



**FACTORS THAT CONTRIBUTE TO PUPILS' DROPOUT IN THE PRIMARY  
SCHOOLS OF RWAMABAAL VILLAGE, KAGADI SUB- COUNTY, KAGADI  
DISTRICT**

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Table of Contents

<b>Acknowledgement</b> .....	6
<b>Dedication</b> .....	<b>Error! Bookmark not defined.</b>
<b>Declaration</b> .....	8
<b>Abstract</b> .....	<b>10</b>
<b>Chapter One</b> .....	<b>11</b>
<b>General Introduction</b> .....	11
<b>1.0 Introduction</b> .....	11
<b>1.1 Background of the Study</b> .....	11
<b>1.2 Vision Statement</b> .....	12
<b>1.3 Purpose of the study</b> .....	12
<b>1.4 Objectives of the study</b> .....	12
<b>1.5 Research questions</b> .....	12
<b>1.6 Scope of the study</b> .....	12
<b>1.6.1 Content scope</b> .....	12
<b>1.6.2 Geographical scope</b> .....	13
<b>1.6.3 Time scope</b> .....	13
<b>1.7 Significance of the study</b> .....	13
<b>1.8 Justification of the study</b> .....	13
<b>1.9 Delimitations of the study</b> .....	13
<b>Chapter Two</b> .....	<b>14</b>
<b>Review of the related literature</b> .....	14
<b>2.0 Introduction</b> .....	14
<b>2.1 Theoretical Framework</b> .....	14
<b>2.2 The conceptual framework</b> .....	15
<b>2.3 Definitions of school dropout</b> .....	16
<b>2.2 House hold level factors that are associated with high school dropout rates of Pupils'</b> .....	16
<b>2.4 Gender factors that are associated with high school dropout rates of Pupils'</b> .....	17
<b>2.3 Conditions within the school that are associated with high dropout rates of Pupils'</b> .....	19
<b>2.4 Summary of the literature review</b> .....	19
<b>Chapter Three</b> .....	<b>20</b>
<b>Methodology</b> .....	20

<b>3.0 Introduction</b> .....	20
<b>3.1 Area of study</b> .....	20
<b>3.2 Research design</b> .....	20
<b>3.2 .1 Purpose of the study</b> .....	20
<b>3.3.2 Methods of data collection</b> .....	20
<b>3.3.1 Interviewing method</b> .....	20
<b>3.3.2 Observation method</b> .....	20
<b>3.3.3 Focused group discussion</b> .....	21
<b>3.4 Target population</b> .....	21
<b>3.5 Sample design</b> .....	21
<b>3.5.1 Sampling techniques</b> .....	21
<b>3.5.2 Sample Size</b> .....	21
<b>3.6 Tools of data collection</b> .....	22
<b>3.6.1 Interviewing guide</b> .....	22
<b>3.6.3 Camera</b> .....	22
<b>3.6.4 Pens and papers</b> .....	22
<b>3.7 Research procedure</b> .....	22
<b>3.8 Data analysis and interpretation</b> .....	23
<b>3.9 Ethical considerations</b> .....	23
<b>3.10 Research Limitations</b> .....	23
<b>Chapter Four</b> .....	<b>24</b>
<b>Data Analysis and Presentation of Results</b> .....	24
<b>4.0 Introduction</b> .....	24
<b>4.2 Questionnaire Return Rate</b> .....	24
<b>4.2 Gender of the respondents</b> .....	24
<b>Table 1: Gender of the respondents</b> .....	24
<b>4.3 Age of the respondents</b> .....	25
<b>Table 2: Age of the respondents</b> .....	25
<b>4.4 Education level of the respondents</b> .....	26
<b>Table 3: Education level of the respondents</b> .....	26
<b>4.5 Marital status of the respondents</b> .....	27
<b>Table 4: Marital status of the respondents</b> .....	27
<b>4.6 Religion of the respondents</b> .....	28

<b>Table 5: Religion of the respondents</b> .....	28
<b>4.7 Major household factors that contribute to pupil’s dropout in primary school</b> .....	29
<b>Table 7: Household factors contributing to school dropout</b> .....	29
<b>4.7.1 Domestic Violence</b> .....	30
<b>4.7.2 Family Neglect</b> .....	30
<b>4.7.3 Alcoholism</b> .....	31
<b>4.7.4 Poverty</b> .....	31
<b>4.7.5 Divorce</b> .....	31
<b>4.7.6 Child labor</b> .....	31
<b>4.7.7 Rigid Parents</b> .....	32
<b>4.7.8 Lack of enough food</b> .....	32
<b>4.8 Major Gender factors that contribute to school dropout among Pupils'</b> .....	32
<b>Table 8: Gender factors contributing to school drop out of Pupils'</b> .....	32
<b>4.8.1 Early Marriages</b> .....	33
<b>4.8.2 Culture</b> .....	34
<b>4.8.3 Most families being managed by women</b> .....	34
<b>4.9 Conditions within school that contribute to pupil’s dropout in primary school</b> .....	34
<b>Table 9: Conditions within school that contribute to Pupils’’ dropout</b> .....	35
<b>4.9.1 Absenteeism</b> .....	35
<b>4.9.2 No enough structures</b> .....	35
<b>4.9.3 Sickness</b> .....	36
<b>4.9.4 Distance to school</b> .....	36
<b>4.9.5 Poor performance</b> .....	36
<b>4.9.6 Indiscipline</b> .....	36
<b>4.9.7 Few teachers</b> .....	37
<b>Chapter Five</b> .....	<b>38</b>
<b>Summary, Conclusions and Recommendation</b> .....	<b>38</b>
<b>5.1 Introduction</b> .....	<b>38</b>
<b>5.2 Summary of the Study</b> .....	<b>38</b>
<b>5.2.1 House-hold factors that contribute to high dropout of primary Pupils' in Rwamabaale Village, Kagadi Sub County</b> .....	<b>38</b>
<b>5.2.2 Gender factors that contribute to high dropout of primary Pupils' in Rwamabaale Village, Kagadi Sub County</b> .....	<b>39</b>

<b>5.2.3 Conditions with in school that contribute to high dropout of primary Pupils' in Rwamabaale Village, Kagadi Sub County .....</b>	<b>39</b>
<b>5.3 Conclusions .....</b>	<b>40</b>
<b>5.4 Recommendations .....</b>	<b>41</b>
<b>5.5 Suggestions for further research .....</b>	<b>41</b>
<b>5.6 References .....</b>	<b>43</b>
<b>5.7 Appendices .....</b>	<b>44</b>
<b>5.7.1 Appendix I.....</b>	<b>44</b>
<b>5.7.2 Appendix III: Questionnaire for parents .....</b>	<b>47</b>
<b>5.7.3: Appendix III Interview guide for dropouts.....</b>	<b>49</b>
<b>5.7.4: Appendix IV community members participating in a meeting for enrollment of partners and stakeholders into the research proposal.....</b>	<b>50</b>
<b>5.7.5: Appendix V the researcher, Epicenter manager and LCI Chairman collecting data from children.....</b>	<b>51</b>

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## **Dedication**

This Report is dedicated to my beloved Parents Mr. Serugo Raphael and Mrs. Birungi Rose, my brothers and sisters for the encouragement they always gave me. Special dedication goes to African Rural University (ARU) for the unconditional support provided to make me reach this level.

Special dedication goes to my beloved friend Mrs. Ategeka Kasfa who informed and encouraged me to join African Rural University.

**Declaration**

I Ainebyona Ritah, declare that this work is out of my own Struggle and Commitment. No any Report of this kind has ever been produced and submitted for the Award of Academic qualification in any Academic Institution and information used from other sources has been acknowledged.

Signed by.....

Ainebyona Ritah (19/ARU/BRD/001)

Date.....



**Approval**

A research report titled “Factors that contribute to Pupils’ dropout in the Primary School of Rwamabaale Village Kagadi Sub-County, Kagadi District” has been done under close supervision and its being submitted for examination with approval.

Mr. Byaruhanga George William (TWS)

Date .....

Signed.....

Mr. Ndagije Varerious (Faculty Supervisor)

Date.....

Signed.....

## **Abstract**

The study was carried out in Rwamabaale Village Kagadi Sub County Kagadi District. The study aimed at identifying the factors that contribute to Pupils' dropout in the Primary Schools of Rwamabaale Village, Kagadi Sub-County Kagadi District. The Objectives of the study were; to determine the major house- hold factors that contribute to high dropout of Primary Pupils' in Rwamabaale village; to determine the major gender factors that contribute to high dropout of Primary Pupils' in Rwamabaale village; to determine the conditions within school that are responsible for the high dropout of Primary Pupils' in Rwamabaale village. The study was conducted in three primary schools that is Sese primary School, Sese Parents School and St. Martha Kenga Primary School. The Target population was 223 members. The sample comprised of 140 pupils, 61 community members, 19 teachers and 3 head teachers in the three selected schools. This constituted a total of 223 respondents involved in the study. Data was coded manually together with Community Members since it was Participatory Action Research. The study used descriptive research design in which qualitative and quantitative data was collected using two questionnaires, an interview guide and focused group discussion.

