7
31-45%	13	36.1	77.8
46-60%	2	5.6	83.3
61% and above	6	16.7	100.0
Total	36	100.0	

The overall percentage of the 36 respondents using the above class interval 31-45% and is calculated as shown below

$$30.5 + 38 \times \frac{3}{28} = 34.6\%$$

Therefore 34.6% of the students who joined senior one in the sampled schools in Tororo District had dropped out of those schools.

Table 4.4. Frequency table of parents' response the school status of the children

Parents response	Frequency	Valid Percent
In school or completed	190	60.9
Dropped out	122	39.1
Total	312	100.0

The parent respondent 122 out of 312 at least have a child or children who have dropped out of school, this gives a percentage of 39.1% parent respondent who at least have a child or children who have dropped out of school.

Table 4.5

Table 4.5. Showing Descriptive Statistics of absenteeism as indicated by the check list (N=36).

	Minimum	Maximum	Mean	Std. Deviation
s1	4.00	50.00	23.69	14.70
s2	5.00	75.00	31.08	19.54
s3	5.00	63.00	27.25	17.69
s4	5.00	36.00	22.53	9.49

The descriptive statistics show a high rate of absenteeism of (M=31.08, SD=19.54) and (M=27.25, SD=17.69) for senior two and three respectively.

The check list of attendance on one single day in the ten sampled schools indicated a very high rate of absenteeism which is characteristics of children at high risk factor of dropout.

All the above statistical analysis gives a moderate level of school dropout at secondary level in Tororo District Uganda.

Table 4.6 Table statistical of factors leads to dropout as indicated by Teachers (N=36)

Suggested factor	SA		A		DA		SD		Mean	Std. Deviation
	Freq	%	Freq	%	Freq	%	freq	%		
Failure in academic progress.	2	5.6	19	52.8	14	38.9	1	2.8	2.61	.64
Lack of interest in academics.	6	16.7	17	47.2	12	33.3	1	2.8	2.78	.76
Lack of scholastic materials.	7	19.4	23	63.9	5	13.9	1	2.8	3.00	.68
Students are involved in business activities.	7	19.4	19	52.8	8	22.2	2	5.6	2.86	.80
Poor health of the learner.	7	19.4	11	30.6	12	33.3	6	16.7	2.53	.10
Indiscipline cases of students.	10	27.8	14	38.9	10	27.8	2	5.6	2.89	.89
Gross indiscipline of the learner.	10	27.8	7	19.4	18	50.0	1	2.8	2.72	.91
Failure to pay school dues.	14	38.9	18	50	2	5.6	2	5.6	3.22	.80
Older than the average students in their class	1	2.8	7	19.4	20	55.6	8	22.2	2.03	.74
Lack of menstrual management materials	4	11.1	11	30.6	14	38.9	7	19.4	2.33	.93
Religious and cultural belief about education.	0	0.0	6	16.7	13	36.1	17	47.2	1.69	.75
Long distance from home to school.	5	13.9	12	33.3	17	47.2	2	5.6	2.56	.81
Early pregnancies for girls.	11	30.6	14	38.9	7	19.4	4	11.1	2.89	.98
Search for full sponsorship.	10	27.8	12	33.3	12	33.3	2	5.6	2.83	.91
Constant transfer of parents to other areas.	2	5.6	8	22.2	14	38.9	12	33.3	2.00	.89

Some of these factors are directly the parent's failure to play the roles effectively like lack of scholastic materials and failure to pay school dues. The statistical values indicate that parents are moderately involved.

Objective 2: The level of Parental involvement and students dropout in secondary schools in Tororo district, Uganda.

Objective 2 is to determine the roles played by parents in the dropout of students in secondary schools in Tororo district, Uganda.

The teacher respondents and parents rated these roles of parental involvement in the questionnaire whether the parents play their role socially psychologically and materially in supporting their children in school in order for them not to dropout as guided by Ames, C.(1992) motivation Theory.

