

CAUSES OF SCHOOL DROPOUT IN SECONDARY

SCHOOLS IN MAKINDYE DIVISION- UGANDA

BY

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A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION

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DECLARATION

I Mutinda Immaculate Mutheu declare that this report on the "Causes of School Drop Out in Makindye Division" is my entire effort and has never been submitted to any other academic institution for any form of award.

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Signature:.....

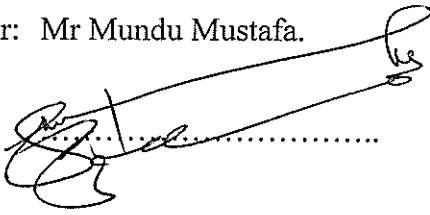
Date:.....^{1st} Sept 2010.

APPROVAL

This report on the “Causes of School Drop Out in Makindye Division” has been under my supervision as the candidate’s University Supervisor.

Supervisor: Mr Mundu Mustafa.

Signature:



Date:

1st / Sept / 2010

DEDICATION

I dedicate this piece of work, to my beloved mother Jacinta Mungala, Aunt Emily Mueni and Eduardo Kilonzo for their wonderful contribution in my academic career and helping me to fulfill my dreams for a better future.

ACKNOWLEDGEMENT

I owe my gratitude to all those who financially, academically and psychologically assisted me in conducting this research. My special gratitude goes to my supervisor Mr Mundu Mustafa for tireless effort in the supervision of this work. Special appreciation to all the lecturers in the Faculty of Education for imparting professionalism into this work. Thanks a great deal.

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Finally, I greatly appreciate all my respondents for their great contribution towards the accomplishment of this work.

May God Reward you abundantly.

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LIST OF ACRONYMS

OVCs	Orphans and Other Vulnerable Children
UPE	Universal Primary Education
KRC	Kabarole Research and Resource Centre
UNESCO	United Nations Education, Scientific and Cultural Organization

ABSTRACT

The study on the “causes of school dropout in Uganda” was carried out in Makindye, with specific aims of; determining the reasons of school drop out, finding out whether more girls drop out from school than boys and investigating the role played by the curriculum and the instructors in school drop out. A review of related literature was carried out on already existing information on the specific aims of this paper as a way of comprehending the problem and enriching the study findings, through quantitative and qualitative research designs under which questionnaires and interviews were administered to 100 randomly selected respondents.

It was submitted that students dropped out due to poverty, early child labour, lack of guidance, parents preferential treatment, diseases and disabilities and that more girls dropped out as compared to boys because; girls performed poorer, puberty factor, withdrawal of the girl child and early pregnancies. Curriculum and instructors were revealed to play a part in the dropout rate because of negative reinforcements, segregation, lack of teaching aids, poor administration and motivation. The study concluded that there is need to fight poverty, provide equal, an enabling environment to the disabled and avoiding exposing children to early child labour. Children should be left to attend lessons regularly and girls be given a second chance in case of pregnancy.

The study recommends Supervision of teaching and refresher courses; inculcation of vocational training in curriculum; teamwork; supplying scholastic materials by ministry; exercising of ethics of by teachers; adopting strategies which consider needs of learners; endless communication; exercising control; adjusting physical environment; better coordination; evaluation and formulation of sound objectives; recording and reporting; preparation of time tables and schemes of work; provision of bursaries and reducing biasness by teachers and training leaders to care for the OVCs.

CHAPTER ONE

INTRODUCTION

1.0 Overview

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

1.1 Background of the Study

One of the greatest challenges that has faced today's generation is school drop out. Though it is seen that school drop out is decreasing over the years. It is still a problem in our society and then causing menace within the youth.

Uganda is one of the African countries which are badly affected by school drop out. It is approximated that 7,000 secondary school students drop out every school year, which translates to one in three students. The school drop out rate in Uganda's rural areas is causing alarm in the country, despite the introduction of free primary education in 1996. It is now estimated that only 20 per cent of pupils who enroll for primary education end up completing primary seven which is the highest level in Uganda's primary education.

Before the introduction universal primary education, most children never used to attend school, showing that poverty is the number one factor why students don't attend school or why they drop out of school, though after the introduction of U.P.E students still leave school, showing that their other factors causing school dropout other than poverty.

Again it is found that girls are most affected by school drop out more than boys, that is most girls are found to drop out of school than boys, though in some places of Uganda where there is seen commercial activities boys are found to drop out of school at a higher rate, for example of the 7,944 pupils, 4,124 boys and 3,820 girls in the eight primary schools in Hakibaale sub-county who enrolled at the beginning of first term in 2007, only 6961 pupils 3371 girls, 3590 boys were in school by the end of the third term.

1.2 Statement of the Problem

Many students have faced the challenge of poverty, diseases and lack of motivation hence dropping out of school yet others drop out of school due to peer influence. Socio-economic factors, pregnancies, forced marriages and need for household labor are main reasons why students run away from school. A report released in June 2008 by Kabarole Research and Resource Centre (KRC) reveals that, girls are most affected since they are found to drop out of school more as compared to boys.

Since most students drop out of school without the proper certificate they thus lack the tools to deal with life and most of them become criminals, thus creating a problem for the society to deal with. As much as the government is fighting illiteracy in the country the problem of school dropout ends up undoing all the efforts of school and the government; a report released by UNESCO in 2008.

1.3 Purpose of the Study

The purpose of this study was to examine the influence of the subjects on the students, the influence of the instructors and whether poverty and diseases are factors which lead to school drop out, with a view to improve or reverse the situation for good future in Uganda.

1.4. Objectives of the Study

This study was guided by the following specific objectives

- i) to determine the reasons of school dropout in Makindye Division, Kampala district.
- ii) to find out whether more girls dropout from school than boys in Makindye division, Kampala.
- iii) to investigate the role played by the curriculum and the instructors in school dropout in Makindye .

1.5 Research Question

- i) What are the reasons of school drop out in secondary school in Makindye division?
- ii) Do more girls dropout of school than boys. In secondary schools in Makindye division?
- iii) What are contributions of the curriculum and instructors towards school dropout in Makindye

1.5 Scope of the Study

This study was conducted in most schools located at Makindye division. The division is further divided into sub –divisions, in this study the researcher focused on only few sub-divisions which included; Kansanga, Nsambya, Ggaba, Kibuli, Kisugu, Namuwongo and Muyenga. 5 schools were selected one from each sub division. The population of Makindye Division is 395,314 according to the 2009 report from the Uganda Bureau of Statistics.

1.6 Significance of the Study

The research findings will help:

- It will be useful to the teacher, who will use the study to know how to handle students and motivate them. The teacher will also understand that harsh punishment not only do they chase students out of school but also make a student hate the subject therefore lose the meaning of education that also contributes to poor performance.

- The study will also benefit the government; the government will use the result to create gender balance in a school situation. The government will also use the result to take important measures against the society, which need to understand the importance of education.