Home factors identified included; domestic violence, family neglect, alcoholism, poverty, divorce, child labor, rigid parents and lack of enough food.

Conditions with in School identified included; Absenteeism, No enough structures, Sickness, Distance to school, Poor performance, Indiscipline, and few teachers.

Gender factors identified included early marriages, culture and most families managed by women.

From the findings, it was evident that school dropout is common among the pupils' Rwamabaale Village. However, the actions recommended to reduce school dropout by the community members in the village included; Sensitization in schools and sensitization of parents to create awareness on the importance of education

## **Chapter One**

### **General Introduction**

#### **1.0 Introduction**

This Chapter was concerned with the background of the study. The study was about, “The Factors that contribute to Pupils' dropout in the Primary Schools of Rwamabaale village, Kagadi Sub County”. This Chapter therefore, gives the Vision statement, Purpose of the study, Objectives of the study, Scope of the study, Significance of the study, Justification of the study, Delimitations of the study and the Conclusion.

#### **1.1 Background of the Study**

Education is an important tool for the development of an individual, society and the nation at large. The purpose of education is to guide children to becoming good members of their society. The Government of Uganda recognizes education as a basic human right and continues to strive to provide free primary education to all children in the Country. However, issues with funding, teacher training, rural populations, and inadequate facilities continue to hinder the progress of educational development in Uganda (Ssebami, 2021).

The Education Sector in Uganda embraces Policy Reforms including Universal Primary Education (UPE) that was established in 1997; the UPE provides free education to all children. The primary section in Uganda runs for seven years, from primary one (P.1) to primary seven (P.7). The term dropout measures the proportion of students who drop out of school in a single year without completing a certain level of schooling, Amunga (2009).

The levels of school dropout are very high in Uganda especially among the children in rural communities. This is brought about by a number of issues such as lack of School supplies, many families cannot afford fees, books, or uniforms, other children may drop out to go to work like domestic chores or caring for siblings. It's against such issues that school dropout among children has continued to occur despite the Governments effort in the distribution of Universal Primary Education (UPE) schools that have been distributed all over the country.

The student (Ainebyona Ritah) conducted a one-month Practicum in Rwamabaale village, Busirabo Parish, Kagadi Sub County, Kagadi district. This was done through conducting Community Action Planning (CAP) with community members. Through CAP, a number of issues

were mentioned and the most pressing issue to the community members was a concern about the high dropout rates of their Pupils'. She therefore identified a research topic which was factors that contribute to Pupils' dropout in the Primary Schools of Rwamabaale Village, Kagadi Sub County and she built on this topic when she went for the two months' time of research since it was in relation to the people's alarm.

The Research Question Developed was ‘‘what are the factors that contribute to Pupils' dropout in the Primary Schools of Rwamabaale Village, Kagadi Sub County?’’

## **1.2 Vision Statement**

Enlightened Community in which all school going children are attaining quality education by 2030

## **1.3 Purpose of the study**

The purpose of the study was to investigate the factors that contribute to Pupils' dropout in the Primary Schools of Rwamabaale Village, Kagadi Sub County.

## **1.4 Objectives of the study**

- To determine the major house- hold factors that contribute to high dropout of Primary Pupils' in Rwamabaale village
- To determine the major gender factors that contribute to high dropout of Primary Pupils' in Rwamabaale village
- To determine the conditions within school that are responsible for the high dropout of Primary Pupils' in Rwamabaale village

## **1.5 Research questions**

- What are the house-hold factors that contribute to the high dropout rate of Pupils' in Rwamabaale village?
- What are gender factors that bring about school dropout of Pupils' in Rwamabaale village?
- What are the conditions within school responsible for the drop out of Pupils' in Primary schools of Rwamabaale village?

## **1.6 Scope of the study**

### **1.6.1 Content scope**

The study focused on house hold factors, gender factors, conditions within school that contribute to high dropout of Pupils' in Rwamabaale village Kagadi Sub County Kagadi District.

### **1.6.2 Geographical scope**

The study was carried out in Rwamabaale Village, Busirabo Parish, Kagadi Sub County Kagadi District.

### **1.6.3 Time scope**

The research stems from the earlier on Practicum that started from April 2022 to May 2022. Therefore, the research was a continuation from April 2023 to October 2023.

### **1.7 Significance of the study**

The research findings will help the school administrators and the parents to take measures that will address the issues the primary school children face in school, at home and at individual level. It is hoped that the findings of this research will help relevant stakeholders such as the Sub County authority and the District Local Government to improve service delivery (Primary School Education) in the village, Parish, Sub County and the District at large. The research will contribute to academic discussions or debates (to the future ARU Students) on factors contributing to high dropout of Primary School Pupils' in Rwamabaale village Kagadi Sub County.

### **1.8 Justification of the study**

During the one-month Practicum in Rwamabaale village in the month of April-May 2022, the community members expressed the need to know the reasons behind the high dropout rates of their Primary School Pupils' in the area. Therefore, this research was carried out to provide the answers for the members of the community in regards to their worries as indicated above. Hence forth, the problem of the high dropout rate of their children will be mitigated and solved thereby the village will have improved literacy levels.

### **1.9 Delimitations of the study**

The issue of school dropout is a national issue especially in the rural areas of Uganda where there is increased drop out of Pupils' before finishing primary level. During this research, the researcher engaged with children who dropped out of school, the selected Primary Schools and parents in Rwamabaale village plus other relevant stakeholders in the area. ARU supported the researcher during her research in terms of facilitation and with supervision by the Field Mentor and Faculty Supervisor.

## **Chapter Two**

### **Review of the related literature**

#### **2.0 Introduction**

The purpose of the study was to investigate the factors that contribute to high dropout rates of Pupils' in Primary Schools of Rwamabaale village, Kagadi Sub County. Sebatane (2009) maintains that a literature review is important because it sharpens and deepens the theoretical foundation of the research. In every Country education is believed to be a key to success, especially in these modern days since without it one can barely survive. Primary School Education lays the foundation for further studies and thus learners who drop out of school compromise their future. In Uganda, Primary School Education means providing basic education skills to students in subjects namely; English, Mathematics, Science, and Social Studies. However, there are other subjects like Art, and craft, Local language, physical education and music.

Accordingly, therefore, the first section of this Chapter discusses the theoretical framework, the second section discusses the conceptual framework, and the next external factors that bring about school dropout, the internal factors that cause school dropout are discussed too. These internal factors according to this context are the conditions with in school that bring about school drop out of Pupils' while the external factors include home and other related factors responsible for school dropout among Pupils' in Kagadi Sub County.

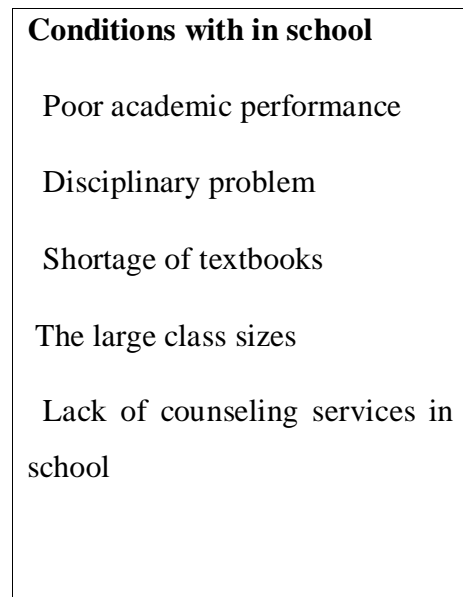
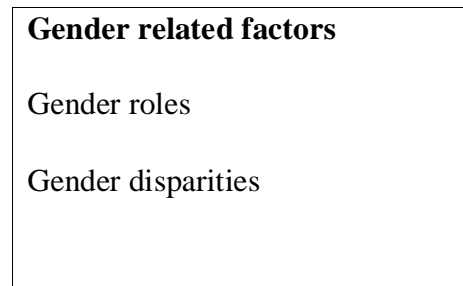
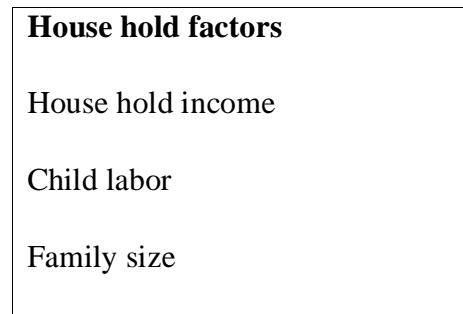
#### **2.1 Theoretical Framework**

During my research, the study used Bronfenbrenner's Ecological Systems Theory. This theory helps us understand why we may behave differently when we compare our behavior in the presence of our family and our behavior when we are in school or at work. The ecological systems theory holds that we encounter different environments throughout our lifespan that may influence our behavior in varying degrees. This theory has ecological forces that include the micro system, the mesosystem, the ecosystem, the macro system, and the chronosystem (Crawford, 2020).

