

**SOCIO ECONOMIC DETERMINANTS AND SECONDARY SCHOOL DROP
OUT IN KABALAGALA PARISH MAKINDYE EAST CONSTITUENCY
KAMPALA, UGANDA**

BY

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DECLARATION

I, KASOZI YOWERI declare that the material in this book has been done entirely by my effort and has not been presented elsewhere for any academic qualification.

Signed


.....

KASOZI YOWERI

DATE 20/09/2010.....

APPROVAL

This research report is submitted for examination with my approval as a university supervisor

Signature

NANRINGA YUDAJA

A handwritten signature in blue ink, appearing to read 'Nanringa Yudaja', with a stylized flourish extending to the right.

SUPERVISOR

DATE; 20th/09/2010

DEDICATION

I honorably dedicate this dissertation to the beloved Fink family especially Jeani Fink, Marilyn Fink and Tom Fink for their Financial and moral support for me to become a graduate , therefore you have been the Life and the Soul of my university education thank you very much and May GOD bless you in all.

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ABSTRACT

The study was conducted in the neighboring parishes of Kabalagala .the area has got only three secondary schools that is St,Janan Luwumu SS day and boarding , Tropical high school day school only and God cares SS day school only. The researcher employed

questioners consisted of the questions to which the respondents reacted in writing questionnaires that were necessary in data collection given that the research investigated in a sample survey.

Some interviews were carried out with individual teachers. Teachers were important in the study because they spend most of the time with the children and therefore knew what leads to dropping out.

Questionnaires were distributed to the different individuals in the focus group especially those who dropped out of school.

CHAPTER ONE

This chapter consists of the following contents; the back ground of the study, statement of the problem, purpose of the study, objectives of the study, significance of the study and finally the scope of the study

1.1 Background of the study

Kabalagala is in Makindye division and is a neighborhood in the city of Kampala, the capital city of Uganda. The name Kabalagala comes from a local type of pancake made from cassava flour and sweet bananas and is spiced with local peppers.

The main highlights of the Kabalagala area are its many restaurants, bars and night clubs. Most notable of night clubs, are pubs which are run different individuals. Pubs in the area have lots of teenage girl and boys pool tables, satellite TV and loud music. These Pubs are established in several places in the area and occupies several buildings with a tree as the centre of one of the bars, and almost a barn like structure for the rest.

However the entire Makindye Division has four only of USE schools. Those four schools are not in any way in the location of kabalagala but in the neighboring parishes of Kabalagala .the area has got only three secondary schools that is St,Janan Luwumu SS day and boarding , Tropical high school day school only and God cares SS day school only , it is to a surprise that only a few number of students from the area attend the schools within the area and some other few in the area struggle to walk long distances to attend schools in the neighboring parishes for this most parents in Kabalagala say that the schools in the location their charges don't fall under their income brackets .

The area MP having notified some of such challenges to parents he established Makindye community college though not located in Kibuli parish and it has got overwhelming numbers of students that is 250 and this is due to the reduced fees structure so most student in the area have used that chance.

It has been noticed that for long the area has received a challenge of student's dropping out secondary school and yet It has been known for years that young people who do not earn a high school diploma face many more problems later in life than people who graduate. Dropouts are more likely to be unemployed, have poor health, live in poverty, and be single parents.

Most students have dropped out of school with various reasons like some of the gifted students left school because they were failing school, could not keep up with their schoolwork, and did not like school, didn't like school they were attending

Were failing, getting poor grades, or can't keep up with school work, the cost of schools are too high, don't get along with teachers , are suspended, or expelled don't feel safe in school ,Some have a family to support, or have trouble managing both school and work because some student raise their fees buy themselves or contribute to family income ,get married, get pregnant, had a drug or alcohol problem, some other students also drop out of school because they have lost parents and yet family members have also got other things to mind about than those orphans the only way to help them to keep them if possible to work in relatives homes like hose girls and house boys

HIV/AIDs pandemic which is so prevalent in the area has reduced several students orphaned this has forced many youth to drop out of school to parent their siblings and to take up odd jobs in order to sustain their left families .others where un able to do the odd jobs opt to be house maids and bar maids .

Child prostitution is also common in the area and many girl who are youth engage in the activity some of them however would rather become bar maids which are the occupations they view to be more paying and worthy their education level and intermediate solution to their situation.

Juvenile delinquency is yet another common problem in Kabalagala which finally lead to truancy , as a result the youth involved justify their delinquent behavior by engaging in small time low paying activities like collecting scrap, pushing stack cars, selling and drugs like opium,

Peer pressure is also impacted negatively on the subsequent retention of the youth in schools, since there are many activities that are engaged in the area and are Easley admired by the youth and yet they don't want to be left out in the dynamic world

Despite of the above Uganda is straggling to ensure education for all which one of the millennium development goals. However it is an uphill task given the various challenges in the education sector

1.2 Statement of the problem

Uganda has the highest school dropout rate in East Africa, according to a report released by the United Nations Educational, Scientific and Cultural Organization (UNESCO).

And it has been realized that only a few students complete their six years secondary school course as compared to the number enrolled at form one.

As a matter of fact these students are the leaders of tomorrow's Uganda and it should be noted that it is through educating such a young generation that the society can be shaped and a society without educated youth is as good as a dead.