The result will also benefit the society. The society which looks down upon the girl child must understand that the potential of girls is equal to that of boys and that girls should be given equal chances to be in school just as boys. Society must also understand that children must be kept in school and not carry household chores or seen as people who can supplement home income by being imposed to child labor. Thus this study will show them that school dropout must be discouraged.

The result will also benefit the researchers, who will use the research to base their further research on the same topic.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

It's estimated that Uganda has the highest school drop out rate in east Africa, according to a report released by the United Nations education, scientific and cultural organization (UNESCO). This chapter provided a revisitation at the related literature, theories, laws and concepts by giving a discussion to other authors work in line with causes and effects of school drop out of students in secondary schools.

2.1 Reasons of School Drop out

Hamacheek (1971) investigated and concluded that lack of parents and guardians is a major reason why some orphans dropout of school. He found out orphans were less adjusted, have relatively negative concepts, see themselves as less adequate and less acceptable to others, they also feel more criticized, rejected and isolated than non- orphans of equal ability have end up terminating their education.

Sentambule (1992) concurs disabilities was a cause of school dropout. Students with physical disabilities were found to leave school same are considered unable.

In a study of the UNESCO, (2009) in Uganda revealed that poverty of rural families is revealed that poverty of rural families is frequently cited as an obstacle to education. Children from poor families are dropping out of school because of these charges and the government injections will

not be met. Primary school, Arua, Hungary, barefoot pupils in old uniforms squeeze together on the concrete floor, sitting hip to hip, jostling for space. Some of the pupils use their laps as desks.

Muhwezi (2001) said gender disparities persist in enrolment, pertinence, retention and general classroom and school environments in schools. The paper argues that the problem of the gender gap in education is as a result of a cultural beliefs and practices. Cultural benefits has made students dropout of school.

The 2009 report of the UNESCO also reported that (4124 boys 3820 girls) in the secondary schools in Hakibaate sub- county who enrolled of the beginning of first term 2007, only 6,961 pupils(3371 girls,3190 boys) were in schools at the end of the year. The boys are most affected here, survey shows, they are engaged in plucking tea in the surrounding tea plantation, the economic mainstay of the region.

Higgins (1968) argues that learners from low social status families tend to value domestic activities more than schooling. Such children are subjected to child labor and they reserve little time for studies. When it comes to the complexities of science subjects, it looks quite challenging for such learners who are ever entitled to domestic duties to grasp concepts and perform well in exams, situations become so difficulty for them such that they end up leaving school.

UNESCO report of 2009, also highlighted that chronic diseases in students, and parents suffering from chronic disease was yet another source of school dropout. The aids scourge has also led to on increase in the dropout rate. HIV/ AID reinforce wider problems arising from poverty and stigmatization.

2.2 More Girls Drop out of School than Boys

Kakinda (2007) argues that, at all levels of the Uganda education system, the performance in science subjects is very poor. The performance of girls is always poorer than that of boys. He adds that science subjects are major sources of school drop out, since they are afraid of them especially in girls.

Swartz (2000) indicates that girls begins to physically mature, they focus more on their bodies and less on their intellectual abilities or themselves as people.

As a result, their self- esteem decreases. Girls learning style is more cooperative based and therefore does not mesh with the independent, non- collaborative thinking encouraged in most classrooms. Finally, they state that teachers unconsciously pay more attention to male students than to female students. They suggested that teachers must consider girls, developmental issues s they interact with them, by drawing female student's attention away from bodies and focusing it their intellectual abilities, especially in math. Teachers should pose more cooperative tasks during math instruction in order to support girls' learning style.

Finally, teachers must constantly evaluate their behavior to war male and female students to insure that the attention they give students is not gender blazed.

Davidson (1993) gives girls are seen dropping out of school more than girls, because in times of financial difficulties parents opt to withdraw their daughters from school due to: the mistaken view that educating boys is more crucial given ultimate role as family heads and breadwinners and the myth that boys are more intelligent than girls.

Hyde (1991) argues that culture views pregnant girls as adults who have not business being in activities targeting children like schooling and therefore should be expelled. In some cases, labeled as failure and stigmatized, pregnant girls internalize negative self image at themselves that may lead to actual poor performances and negative seed school even before pregnancy become visible. Some sub- Saharan African countries have policies that that pregnant girls must be expected from school. For example Botswana, Liberia and Tanzania where by expulsion is for both the girl and the boy responsible.

Report compiled by the forum for African women Educationists in eastern and southern Africa indicates that pregnancy shatters the career dreams of many girls. The report, in particular criticizes the policy of expelling girls from school when they get pregnant

2.3 Role played Curriculum and the Instructor in School Dropout

According to Charles Bobbitt, curriculum is a set of all subjects and experiences that the youth most undergo in order to achieve the desired goals in life in a school setting, while instructors include the teachers and the school administration that ensure curriculum runs smoothly.

Swami vivekanada (1893) as cited in kachnor (2000) stressed that for effective learning to take place, teachers should have enough love for their learners.

Teachers who show rudeness and harsh punishment scare students and contribute to school dropout. The researcher agrees with this since providing children with love will enable them communicate with ease and reveal their minds on their likes and dislikes.

Many subjects being taught as it is cited by delvecy, in venkateswaran s. (1997) colitens: “we violate the learners” nature and render difficult the best ethical results by introducing the learner too abruptly to a number of special, of reading writing and biology”. It is that with the current subject centered curriculum, teachers focus their efforts and attentions on making students learn the topics in the subjects and course of study according to a fixed syllabus in a rigid, certain pattern to enable them to pass a ser of examination.

The present needs of child are hardly kept in mind and at some other times learners lose interest in what is being taught. This in the end contributes to the poor performance.

Lack of illustrational materials as shown by Jackson (1968) cited in kilonzo (2007) who argued that classroom teaching requires accurate preparation of materials which can stimulate learners’ attention, lack preparation and materials lead to students losing attention and attitude of students too, which leads to dropout. Adyari (1991) argues that there are things within organization for example in schools which lead to decrement in performance. Such things may include poor leadership and interpersonal clashes. They add that such factors affect overall performance of teachers and once teachers perform poor, students will have a worse performance.

2.4 Review of the Literature

Though this chapter gave an overview of what other authors have written about school drop out, it is not assumed that the above mentioned factors are the same causes of school dropout of students in secondary schools within Makindye division. Therefore the researcher intends to carry out this study to cover the existing gaps on reasons for drop out from school.

CHAPTER THREE

METHODOLOGY

3.1 Overview

In critical analysis of the factors that lead to school dropout, whether more girls drop out from school than boys, and the role played by curriculum and instructors in school dropout, numerous data collection tools were used by the researcher. The methodology covered the procedure that was followed in the process of carrying out the research and it included research methods and procedures that were employed and designed to gather information for the study, defining and presenting research methods which included sampling techniques, sample size, sampling procedure, study area and data analysis.