The descriptive statistics on the roles played by parents or parental involvement in their children while at school showed that there is moderate level of involvement of parents in their children while at school with Mean of 20.03 and SD of 2.82 and minimum 13 and a maximum 25.00 in school in Tororo District

TABLE 4.7 Table showing the Level of parental involvement statistical data as indicated by Teachers (N=36)

Items of Parental Involvement	100%		50%		20-49%		>20%		00%		Mean	StdDev
	Fre	%	Fre	%	fre	%	fre	%	fre	%		
Attending academic meeting / class day.	1	2.8	8	22.2	12	33.3	15	41.7	00	00	2.86	.87
Donation to the school	1	2.8	2	5.6	7	19.4	15	41.7	11	30.6	2.08	1.00
Attending school events like sports, music, debate open day and others.	1	2.8	2	5.6	3	8.3	16	44.4	14	38.9	1.89	.98
Attend parents' annual general meetings.	3	8.3	19	52.8	12	33.3	2	5.6	00	00	3.64	.72
Facilitate the child for extra lessons.	00	00	4	11.1	11	30.6	21	58.3	00	00	2.53	.70
Well informed about education policies like USE.	2	5.6	9	25.0	13	36.1	10	27.8	2	5.6	2.97	1.00
Make impromptu visits at school.	00	00	1	2.8	8	22.2	21	58.3	6	16.7	2.11	.71
Make responses about the child term reports	00	00	3	8.3	6	16.7	13	36.1	14	38.9	1.94	.95

The data in the Table 4.7 above indicated that parents are more involved when it comes to attendance parent's annual general meeting with (M=3.64) and least involved when it comes to school events like sports day, open day, debate music and making comments on their children's report cards.

Table 4.8. Table of descriptive statistical data showing the Level of Parental Involvement as indicated by teachers (n=36)

	Minimum	Maximum	Mean	Std. Deviation
Parental Involvement	13.00	25.00	20.03	2.82

(M=20.03, SD = 2.82)

Table 4.9 A table showing statistical data of the level of parental role as indicated by parent respondents (N=312)

Questionnaire/statement	SD		DA		A		SA		Mean	Std. Dev.
	Freq	%	Freq	%	freq	%	Freq	%		
Guide the learner academically.	133	42.6	60	19.2	63	20.2	56	17.9	2.22	1.57
Counsel the child on peer influence.	96	30.8	92	29.5	41	13.1	83	26.6	2.43	1.27
Concerned about facilities in the school	87	27.9	118	37.8	78	25.0	29	9.3	2.22	1.55
Searches for sponsorship opportunities.	135	43.3	94	30.1	54	17.3	29	9.3	2.05	2.52
Considers Distance from home to school.	123	39.4	104	33.3	50	16.0	35	11.2	2.02	1.12
Considers sectarian tendencies in the school.	110	35.3	129	41.3	56	17.9	17	5.4	1.94	.86
Provides all scholastic materials.	102	32.7	127	40.7	59	18.9	24	7.7	2.02	.91
Counsel the child on early marriage	104	33.3	74	23.7	67	21.5	67	21.5	2.31	1.15
Encourages the child to complete education.	80	25.6	84	26.9	73	23.4	75	24.0	2.46	1.12
Counsel the child on early pregnancy for case of girls.	97	31.1	98	31.4	65	20.8	52	16.7	2.23	1.07
Always transfer the child whenever I change location	150	48.1	99	31.7	43	13.8	20	6.4	1.79	.91
Promptly attend to the child's Sickness.	73	23.4	111	35.6	71	22.8	57	18.3	2.36	1.03
Provide for meals while at school.	135	43.3	93	29.8	51	16.3	33	10.6	1.94	1.01
Encourage the child not to give up in case of repeating a class	86	27.6	122	39.1	74	23.7	30.	9.6	2.15	.94
Promptly pay the school dues.	127	40.7	108	34.6	42	13.5	35	11.2	1.95	1.00
Involved in the discipline of the child.	95	30.4	107	34.3	66	21.2	44	14.1	2.19	1.02
Children start school at recommended age.	134	42.9	100	32.1	55	17.6	23	7.4	1.89	.95
Encourages children to be regular at school.	100	32.1	92	29.5	76	24.4	44	14.1	2.21	1.04
Discourage child from economic activities during school hours.	98	31.4	106	34.0	67	21.5	41	13.1	2.16	1.02
Knowledgeable about causes of dropout.	115	36.9	96	30.8	66	21.2	35	11.2	2.07	1.01

Table 4.10 Table of descriptive statistical data showing the Level of Parental Involvement as indicated by parents (n=312)

	Minimum	Maximum	Mean	Std. Deviation
Parental Involvement	24.00	104.00	42.55	12.10

(M=42.55, SD=12.10)

Both Parents and Teachers descriptive statistical data indicates that the level of parental involvement is moderate. Respondent from teachers indicated *(M=20.03, SD=20.82)*, parents *(M=42.55, SD=12.10)* both when calculated gives moderate parental involvement.