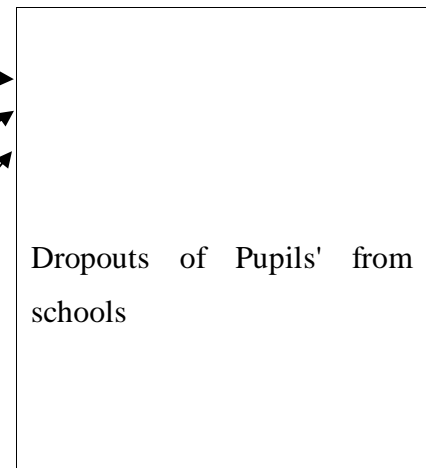
## 2.2 The conceptual framework

This concept specified the factors (independent variables) associated with high dropout of Pupils' in primary schools (dependent variables).

### Independent variables



### Dependent variable



### **2.3 Definitions of school dropout**

There are various definitions in connection with school dropout. According to UNICEF (2016), dropping out usually refers to the process of a pupil abandoning his or her schooling before the completion of a cycle of education. Dropout can also refer to the process of a pupil abandoning his or her schooling in between two cycles of compulsory education, such as between primary and lower secondary. According to Alvares, Maria and Pedro (2013), school dropout refers to not attending school during legal compulsory education age which at the time includes all children and youths between 6 and 15 years of age (Estevao, 2014).

In other words, School dropout is defined as leaving education without obtaining a minimal credential, most often a higher secondary education and diploma level (De Witte et al., 2013). (Juarros-Basterretxea, 2016).

Also, Reid (1984) indicates that school dropout is a way a child tries to avoid the pressure and responsibilities which accompany maturity and adulthood. Whereas, Hunt (2009), UNESCO (2005) and Akyeampong et al (2007) look at a dropout child as the one who starts schooling but does not complete an education cycle (Millward, 2005).

### **2.2 House hold level factors that are associated with high school dropout rates of Pupils'**

The first factor for school dropout among Pupils' to consider is household income and financial circumstances. According to Lucus (2011) and Hunt (2008), household income is a major determinant of access to education. This is because some parents in rural areas are unemployed thus poor and cannot afford to pay school fees for their children.

Poverty is another cause of school dropout among primary Pupils'. It is a serious hindering factor towards education in most regions of Uganda. Most people live in absolute poverty and are too poor to provide for themselves and in such a way they are not able to provide school materials, which are a necessity at school. So, the children go back to their parents who do not have money and to save them at times they try to look for the money themselves, with time they forget about school and consequently drop out. (Christine Mbabazi Mpyangu (PhD), 2014)

Smith (2003) argues that family background is widely recognized as the most important contributor to success in school. Families at the low end of the social scale, families where parental unemployment or irregular employment is the norm, families experiencing marital conflict such as parental divorce or separation or families where parents do not insist on their children attending



school or take no notice of their absence and do not insist on prompt attendance to school are more likely to drop out.

According to UNICEF (2007:5), learners drop out of school and prefer living in the streets because of being abused by relatives. Orphaned learners get hired out by relatives as domestic workers or herd boys for cheap labor. They get physically, emotionally or even sexually abused or exploited. Sometimes they do not get equal opportunities to attend school because they have to perform certain chores for the families who are taking care of them. (MOHLOUOA, 2014)

According to UNICEF (2021), the COVID-19 pandemic created new risk points for students to drop out of school due a number of factors like they did not re-enroll when schools reopened, they did not participate in school distance learning or other forms of education provided during the pandemic and UNICEF argues schools should have effective mechanisms in place to mitigate dropout for these specific risk points (UNICEF, 2021) .

Family size influences children's schooling cycle greatly. In comparison to children with fewer siblings, children with more siblings tend to enroll in school later, repeat grades more often and dropout of school earlier. Consequently, with larger family size, the financial burden is greater; children are less likely to attend school and often dropout (Enyegue, Parfait and Eloundou, 2000).

#### **2.4 Gender factors that are associated with high school dropout rates of Pupils'**

Gender refers to socially constructed norms, attributed by society to one for being female or male, or of femininity and masculinity (Nicholson, 1994); Haslanger, (2000; 2017).

Gender is a socio-cultural construct which shapes the roles of men and women in a given society at a given time. Gender is based on the biological difference between men and women for example child-bearing, breastfeeding, upon which norms and social values are developed. These norms organize the social relationships between men and women and the social roles of men and women in society. School-related gender-based violence is defined as “acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics” (UNESCO and UN Women, 2016).

According to the United Nations, Gender equality must be an essential part of national strategies for poverty reduction (McCowan, 2007, McCowan, 2012) because nations with higher levels of

female enrolment in education in general have much higher levels of economic productivity (Schofer & Meyer, 2005) (Odaga, 2020).

Gender obstacles are also confounded by growing poverty rates which account for disparities in educational access, outcomes and opportunities at primary, secondary and higher levels, and affect girls and women as well as boys and men differently. In the context of Uganda, poverty explains why disparities in educational access, outcomes and opportunities vary significantly from region to region (Deininger & Okidi, 2003; Gaddis, 2010).

The study by Holmes (2003) found out that overall females receive less education than males, and they tend to dropout, or are withdrawn earlier for both economic and social-cultural reasons. The study further argues that the opportunity cost of sending female children to school in rural areas, where girls are married quite early, is high because benefits of their schooling will not accrue to their parental household.

According to UNICEF (2021), Boys and Girls face different and multiple barriers to access, remain and complete education. Some girls from particular ethnic groups might be more at risk of early marriage than others. Boys from rural areas might be more at risk of dropout to pursue financial opportunities, particularly when living in very poor families.

Odaga and Heneveld (1995), further note that parents worry about wasting money on the education of girls because there are most likely to get pregnant or married before completing their schooling and that once married, girls become part of another family and the parental investment in them is lost this therefore perpetuates parents discouraging the girl child from continuing with school (Nakajjo, 2008).

Boys desire to start career early, to earn their own money, determination to success and better employment prospects than girls in the formal and informal sectors associate the dropout rates of children in primary schools. On the side of girls, lower economic opportunities, and often in under-performing sectors for example care, hairdressing or sectors bringing lower economic returns and lower access to technology also brings about increased dropout rates of girls from school Harrington (2005) UNGEI and the Commonwealth Education Hub (2016), Borgna and Struffolino (2017), UNESCO and UN Women (2016).

### **2.3 Conditions within the school that are associated with high dropout rates of Pupils'**

According to Eria Olowo Onyango (2014), repetition is one of the causes of school dropout. He argues that repeated poor performance in class makes many children give up on studies when they see that their performance is constantly poor. This makes them leave school and join peer groups go drinking and become criminals among all other bad habits.

According to Akyeampong (2007) and Hunt (2008), the level of school performance, its institutional configuration, its processes and practices and relationship within the school, between teachers and students, all influence access and completion. These factors within the school have been found to interact with other factors outside the school to cause children to dropout, although in some cases, a single positive or negative experience at school can be the main determinant of whether a child stays in school or withdraws (Boyle et al., 2002; State of World's Children, 2006)

In the view point of Brock & Cammish (1997), availability of resources such as textbooks, desks and blackboards has been found to influence school dropout. Teaching practice and behavior can particularly influence a pupil's decision to drop out.

Increased teacher absenteeism represents a problem that reduces the opportunities for children to learn. G Guerrero (2013). Although much is still unknown about how teacher absence leads to dropout, it clearly implies that Pupils' education and by extension, interest in school suffers as a result.

According to A Dagnev (2017), shortage of textbooks has a very high and high contribution to dropout (Dagnev, 2017). This shortage of textbooks leads to poor academic performance of children and lead to poor grades thus this makes some of these children loose morale and hence dropout of school.