3.2 Research Design

The study used an explanatory research design purposely to focus on perception, facts, feelings and experiences of respondents. The research questions designed, required an illustrative, clarifying and analytical perspective in order to establish drivers in human trafficking. Both quantitative and qualitative measures were considered in data collection and analysis and general information on subject matter was collected from teachers, head-teachers, deputy head-teachers as well as students by help of questionnaires and interviews. The qualitative design involved in-depth interviewing on key information and discussions whereas the quantitative section considered the use of close-ended questionnaires which was convenient for the required data

3.3 Study Area

The study took place in 5 selected schools in Makindye Division in Kampala District because the area is conveniently located and harbours the major study elements (school drop outs) Makindye Division has a population of 395,314 according to the Uganda Bureau of Statistics (2009).

3.4 Sample Population and Size

Specified schools in Kansanga, Ggaba, Muyenga and Kisugu, were considered because of the basis of the diversity of the students backgrounds. Some of the schools accommodated students who are also foreigners and the city always attracts people from different parts of the country. 5 schools were selected around the division and this included 10 administrators (one from each of the selected schools), 20 teachers, (four teachers from each of the sampled schools), 20 parents and a total of 50 students were interviewed or issued with questionnaires.

Table 3.1: Sample of Respondents

NO.	RESPONDENTS	NO OF RESPONDENTS
1	Students	50
2	Teachers	20
3	Head teachers/deputy head-teacher	10
4	Parents	20
	TOTAL	100

The target population of the research is the whole population of Makindye which is approximately 395,314 according to the Uganda Bureau of Statistics (2009). Ideally not the whole population can be reached due to limited resources to facilitate the research, and thus a

sample of 100 respondents will be appropriate for the study. It will cut across different gender and age of the representative population.

3.4 Sample Procedure

The study was based on purposive and random sampling methods and students in the selected schools were of vital importance because they studied in the selected schools and thus were experiencing factors that lead to dropout. Teachers and head teachers were of vital importance because they teach and head the selected schools, whereas parents were selected purposely because they had children in the selected schools. Students were randomly selected to give each an equal chance of participation whereas the teachers, head teachers and parents were purposively selected.

3.5 Sources of Data

3.5.1 Sources of data

Primary source

This was obtained through use of self administered questionnaires, interviews and observation techniques.

Secondary data

This was got through use of text books and other literature from outstanding scholars such as published, magazines, written data sources including published and unpublished documents, reports from the Ministry of Education and Sports, journals and internet sources will be referred

to, to give more light on the causes and consequences of child drop out, and the role played by curriculum as well as instruction.

3.6 Data Collection Methods

To achieve the objectives of this study, the researcher used the following methods of data collection to gather information on causes of dropout, whether more girls dropout compared to boys and the role played by curriculum and instructors in dropout. The methods generated enough information which enabled the researcher to draw conclusions of the findings.

3.6.1 Documentary review

This involved review of literature on the topic under study from reports, magazines, newspapers, journals books, and newsletters since these sources are easily accessible in public libraries and Ministry of Education and Sports reports. The method provided accurate information since it was based on already existing literature and thus added quality to the data that was collected from primary sources.

3.6.2 Questionnaires

The researcher short listed and prepared questions which were well organized and structured for use during the whole time of research. These helped the researcher to get data in a simple way. Open ended and close ended questionnaires were developed for students and teachers because the method sought personal views of the respondents and thus put them in a better position to use their knowledge in providing a wide range of data as the element of shyness was done away with in revealing information of biographical nature and other sensitive issues. This method was

purposely used to avoid repetition of questions and basically to provide guidelines to the research objectives. A pre-test was made to make them free from ambiguity and leading questions in order to give quality to the data.

3.6.3 Interviews

The interview method was used in a face-to-face conversation and discussion with the respondents to enrich the study findings. These were directly conducted by the researcher who ensured that interviews were impressionistic and free from suspicion. This was through help of an interview guide to directly ask the respondents' questions which were answered directly as the researcher took note of the responses from the respondents. Structured and non - structured interview techniques were applied on the topical issues. The method was purposely chosen because it would allow for the flow of systematic information due to the order of questions. Interviews were also vital in getting information from the parents particularly those that were illiterate.

3.7 Data processing

The processing of data was done for verification of the information gathered in order to attain accuracy and uniformity where editing of data involved checking the information for errors which was an advantage to the researcher since it gave chance to the researcher to delete and eliminate possible errors which were traced and could have influenced on the results. All this was guided by the research objectivities through careful segmentation of data in a thematic order. Data was analyzed concurrently to avoid duplication and this will guide the entire aspect for balanced and critical analysis. The researcher used hypothesis based on the questionnaire and for

other items, tabulation pie-charts and percentage methods were used for data presentation, analysis and qualification.

3.8 Data analysis

The researcher discussed and presented the study findings through guidance of the specific objectives and research questions where data analysis was done through sketchy and generalized summaries of the study findings such as observation and conclusions in the process of data collection. Data was summarized and concluded and thereafter qualitative data was statistically presented in pie charts and bar graphs.

3.9 Ethical consideration

The researcher carried out the study with full knowledge and authority of the state administrators and community leaders. She first of all acquired an introductory letter from the university, introducing and assigning her to the field in order to erase doubt/suspicion by the respondents. Individual interviews were started after the purpose of the study had been clearly explained to the participants and consent granted. The researcher went ahead to organise with respondents before date of administering questionnaires and interviews and assurance of the confidentiality was realised in the critical process of collecting and coding data, better still objectivity as principle of research was paramount to control of bias and distortion of the findings.

CHAPTER FOUR

PRESENTATIONS, INTERPRETATION AND ANALYSIS OF DATA

4.0 Introduction

This chapter covers the presentation, analysis and discussion of the findings focusing on the main variables of the study which were to determine the reasons of school dropout, finding out whether more girls dropout from school than boys and investigating the role played by the curriculum and the instructors in school dropout.

4.1 Demographic Distribution of the Respondents

The study sought about the differences in the demographic characteristics of the respondents and the findings were as represented in Table 1 to Table 3.

4.1.1 Distribution of the Respondents by Gender

The study sought about the differences in gender of the respondents and the results of the findings were as presented in Table 1.

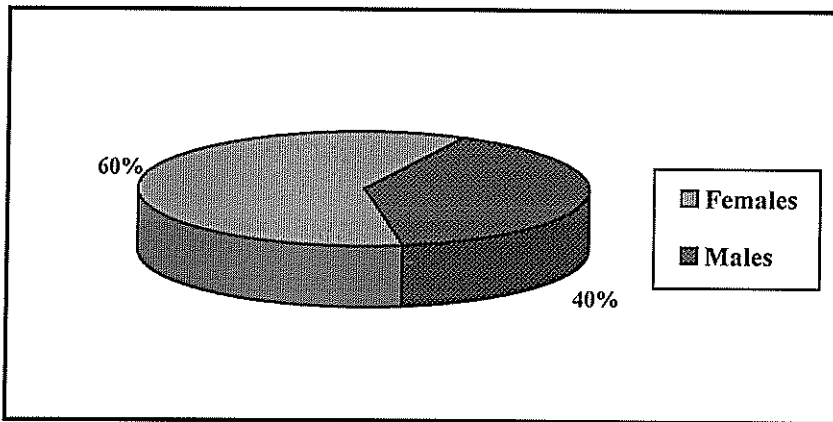
Table 4.1: Gender Distribution of Respondents

Sex	No of respondents	Percentage
Females	60	60%
Males	40	40%
Total	100	100

Source: *Field Research Findings (2010)*

According to the study findings, it was established that the males were represented by 40% and thus represented the minority sample whereas the females dominated the sample with a total representation of 60%. This was particularly because the females dropped out of school more than the males and thus constituted the major study elements.