Objective 3. Relationship between Parental Involvement and School Dropout in Tororo District, Uganda.

Objective 3 sought to determine the Relationship between prevalence of school dropout and parental involvement in Tororo district, Uganda. To achieve the desire goal, correlation analysis was run to establish the relationship between the variables.

Table 4.11. The table showing the relationship (pearson, r) parental involvement and school drop out (n=312)

	1	
1. Dropout		
2. Parental Involvement	-.118**	1

(Teachers N=36)

	1	2
1. Dropout	1	
2. Parental Involvement	-.134**	1

The above is statistical values as per the 312 parent's responses.

($r = -.118$, $p = .494$)

Negative value of r of $(-.118)$ indicates there is an inverse relationship between parental involvements and the prevalence of dropout of students' value is the value showing the significance of the relationship between parental involvements and the prevalence of dropout of students from secondary schools. The value of $(.494)$ implies there is a low relationship between parental involvements and prevalence of dropout. This means there are other factors responsible for students' dropout apart from parental involvements.

The research hypothesis is therefore rejected which postulated that there is no significant relationship between parents involvement and dropping out of school in Tororo District Uganda.

The data from teacher in the table above with ($r = -.134$, $P < .01$)

The statistical data for both Teachers and parents indicate that there is a weak statistical relationship between parental involvement and student's dropout in Tororo District. Therefore there is a significant relationship between parental involvement dropping out of school in Tororo District Uganda.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses the outcome of the findings of the study.

The chapter is divided into three sections that deals with the study objectives. The main purpose of the study was to establish the relationship between parental involvement and dropout of students at secondary level in Tororo District Uganda.

The discussions of the findings are based on the research objectives and these are;

1. To establish the level of secondary school dropout in Tororo district, Uganda.
2. To examine the level of parental involvement in the dropout of students in secondary schools in Tororo district, Uganda.
3. To find out the relationship between the prevalence of school dropout and parent involvement in dropout prevalence in Tororo district, Uganda.

5.1 . Discussions of the findings

5.1.1 The level of secondary school dropout

The first objective of the study is the level of prevalence of high school dropout in Tororo District Uganda.

The statistical data analysis and interpretation revealed a moderate level of school dropout at secondary level in Tororo District Uganda.

The finding also revealed that the rate of absenteeism/poor attendance, which is an indicator for dropout Neild & Balfanz (2006).The most prone classes are senior two and three. Glasser (1998) identified a group of middle school students who had "removed learning, teachers, reading, and schoolwork" from the pictures they stored in their heads. They developed friendships with students who shared their common interest in disruption and nonacademic values. They frequently skipped classes and eventually lost ground academically. At the end of middle school, many were less prepared for secondary school. Descriptive statistics of absenteeism from teachers questionnaire show there high rate of absenteeism in senior two followed by senior tree with a mean value of 31.08 and 27.25 respectively.

All the respondents and check list of the registration in the TEN sampled schools indicated a drop in the number of students who entered in senior one in 2015 and the ones who have registered for senior four 2018. One school has a dropout as high as 75%.

This analysis is in agreement with a report on dropout study in USE by education planning and policy analysis department of statistics Ministry of Education and sports (Uganda) (2012), when the research team tasked the respondents on whether their schools under research lost some students in the USE programme before completion of the ordinary level and 86% of the institutions visited confirmed students had left. In many of the sampled schools the administrators/respondents reported that some students when sent home for fees take some times weeks before they come back some time with even half of the fees and this explains the low attendance in most classes.

The data analysis also revealed moderate level of understanding of educational policies like UPE and this explains why parents are unwilling to pay the extra charges, Ezati, McBrien, Stewart, Ssempala & Ssenkusu, (2016).

Despite the effort made by the ministry of education to explain to parent to cater for extra costs like meals, scholastic materials as it was emphasized by the minister of education first lady Mrs Janet Kataha Museveni on local FM radios in Uganda early this year (2018), the research finding indicated just moderate value of parental involvement in playing their role, and from the teachers statistical data these factors contribute to students dropout.