### **2.4 Summary of the literature review**

The reviewed literature above identifies the theoretical framework, conceptual framework, and the various factors that contribute to high dropout rates of Pupils'. It should be noted that understanding why children dropout is so difficult because it's associated by a range of internal and external factors. A study on factors associated with higher dropout rates of Pupils' in Rwamabaale village, Kagadi Sub County has not yet been done. This study therefore is sought to fill it

## **Chapter Three**

### **Methodology**

#### **3.0 Introduction**

The purpose of the study was to investigate the factors that contribute to high dropout of Primary Pupils' in Rwamabaale village, Kagadi Sub County. This Chapter contains the description of the area of study, research design, purpose of the study, Methods of data collection, Sample design, Tools of data collection and Data analysis and interpretation.

#### **3.1 Area of study**

The study was carried out in Rwamabaale village, Busirabo Parish, Kagadi Sub County, Kagadi District. Selected Schools were Sese primary school, Sese parents' school and St. Martha Kenga Primary School. These schools were selected as samples in Kagadi Sub County to investigate the factors that contribute to high dropout rates of Pupils' in Primary Schools.

#### **3.2 Research design**

The study used descriptive research design. House hold factors, gender factors and conditions with in school that are responsible for high dropout rates of Pupils' in primary schools of Rwamabaale village Kagadi Sub County were investigated. Research design presents; Purpose of the study, methods of data collection, sample design, tools of data collection and conclusion

##### **3.2 .1 Purpose of the study**

The purpose of the research was to investigate the factors that contribute to high dropout rates of primary school Pupils' in Rwamabaale village Kagadi Sub County.

##### **3.3.2 Methods of data collection**

###### **3.3.1 Interviewing method**

This method was used with the help of interview guides that were used on teachers and Pupils' to examine school factors that contribute to high rate of School Dropout of Primary Pupils' in Rwamabaale Village Kagadi Sub County.

###### **3.3.2 Observation method**

The researcher used overt and covert observation and was used to observe Pupils' seen in the village not attending school.

### 3.3.3 Focused group discussion

The researcher used focused group discussions in order to generate relevant information from parents to find out the household factors that bring about dropouts of their primary school Pupils'. It was also used in sensitization meetings with parents and children though discussing measures against school dropout in Rwamabaale village Kagadi Sub County.

### 3.4 Target population

The target population of this study comprised of parents both male and females aged between 18-60 years. It included Pupils' aged 8-18 years and the teachers aged 18-50 years of Rwamabaale village located in Busirabo Parish, Kagadi Sub County.

### 3.5 Sample design

#### 3.5.1 Sampling techniques

The researcher used simple random sampling to get representatives to provide relevant information about school dropout in Rwamabaale village.

#### 3.5.2 Sample Size

Morgan's formula was used to determine the sample size of the respondents that was used during the research and it was derived from the entire population of 513 people of whom 223 were interviewed. 61 parents, Government officials including chairman LCI, the CDO and 22 teachers including 3 head teachers and 140 Pupils' in selected schools in Kagadi Sub County. These schools included Sese Primary School, Sese Parents Primary School and St. Martha Kenga Primary School. The researcher selected 10 Pupils' in primary five, 10 in primary six and 10 in primary seven in each of the selected schools where the research was conducted. Teachers being the managers of schools were in position to give relevant information concerning school dropout and its implications to education.

The sampling formula;

$$n = \frac{x^2 NP (1-P)}{e^2 (N-1) + x^2 p (1-p)}$$

Whereby n= sample size,  $x^2$ =the table value of the chi square for one degree of freedom at the desired confidence level (3.841)

N= the population size, e=precision, 1=constant and p=the population portion (assumed to be 0.5)

$$n = \frac{3.841 * 513 * 0.5(1-0.5)}{}$$

$$0.05^2(513-1) + 3.841*0.5(1-0.5)$$

$$n = \frac{985.2165(1-0.5)}{0.002(513-1+1.92059(1-0.5))}$$

$$0.002(513-1+1.92059(1-0.5))$$

$$n = \frac{985.2165-492.60825}{1.2825-0.0025+1.9205-0.96025}$$

$$1.2825-0.0025+1.9205-0.96025$$

$$n = \frac{492.60825}{1.25+0.96025}$$

$$1.25+0.96025$$

$$n = \frac{492.60825}{2.21025}$$

$$2.21025$$

$$n = 223$$

The sample size involved 223 people who presented results of the contribution to the community.

### **3.6 Tools of data collection**

#### **3.6.1 Interviewing guide**

The researcher used different interview guides when collecting data on drop outs. These interview guides were for different categories of people namely teachers and Pupils' (those in school and the dropouts) to find out the factors associated with high dropout rates of Pupils' in Rwamabaale village Busirabo Parish Kagadi Sub County. The interview guides are provided under appendices I, II, and III.

#### **3.6.2 Use of Questionnaires**

The researcher also used questionnaires that were distributed to teachers, Pupils' and parents

#### **3.6.3 Camera**

During the study, the researcher used a camera to take pictures

#### **3.6.4 Pens and papers**

The researcher used a pen and paper for recording the necessary information during the research.

### **3.7 Research procedure**

Before proceeding to collect data from the community and the selected schools, African Rural University provided the researcher with an official letter introducing her to the Kagadi Sub County

Local Government. She then proceeded to the sample area and collected data, sort it, categorize it and then analyze it, then recommendations and conclusions will be made.

### **3.8 Data analysis and interpretation**

The researcher used SPSS to analyze her data collected from the field.

### **3.9 Ethical considerations.**

The researcher first asked for permission from selected respondents where the research was conducted. The respondents were assured that their names would never appear anywhere for issues of confidentiality.

### **3.10 Research Limitations**

The study only focused on the factors contributing to Pupils' dropout in the primary schools in Rwamabaale village Kagadi Sub County. However, the study covered a smaller number of respondents in Kagadi.

The researcher was a student and therefore had limited financial resources for an extensive study. Nevertheless, this study provided a fertile ground for further research on factors contributing to Pupils' dropout in the primary schools in Uganda.

It was challenging for the researcher to access the respondents since they were busy in agriculture in the morning hours however this was overcome by collecting data in the afternoon hours.

### **3.11 Conclusion**

In conclusion therefore, the above Chapter describes the research design and the methods that were used during the research.

## Chapter Four

### Data Analysis and Presentation of Results

#### 4.0 Introduction

The purpose of the study was to investigate the factors contributing to the high dropout rate of Primary Pupils' in Rwamabaale village Kagadi Sub County. The Chapter presents the results from data collection.

#### 4.2 Questionnaire Return Rate

All the questionnaires dispersed to the teachers, parents and Pupils' were returned translating to 100% response rate. Therefore, the data collected was very reliable and acceptable. The presentation of the results was according to the section dedicated to each of the three objectives.

#### 4.2 Gender of the respondents

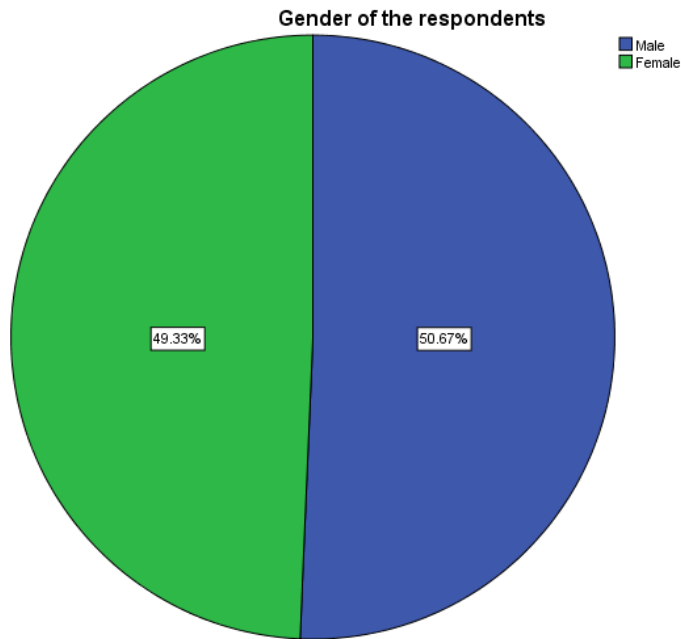
The results of the findings show that out of 223 respondents, 113(50.7%) of the respondents were male while 110(49.3%) of the respondents were females as shown in table I below. This implies that the study was not gender biased and took almost equal opinion from both sexes hence considered valid and dependable.