Figure 4.1: Gender Distribution of the Respondents



Source: *Field Research Findings (2010)*

4.1.2 Distribution of the Respondents by Age

The study sought to find information about the age distribution of the respondents and the findings were as presented in table 2.

Table 4.2: Age Distribution of the Respondents

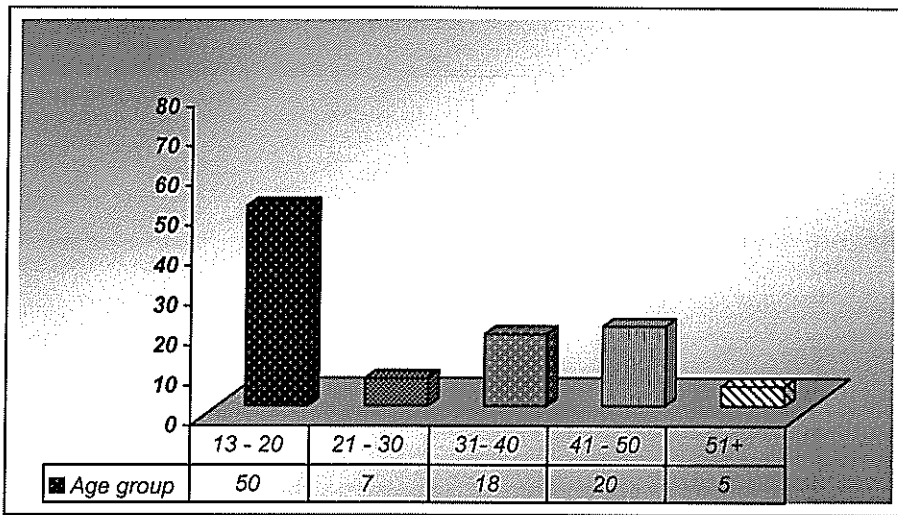
Age group	Frequency	Percentage (%)
13 – 20	50	50%
21 – 30	7	7%
31- 40	18	18%
41 – 50	20	20%
51+	5	5%
Total	100	100%

Source: *Field Research Findings (2010)*

According to the findings of the study, age group 51+ was the least represented with 5% of the total responses, whereas that of 41 – 50 was represented by 20%, the 31 – 40 constituted of 18%, the 21 – 30 had 7% whereas that of the 13 – 20 was the most represented age group with 50% of the total responses, this was particularly because, they were students and thus the main study elements in regard to issues of dropout.

Graphically this was presented as seen in figure 3;

Figure 4.2: Age Distribution of the Respondents



Source: *Field Research Findings (2010)*

4.1.3 Level of Education of the Respondents

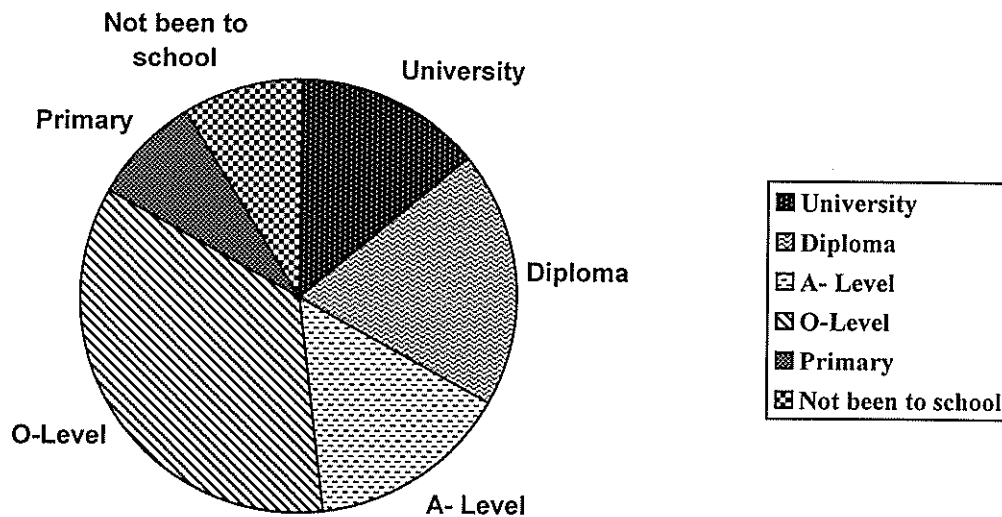
The study also sought information about the level of education and the study findings were as established in table 3;

Table 4.3: Education Level of the Respondents

Education	Total	Percentage (%)
University	14	14%
Diploma	19	19%
A- Level	15	15%
O- Level	35	35%
Primary	8	8%
Not been to school	9	9%
Total	100	100%

Source: Field Research Findings (2010)

Figure 4.3: Education Level of the Respondents



Source: Field Data (2010)

In regard to the study findings it was established that among the respondents 14% had attained University education, 19% had diplomas, 15% were of A- Level, 35% had acquired O- Level

education, 8% primary, whereas 9% had never been school. The majority of the respondents were of O- Level education and below, signifying the low education levels in the division.

4.2 Reasons of Drop out from School

The study aimed at determining the reasons as to why students drop out of school and these were established as presented in table 4.

Table 4.4: Reasons for Drop out from School

Reason	Agree	Disagree	Total Frequency	Total %age
Poverty	72(72%)	28(28%)	100	100
Disabilities	53(53%)	47(47%)	100	100
Parents preferential treatment	61(61%)	39(39%)	100	100
Introduction to early child labour	68(68%)	32(32%)	100	100
Diseases	58(58%)	42(42%)	100	100
Lack of guidance by guardians	65(65%)	35 (35%)	100	100

Source: *Field Data (2010)*

In the study findings in table 4 it was established that the reasons for student drop out of school included; poverty as represented by 72% of the responses, followed by introduction to early child labour (68%), lack of guidance by guardians (65%), parents preferential treatment (61%), diseases (58%), and disabilities was the least contributory factor with 53% of the total responses.