5.1.2. Level of Parental Involvement

The second objective is to determine the level of parental involvement in the educational affairs of the child.

The data was obtained from the parent and teachers using a likert scale questionnaire. The most outstanding causes for students dropout as indicated by the teachers are; failure by parents to pay school dues with a mean value of 3.22 and failure to provide scholastic materials with a mean value of 3.00. the parents also approves that they have not provided of responded to the two highlighted issues

above among others. The statistical data for both parents and teachers indicated a moderate parental involvement. The most respondents are from USE school.

The parents rated themselves a little higher for fear of being blamed of negligence. Even when some parents had not paid the extra charges as it was indicated by the poor attendance in the schools many indicated that they clear the fees promptly.

On the contrary the schools which have a high fees charge have a better attendance which indicates that there are other factors other than fees contributing to the school dropout.

As indicated by the Teachers questionnaire parent pay little attention to their children extracurricular days like sports, music, debate, as indicated by the low statistical mean value. According to the participation –identification model (Finn, 1988) postulates that involvement in social activities results in identification with and social attraction to a group; conversely, a lack of participation results in a lack of identification. By implication, students who are marginal for various reasons (member of an ethno cultural minority, a poor reader, a poor athlete) may become distant from mainstream groups, become isolated, then alienated, and finally drop.

Provision of meals for children at school was scored moderately according to the statistical mean value and according Acham, Kikafunda, Malde, Thero and Egal, (2012) as a National policy, parents are expected to provide meal for their children be it at school or at home. Parents’ get involved in their children’s discipline after they have misbehaved. Therefore get involved proactively and not preventive.

Parents ought to pay impromptu visits to school however as indicated by the statistical data parents rarely pay visits to their children at school to monitor encourage and consult with the school administration about their input for the good of their children.

Parents have taken their responsibility for granted leaving it upon school administration. (Ezati et al, 2016). Parents with children in USE schools take it as a complete package that would not only cater for fees but also scholastic materials, meals and uniforms. Burge and Loges (2003) cited in Mugimu (2013) states that parental involvement is the key predictor of students’ academic success and one of the factors they are involved is children's welfare (buying scholastic materials, meeting school requirements etc. according to the child protection policy (2017),

failure by parents to provide welfare for their children is one of the categories of child abuse called neglect.

5.1.3. The relationship between parental involvement and dropout of students.

The results show there is a significant relationship between parental involvement and dropout of students in the ten secondary respondent schools. The statistical data shows a low relationship, however this in fact is expected to be higher had it not been for parents fear to be considered irresponsible ie self evaluation questionnaires. White and Kelly (2010) observed that parents have an amazing impact upon their children's academic success or failure. Noted that poor parenting style contributes to poor student's performance and ultimately to school dropout. Actually failure of a parent to provide for the children according to the child protection unit is one of child abuse called neglect. Therefore the more extensive the parental involvement, the higher student's achievement.

The moderate ranking of parental involvement by both teachers and parents themselves shows there are gaps in the psychological, social and material support towards the children which needs to be addressed. The moderate value for dropout is also like to be lower than the actual value for the same reason for parents as they fear to be blamed for being irresponsible. This then would give a very high significant relationship. The children's needs should be critically analyzed and addressed to avoid proactive approach other than preventive which is more effective.

Teachers on the children's indiscipline parents only come to discuss when their children are suspended or sent to come with the parent. Many parents have even rated their children as spoiled in a sense that they can't be corrected, this was the case with those who have dropped out. Parents indicated that they can't waste time and money for spoiled children, when asked of what plans they have for these who have dropped out of school

Still parents can help even when one has dropped out or on the verge of dropping out. Carl Rogers (1940), Person-centered theory empathetic approach where a child can be given the opportunity or empower and motivate in order to choose the school or course of own choice.

5.2 Conclusions

It is now evident that there is a significant relationship between parental involvement and dropout of students. The relationship was brought out by the statistical data despite the low values.

Also the factors in the teacher's questionnaire responsible for dropout rated moderate when converted into parents roles also indicated moderate. Therefore if the parents become more involved in the children's physical, social, academic, affective and cognitive environment of their children the prevalence of dropout will reduce drastically.

The questionnaires themselves served as sensitization of parental roles. Parents realized that in many cases they have taken their roles for granted. Most parents at least paid school dues and requirements but ignored the physical environment, social environment, affective and cognitive domain of their children.