When students drop out of school for various reasons, then it is not only family's dream of being shuttered but the vision of the society comes to no Vail. Some students drop out of school and turn out to early marriages and give birth at such a young age and thus heightened poverty a monster that societies have been bathing with for ages.

If we sit down and watch all this from the fence, then we also form the larger group to forever increasing ignorance and poverty index in the country as a whole.

It is necessary to analyse the situation of our youth who are fit to be in secondary school holistically as their status can only be improved by a combination of factors some of which will result from long term action taken within the frame work of the sect oral policies of countries. There is a need there fore to I identify some of the challenges face by secondary school students in order to come up with strategies to conduct these problems.

1.3 Purpose of the study

The purpose of the study was to establish socio-economic determinants of secondary school drop out among the students

1.4 Objectives of the study

The objectives of the study were to;

1. Examine School factor that lead to school drop out in Makindye East constituency
2. To investigate HIV/AIDS and its impact on school drop out
3. To find out the Attitudes of parents on school drop out in Makindye
4. To examine the impact of Poverty on students school drop out

1.5 Scope of the study

The study was conducted in Kabalagala parish Makindye East constituency Kampala Uganda the parish have got three secondary schools two being day schools only and one is a boarding schools that is Tropical high school, God cares secondary school and St. Janan secondary school respectively .therefore the research mostly focused on those schools however students who reside in Kabalagala and have also ever attended schools out of Kabalagala but within Makindye division were also interviewed. The study was specifically interested in investigating the socioeconomic determinants of secondary school dropouts in the area. The targeted groups were the students in and out of schools, parents and the guardians

1.6 Significance of the study

- The study will help in the policy formulation in the education sector as a whole.
- The study will also be used by the counseling and guidance personnel's and heads of secondary schools to give suggestions and the way forward in admission and retentions of students in secondary schools
- Community members will be sensitized on the importance of education and also seek solutions to the problem of growing number of school drop outs in the society
- The study will also help the civil society organization to discover the continuing school drops outs irrespective of their efforts to promote education in the area

- The ministry of education officials will have awareness of the factors that leads to school drop outs in secondary schools and come up with policies that will enhance understanding between teachers, students and parents.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter discusses the literature related to the study of school dropout for the purpose of the study the following concepts will be discussed.

2.2 Parents level of education and the rate of school drop out

Traditionally, family status variables such as parents' level of education have been regarded as predictors of children's academic achievement. Increasingly, research has suggested that, rather than having a direct association with children's academic achievement, parents' level of education is part of a larger constellation of psychological and sociological variables influencing children's school outcomes. Baumrind, Diana. (1989.)

However, according to Clark Reginald (1983) , he argues that , examinations across varied cultural and ethnic groups within the United States suggest that level of education does not appear to determine the value parents place on education, their interest in their children's schooling or their aspirations for their children's academic success. For example, in a 1997 study comparing the relative value of varied predictors of parental involvement, Thomas Watkins found that parents' efficacy for involvement and educational goals for their children were stronger predictors of school success than parental level of education and ethnicity. Additionally, this study found that teacher communications to parents predicted parental involvement, suggesting that, regardless of education level, parents need encouragement from educators to become involved in their children's education

But again Lareau, Annette(1989.) is in line with Baumrind and Diana he also stress that Parents with higher levels of education are also more likely to believe strongly in their abilities to help their children learn. A recent study exploring the relationships between level of parent education, parent self-efficacy, children's academic abilities, and participation in a Head Start program found that level of parent education and

program participation was significantly related to parental self-efficacy. In turn, parental self-efficacy beliefs significantly predicted children's academic abilities.

2.3 School factor that lead to school drop out

Lack of a friendly learning environment both at home and school has largely forced urban slum primary school-going children out of school. This was part of the research findings unveiled at Makerere University's Second Annual Research and Innovations Dissemination Conference held at Hotel Africana in Kampala on November 5.

Education of urban deprived children continues to remain a challenge because they are constrained by poor feeding, accommodation, poverty, hunger, orphaned early in life, poor drainage and sanitation, diseases like HIV/AIDS, inadequate health services, congestion, petty trade, violence, sexual abuse, slum area business, un-conducive learning environment and lack of enough sleep," the research findings say.

The research found that overcrowding in classrooms was the biggest challenge to education in slums, standing at 77%-82% in USE schools and at 62% in private schools. Teacher-pupil ratio was reported at as high as 1-100-150 in USE schools (JOHN MUSINGUZI 2009)

Rumberger and Thomas (2000) out lined the different ways in which school –level factors influence the drop out process, including student characteristics, school resources, school structures and school process .School process . Student characteristics include both academic back ground as well as demographic characteristics such as family structure, socio economic status, ethnicity and gender. Importantly, apart from the effects of each individual characteristics aggregate student characteristics have been have been shown to influence educational attainment at the school level (Gamoran 1992) school resources include indicators such as per-student instructional expenditures and revenues , teachers , salaries , qualification and class size .

The school is a very child unfriendly environment for especially for girls in the way that they are abused and sexually harassed by male teachers and boys. Girls are often

insulted and beaten in class (gupta N and M. Mahy, 2000) because of this they hate school environment and therefore drop out of school

Several studies suggest a relationship between resources and drop out (Mcneal 1997). Rumber and Thomas (2000) and Rosigno and Crowley 2001), but at least one extensive review of literature on school resources suggests no systematic relationship between school level expenditures and student retention in schools (Hanushek 1989) other studies using nationality representative samples (e.g., the national educational longitudinal survey) still the debate whether resources are the key to school improvement and increased educational attainment is far from resolved .

