



**Strategies for Enhancing Primary School Completion Rates in Kakooga Cell,
Nyantonzi Ward, Kyaterekera Town Council, Kagadi District**

Natumanya Kunihiro

Registration No: 22/ARU/BRD/005

Faculty Supervisor: Ms. Kasemiire Dorothy

Traditional Wisdom Specialist: Mr. Kajoka Martin

Field Mentor: Ms. Atule Rebecca

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Declaration

I NATUMANYA KUNIHIRA, a student of African Rural University pursuing a Bachelor's Degree in Rural Development present this research as, true to the best of my knowledge and belief, original except as acknowledged in the text. I hereby declare that this report it is my own effort that I have carried out research on strategies for enhancing primary school completion rates in Kakooga Cell, Nyantonzi Ward, Kyaterekera Town Council, Kagadi District” and it has never been submitted to any academic institution of higher learning for the award of a degree.

Sign: 

Name: Natumanya Kunihiro

Reg. No: 22/ARU/BRD/005

Date: 24.08.2026

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Approval

This is to certify that this report on Strategies for Enhancing Primary School Completion Rates in Kakooga Cell has been written under my supervision and is now ready for submission for examination for partial fulfillment for the award of a Bachelor of Rural Development.

Signed: 

Ms. Kasemiire Dorothy (Faculty Supervisor)

Date: 

Glossary of Terms

Completion in educational context refers to the successful fulfillment of academic, behavioral, and administrative requirements necessary to finish a specific level or program of study.

Primary school completion: Successfully finishing all levels from Primary One to Primary Seven.

The primary completion rate refers to the percentage of children who successfully complete the final year of primary school, typically within the expected age range.

Community-Based Participatory Action Research (CBPAR): A collaborative approach that involves community members in the entire research process to identify and solve local problems.

Dropout: A pupil who leaves school before completing the full cycle of primary school education.

PTA: Parents-Teachers Associations; a body that supports communication and collaboration between parents and school staff.

A focus group discussion is a qualitative research method and data collection technique in which a selected group of people discuss a given topic or issue in depth facilitated by a moderator.

List of Acronyms/Abbreviations

ARU	African Rural University
CAP	Community Action Planning
CBPAR	Community-Based Participatory Action Research
EM	Epicentre Manager
ES	Epicentre Strategy
FGD	Focus Group Discussion
PTA	Parents Teachers Associations
SDGs	Sustainable Development Goals
T/C	Town Council
UPE	Universal Primary Education
URDT	Uganda Rural Development Training Programme
VA	Visionary Approach

Abstract

This Community-Based Participatory Action Research (CBPAR) study investigated strategies for enhancing primary school completion rates in Kakooga Cell, Nyantonzi Ward, Kyaterekera Town Council in Kagadi District. Guided by Bronfenbrenner's Ecological Systems Theory and Human Capital Theory, the research explored how household, school, and community environments influence pupils' ability to complete primary education. A descriptive mixed-methods design was employed, integrating quantitative and qualitative approaches. Data were collected from 129 respondents comprising of pupils, parents, teachers and community leaders. Methods included questionnaire surveys, focus group discussions, key informant interviews, and document reviews. Quantitative data were analyzed using descriptive statistics and spearman's rho correlation analysis while qualitative data were thematically analyzed.

Findings revealed statistically significant relationships between socioeconomic factors, particularly low parental education, food insecurity, poverty, low household income and primary school dropout frequency. Major contributors to dropout included household poverty, lack of scholastic materials, food insecurity, parental negligence, domestic violence, child labor, poor academic performance, and negative peer influence. School-related factors such as teacher absenteeism, harsh punishment, and inadequate infrastructure further weakened retention. Through participatory engagement, community stakeholders generated strategies such as school feeding programs, strengthening parental involvement, improving guidance and counseling services, reducing child labor, enhancing community sensitization, and promoting supportive school environments.

The study concludes that improving completion rates requires coordinated, community-driven interventions addressing economic, social, and school-based factors. It recommends strengthening collaboration among families, schools, and local leadership to ensure sustainable educational outcomes in Kakooga Cell.