**Table 1: Gender of the respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Male</b>	<b>113</b>	<b>50.7</b>
<b>Female</b>	<b>110</b>	<b>49.3</b>
<b>Total</b>	<b>223</b>	<b>100.0</b>

**Source: Ordinary Data, 2023**



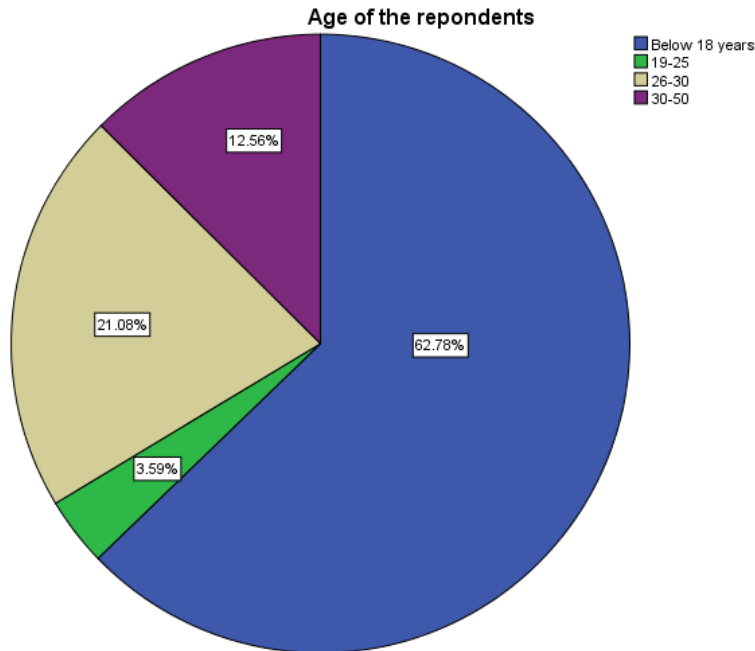


### 4.3 Age of the respondents

The results of the study showed that, all the Pupils' 140(62.8%) were in the age group of 9-18 years. Majority of the parents and teachers 47(21.1%) in the age group of 26-30 years, 28(12.6%) in the age group of 30-50 years, and 8(3.6%) in the age group of 30-50 years as shown in table 2. This implies that the researcher gathered information from the right respondents thus valid and reliable.

**Table 2: Age of the respondents**

Age	Frequency	Percentage (%)
9- 18 years	140	62.8
19-25	8	3.6
26-30	47	21.1
30-50	28	12.6
Total	223	100.0

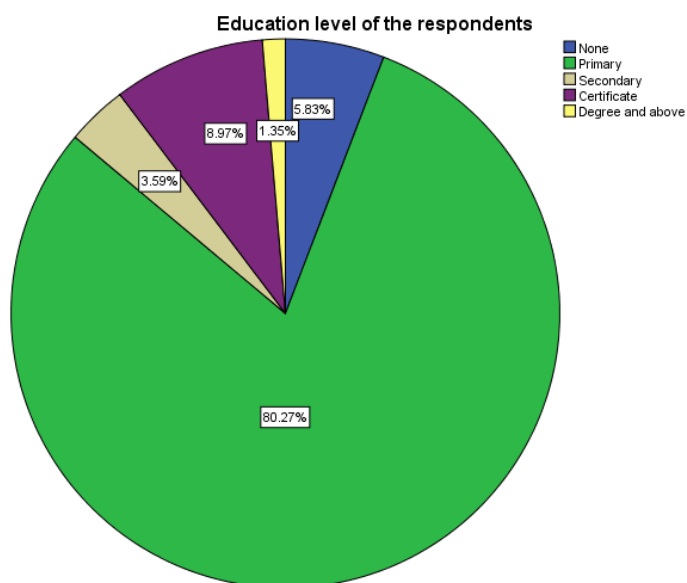


#### 4.4 Education level of the respondents

The results of the study shown that, all the respondents fall in the education level of the indicated results in table 3 below. 13(5.8%) of the respondents did not attain any education. Majority of the parents and all Pupils' 179(80.3%) belong to the primary level. 8(3.6%) attended school but stopped in secondary.20 (9.0%) of the respondents have certificates and it's at this level that majority of the Teachers in the primary schools where the research was conducted belong. 3(0.3%) of the respondents are of degree level and these were the head teachers in the three schools where the researcher did her research from.

**Table 3: Education level of the respondents**

Education level	Frequency	Percentage (%)
None	13	5.8
Primary	179	80.3
Secondary	8	3.6
Certificate	20	9.0
Degree and above	3	1.3
Total	223	100.0

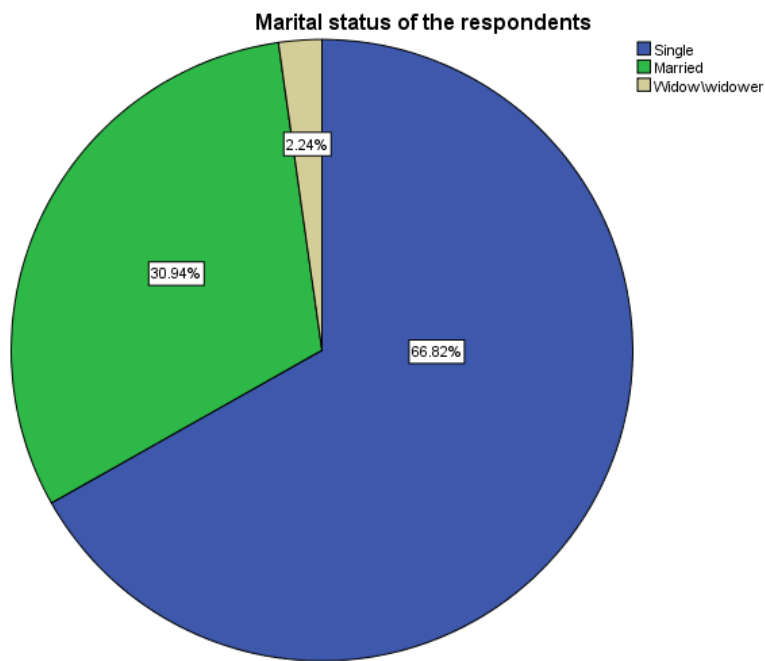


#### 4.5 Marital status of the respondents

The results of the findings show that out of 223 respondents, 149(66.8%) of the respondents were single and this covered most of the Pupils' since they are not yet married and are still attending school. 69 (30.9%) of the respondents were married and 5(2.2%) of the respondents were widows/widowers.

**Table 4: Marital status of the respondents**

Marital Status	Frequency	Percentage (%)
Single	149	66.8
Married	69	30.9
Widow\widower	5	2.2
Total	223	100.0

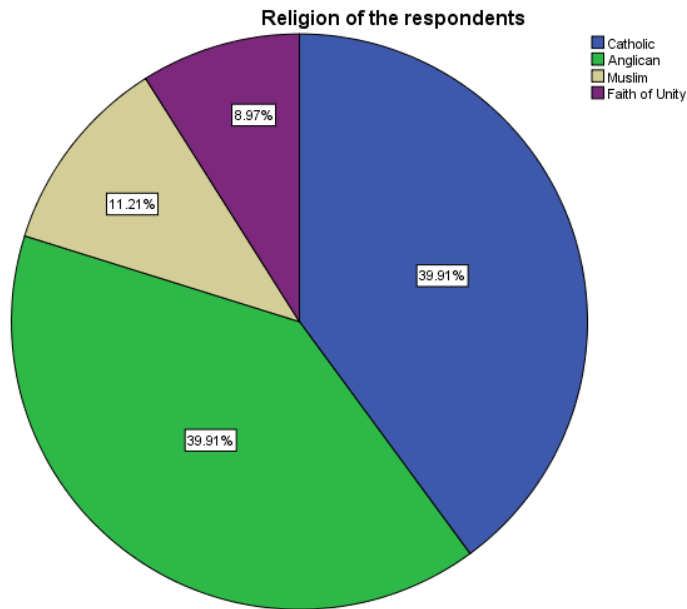


#### 4.6 Religion of the respondents

The results of the findings show that out of 223 respondents, 89(39.9%) of the respondents were Catholics.89 (39.9%) of the respondents were Anglicans, 25(11.2%) of the respondents were Muslims and 20(9.0%) of the respondents belonged to faith of unity.