In view of the responses in the study, it was established that, poverty was one of the main contributory factors to students' dropout. It was found out that many households in the division are too poor to promptly provide school fees for their children, which increases the level of absenteeism of children from school and worsens their performance. According to the

respondents, the poverty levels in the area were attributed to lack of productive assets, unemployment, high propensity to consume Vs the low levels of income, the lack of a saving culture as well as limited land. It was further confirmed that the incidence of poverty among the elderly in the area was on the increase due to old age, unemployment and the increasing dependence burden of orphans on the elderly due to HIV/AIDS. However community members expressed their willingness to work although they claimed to have limited job opportunities. They blamed their unemployment problem on inadequate financial capital and low education levels which disabled them from starting business or further expansion for those of them that had businesses and that to make matters worse, some of the community members who had managed to access Micro Finance Institution lending were not satisfied with the operation of the institutions which they claimed, are a blessing in disguise and thus blamed such institutions for making them poorer by demanding high interest rates of 2-4% compared to the expected output. Such situations the left the parents unable to meet basic needs and at the same time sustain their children in school, given the school fees structure and extra costs on different scholastic requirements. This same view was earlier envisaged by UNESCO (2009), on how, poverty of rural families is frequently cited as an obstacle to education.

In the researcher's opinion therefore, this implies that, parents fail to retain their children in school as result of poverty, which renders them economically powerless to meet school fees requirements as well as extra/additional school dues and thus end up withdrawing the children from school.

It was further established that, parents tend to favour boys' stay in school as compared to girls particularly in cases, where family begins to experience economic recess and the financial

resources are just not enough to retain all the children in school. It was noted that in such cases the boy child is given priority education whereas the girl is withdrawn from school first. This kind of priority treatment was reported to be followed as a reflection of patterns of behaviors beliefs, preferences, customs, as well as traditions which account for gender biased differences within the community. Whereas parents were reported to treat the boys as heirs of the family and the continuity of the family lineage, the girl child were seen as future wives and mothers and such attitudes negatively impacted on the girl child performance at school. This same view was earlier held by Muhwezi (2001) on how gender disparities persist in enrolment, pertinence and retention in schools and how problem is a result of cultural beliefs and practices leading to drop out of students. Davidson (1993) also supports the same view on how parents opt to withdraw their daughters from school due to the mistaken view that educating boys is more crucial. This is indicative enough of how boys are given more preference by their parents when it comes to issues pertaining to education, which limits the girl's possibilities of being retained in school in case of any financial shortages in the family.

It was further established that, owing to poverty, students are subjected to early child labour to supplement on domestic income. It was noted that these children in most cases are exposed to work such as hawking edibles on the streets and others deliver door to door, they were also described to roast chicken along side the roads in the evenings near open bars; working as housemaids; shop-keeping, laying bricks, selling chapattis and others worked as hairdressers and barbers. It was establishing that, in doing this kind of work, the children become more money minded at an early age and therefore tends to give high regard to earning an income than their books. This kind of devotedness to making money, finally leads to constant absenteeism from

school and thus results into poor grades/performance at the end of the assessment, a situation which has led to drop out of many students from school for work related issues. This was also emphasized by one NGO employee in the area, in reference to the records in their books that, by 2009 among the 172,965 children in the area 12,737 children were employed. This view however, corresponds with Higgins (1968) view that, learners from low social status families tend to value domestic activities more than schooling. This according to the researcher's opinion, is indicative of the fact that, the more students are exposed to working and touching money, the more hatred they grow towards their books, and the poorer the academic results resulting in drop-out of school.

More still it was emphasized that, students dropped out of school as a result of disabilities, and that this was particularly because of lack of schools with proper facilities for the disabled. That the environment in which they study tends not be supportive to their stay in school, that this was particularly true with disabled children who move in wheels, to some of them the classroom and bathroom setting was a discomfort whereby they found difficulties in entering the classrooms and toilets due to the structures which had steps and yet on the other hand some of their classmates were not that cooperative, a situation which injures their coping abilities and thus makes them feel misplaced and hate school. This same view is contention with Sentambule (1992) who concurred that, disabilities was a cause of school dropout.

In the researcher's opinion, this implies that students with disabilities need to be helped and the school environments should be modified to suit both the able or disabled students standards once allowed to enroll in schools that are not for the disabled in order to improve their coping skills as

a way of improving their love for school as well as performance at school. In this way they will not look at school as a punishment, but a way forward.

More still it was established that, diseases also contributed to dropout rate of students from schools. This was particularly attributed to diseases that are chronicle and also the HIV/AIDS prevalence which had claimed many of the parents, and left the students orphaned a situation which was reported to kick them out of school due to lack financial support. It was also noted that on some occasions, some students contract HIV/AIDS when they become sexually active and that when the disease intensifies, such children can no longer keep in school and instead stay at home. This was earlier held by UNESCO (2009), on how HIV/AIDS scourge is another source which has increased the school dropout rate.

In the researcher's opinion, this implies that, when the students' health is not in good condition, it becomes difficult for them to concentrate and study, at the same time this contributes to their absenteeism in school thus affecting their performance, upon which they will finally drop out of school.

Last but not least, it was also established in the study that, the students lacked guidance and encouragement by the guardians, and that this was particularly true with the orphans, whereby the guardians, apart from meeting school requirements and paying school fees, don't take initiative to make a follow up on the way students behave at school as well as in the community. This kind of negligence was reported to result into joining of bad groups, smoking, drinking and many other bad influenced ideas and motives. Besides this it was also pointed out that, some of the orphans are mistreated by their guardians, condemned all the time even over petty issues,

which makes them feel as if they are rejects of society. This concurs with Hamacheek (1971) conclusion on how parents and guardians are a major reason why some orphans dropout of school and how they are less adjusted and therefore see themselves as less adequate and rejected. In the researcher's opinion, this implies that, when orphans are given less parental care and yet appear to be the center of criticism all the time, it affects them psychologically and thus affects their performance in school despite the availability of their school fees and fees requirements.

4.3 Whether More Girls Drop out than Boys

The study aimed at finding out whether more girls drop out as compared to boys and the findings were as established in table 5.

Table 4.5: Whether more Girls Drop out Compared to Boys

Why more girls drop out	Agree	Disagree	Frequency	Total
Poor performance	72 (72%)	28 (28%)	100	100
Failure of girls to cope with maturity	89 (89%)	11(11%)	100	100
Withdrawal of the girl child	70(70%)	30(30%)	100	100
Early pregnancies	74 (74%)	26(26%)	100	100

Source: Field Research Findings (2010)

In regard to the study findings, it was revealed that more girls dropped out compared the males, because; the girls were established to perform poorly more than the boys (72%), failure of girls to cope with maturity (89%), withdrawal of the girl child (70%), and also early pregnancies (74%).

It was established that girls dropped out of school more than boys as a result of poor performance, and that this gender based imbalance results from the fact that, the parents find it easier to keep the girl child at home in case of any immediacy such as attending to the sick patients at home, cooking, unfulfilled housework, and that this was particularly true with working parents. It was expressed that, in cases of such domestic commitments, the girls are held back for days, weeks or hours and in most cases they will be absent if not late for school which decreases on their time of study (concentration) as compared to boys another side effect of this, is that, by the time they get to school they are already tired and worn out due to the heavy housework that they attended to and this is reflected in their poor performance levels. This same argument was earlier envisaged by Kakinda (2007) who argued that the performance of girls is always poorer than that of boys and thus they high dropout rate.