2.4 HIV/AIDS and school drop out

In the world, 15.2 million children had been orphaned as a result of AIDS by the end of 2005, upon the death of their parents , a child may be forced to move house and or be affected by emotional stress and poverty , which can disrupt their education and lead them to drop out of school (Khasiani, S et al 1998). If they have young siblings, they may also be forced out of school to look after them and act as the head of the household. Studies have shown that orphans in sub-saharan Africa are 13% less likely to attend school than the non –orphans (saoke, P. and Mutemi, R. 1994)

A gain according to Lester R. Brown, (2000) between 1999 and 2000 more people died of AIDS in Africa than in all the wars on the continent, as mentioned by the UN Secretary General, Kofi Annan.

The death toll is expected to have a severe impact on many economies in the region. In some nations, it is already being felt. Life expectancy in some nations is already decreasing rapidly, while mortality rates are increasing.

[2000] began with 24 million Africans infected with the virus. In the absence of a medical miracle, nearly all will die before 2010. Each day, 6,000 Africans die from AIDS. Each day, an additional 11,000 are infected.

According to Monday 23rd August 2010 AIDS it noted that the UNESCO report showed that scourge has also led to an increase in the dropout rate. HIV/AIDS reinforces wider problems arising from poverty and social discrimination such as orphan hood and stigmatization.

The prospect of children who have been orphaned by aids are often further damped by compulsory school fees, which must still be paid in the majority of poor countries (Nyambedha, E.O. 1994) these fees are simply not affordable for most aids orphans or those who care for them, and often extended families that care for orphans see school fees as a major factor in deciding not to take on additional children orphaned by aids

2.5 Attitudes and school drop out

Parents 'perception and society expectation, part of gendered sex role socialization affect how girls and boys participate in education. (Rich, A 2000) from tender age, the young children are socialized into "sex roles "thus learning sex "appropriate" behaviors and traits in the childhood is one of the prerequisites of how the society function (common in rural areas) (UNICEF 2000)

In general most students fail to enroll to secondary and complete secondary schooling because their parents do not value education (UNESCO 2003) in most cases because the parent themselves are uneducated /illiterate.

The attitudes of teachers towards pupils more especially girls also affects their education. Girls are viewed as weak and therefore cannot excel in class and hence discourage them (Robert 2000)

2.6 Poverty and school drop out

Poverty related deprivation contributes to low levels of educational attainment in Africa. Poor children spend more time contributing directly or indirectly to house hold income than other children as a result they are less likely to spend time on school work, are more likely to be absent from school during periods at peak labour demand and are more likely to be tired and ill prepared to learn when they are in the class room (World bank 2000)

Dropout rates have increased part due to the economic impact of HIV/AIDs and in Uganda most come from poor families (koech and ministry of education and sports MOES 2000)

In Uganda, secondary Schools require people huge sums of school fees; have uniforms, textbooks and stationary and pay tuition building fund and activity fees. Due to high cost of these items, students shoes parents cannot afford to provide all or most of these requirements are always under pressure from the school administrators. The frustrations of this pupil go through and affect their academic performance and lose interest in education and eventually drop out (Abagi and Odipo , 1997).

Children from the poor families have health problems and have poor nutrition. Such children are especially susceptible to this illness that most affect poor people in particular like gastro intestinal and respiratory problems. Malnourished and sick students are less likely than healthy student to learn when in school and are more absent from the lessons. (Lock heed and Verspour 1991) therefore the students from poor house hold are more likely to withdraw early in the school cycle where there are substantial private costs per education (UNICEF 1999)

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the method the researcher use to collect data from the field

3.1 Research design

Quantitative and qualitative data was used. Qualitative research helped to identify themes and concepts and define them to help get a deeper meaning of the study while quantitative helped to identify the numbers involved in the study.

3.2 Research environment

The research was taken in Kabalagala parish Makindye division of Kampala Uganda

3.3 research respondents

The study included all those individuals who dropped out of secondary schools in the past five years

3.4 Instrument of data collection

The instrument in the study included questioners, interviews, and individual discussion then the library and internet search

The questioners consisted of the questions to which the respondents reacted in writing questionnaires were necessary in data collection given that the research investigated in a sample survey.

Some interviews were carried out with individual teachers. Teachers were important in the study because they spend most of the time with the children and therefore knew what leads to dropping out.

Questionnaires were distributed to the different individuals in the focus group especially those who dropped out of school

3.5 Data collection procedures

The data obtained from the individuals who dropped out of school some teachers and parents. The researcher wrote a letter and presented it to the interviewees requesting them to avail him with the necessary information. The interviews and the focus group were held in the language the respondents understood.

The data collected was edited as the researcher carried on the research to make it easy to compile

3.6 Statistical treatment of data

The frequency and percentage were used to determine the number of sample respondents that were used in the research process and the number that participated positively in contribution to research.