Parents can also get involved indirectly by donating to the schools and facilitating the teachers in order to create a conducive learning environment which in turn will reduce the rate of dropout. The moderate level of parental involvement is insufficient considering the result of dropout which are a social and economic tragedy.

5.5 Recommendations

There need for government to set up national dropout prevention centers, dropout prevention or effective strategies/family engagement.

There should be an affirmative action programme to sensitize parents about their roles toward their children while at school especially the basic ones like paying of school dues and providing scholastic materials. Parents who play their roles effectively should be recognized in annual general meetings and those who lag behind be encouraged.

School administration should always be in contact with parents.

Establish school guardians who should have full details of the social economic background, health, type of parenting behavior of the child, who will in turn be in contact with the biological parents or guardian.

Guidance and counseling in schools should be strengthened to help children with multiple social and psychological problems to support the parent's efforts.

Schools should have the child's bio data, address of the parents for easy access of parents. Population census should be conducted at local council level to give clear information about education level and this will reveal the true picture of dropout at family level.

The District council should enact a law compelling all parents to feed their children at school. The Ministry of Education introduce students transfer permits to be signed by the form head of school for student to make easy to track student who transfer from one school to another so that they are not taken as dropout.

5.6 Area for Further Research

Study of dropout can be conducted using the drop outs themselves as respondents to give the actual factors which led to their dropout.

A study of parental involvement and dropout of students should also be conducted in urban secondary school mainly Non-universal secondary schools to rule suspicion of rural urban migration of student.

A similar research could be conducted using interview method using a bigger number on parent respondents.

Further research on dropout of students can be conducted using purely checklist method from school and inspectors of school at the district.

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APPENDIX 1: TRANSMITTAL LETTER



Directorate of Higher Degrees and Research Office of the Director

Our ref.MED/47260/151/DU-TR

Monday 18th February, 2019

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR KULOBA LIVINGSTONE

REG.NO. MED/47260/151/DU-TR

The above mentioned is a student of Kampala International University pursuing a masters degree in educational administration and management.

He is interested in conducting research for his dissertation titled, : "parental involvement and school dropout in secondary schools in Tororo district, Uganda".

Your organisation has been identified as a valuable source of information pertaining to the research subject of interest. The purpose of this letter therefore is to request you to kindly cooperate and avail the researcher with the pertinent information he may need. It is our ardent belief that the findings from this research will benefit KIU and your organisation.

Any information shared with the research will be used for academic purpose only and shall be kept with utmost confidentiality.

I appreciate any assistance rendered to the research.

Yours Sincerely,

.....

Dr. Claire M.Mugasa

Director

C.c DVC Academic Affairs

Principal CEODL

APPENDIX 11

LETTER TO THE RESPONDENTS

Dear Respondent,

My name is KULOBA LIVINGSTONE. I am pursuing a master degree in educational administration and management of Kampala international university. My research is titled parental involvement and school dropout in secondary schools in Tororo district, Uganda and is purely for academic use. I am therefore requesting for your cooperation in answering the questions that follow. Be as honest as possible for us to have sincere findings.

Yours faithfully

.....

Kuloba Livingstone

MED/47260/151/DU-TR

APPENDIX 111

INFORMED CONSENT

Study title: Parental Involvement and School Dropout in Secondary Schools in Tororo District, Uganda.

To:

Date:

I am requesting you to participate in a study conducted by KULOBA LIVINGSTONE from kampala international university.

It is a voluntary participation and you will answer the questionnaire/ interview question as one of the stakeholders in the sampled area.

There will not be any anticipated risks on your work and likewise there are no direct benefits to you.

Please if you have doubt or question, contact:

Kuloba Livingstone
Kampala International University
P.O Box 20000
Kampala

Kamulegeya Siraje
HOD CEODEL
Kampala International University
P.O Box 20000

Kampala

APPENDIX IV

RESEARCH QUESTIONS

QUESTIONNAIRE FOR PARENTS

Dear parent you have been selected to participate in this study to establish the prevalence of school dropout at secondary level and the causes of dropout in Tororo District Uganda.

You are therefore requested to participate faithfully by answering the following questions sincerely.

Tick in the box against appropriately.