In the researcher's opinion this implies that, the rate of dropout of girls as compared to that of boys is high due to the fact that, girls are spared fewer hours of concentration than the boys which makes boys perform better than girls who later find themselves incompetent and in the end dropout of school when they are made to repeat classes or dismissed for poor performance.

In addition to the above, it was pointed out that, when the age of puberty approaches, girls tend to mature much faster than the boys, and besides this it comes with menstruation period which affects most of the girls. The menstruation season is so impacting on the girls' stay in school in such a way that, some girls fail to cope with the season due to lack of proper sanitary equipments, and by the fact that some of them fall sick during the season, others develop severe abdominal pains that they cannot sit in class to study. It was also emphasized that, girls during the puberty stage concentrate on admiring as well as improving their looks to impress upon

others this shifts their concentration from books to personal looks and thus affect their concentration levels as well as performance which in the end may lead to drop out of school. This corresponds with Swartz (2000) on how girls focus on their bodies than their intellectual abilities when they begin to physically mature which reduces their self-esteem decreases. In the researcher's opinion, this implies that when girls attain puberty age, their concentration is divided between looks and books and at times lack of balance may greatly affect them as to the extent of falling out of school.

Early pregnancies was yet another factor that leads to girls dropping out at a higher rate than boys, this was pointed out as true in cases of relationships between school girls and school boys it is the girls who are affected most when they are impregnated, they drop out of school and the boys are retained or if expelled, boys will find a way of joining another school, but the girls will end up mothering and chased away from their parents' home, implying no more financing of their education. This is also emphasized by Hyde (1991) on how pregnant girls are expelled from school and how pregnancy shatters the career dreams of many girls.

In the researcher's opinion, this implies that in sexual relationships, it is the girl's education that is affected in cases of pregnancies and thus their reason for dropping out at higher percentages as compared to boys who are less affected.

It was further established that the girls are left to lag behind by their teachers, that teachers give their attention to boys more than they do to girls, which makes girls feel unsupported and demotivated to carry on. This is in contention with Davidson (1993) on how girls are left to lag behind. In the researcher's opinion, this implies that, teacher's give more attention to the boys

because of their good performance as compared to girls. Implying that, the teachers, do not focus on helping the girls to solve factors that interfere with their academic performance but decide to move on with boys who catch up with their teaching pace and thus girls end up dropping out of school.

4.4. Role Played by Curriculum and Instructors in School Dropout

The study further sought to investigate the role played by curriculum and instructors in school drop out and the study findings were as represented in table 6.

Table 4.6: Role Played by Curriculum and Instructors in School Dropout

Role Played	Agree	Disagree	Total Frequency	Total Percentage
Segregation by teachers	56 (56%)	44 (44%)	100	100
Lack of teaching aids	52 (52%)	48(48%)	100	100
Negative reinforcement	72(72%)	28 (28%)	100	100
Poor administration	67 (67%)	33(33%)	100	100
Poor motivation	65 (65%)	35(35%)	100	100

Source: Field Research Findings (2010)

The study established the role played by curriculum and its instructors in school drop out to include; negative reinforcements (72%), poor administration (67%), poor motivation (65%), segregation by teachers (56%) and lack of teaching aids (52%).

It was established that the relationship between the teacher's perception of the student's ability (particularly girls) in most cases is such that, the student has a decidedly less academic interest, which in most cases is not true, but may be due to unco-operant circumstances that surround her

(these circumstances don't affect the boys like they do to girls) and the student's perception of his/her ability results into poor expectations and thus the low academic achievement, which eventually leads to dropout. It was pointed out that, girls can perform well if teaching instructions are cooperative, realistic and gender sensitive. This same situation is supported by Swartz (2000) when he states that, girls learning style is more cooperative based and can not mesh with the independent, non- collaborative thinking which is encouraged in most classrooms and how teachers have paid more attention to male students than to female students and yet according to Kachno (2000), it is emphasized that, for effective learning to take place, teachers need to love their learners. Venkateswaran (1997) also supports that, providing children with love will enable them communicate with ease and reveal their minds on their likes and dislikes . In the researcher's view therefore, teacher's need to adopt teaching mechanisms that are cooperative and collaborative based to improve the girl child learning abilities in the fostering of good performance and retention in school.

It was further established, that schools lack necessary equipment and materials to boost and aid the learners' abilities for instance textbooks, laboratory equipments, as well as other necessary apparatuses particularly in science subjects. This makes teaching too theoretical other than practical, and thus students may not fully grasp but cram subjects. This makes it easy for them to forget most especially the girls who will find ample time to go through what was taught but not well perceived because of the way it was imparted. This is supported by Kilonzo (2007), who argued that classroom teaching requires accurate preparation of materials to stimulate learners attention. According to the researcher, this implies that, when students learning abilities are not stimulated through teaching aids and no picture is created on the mind through demonstration,

learning becomes a monotonous issue, and reduces students' concern thereby leading to their dropout.

Similarly, it was also emphasized that the absence of textbooks (enough) for the school populations in the face of instructional time (termly periods) as provided for in the curriculum is not quite enough for slow learners given the strict measures taken by the Ministry of Education and Sports in Uganda to ensure that no extra-tuition is done in any school. The time if unadjusted was pointed out to be ample for the quick learners, but in some way or another affects the slow learners who may need to consult the libraries for further reading (yet books are few compared to the numbers in class). This may lead to student drop-out of school when they fail to catch up with the rest and have to repeat classes over and over.

In the researcher's opinion this implied that, not all students have the same learning abilities, whereas others are slow others are quick to learn and yet no extra time is allowed to individually improve on the abilities of the slow learners, and those that were absent as a result of sicknesses. Catching up with the rest becomes hard resulting in deteriorating performances and eventual drop out of school, this calls for flexibility and adjustments in the general school curriculum.

It was also established that, the curriculum and instructors have contributed to school drop out in a way that, the system encourages negative reinforcements to boost performance, and yet to some students, particularly those that are slow learners if punished for poor performance other than motivated, they tend to accept and believe in their failure. This holds them behind from further improvements which would have been achieved. On the other hand, it was also pointed out that refusal behavior other than modified behavior greatly aided in school dropout, that some

behaviors were worth modifying than refusing, because refusing evokes responses of stubbornness and delinquency which does not go well between teachers and students, when students collaborate to fight school policy in this case through strikes which lead to their expulsion from school. This view on negative reinforcement is also held by Venkateswaran (1997), on how teachers who show rudeness and harsh punishment scare students and contribute to school dropout. According to the researcher's opinion, this calls for normative talk to evoke positive responses as well as avoid negative outcomes such as school violence (strikes). Students' resentfulness and resistance to school policy leads to their dropout.