Formula;

$$\text{Percentage (\%)} = \frac{F}{\text{Total number of respondents}} \times 100$$

Where F =number of respondents observed.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter is a presentation, discussion of the findings. The results are presented in form of tables, frequency counts and percentages. This chapter focuses on the “socio-economic determinants of school dropout in Kabalagala Makindye division of Kampala Uganda

4.1 Profile of the respondents

Table 1: shows the profile of the respondents

Respondents	Frequency (f0)	Percentage (%)
Sex		
Male	35	58
Female	25	42
Total	60	100
Age		
17 years below	10	17
18-20 years	15	25
20 years and above	35	58
Total	60	100
Academic level		
Below s.4	20	33
S.4	27	45
A. Level	13	22
Total	60	100

Source; Field data 2010

Seventy questionnaires were distributed and all of them were filled and returned this therefore represents 86% of the total number of the questionnaires that were distributed.

The study covered 60 randomly selected students of whom 35 were male and 25 (42%) were female. The age category of the respondents were divided in three groups that are 17 years and below which were 10 (17%), 18-20 years were 15 (25%) and 20 and above were (35 %) of the respondents

The academic level of the respondent was divided in three categories that are below S.4, S.4 and A level some whom never completed.20 (33%) of the respondent drop outs before S.4, 27(45%) were dropout after S.4 and 13 (22%) were A. level drop out.

Interviews were used to extract data from teachers and 20 teachers were selected 8 of the members were female and 12 were male

4.2 Parents level of education and school drop out

The respondents were asked the level of education of their most educated parents and this was their response

Table 2: What is the level of education of your most educated parent?

Response	Frequency	Percentage (%)
Not educated or Primary	22	36
Secondary	34	56
College/ university	4	8
Total	60	

Source: field data 2010

The table indicate that 22(36%) of the respondents parents had primary drop out, 34(56%) were secondary drop outs and 4(8%) were the university or college graduate parents.

The in the focus group with students and teachers revealed that those parents who have a fair level of education are capable of maintaining their students in school as they are in position to get fair paying jobs , can give help to their children when revising est. than the uneducated

According to Baumrind Diana.(1989.), stress that, traditionally, family status variables such as parents' level of education have been regarded as predictors of children's academic achievement. Increasingly, research has suggested that, rather

than having a direct association with children's academic achievement, parents' level of education is part of a larger constellation of psychological and sociological variables influencing children's school outcomes. Baumrind, Diana. (1989.)

However according to Clark, Reginald. (1983) , he argues that , examinations across varied cultural and ethnic groups within the United States suggest that level of education does not appear to determine the value parents place on education, their interest in their children's schooling or their aspirations for their children's academic success.

The debate between the parents level of education remain at a stand still

The respondents were asked how many of their siblings dropped out of a secondary school and this was their response.

Table 3: sibling that dropped out of secondary school

Response	Frequency	Percentage (%)
None	23	38
1-2	27	45
3and more	10	17
Total	60	100

Source: field data 2010

The table indicates that 23 (38%) of the respondents said that they did not have any sibling that dropped out of secondary school, while 27 (45%) had 1-2 siblings who dropped out and 10(17%) had 3 and more siblings who dropped out of school.

According to data observation and analysis the respondent whose parents had the least education level had a high number of drops out of the siblings than those who had higher education level.

This is because the more educated parents would get fair jobs that would enable them to pay fees for their children than the least educated parent

The respondent were asked whether their parents expected them to graduate from high school and this was their response

Table 4: My parents expected me to graduate from secondary school.

Response	Frequency	Percentage
Yes	14	23
No	30	50
Un known	16	27

Source: field data 2010

According to the table 14(23%) of the respondents their parents expected them to graduate from high school, because they knew that they were capable of paying the school fees for their children and their children were getting good grades, these were mostly the respondents who belonged to the middle class, 30 (50%) of the respondents their parents never expected them to graduate from secondary school, this is because that the parents knew that they were not in position to pay their fees to complete secondary level as most parents in the interviews revealed that secondary education was costly to them given their very little income but they all wished their students to graduate from secondary, however these were the parents from the poor families .

16(27%) of the respondents never new weather they will graduate from secondary schools this was because they sow some of their children not very much Interested in studies and yet also some of the parents still had unstable incomes which would not support the education for their children given their low education which leads them to low paying jobs

Parents who are educated expected their children to graduate from secondary school than parents with low education

The respondents were asked how often their parents participated in their school activities and below were their response.

Table 5: How often did your parents participate in your school activities?

Response	Frequency	Percentage
Often	20	33
Some times	28	47
Never	12	20
Total	60	100

Source: field data 2010

According to the table 20 (33%) of the respondent agreed that their parents often participated in their school activities according to the interview this was because these parents had some education and were biological parents who even saw education as relevant to their children

28(47%) of the respondent had parents who would some time participated in their school activities , some parents had to say that this is because that their jobs are too demanding and it's hard to get permission from their bosses however some students had to say that they lived with just guardians who had little interest in their studies

12(20%) of the respondents had parents who never participated in their school activities and this is because some of them had little interest in having their children in school , some were just relatives who even never wanted these students to be in school and other were just relaxed .

Students whose parents often participate in their school activities have more chances of being retained in school than those parents who don't participate in their children's education

4.3 School factors and school drop out

The respondent were asked whether the school infrastructure were conducive for them and their response

Table 6: The school infrastructure is conducive for studying

Response	Frequency	Percentage
Yes	35	58
No	25	42
Total	60	100

Source; Field data 2010

The table indicates that 35 (58%) of the respondents agreed that school infrastructure is conducive and 25 (42%) disagreed

Since teachers were also from different schools some agreed and some disagreed. So if infrastructures are not good students are likely to drop out

The structural attribute of the school include size, location and school type, school type in particular has received significant attention. Smaller schools may enable teachers to give students more individualized attention, although they probably cannot offer diverse curricula or retain qualified teachers. On the other hand large distant schools may mean that students have to travel long distances to and from school, and be less likely to engage in extracurricular activities

The respondents were asked whether they have enough learning resources and the were their response

Table 7: There are enough learning resources

Response	Frequency	Percentage
Yes	41	68
No	19	32
Total	60	100

Source; Field data 2010

According to the table 37(67%) of the respondents agreed that they have enough learning resources while 23(33%) disagreed.