**Table 5: Religion of the respondents**

Religion	Frequency	Percentage(%)
Catholic	89	39.9
Anglican	89	39.9
Muslim	25	11.2
Faith of Unity	20	9.0
Total	223	100.0



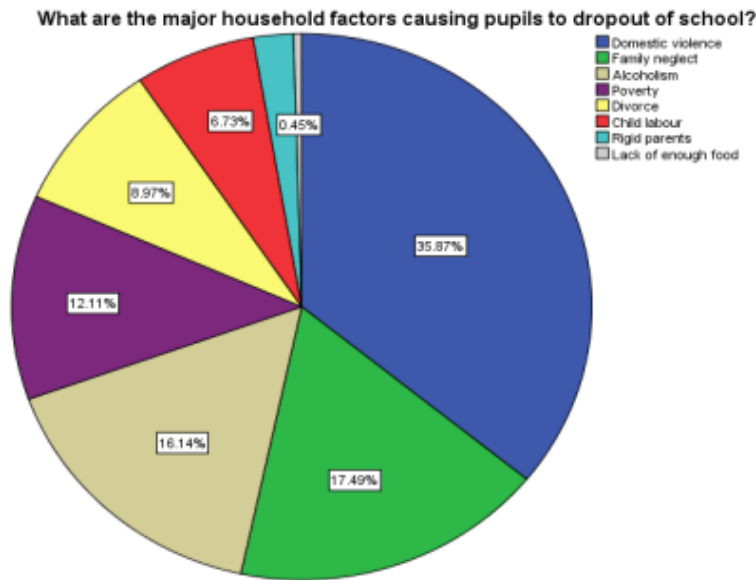
#### 4.7 Major household factors that contribute to pupil’s dropout in primary school

The first objective of the study was to find out the major household factors that contribute to high dropout rate of Primary Pupils' in Rwamabaale village, Kagadi Sub County. The study was guided by the following research question. What are the house-hold factors that bring about high dropout rate of Pupils' in Rwamabaale Village? The data collected and analyzed under this section revealed that, the household factors that contribute to Pupils' dropout include; Domestic violence, family neglect, alcoholism, poverty, divorce, child labor, rigid parents and lack of enough food.

**Table 7: Household factors contributing to school dropout**

Household factors	Frequency	Percentage (%)
Domestic violence	80	35.9
Family neglect	39	17.5
Alcoholism	36	16.1
Poverty	27	12.1
Divorce	20	9.0
Child labor	15	6.7

Rigid parents	5	2.2
Lack of enough food	1	0.4
Total	223	100.0



#### 4.7.1 Domestic Violence

The findings of the study revealed that, domestic violence was the number one household factor contributing to Pupils' dropout in primary schools of Kagadi Sub County. This is because 80(35.9%) of the respondents agreed that, domestic violence was the number one cause of Pupils' dropout in schools. A respondent revealed that, most people in Rwamabaale village live in violence where by some of the married couples stay in wrangles thus this at times brings about divorce whereby the parents separate which affects their children's education thus end up dropping out of school.

#### 4.7.2 Family Neglect

The finding of the study also revealed that family neglect was another major household factor contributing to Pupils' dropout in Primary Schools of Kagadi County. This is due to the fact that 39(17.5%) of the respondents agreed that family neglect is associated with Pupils' dropout from school. The respondents explained that, when a family is neglected especially by a man and children are left for only women, it becomes difficult for the woman to afford buying school dues

to all the children thus the abused and neglected children are at higher risk for lower academic achievement since they end up dropping out of school before completing their primary section.

#### **4.7.3 Alcoholism**

The findings of the study revealed that alcoholism among parents was a major house hold factor contributing to Pupils' dropout in primary. This is because 36(16.1%) of the respondents agreed that alcoholism causes Pupils' in Rwamabaale village to drop out of school before finishing primary. The respondents expounded that most of the people in Rwamabaale village are sugarcane growers and this has therefore caused most of the male parents to be drunkards since there are many bars in the village. This therefore, makes them ignore bothering about their children's education thus the Pupils' end up dropping out.

#### **4.7.4 Poverty**

The findings of the study revealed that, poverty was a major factor contributing to Pupils' dropout in primary. This is because 27(12.1%) of the respondents agreed that, poverty was among the factors that cause Pupils' to dropout in primary schools of Kagadi Sub County. A respondent revealed that, most people in Rwamabaale village live in absolute poverty, they are too poor to provide for themselves and in such away they are not able to provide school materials which are a necessity at school. So the Pupils' go back to their parents who do not have money, with time they forget about school and consequently drop out.

#### **4.7.5 Divorce**

The findings of the study also revealed that Divorce among parents causes Pupils' to drop out of school without finishing the primary section. This is because, 20(9.0%) of the respondents agreed that divorce makes some Pupils' to dropout. The respondents said that after a divorce among parents, the children can be affected academically since one parent especially a woman finds it hard to pay for the children hence they end up dropping out.

#### **4.7.6 Child labor**

On the issue of child labor, 15(6.7%) of the respondents agreed that it was a factor that influences school dropout in Kagadi Sub County. Respondents explained that, sometimes children have to help their parents on the farm to enable them raise money to pay for school items. When they fail to get the money, the child remains on the farm and does not return to school because the school would not accept him/her unless he/she produced the item required. In some circumstances too,

the children would assist their parents in trading business especially on market days or better sell milk in the morning before going to school. This makes the child tired at times thus goes late to school and hence are refused to attend.

#### **4.7.7 Rigid Parents**

The findings of the study revealed that rigid parents make Pupils' to drop out of school without finishing primary in Rwamabaale village.5 (2.2%) of the respondents agreed to this factor as far as school dropout was concerned in the area. Some parents are rigid to an extent that they cannot afford to help their children in doing their homework, directing them to prepare for school; reading over their notes and giving the needed financial assistance. Instead, they load them with house chores which tend to weigh them down. The girls are the most affected when it comes to house chores, especially cooking and babysitting which eventually affect their academic performance thus end up dropping out of school.

#### **4.7.8 Lack of enough food**

The findings of the study revealed that, some Pupils' drop out of schools in, Kagadi Sub County because they have no food to eat at school and even back at home there is nothing, 1(0.4%) of the respondents agreed that food is a major cause of Pupils' drop out from schools in Rwamabaale village. In an interview conducted, the interviewees said that, Pupils' have hard time retaining information when they are hungry, so in the long run they end up failing and get fed up with school and dropout.

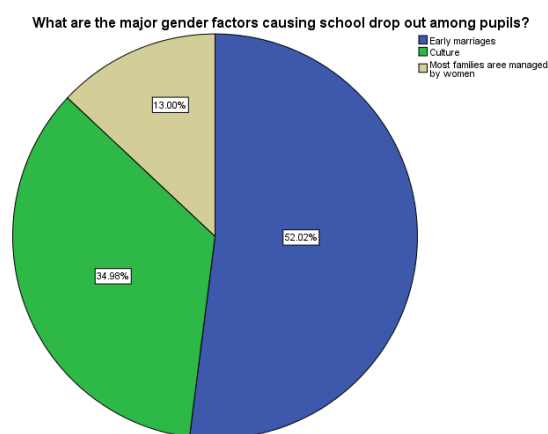
### **4.8 Major Gender factors that contribute to school dropout among Pupils'**

The second Objective of this study was to find out the gender factors associated with the dropout rate of primary Pupils' in Kagadi Sub County. To achieve the stated objective, the study was guided by the following research questions: What are the gender factors associated with high dropout rates of primary Pupils' in Kagadi Sub County? The data collected under this question revealed that gender factors that contribute to Pupils' 'dropout in primary schools of Kagadi Sub County include; Early marriages, culture, most families being managed by women. The analysis and presentation of the findings are presented in table 8 below.

**Table 8: Gender factors contributing to school drop out of Pupils'**



Gender factors	Frequency	Percentage (%)
Early marriages	116	52.0
Culture	78	35.0
Most families managed by women	29	13.0
Total	223	100.0



#### 4.8.1 Early Marriages

The findings of the study revealed that, some Pupils' dropout of school in Kagadi Sub county because they go in for marriage at an early age. 116(52.0%) of the respondents agreed that early marriages most especially among teenage girls has made many of them dropout of school before completing their primary level. Some Teachers responded that girls who dropped out indicated that some families in the area are unable to provide for their school needs, and it's therefore decided that boys should continue schooling whilst the girls helped in the house chores, which is likely to boost the family's income. The ultimate reason is that, the girls will be married off or may become pregnant and drop out. It is also true that some of the girls become pregnant and could not continue because by the time they delivered, they felt shy to go back to the same class where their peers had moved on.

#### **4.8.2 Culture**

The findings of the study revealed that Cultural attitude among the community members also caused some Pupils' to dropout before finishing primary in Kagadi SubCounty.78 (35.0%) of the respondents agreed that some Pupils' dropout of school because of the negative cultural attitude among parents especially on the girl child education. An Interview conducted on the teachers found out that, parents marry their daughters early to obtain bride wealth, evade paying school fees for the girls who may not benefit their families after marriage. This thus contributes to school dropout.

#### **4.8.3 Most families being managed by women**

The last factor that respondents agreed on was that most families in Rwamabaale village are being managed by women.29 (13.0%) of the respondents agreed that most of the families are managed by women of which most of these women earn less from the economic activities they do. The respondents further discussed that these women usually carryout small scale agriculture which cannot support them to afford payment school dues for their children. This therefore makes these children to dropout before completing Primary.