Gender (parent)

Male

Female

Age

Highest education level attained

Primary or Secondary level Certificate University
below course

Fill in the table the number of children accordingly.

Total number of children	Not yet in school (below school age)	Still in school	Dropped out of school	Completed school	Children staying at school
--------------------------	--------------------------------------	-----------------	-----------------------	------------------	----------------------------

Please rate the following statements according to the level of your involvement by ticking (✓) in a corresponding box of your choice.

- (4) If you strongly agree (SA).
- (3).If you Agree (A).
- (2). If you Disagree (DA).

(1). If you strongly Disagree (SD).

- | | Level of the Parental role towards the child | (4) | (3) | (2) | (1) |
|----|--|-----|-----|-----|-----|
| 1 | Guide the learner academically. | | | | |
| 2 | Counsel the child on peer influence. | | | | |
| 3 | Concerned about facilities in the school | | | | |
| 4 | Searches for sponsorship opportunities. | | | | |
| 5 | Considers Distance from home to school. | | | | |
| 6 | Considers sectarian tendencies in the school. | | | | |
| 7 | Provides all scholastic materials. | | | | |
| 8 | Counsel the child on early marriage | | | | |
| 9 | Encourages the child to complete education. | | | | |
| 10 | Counsel the child on early pregnancy for case of girls. | | | | |
| 11 | Always transfer the child whenever I change location | | | | |
| 12 | Promptly attend to the child's Sickness. | | | | |
| 13 | Provide for meals while at school. | | | | |
| 14 | Encourage the child not to give up in case of going back to the same class | | | | |
| 15 | Promptly pay the school dues. | | | | |
| 16 | Involved in the discipline of the child. | | | | |
| 17 | Children start school at recommended age. | | | | |
| 18 | Encourages children to be regular at school. | | | | |
| 19 | Discourage child from economic activities during school hours. | | | | |
| 20 | Knowledgeable about causes of dropout. | | | | |

THANKS for being a sincere parent in giving information to analyze the root cause of dropout of school at secondary level

QUESTIONNAIRE FOR TEACHERS.

Dear Noble colleague in the Teaching profession, you have been selected to participate in this study to establish the causes of school dropout at secondary level and the cause's of dropout in Tororo District Uganda.

You are therefore requested to participate faithfully by answering the following questions sincerely.

Teacher or administrator.

Tick in the box appropriately against each statement.

Gender:

Male

Female

Fill in the box appropriately.

Number of students admitted in S ONE 2015.

Number of students in S FOUR 2018.

Number of students who dropped out if any.

RATE OF ABSENTISM.

	S 1	S 2	S 3	S4
ENROLMENT				
PRESENT				
ABSENT				

Please rate the following statements according to your opinion about the prevalence of occurrence of the activity which may lead to student's dropout of school.

Make a small tick () according to your opinion by selecting one of the following;

4. Strongly agree (SA).

3. Agree (A).
2. Disagree (DA).
1. Strongly Disagree (SD).

Rate the frequency of drop out SA(4) A(3) DA(2) SD(1)
basing on the factor below.

- 1 Failure in academic progress.
- 2 Lackof interest in academics.
- 3 Lack of scholastic materials.
- 4 Students are involved in business activities.
- 5 Poor health of the learner.
- 6 Indiscipline cases of students.
- 7 Gross indiscipline of the learner.
- 8 Failure of school dues payment.
- 9 Older than the average students in their class.
- 10 Lack of menstrual management materials
- 11 Religious and cultural beliefabout education.
- 12 Long distance from home to school.
- 13 Early pregnancies for girls.
- 14 Search for full sponsorship.
- 15 Constant transfer of parents to other areas.

RATING OF THE PARENT'S PARTICPATION.

Indicate in the table below the level of participation of parents in the listed activities when called upon or voluntarily.

Tick (1) if parents are very much involved 100%.

Tick (2) if most parents are involved at least 50%

Tick (3) if fairly involved at least 20-49%

Tick (4) very few are involved less than 20%

Tick (5) if none is involved

ACTIVITY RATED	1	2	3	4	5
Attending academic meeting / class day.					
Donation to the school					
Attending school events like sports, music, debate open day etc.					
Attend parents' annual general meetings.					
Facilitate the child for extra lessons.					
Well informed about education policies like USE.					
Make impromptu visits at school.					
Make responses about the child term reports					

Thanks, let us build the education system of this country together.