Chapter One: Introduction

1.0 Introduction

This Chapter presents the background to the study, the vision statement, the scope, purpose, objectives, research questions, significance, and the conceptual framework.

1.1 Background of the study

Primary education is universally recognized as the foundation for human development, social progress, and long-term economic transformation. Globally, the completion of primary schooling remains a key priority under Sustainable Development Goal 4, which emphasizes ensuring inclusive and equitable quality education for all by 2030 (United Nations, 2015). Despite significant progress, millions of children especially in low-income regions still fail to complete the primary cycle due to poverty, limited learning resources, and socio-cultural barriers. According to UNESCO (2023) reports that an estimated 64 million children of primary school age worldwide are either out of school or at high risk of dropping out before completion.

At the national level, Uganda has implemented major reforms such as Universal Primary Education (UPE) introduced in 1997 to increase access and promote equity in schooling. These reforms led to a substantial rise in enrolment, from about 3.1 million pupils in 1996 to over 8.8 million by 2023 (Ministry of Education and Sports, 2023). However, challenges of low completion rates persist due to household poverty, inadequate school infrastructure, teacher shortages, child labor, and early marriages, especially in rural areas. National statistics indicate that Uganda's primary completion rate remains below 60%, reflecting gaps between high enrolment and actual progression to P7 (UNICEF, 2022).

Regionally, many communities in Western Uganda continue to face persistent barriers that hinder pupils from finishing the primary cycle. Factors such as long walking distances to school, inadequate feeding, domestic workloads, and socio-cultural norms like early pregnancies disproportionately affect learners in rural settings. These challenges contribute to high

absenteeism, grade repetition, and eventual dropout, limiting children's opportunities for future education and economic advancement (Tumushabe & Katusabe, 2021).

In Kagadi District, the problem remains pronounced, with several schools experiencing declining progression from lower to upper primary despite increased enrolment at P1. Reports from the District Education Officer (2023) indicate that many pupils drop out between P3 and P5 due to economic hardships, lack of scholastic materials, negative parental attitudes, and the need for children to support household income or domestic chores. Teacher shortages, irregular attendance, and limited community involvement further weaken the education system and discourage pupils from remaining in school until completion.

Specifically, in Kakooga Cell, Nyantonzi Ward in Kyaterekera Town Council, school records show that while enrolment in the early grades is relatively high, a significant number of pupils do not progress to P7. Learners often discontinue schooling due to poverty, limited parental support, inadequate learning facilities, and social pressures. Yet, little research has examined the exact factors contributing to low completion or explored practical, community-driven strategies that can support pupils to remain in school until they complete the primary cycle.

Therefore, this study seeks to determine the current status of primary school completion, identify community-driven factors influencing low completion, and collaboratively generate effective strategies to enhance primary school completion rates in Kakooga Cell.

1.1.1 Historical background of the study

Globally, the pursuit of universal primary education has been a long-standing priority, dating back to international declarations such as the 1948 Universal Declaration of Human Rights, which recognized education as a fundamental human right. Over time, global frameworks such as the Education for All (EFA) initiative of 1990 and the Millennium Development Goals (MDGs) of 2000 placed strong emphasis on ensuring that all children complete a full course of primary schooling. The Sustainable Development Goals (SDGs), adopted in 2015, further strengthened this commitment by calling for inclusive, equitable, and quality education for all, with a specific target to ensure completion of primary and secondary education (United Nations,

2015). Despite these global efforts, many low-income countries have continued to experience challenges of enrolment, retention, and completion due to poverty, conflict, and inadequate education systems.