#### **4.9 Conditions within school that contribute to pupil's dropout in primary school**

The third objective of the study was to find out the conditions with in school that contribute to high dropout rate of primary Pupils' in Rwamabaale village, Kagadi Sub County. The study was guided by the following research question. What are the house-hold factors that bring about high dropout rate of Pupils' in Rwamabaale Village, Kagadi Sub County? The data collected and analyzed under this section revealed that, the conditions within school that contribute to Pupils' dropout include; Absenteeism, No enough structures, Sickness, Distance to school, Poor performance, Indiscipline, and few teachers. The analysis and presentation of the findings are presented in table 9 below.

**Table 9: Conditions within school that contribute to Pupils' dropout**

Conditions with in school	Frequency	Percentage (%)
Absenteeism	18	8.1
No enough structures	22	9.9
Sickness	37	16.6
Distance to school	22	9.9
Poor performance	77	34.5
Indiscipline	46	20.6
Few teachers	1	.4
Total	223	100.0

#### **4.9.1 Absenteeism**

The findings of the study 18(8.1%) revealed that absence of teachers in some schools is one of the conditions within school that bring about school dropout among the Pupils' in Rwamabaale village, Kagadi Sub County. An Interview conducted in one of the schools revealed that teachers' absenteeism from school makes them relaxed said the Pupils'. This therefore makes some of these Pupils' fail being attended to thus making them comfortable at their homes without attending school on daily basis thus eventually dropping out of school.

#### **4.9.2 No enough structures**

The findings of the study also revealed that absence of enough structures in some schools brings about school dropout among the Pupils' of Rwamabaale Village.22 (9.9%) of the respondents agreed that some schools have structures that are of mud and wattle which could not be an issue, but some of the structures leak and Pupils' end up being rained upon while attending their classes. One of the Pupils' in the School further explained that the classes available were few to accommodate the Pupils' available in a given class thus this makes some of these Pupils' fail to be

attended to while studying which makes them loose morale hence they end up dropping out of school.

#### **4.9.3 Sickness**

The findings of the study also found out that sickness among Pupils' was a contributory factor for dropout of primary Pupils' in Rwamabaale village, Kagadi Sub County. The findings revealed that 37(16.6%) agreed that health issues among Pupils' contribute a lot to Pupils' dropping out. Some Pupils' fall sick and spend some days without appearing at school. This makes them miss out some important topics leading to poor performance which makes them loose morale hence contributing to school dropout.

#### **4.9.4 Distance to school**

The findings of the study found out that distance to school was a contributing factor to Pupils' dropout. 22(9.9%) of the respondents agreed that some pupil walk long distances which at times makes them reach school late and eventually are punished and at times sent back home without attending school. This makes them feel discouraged thus end up dropping out of school before completing primary.

#### **4.9.5 Poor performance**

It is evident from table 9 that poor performance is a major school related factor that brings about school dropout among Pupils' in primary schools of Rwamabaale village, Kagadi Sub County. This is because all the teachers, some Pupils' and parents agreed that poor performance has been a major contributing factor to Pupils' in Kagadi Sub County. In the same vein, 77(34.5%) of the respondents accepted that it was because of poor academic performance that some Pupils' dropout of school due to fear of repeating classes and some feel that they are too old to stay in school thus end up dropping out without finishing their primary education.

#### **4.9.6 Indiscipline**

The study also found out that, Indiscipline is a major factor that contributes to Pupils' dropout among the primary Pupils' of Rwamabaale village, Kagadi SubCounty. 26(20.6%) of the respondents agreed to this. Some respondents especially teachers of Sese Primary School alleged that indiscipline Pupils' are suspended and at times expelled from schools thus this makes these Pupils' relaxed hence end up dropping out from school.

#### **4.9.7 Few teachers**

The findings of the study revealed that the presence of few teachers in schools contribute to Pupils' dropout in Primary schools of Rwamabaale village, Kagadi Sub County. 1(0.4%) of the respondents agreed that some schools have few teachers compared to the many classes available in a given school, thus this makes some classes fail to be attended to thus contributing to Pupils' dropout from school.

## **Chapter Five**

### **Summary, Conclusions and Recommendation**

#### **5.1 Introduction**

The purpose of the study was to investigate the factors contributing to high dropout rate of Primary Pupils' in Rwamabaale village, Kagadi Sub County. This Chapter of the research project covers the summary of findings, conclusions and Recommendations.

#### **5.2 Summary of the Study**

The study sought to establish the factors that contribute to high dropout among Pupils'. The study was guided by three objectives that focused on the house-hold factors, gender factors and school based factors that contribute to high dropout among Pupils'.

##### **5.2.1 House-hold factors that contribute to high dropout of primary Pupils' in Rwamabaale Village, Kagadi Sub County**

The first objective of the study was to investigate the house-hold factors that contribute to high dropout rates of primary Pupils' in Rwamabaale Village, Kagadi Sub County. The study found that domestic violence, family neglect, alcoholism, poverty, divorce, child labor, rigid parents and lack of enough food are the major house-hold factors contributing to high drop out of Primary Pupils' in Rwamabaale village, Kagadi Sub County. The findings of the study revealed that 80(35.9%) of the respondents agreed that domestic violence was a major household factor that contribute to Pupils' dropout. The findings of the study also found out that 39(17.5%) of the respondents agreed that Family neglect contribute to Pupils' dropout. The findings of the study also found out that 36(16.1%) of the respondents agreed that alcoholism also contributes to Pupils' dropout. The findings of the study found out that 27(12.1%) of the respondents agreed that poverty contributes Pupils' dropout. The findings of the study revealed that 20(9.0%) of the respondents agreed that divorce contributes to Pupils' drop out. The findings of the study revealed that 15(6.7%) of the respondents agreed that child labor also contributes to Pupils' drop out. The findings of the study revealed that 5(2.2%) of the respondents agreed that rigid parents make their Pupils' dropout before completing primary section. The findings of the study also revealed that 1(0.4%) of the respondents agreed that Lack of enough food contributes to Pupils' drop out from schools before finishing primary.

### **5.2.2 Gender factors that contribute to high dropout of primary Pupils' in Rwamabaale Village, Kagadi Sub County**

The second objective of the study was to investigate the gender factors that contribute to high dropout rates of Primary Pupils' in Rwamabaale Village, Kagadi Sub County. Early marriages, culture and most families being managed by women are the major gender factors contributing to high drop out of Primary Pupils' in Rwamabaale village, Kagadi Sub County. The findings of the study revealed that 116(52.0%) of the respondents agreed that early marriages were a major gender factor that contribute to Pupils' dropout. The findings of the study revealed that 78(35.0%) of the respondents agreed that culture was a major gender factor that contribute to Pupils' dropout. The findings of the study revealed that 29(13.0%) of the respondents agreed that most families being managed by women was a major household factor that contribute to Pupils' dropout.

### **5.2.3 Conditions with in school that contribute to high dropout of primary Pupils' in Rwamabaale Village, Kagadi Sub County**

The third objective of the study was to investigate the gender factors that contribute to high dropout rates of Primary Pupils' in Rwamabaale Village, Kagadi Sub County. The study found that absenteeism, no enough structures, Sickness, Rigid parents, Poor performance, Indiscipline, and Few teachers available in schools are the conditions with in school that contribute to high dropout of primary Pupils' in Rwamabaale Village, Kagadi Sub County. The findings of the study revealed that 18(8.1%) of the respondents agreed that absenteeism of teachers in schools was a major school factor that contribute to Pupils' dropout. The findings of the study revealed that 22(9.9%) of the respondents agreed that absence of enough structures (class rooms) were a major school factor that contribute to Pupils' dropout. The findings of the study revealed that 37(16.6%) of the respondents agreed that sickness among Pupils' was a major school factor that contribute to Pupils' dropout. The findings of the study revealed that 22(9.9%) of the respondents agreed that distance to school was a major school factor that contribute to Pupils' dropout. The findings of the study revealed that 77(34.5%) of the respondents agreed that poor performance among Pupils' was a major school factor that contribute to Pupils' dropout. The findings of the study revealed that 46(20.6%) of the respondents agreed that Indiscipline among Pupils' was a major school factor that contribute to Pupils' dropout. The findings of the study revealed that 1(0.4%) of the respondents agreed that no teachers in some schools contribute to Pupils' dropout.

### **5.3 Conclusions**

From the findings of the study, the researcher made the following conclusions. From the findings of the study, the researcher made the following conclusions.

The first Objective of the study was to find out the house-hold factors that contribute to high dropout of Primary Pupils' in Rwamabaale Village, Kagadi Sub County. The study concludes that Domestic violence, family neglect, alcoholism, poverty, divorce, child labor, rigid parents and lack of enough food are the major house-hold factors contributing to the dropout of Primary Pupils' in Rwamabaale village Kagadi Sub County. The findings of the study also concluded that 80(35.9%) of the respondents agreed that domestic violence was a major household factor that contribute to Pupils' dropout.