Some teachers revealed that there are enough learning resources .and if the resources are good pupils will perform well and if there are poor or less resources students will perform poorly hence dropping out. Learning resources may include text books, instructional materials among others.

Some parents in the discussion revealed that schools with learning resources perform better as compared to others.

Several studies suggest a relationship between resources and drop out (McNeal 1997; Rumberger, and Rosigno and Crowley 2001) , but at least one extensive review of literature on school resources suggest no systematic relationship between school level expenditure and student performance (Hanushek 1989). Other studies using nationally representative samples (e.g. the national educational longitudinal survey) have found linkages between resources and high school completion completion (Mc Neal 1997). Still the debate still weather the resources are the key to school improvement and icrease educational attainment is far from resolved

The respondent were asked weather whether school environment is clean and conducive and below were their response

Table 8: The school environment is clean and conducive

Response	Frequency	Percentage (%)
Yes	41	68
No	19	32
Total	60	100

Source Field: data2010

The table shows that 41 (68%) of the respondent agreed that school environment is clean and conducive while 19 (32%) disagreed.

The teachers revealed that school environment include, sanitary condition. the infrastructure and the relationship among people. Therefore if all these are more not in a good condition. pupils are more likely to drop out

According to the (WORLD BANK 2000) most of the schools in rural areas and in slums have classrooms that are dilapidated with floors that are half way or not cemented and thus dusty. There are windows and doors with no shutters. Such classrooms have few desks for students thus making them to study in shifts.

But the most worrying thing is the lack and or the poor state of the toilet and sanitary facilities. In short in most schools those in slums mostly and city suburbs for the sake of this study , the toilet facilities are a health hazard and children , both boys and girls are exposed to dangers of catching diseases

4.4 HIV/AIDs and school drop out

The respondents were asked whether they have relatives suffering from HIV/AIDs and this was their response

Table 9: Relatives suffering from HIV/AIDs

Response	Frequency	Percentage
Yes	38	65
No	22	35
Total	60	100

Source: field data 2010

According to the table, most of the people agreed that they have lost their parents because of HIV/AIDs

One of dropout revealed that she had to leave school due to lack of school fees after her parents died of HIV/AIDs. She added that she is the one looking after her young siblings but they were also not attending school since they had nowhere to get the school fees.

According to khasini, S et al (1998) worldwide, 15.2 million children had been orphaned as a result of AIDS by the end of 2005, upon the death of their parents, a child may be forced to move house and or be affected by emotional stress and poverty. which can disrupt their education and lead them to drop out of school

(Khasiani, S et al 1998). If they have young siblings, they may also be forced out of school to look after them and act as the head of the household. Studies have shown that orphans in sub-saharan Africa are 13% less likely to attend school than the non – orphans (saoke, P. and Mutemi, R. 1994)

4.5 Attitude and school drop out

The respondents were asked whether their teachers’ were encouraging them and this was their response.

Table 10: our teachers encourage us

Response	Frequency	Percentage
Yes	29	48
No	31	52
Total	60	100

Source: Field data 2010

The table shows that 29(48 %) of the respondent agreed that their teachers were encouraging them and 31 (52%) disagreed

In the interviews held with the teachers, they revealed that some teachers discourage students especially the girls with this they perform poorly, start hating school and finally drop out.

During the discussion with the parents of the continuing students, they said that many students drop out of school due to teachers’ attitude towards them

One of the drop outs complained that one teachers always discourage her and made clear that even if she tried harder she would not perform well in class

The respondents were asked whether teachers’ attitude towards learners affect their academic performance and this was their response.

Table 11: Teachers attitude towards learners affect their academic performance

Response	Frequency	Percentage
Yes	43	72
No	17	28
Total	60	100

Source: field data 2010

According to the table, 43(72%) of the respondent agreed that teachers attitudes affect learner's academic performance while 17 (28%) disagreed.

In the interviews with the teachers, they agreed that teacher's attitudes towards learners affect their academic performance, if the teacher is positive and encouraging towards learners, they will perform well but if they have negative attitudes learners will be discouraged and perform poorly hence drop out

The attitudes of teachers towards students more especially girls also affect their education. Girls are viewed as weak and therefore cannot excel in class hence discourage them. (Robert)

The respondents were asked whether they liked studying and this was their response.

Table 12: I liked studying

Response	Frequency	Percentage
Yes	49	82
No	11	18
Total	60	100

Source: field data 2010

The teachers revealed that some student do not like studying and this is evident when it comes to doing class work , tests and examination they do not reach school or use fees for other things.

Some parents agreed that their children do not want to study.

The respondents were asked whether their parents support their education and this was their response.

Table 13: My parents encouraged and supported my education

Response	Frequency	Percentage
Yes	48	80
No	12	20
Total	60	100

Source: data field

The table shows that 48(80%) agreed that their parents supported their education while 12(20%) of the respondent disagreed.