It was also established that the system of instruction and curriculum followed in schools demotivates students from learning when teachers pump material into students to meet curriculum requirements of completing the syllabus, without actually imparting this knowledge well, for learners' acquaintance. This was earlier supported by Venkateswaran (1997) who points out that, introducing a learner too abruptly to a number of special reading and writing violates the learners' nature, when teachers focus on attentions that students learn the topics in the subjects and course of study according to a fixed syllabus in a rigid, certain pattern to enable them to pass examination. UNESCO (2009) also supports this when it comments about how, if the present needs of child are hardly kept in mind may lead to learners' loss of interest in what is being taught.

This implies that, due to the nature of instructional mechanisms taken, the students fail to be able to keep up with schoolwork, and thus don't get along with teachers, and at the end of it, students drop out of school.

Last but not least it was also emphasized by the respondents, that, students' low level of engagement in their education is one of the factors leading to higher dropout rates and that behaviors associated with dropping out of school stem from a withdrawal from school life and engagement of students in work related activities (paid work) which alienate them from school. In addition to this it was also pointed out that, the poor administration systems in schools also led to school dropouts, that most school administrations tended to dictate and impose terms upon students, and yet as part of the system, their concerns need to be given a hearing as well. Without a say in the system of administration, the policies that are imposed in most cases don't address the students' concerns and at times may lead to resentments and end up in student's unrests, of which many of them may end up dismissed from schools and others taken to prison for having participated in the strikes. This may rob them of their chance for further education and thus may drop out of school. Similarly, it was reported that due to poor administration, divisions may be formed among the staff members to include the anti-staff, pro-staff as well as the neutral. And the more the formation of such divisions, the less likely performance of the students may be. This is in contention with Adyari (1991) who argues that poor leadership and interpersonal clashes lead to decrement in performance.

In the researcher's opinion this implies that poor administration affects the togetherness and unity in school setting and thus leads to poor responses from the teachers towards the students' concerns which results in poor performance academically.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter covers the summary, conclusions and recommendations of the study findings on the three major variables.

5.1 Discussion

According to the findings it was revealed that there are reasons why students drop out of school and that more girls as compared to boys dropped out of school. Curriculum as well as instructors were also revealed to play a significant role in the school drop out rates.

5.1.1 Reasons for Drop out from School

The study revealed that, poverty, introduction to early child labour, lack of guidance by guardians, parents preferential treatment, diseases, and disabilities.

Parents due to unemployment, low incomes levels, increasing burden of orphans due HIV/AIDs and lack of savings dwell in poverty and cannot sustain their children in school. Due to poverty, children are exposed to early child labour and when they test the fruits of labour (money) they loose interest in studying and concentrate on making money. In addition to this when family runs short of funds, parents give priority education preference to the boys, and thus girls fall out of school more than boys. Disabilities was yet another established factor in school dropout when disabled students fall out due to poor coping arrangements in the schools and that diseases also contributed to the pace of absenteeism and thus led to school drop out due to a failure to catch up

with the rest. On the other hand drop out of school was also attributed to lack of proper guidance and encouragement particularly to the orphans who in most cases end up dropping out of school.

5.1.2 The Rate of Drop out of Girls Compared to Boys

In study it was revealed that the rate of drop out of girls was higher compared to that of boys and this was attributed to; poor girls performance compared to that of boys, failure of girls to cope with maturity, withdrawal of the girl child, and early pregnancies.

Girls drop out of schools more than boys due to poor performance which is attributed to fact that girls are more often absent from school than boys. Puberty also affects the girls performance because during this stage the girls tend to concentrate on their bodies than books and thus perform poorly. When girls enter into relationships with boys, they are affected more when they become pregnant and drop out of school and that teachers also contribute to girls drop out when they concentrate more on the boys than girls because girls are assumed to be slow learners as compared to boys.

5.1.3 Role Played by Curriculum and Instructors in School Dropout

In relation to the role played by curriculum and instructors in the level of drop out from school, it was revealed that students dropped out because of negative reinforcements, poor administration, poor motivation, segregation by teachers and lack of teaching aids.

Teachers perceive their students with a low regard and thus undermine their abilities to improve on their performance, further weakening them and leading them to drop out of school. In addition to this, the lack of teaching aids to carry out demonstrative lessons has turned learning into much of theoretical work and thus students end up cramming than perceiving what

is taught. The system of negatively enforcing learning has also contributed to low motivation to learn and thus increased the level of drop out this in addition to the way curriculum and instructions are organized tends to pump too much that what actually can be perceived at go thereby leading to low perception and finally school drop outs. The nature of administration where students are not given a chance to express their concerns for addressing also leads to school drop out because of the unrests it yields.

5.2 Conclusion

5.2.1 Reason for Students Drop out from School

In regard to the reason for students' drop out from school it was concluded that; measures to reduce poverty need to be enhanced to reduce school dropouts due and that parents need to give equal treatment while deciding on issues pertaining to children's retention in school. It was also concluded that, children need not be exposed to early child labour to avoid the idea of them getting used to holding money and also children with disabilities if allowed to join in the normal school setting, should be helped by providing coping environments for instance the entrance to classrooms should not be stairs by a slope.

5.2.2 Girls Drop out Compared to Boys Dropout

In regard to the drop out rate of girls as compared to that of boys, it was concluded that; parents should ensure that the girl child is not allocated any duties during class time and should be left to attend schools as regularly as the boys. Teachers as well as parents should help the girl child to cope up with puberty in order to perform well. Girls need to be provided with a second chance in case they drop out of school due to pregnancy to reduce on future consequences of low literacy

levels. Teachers should also help the girls in improving their coping practices in class in order for them to catch up with the pace of boys.

5.2.3 Role of Curriculum and Instructors in Drop out of School

The study concluded that, the way instructions and curriculum is organized affects the performance of students and thus needs to be improved upon if students are to be retained in school. Poor administration also affects the performance of the students when they fail to comply with the policies, so this calls for students participation in issues that concern them, to reach desirable policies that address both sides. There is also need for a normative talk to evoke positive responses as well as avoid negative outcomes. Students don't have the same learning abilities and thus need to be treated considerably depending on one's performance.

5.3 Recommendations

On summarizing the findings and drawing conclusions of the findings, the researcher made the following recommendations;

- That there is need for Head teachers to ensure that they supervise teaching in schools. Their interest should be on proper methods of teaching which are likely to improve learners' attention in class. This should be done by encouraging teachers to attend refresher courses and workshops to keep in their ethical line of operation.
- There is need for the ministry to inculcate in its programme vocational training with special emphasis on practical and relevant skills in the fields of; computer training and maintenance, radio and telephone repair, motor vehicle driving and mechanical repair, catering and hotel

industry, electrical technician, carpentry and joinery to accommodate and build skills of those that fail with the normal learning programme.