The second Objective of the study was to investigate the gender factors that contribute to high dropout rates of Primary Pupils' in Rwamabaale Village, Kagadi Sub County. The study concludes that early marriages, culture and most families being managed by women are the major gender factors contributing to high drop out of Primary Pupils' in Rwamabaale village, Kagadi Sub County. The study also concludes that early marriages as agreed by 116(52.0%) of the respondents was the major gender factor contributing to Pupils' dropout.

The third Objective of the study was to investigate the conditions within school that contribute to high dropout rates of Primary Pupils' in Rwamabaale Village, Kagadi Sub County. The study concludes that Teachers' absenteeism, no enough structures, Sickness, Rigid parents, Poor performance, Indiscipline, and Few teachers available in schools are the conditions with in school that contribute to high dropout of primary Pupils' in Rwamabaale Village, Kagadi Sub County. The study also concluded that 77(34.5%) of the respondents agreed that poor performance among Pupils' was a major school factor that contribute to Pupils' dropout.

This study shown that dropping out of school cannot be attributed to one single event. Rather school dropout is influenced by arrange of factors that is to say household factors, school factors and gender factors in Kagadi Sub County particularly Rwamabaale village. Some households from poor backgrounds who struggle to send their children to school often find the education provision they receive lacking hence increasing the pressure on children to withdraw and this has a negative consequence for the individual, family, society and the entire nation at large. This thus calls for



the education sector especially concerned stakeholders to put efforts and come up with pragmatic measures to deal with this issue of school dropout in Kagadi Sub County.

#### **5.4 Recommendations**

To ensure the reduction in dropout rates, the following recommendation are made:

- There should be provision and skilling young girls in gender friendly facilities like sanitary pads making to improve enrolment and participation of children in schools.
- There should be a policy on compulsory Universal Education to ensure that all children are enrolled and attend school regularly.
- The Government should strengthen the sensitization of parents and guardians to take up their prominent roles on meeting their children's' concerns and ensuring that these children stay in school.
- Schools must be mandated to organize termly general parent's meetings to enable the parents meet teachers of their Pupils' and discuss issues concerning their Pupils' education.
- The schools in collaboration with other stakeholders including parents should establish pupil managed school farm projects to ensure that both children and teachers access food from school.

#### **5.5 Suggestions for further research**

In light of the findings of this research project, it is recommended that the following areas must be considered for future research.

This study covered a small portion of Kagadi District's entire population and Uganda. Therefore, the findings might not reflect the whole Country especially when the dropout rate of Primary Pupils' in a given region or District differ. For that reason, a need to carry out a study to find out

more on the factors bringing about Pupils' 'dropout is required especially among young girls before completing their primary section.

## 5.6 References

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## 5.7 Appendices

This includes questionnaire for teachers, questionnaire for parents, Interview guide for Pupils' and photos for enrolment.

### 5.7.1 Appendix I

Questionnaire for Teachers

#### FACULTY OF TECHNOLOGIES FOR RURAL TRANSFORMATION QUESTIONNAIRE FOR TEACHERS

Dear respondents, I am a student of the above mentioned institution conducting a research work on the topic: **FACTORS THAT CONTRIBUTE TO HIGH DROPOUT RATE OF PRIMARY PUPILS' IN KAGADI SUBCOUNTY** as part of the requirements for the award of a Bachelors Degree of Rural Development. Kindly assist me to fill in the questionnaire by ticking or filling in the spaces provided as necessary. Whatever information you provide will be used for academic purposes and will be confidential.

#### Section A: Socio-Democratic Data of the respondents

A. SEX 1. Male 2. Female	B. AGE 1. Below 18 years 2. 19-25 years 3. 26-35 years
C. MARITAL STATUS 1. Single 2. Married 3. Widow/widower	D. LEVEL OF EDUCATION 1. Certificate 2. Diploma 3. Degree 4. Masters
E. RELIGION 1. Catholic 2. Anglican 3. Muslim 4. Faith of Unity	

F) How many Pupils' are in this school?

.....  
G) Do some Pupils' drop out?

Yes

No

H) If yes, what is the major house-hold factors associated with high dropout rates of primary Pupils'?

1. Domestic Violence    2. Family neglect    3. Alcoholism
4. Poverty                    5. Polygamy            6. Divorce    7. Child labor
8. Rigid Parents                    9. Lack of enough food

I) what are the major gender factors that impact the dropout rates of primary Pupils'?

1. Early marriages            2. Culture
3. Most families being managed by women

J) What are the conditions with in school that are responsible for the high dropout rates of primary Pupils'?

1. No teachers            2. No enough structure            3. Sickness
4. Distance to school    5. Poor performance            6. Indiscipline
7. Few teachers

K) Do all Pupils' access food at school?

Yes

No

L) Do all Pupils' come early at school?

Yes

No

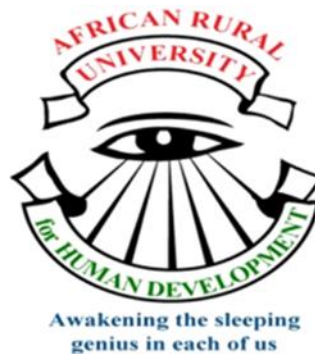
M) If no, do you allow them to continue studying?

Yes

No

Thank you for your cooperation

### 5.7.2 Appendix III: Questionnaire for parents



#### FACULTY OF TECHNOLOGIES FOR RURAL TRANSFORMATION QUESTIONNAIRE FOR PARENTS

Dear respondents, I am a student of the above mentioned institution conducting a research work on the topic: **FACTORS ASSOCIATED WITH HIGH DROPOUT RATE OF PRIMARY Pupils' IN KAGADI SUBCOUNTY** as part of the requirements for the award of a Bachelors Degree of Rural Development. Kindly assist me to fill in the questionnaire by ticking or filling in the spaces provided as necessary. Whatever information you provide will be used for academic purposes and will be confidential.

#### Section A: Socio-Democratic Data of the respondents

A.SEX 1.Male 2.Female	B.AGE 1.Below 18 years 19-25 years 26-35 years
C.MARITAL STATUS 1.Single 2.Married 3. Widow/widower	D.LEVEL OF EDUCATION 1.None 2.Primary 3.Secondary 4.Teariary
E. Occupation 1.None 2.Farmer 3.Bussiness Owner	F. RELIGION 1.Catholic 2.Anglican 3.Muslim

4.Government Official	4.Faith of Unity
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SECTION B

G) How many Pupils' do you have?

.....

H) Are all your Pupils' at school?

Yes

No



I) If yes, do you provide them with food to eat at school?

Yes

No



G) What is the distance from home to school?

.....

J) What are the house-hold factors causing some of your Pupils' to dropout?

- 1. Domestic Violence    2. Family neglect    3. Alcoholism
- 4. Poverty                    5. Polygamy            6. Divorce    7. Child labor
- 8. Rigid Parents            9. Lack of enough food

K) What are the major gender factors that bring about school dropout?

- 1. Early marriages            2. Culture
- 3. Most families being managed by women.

L) What are the conditions within school causing some of your children to drop out?

- 1. No teachers            2. No enough structure            3. Sickness



4. Distance to school    5. Poor performance    6. Indiscipline

7. Few teachers

M) What is your major source of income?

.....

N) Do you provide all the school requirements to your pupil?

Yes

No

O) Do you think teenage pregnancy is causing girls to drop out from school in your village?

.....

### **5.7.3: Appendix III Interview guide for dropouts**

Please this interview is solely for an academic purpose and would therefore be treated with the necessary confidentiality. Kindly respond to the following questions in a free and frank manner.

1. Tell me the story from the beginning till now.
2. Why did you decide to drop out of school?
3. Whom are you staying with?
4. What work do they do?
5. Who takes care of you?
6. How many siblings do you have?
7. If you have to pay something at school, who pays?
8. What challenges do you face outside school that affects your decision about schooling?
9. How do the challenges facing you outside school make you feel about schooling?
10. How was your academic performance good/bad/average?
11. Did that contribute to you dropping out of school?

12. Do you have other friends who have dropped out of school?
13. What reasons have they given to their decisions to drop out of school?
14. Have you thought of going back to school? If yes give reasons if no give reasons.
15. Who ensures that you go back to school?

**Thank you for your co-operation**

**5.7.4: Appendix IV community members participating in a meeting for enrollment of partners and stakeholders into the research proposal**



**5.7.5: Appendix V the researcher, Epicenter manager and LCI Chairman collecting data from children**