In the interviews held with the teachers they revealed that most parents encourage and support their education. This is seen when they come to plead at school when their students are sent for fees and also come at the end of term to see how their children perform.

Parents also agreed that they support and encourage their children education even though some could not afford to pay all the school dues in time.

According to (UNESCO 2003) in general most children, especially those in local homes, fail to enroll in or to complete secondary because their parents do not value education in most cases because parents themselves are not educated illiterate.

4.6 Poverty and school drop out

The respondents were asked whether they have ever been sent home for fees and this was their response

Table 14: I have ever been sent home for fees

Responses	Frequency	Percentage
Yes	50	83
No	10	17
Total	60	100

According to the , most students 50(83%) agreed that they have ever been sent home for fees while 10(17%) disagreed when teachers were interviewed they revealed that

many pupils do not pay their school dues in time and are sent home to remind their parents to pay . very few pupils pay their all their school dues in time and this because they come from rich families .

In the focus group discussion held with community members most of them agreed that their children have ever been sent home for school fees because they cannot afford to pay the fees in time

According to (World Bank 2000) Poverty related deprivation contributes to low levels of educational attainment in Africa. Poor children spend more time contributing directly or indirectly to house hold income than other children as a result they are less likely to spend time on school work, are more likely to be absent from school during periods at peak labour demand and are more likely to be tired and ill prepared to learn when they are in the class room (World bank 2000)

Dropout rates have increased part due to the economic impact of HIV/AIDs and in Uganda most come from poor families (koech and ministry of education and sports MOES 2000)

The respondents were asked how these affect their studies and below were their response

Table 15: How it affect our studies

Response	Frequency	Percentage
Negatively	55	92
Positively	-	-
No effect	5	8
Total	60	100

Source: field data 2009

The table indicates that 55(92%) of the respondents said that sending them home for school fees affected and affects them negatively. While 5(8%) revealed that it does not affect them.

The teachers revealed that sending pupils home affect them negatively because some take long to come back so they find when their friends have covered so many t5hings that they can and couldn't catch up with them. So when it become to examinations or tests these pupils perform poorly due to some parts they missed.

In the focuss group discussion with the community members they revealed that sending back pupils for school fees affected them and even still affects those still in school especially in their studies

Abagi and Odipo , (1997) suggested that secondary Schools require people huge sums of school fees; have uniforms, textbooks and stationary and pay tuition building fund and activity fees. Due to high cost of these items, students shoes parents cannot afford to provide all or most of these requirements are always under pressure from the school administrators. The frustrations of this pupil go through and affect their academic performance and lose interest in education and eventually drop out.

The respondents were asked whether they have friends who have ever dropped out because of school fees and this was their response.

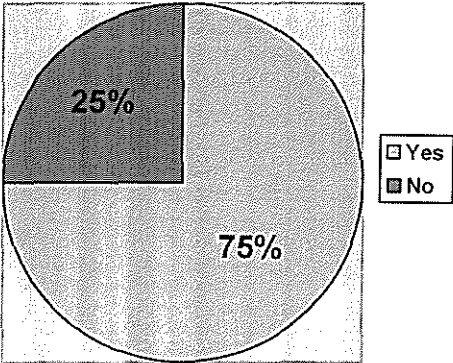
Table 16: Do you have friends who have ever dropped out because of school fees?

Response	Frequency	Percentage
Yes	45	75
No	15	25
Total	60	100

Source field data 2010

The table shows that 45(75%) of the respondents agreed that they have friends who have dropped out because of school fees while 15(25%) disagreed. The above information has been further presented in the pie chart below;

Figure 1: Do you have friends who have ever dropped out because of school fees?



Source field data 2010

The teachers revealed in interviews that most pupils drop out because of lack of school fees and this is because of poverty in that their parents and guardians cannot pay for their school fees and the other requirements

In the focus group with the parents they revealed that they did not have enough money to cater for education of their children and theretofore they had to drop out and work to get some money given that the area has got several activities in which such drop out can participate into to get some money e.g. flying chapatti and being bar attendants.

The respondents were asked whether they took or take breakfast before going to school and this was their response;

Table 17: Take breakfast before going to school

Response	Frequency	Percentage
Yes	25	42
No	35	58
Total	60	100

Source: Data field 2010

The table indicates that 35 (58%) pupils disagreed that they do not take breakfast when going to school while 25 (42%) agreed that they take.

Teachers revealed that some pupils come to school when they are hungry and do not concentrate.

Some get dizzy because especially those from lower levels. This is because their parents cannot afford to them with break first.

The parents' discussion revealed that they do not intend.

The respondents were asked whether they received or receive medical care when they were or are sick and this was their response

Table 18: Receive medical care when they are sick

Response	Frequency	Percentage
Yes	20	33
No	40	67
Total	60	100

Source: field data 2010

In the table above, most pupil that is 40 (67%) of the respondents disagreed that they do not receive medical care when they are sick while 20(33%) agreed that they receive.

The teachers revealed that when some students fall sick they do not get medical care from the hospital, instead they are given local herbs by their parents

Parents in the discussion also revealed that they do not have the money to take their children to medical centers they care for them with local herbs

Children from the poor families have health problems and have poor nutrition. Such children are especially susceptible to this illness that most affect poor people in particular like gastro intestinal and respiratory problems. Malnourished and sick students are less likely than healthy student to learn when in school and are more absent from the lessons.