- Head teachers should also create a spirit of teamwork in running school affairs with the teachers as well as students for the betterment of the students' position as well as school.
- Efforts should be made by the Ministry of Education and Sports to create an enabling environment for the teaching/learning process. This could be through supplying scholastic materials and instructional materials that are still wanting in most schools.
- Teachers should be devoted to their profession. They should employ better methods of teaching to improve on academic performance of the schools. Parents/guardians should try their best to promptly pay their children's school dues to aid in the facilitation of teaching aids.
- There is need to adopt management strategies that consider the needs and interests of learners, their families, and their communities should also be effective in providing environments that respond to tomorrow's learners and thus better performance.
- There is need for endless communication between teachers, administrators and parents on the student's motivation. Face to face communication is quite useful for supervisory purposes if the teachers and students are to be motivated to do their best.
- There is need to exercise control, it being an element of educational administration. The administrator must constantly check on his team's and his own performance to see that it corresponds to the standards laid down.

- The administrator needs to take corrective action in the form of adjustments to the physical environment of work, modification and addition of materials and methods, or review of the personnel in terms of their spirits, abilities and motivation to achieve the set targets.
- There is need for coordination to harmonize in a uniform program of educational service all the elements that is, the persons, materials and ideas, knowledge and principles and so to interweave them as to achieve a common objective and a single effect.
- To carry on the difficult task of coordination properly, the administrator should have the administrative competence to see clearly; the relations among teachers, the allocation of tasks and division of labour necessary to organizational achievement.
- There is need for evaluation, to formulate sound objectives and for proper planning to be done. Good measures are required to find out the reasons why it failed or succeed, which steps in the process were most successful, what should have been done to improve the action and what should be done differently at the next trial.
- There is need to take recording and reporting as essential, to school administration, the education administrator should be answerable to the parents, the higher authorities, the society for whatever is done in the educational institutions. It is therefore, very important that a faithful record of all the events is maintained and reports are the sent to concerned persons.
- There is need for the school administration to ensure that necessary components that is preparing of time tables, prepare the curriculum, maintain discipline, organize guidance service, maintaining school records, supervision of school work, evaluation of pupil

achievement, financing and budgeting, coordinate the contribution of home, school and community to learner's performance, provide materials and teaching aids is enhanced.

- There is need to provide students with bursaries. Bursary schemes to the needy but bright who can not afford the cost of secondary education and whose parents may not be willing to send them to school due to socio-cultural factors such as early marriages, domestic work among others should be availed.
- There is need for teachers to reduce bias. Teachers can reduce bias by displaying images of students from low income families and affected by socio-cultural values, selecting playing materials and classroom activities that encourage cultural understanding and encourage working with parents.
- Training leaders, caring for the less fortunate such as orphans, street kids and other vulnerable children (OVCs) as well as widows, and by contributing to the development of disadvantaged communities

5.4 Suggestion for Future Research

This study looked at the "Causes of School Drop Out" but some areas are not fully addressed.

The researcher recommends more research to be carried out on the impact of universal education on the effort of teachers.

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APPENDIX 1

Questionnaire for Students

Dear respondents,

I am, Mutinda Immaculate Mutheu, a student from Kampala International University, conducting a research on “Causes of School Dropout in Secondary Schools in Makindye Division.” . This questionnaire is seeking information about the rate of school dropout in your school. The information you will provide will be treated with strict confidentiality.

Please help in the filling up of the questionnaire with necessary information. The information provided is purposely for academic reasons and is going to be treated with utmost confidentiality.

Instructions: fill in the spaces provided or tick the option which best answers the question.

Section A: Demographic Characteristics of Respondent

Background information

Sex of respondent a) Female [] b) Male []

Date of Birthyear.....

Religion

a) Catholic [] b) Protestant [] c) Muslim [] d) Born Again []

e) Other State

Educational level of respondent

a) Never been to school [] b) Primary [] c) Secondary [] e) University []

Section B: Reasons for School Dropout

What is school dropout?

.....
.....

Do you experience any cases of students who drop out of school?

Yes [] No []

If yes/no why?

.....
.....

According to your opinion, identify the various reasons why students drop out of school

.....
.....

Section C: The Rate of Drop out of Girls Compared to Boys

Do more girls drop out of school than boys?

a) Yes [] b) No []

If yes justify your answer.

.....
.....
Why is it that fewer girls are retained in schools despite their enrolment in large numbers?

.....
.....

Section D: Role Played by Curriculum and Instructors in School Dropout

Curriculum as well as its instructors contribute to the dropout rate of students from school?

- a) Yes [] b) []

If Yes to what extent/ and how? state.

.....
.....

APPENDIX II

Questionnaire for Teachers and Head Teachers

I am, Mutinda Immaculate Mutheu, a student from Kampala International University, conducting a research on “Causes of School Dropout in Secondary Schools in Makindye Division.” This questionnaire is seeking information about the rate of school dropout in your school. The questionnaire therefore seeks your contributions towards this study and any information given will be highly appreciated and treated with great confidentiality.

Please help in the filling up of the questionnaire with necessary information. The information provided is purposely for academic reasons and is going to be treated with utmost confidentiality.

Instructions: fill in the spaces provided or tick the option which best answers the question.

Section A: Demographic Characteristics of Respondent

Background information

Sex of respondent a) Female [] b) Male []

Date of Birthyear.....

Religion

a) Catholic [] b) Protestant [] c) Muslim [] d) Born Again []

e) Other State

Educational level of respondent

a) Never been to school [] b) Primary [] c) Secondary [] e) University []

Section B: Reasons for School Dropout

What is school dropout?

.....
.....

Do you experience any cases of students who drop out of school?

Yes [] No []

If yes/no why?

.....
.....

According to your opinion, identify the various reasons why students drop out of school.

.....
.....

Section C: The Rate of Drop out of Girls Compared to Boys

More girls drop out of school than boys.

a) Yes [] b) No []

Why is it that fewer girls are retained in schools than boys and yet they enroll in large numbers?

.....
.....
Section D: Role Played by Curriculum and Instructors in School Dropout

Curriculum as well as its instructors contribute to the dropout rate of students from school?

- a) Yes [] b) []

If Yes to what extent/ and how? state.

.....
.....

How can curriculum and instructions be adjusted to help in retaining students in school?

.....
.....

Thanks for your response

APPENDIX III

Interview Guide for Parents

GUIDING INFORMATION

- A) Mutinda Immaculate Mutheu Date of Interview:.....
- B) Interview number 1-15 etc....
- C) Survey Interview
- D) Despite the endless effort by concerned actors and agencies to control school dropout, the problem is still persistent and on the increase, this therefore calls for a global concern to devise measures that help in retaining students in schools once they enroll.

Guiding Issues

- School dropout
- Causes of school dropout
 - Reasons why girls dropout more than boys
 - How curriculum and instructors have contributed to the dropout rate
 - Recommendations



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**FACULTY OF EDUCATION
Office of the Dean**

Tuesday, July 7, 2009

TO WHOM IT MAY CONCERN

**RE: MUTINDA IMMACULATE MUTHEU
REG. No. BSE/11163/62/DF**

This is to certify that the above mentioned person is a student of Kampala International University in the Faculty of Education pursuing a Bachelors Degree in Sciences. She would like to carry out her course work research in your area.

Any assistance accorded to her is highly appreciated.

Thank you.

**DR. S.A. OYEBADE
DEAN, FACULTY OF EDUCATION**