1. Did you directly or indirectly contribute to family income?

The respondents were asked whether they directly or indirectly contributed to the family income and below were their response

Table 19: Do student directly or indirectly contribute to family income

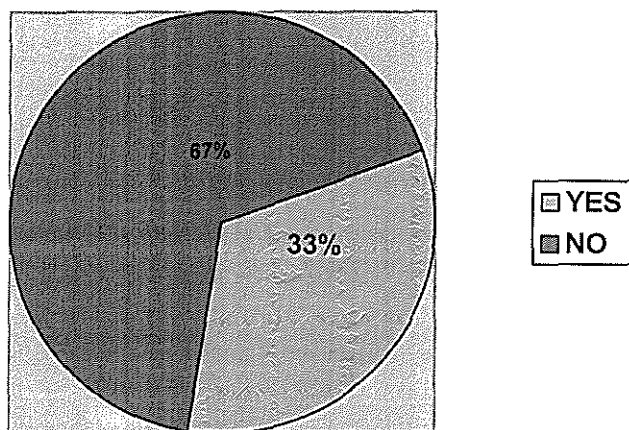
Response	Frequency	Percentage
Yes	20	33
No	40	67
Total	60	100

Source: field data 2010

According to the table, 20(33%) of the respondents agreed that student contribute to family income due to poverty. while 40 (67%) disagreed.

The above information is further presented on the pie-chart below;

Figure 2: Do student directly or indirectly contribute to family income



Source: field data 2010

In the interview held with students they revealed that in most cases students are sent to market to sell things like maize, pancakes, flying chapatti and other activities like washing people's cloths, slashing compounds, and working in the bars after school .this is all done in order the family to earn a living . And as a result they end up not going to school some days, they go late and as a result they drop out of school

According to the parents, because of poverty they do not have money to pay for home needs and school fees for their children. Therefore they decide to involve and encourage students in such income activities so as to get some money

The respondents were asked to classify their family income and below were their response

Table 20: How would you classify your family income at the time you left high school?

Response	Frequency	Percentage
200,000 sh a year	10	17
Between 200,000 and 500,000 sh a year	36	60
More than 500, 000 sh a year	14	23
Total	60	100

Source field data: 2010

According to the table, 10(17%) of the respondent their family income was not more than 200,000 shillings a, year, 36(60%) had their income between 200,000 and 500,000 shillings a year and 14 (23%) had family income that was more than 500,000 shillings a year

In the interview with the drop outs they revealed that some of them in their families their annual income was the cost of school per term that is why they dropped out of school because the parents were not capable of paying school fees in secondary and yet they had also young siblings who had to be paid for in primary that is why they would also participate in contributing to family income

In the interview held with parents they revealed that they could not be able to continue to pay for their children in secondary because it was too costly for the family and yet they wanted the young children to complete primary because their fees is at least affordable . So the older ones in secondary drop out to give a gap to those in primary who can at least fit in the family income bracket

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to investigate the socio-economic determinants of school dropout in kabalagala parish, makindye east constituency Kampala Uganda. This chapter focuses on the discussion of the findings, conclusions, and recommendations. Finally the chapter will suggest further research

5.2 Summary of the finding and discussions

The first research objective was to investigate the relationship between parent's level of education and school drop out. The study revealed that when the parent level of education is very low student from such families easily drop out of school

According to Baumrind, Diana. (1989.) she states that, traditionally, family status variables such as parents' level of education have been regarded as predictors of children's academic achievement. Increasingly, research has suggested that, rather than having a direct association with children's academic achievement, parents' level of education is part of a larger constellation of psychological and sociological variables influencing children's school outcomes.

The second research objective was to investigate the relationship between school factors and school dropout .the study revealed that if the school infrastructure is conducive for study, pupils will not drop out. It also revealed that lack of a conducive and clean environment and enough learning resources, contribute to the pupils drop out

Rumberger and Thomas (2000) outlined the different ways in which school –level factors influence the drop out process, including student characteristics, school resources,) school structures and school process .School process . Student characteristics include both academic back ground as well as demographic characteristics such as family structure, socio economic status, ethnicity and gender. Importantly, apart from the effects of each individual characteristics aggregate student

characteristics have been shown to influence educational attainment at the school level (Gamoran 1992) school resources include indicators such as per-student instructional expenditures and revenues , teachers , salaries , qualification and class size .

If the school is a very child unfriendly environment for especially for girls in the way that they are abused and sexually harassed by male teachers and boys. Girls are often insulted and beaten in class (gupta N and M. Mahy, 2000) because of this they hate school environment and therefore drop out of school.

Several studies suggest a relationship between resources and drop out (Mcneal 1997) . rumber and Thomas (2000) and rosigno and crowly 2001), but atleast one extensive review of literature on school resources suggests no systematic relationship between school level expenditures and student retention in schools (Hanushek 1989) other studies using nationality representative samples (e.g., the national educational longitudinal survey) still the debate weather resources are the key to school improvement and increased educational attainment is far from resolved .

The third research objective was to investigate the relationship between HIV/AIDs and school dropout and the study revealed that many students have dropped out to look after their relatives and siblings suffering from HIV/AIDs .It also revealed that many students are dropping out because they have lost their parents to HIV/AIDs and have no one to pay for their fees .

According to (Khasiani, S et al 1998). In the world, 15.2 million children had been orphaned as a result of AIDS by the end of 2005 , upon the death of their parents , a child may be forced to move house and or be affected by emotional stress and poverty , which can disrupt their education and lead them to drop out of school If they have young siblings, they may also be forced out of school to look after them and act as the head of the household. Studies have shown that orphans in sub-saharan Africa are 13% less likely to attend school than the non –orphans (saoke, P. and Mutemi, R. 1994)

The fourth research objective was to investigate the relationship between attitude and secondary school dropout. The study established that teacher's attitudes towards learners affect their academic performance. It was also revealed that parents encourage and participate in their children's education

This is supported by (UNESCO 2003) In general most students fail to enroll to secondary and complete secondary schooling because their parents do not value education in most cases because the parent themselves are uneducated /illiterate

The attitudes of teachers towards pupils more especially girls also affects their education. Girls are viewed as weak and therefore cannot excel in class and hence discourage them (Robert 2000)

Lastly the study was to investigate the relationship between poverty and secondary school drop out. The study revealed that many students drop out of school because of poverty.

According to (World bank 2000) Poverty related deprivation contributes to low levels of educational attainment in Africa. Poor children spend more time contributing directly or indirectly to house hold income than other children as a result they are less likely to spend time on school work, are more likely to be absent from school during periods at peak labour demand and are more likely to be tired and ill prepared to learn when they are in the class room

Dropout rates have increased part due to the economic impact of HIV/AIDs and in Uganda most come from poor families (koech and ministry of education and sports MOES 2000)

5.3 Conclusion

The major purpose of the study was to investigate the socio economic determinants of secondary school dropout in kabalagal parish . Makindye east consistency Kampala Uganda .

The study revealed that low level of education for parents affect the student's performance and retaining them in secondary schools

The study revealed that if school infrastructures are conducive for study students will not drop out. It also revealed that Un conducive and unclean environment and lack of enough learning resources contribute to the students drop out

The study revealed that many students have dropped out to look after their relatives and siblings suffering from HIV/AIDs. It also reveale that many children are dropping out because they lost their parents due to HIV/AIDs and have no one to pay for their fees

The study revealed that many children drop out because of poverty
It also revealed that most students drop out because they also directly or indirectly contribute to the family income hence get less time for school and then drop out
The study also revealed that the less income the families earn the more chances of the student to drop out of the secondary school.

5.4 Recommendations

Family mobilisation is vital to success in educating all children of her nation equally

Information and awareness- raising campaigns should target parents, particularly mothers and encourage them to retain their children in secondary school schools

Families should be called upon to increase their involvement in the process of educating their children by providing adequate follow –up to academic learning at school and home.

The universal secondary education should be made effective to enable children from even poor families be able to attain free secondary education.

Government of Uganda should commit to the promotion of women though mult – faceted actions such as the reduction of poverty which impends female education, and the eradication of all sources of gender discrimination, be they ideological, cultural, social, economic or professional

5.5 Suggestions for further research

Future research should be carried out on the strategic intervention to retain secondary students in schools

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APPENDIX 1: QUESTIONNAIRES

Dear respondent, the purpose of the study is to investigate the socio-economic determinants of school dropout in secondary schools in Kabalagala ,Makindye east constituency Kampala Uganda . you have been chosen in the study , you are therefore requested to tick where appropriate and fill in the gaps . I would like to bring your attention that the information will be treated with utmost confidentiality

N.B Do not write your name anywhere on this paper.

Personal information

Age.....

Sex male () female ()

Level you are in or were in before dropped out

Parent's occupation

.....

2.3 Parents level of education and the rate of school drop out

1. At which level of education did your most educated parent drop out of school?

- i. Primary school
- ii. Secondary
- iii. University/ College

2. How many of your siblings dropped out of a secondary school

- i. None
- ii 1-2
- iii 3-4
- iv. 5 or more
- v. No brothers or sisters

3. Did your family expect you to graduate from high school?

- i. Yes
- ii. No
- iii. Unknown

4. How often did your parents participate in your school activities?

- i. very often
- ii. Fairly often
- iii. some times
- iv. Never

School factors and school dropout

5. Is the infrastructure conducive for study?

Yes () No

6. Do you have enough learning resources?

Yes () No ()

7. Is the school environment clean?

Yes () No ()

HIV/Aids and school drop out

8. Do you have relatives suffering from HIV/AIDs?

Yes () No ()

9. Who looks after them?

.....
10. I have lost parents to HIV/AIDs

Yes () No ()

Attitude and school drop out

11. Do teachers encourage you?

Yes () No ()

12. Do teacher's attitudes towards learners affect their academic performance?

Yes () No ()

Do you like studying?

Yes () No ()

13. Do parents support your education?

Yes () No ()

14. Do they encourage and participate in your education

Yes () No ()

2.6. Poverty and school drop out

15. Have you ever been sent home for school fees?

Yes () No ()

16. If yes how did it affect your studies?

Negatively ()

Positively ()

No effect ()

Were you

17. Did you have a friend who dropped out of school because of fees?

Yes () No ()

18. Were you taking break first before you went to school?

Yes () No ()

19. Did you receive proper medical care when sick?

Yes () No ()

20. Did you directly or indirectly contribute to family income ?

Yes () No ()

21. How would you classify your family income at the time you left high school?

- i. Less than 200,000 shillings a year
- ii. Between 200,000 and 500,000 shillings a year
- iii. More than 500, 000 shillings a year

END.