In Uganda, the historical journey toward Universal Primary Education (UPE) took shape with the introduction of Universal Primary Education (UPE) in 1997. This landmark policy abolished tuition fees for primary school education and aimed at expanding access to education for all children, particularly those from poor households and reducing inequalities in schooling. This policy led to one of the most rapid increases in enrolment in Africa. Following the launch of UPE, primary school enrolment increased dramatically. Before UPE, approximately 2.5 million pupils were enrolled in 1996, and after the policy was implemented, enrolment surged to about 5.3 million pupils in 1997, representing a substantial expansion in access to basic education. Over subsequent years, enrolment continued to rise, reaching an estimated over 8.6 million pupils by 2023 (Uganda Media Centre, 2024). These enrolment trends demonstrate that UPE significantly improved school access, particularly for children from low-income and rural households, even though challenges in retention and completion remain. However, while access expanded, issues of low completion rates also emerged due to overcrowded classrooms, shortages of teachers, limited learning materials, and increased pressure on school infrastructure. Throughout the 2000s and 2010s, the government introduced several reforms such as automatic promotion, school feeding initiatives, and community mobilization campaigns but dropout rates continued to remain high, especially in rural areas.

Regionally, rural communities in Western Uganda have historically faced persistent challenges that hinder pupils from completing primary education. These challenges have evolved over time, shaped by socio-economic conditions, cultural norms, and household responsibilities. Studies show that from the early 2000s onwards, factors such as child labor, long distances to school, early marriages, and limited parental involvement became major causes of dropout in districts across the region (Tumushabe & Katusabe, 2021). Efforts such as the introduction of school management committees, community sensitization programmes, and NGO-supported child protection initiatives have attempted to improve retention, but completion rates have remained lower than national averages.

At the district level, historical education patterns in rural districts like those in the former Kibaale region including Kibaale, Kagadi, and Kakumiro show that although enrolment has steadily increased over the years, progression to P7 has remained a major challenge. Starting in the early 1990s, communities relied heavily on small, under-resourced primary schools, many built through community contribution. Over time, government support improved teacher deployment, infrastructure development, and scholastic supply, but challenges such as poverty, inadequate feeding, and limited community participation have continued to affect pupils' ability to stay in school until completion.

1.1.2 Theoretical background of the study

This study is guided by the Theory of Bronfenbrenner's Ecological Systems which explains that, a child's development and educational journey are shaped by multiple interacting of environmental systems ranging from immediate settings to broader societal influences. This theory is directly aligned with the study because primary school completion in Kakooga Cell is influenced by factors operating at different levels.

At the microsystem level includes the household and school environment where factors such as poverty, parental negligence, food insecurity and domestic violence), negatively affect pupils' attendance and progression. The mesosystem reflects interaction between home and school where weak parental involvement and limited communication between parents and teachers undermine learners retention. At exosystem level, community practices such as child labor and early marriage and alcoholism indirectly affect childrens schooling while the macrosystem encompasses cultural norms, gender roles and cultural attitudes toward education further contribute to school dropout. This theory is particularly relevant to the study because it explains why low primary school completion in Kakooga Cell cannot be attributed to a single factor but rather to interrelated household, school and community conditions. (Saul McLeod, 2025)

It also draws on another theory of Human Capital Theory which views education as an investment that builds skills, knowledge, and abilities, which in turn increase individuals' productivity and potential future earnings in adulthood (Becker, 1964). According to this theory,households make schooling decisions by weighing the costs of education against

perceived future benefits. In Kakooga Cell, many parents withdraw children from school due to poverty, low household income, food insecurity, and the need for children to engage in labor, reflecting limited capacity to invest in education. Low primary school completion therefore signals constrained household investment rather than lack of awareness of education's value. Interventions such as schooling feeding programs, bursaries and income-generating activities reduce the direct and indirect costs of schooling and increase the perceived returns to education, thereby supporting sustained school participation. Together, these theories justify the need for community-driven and multi-sectoral strategies to enhance primary school completion.

From this perspective, completing primary school is not just an academic milestone but a foundation for economic empowerment. Families and communities that understand the future financial and social benefits of education are more likely to support children through to primary completion, even when facing immediate economic hardships. This investment mindset can motivate parents to prioritize school fees, provide learning materials, or support children's homework, despite competing needs such as household labor. (MLA, 2009)

1.1.3 Conceptual Background of the study

The study conceptualizes primary school completion as the successful transition of a learner through the entire primary education cycle without dropping out or repeating excessively. Completion is shaped by elements such as enrolment, attendance, retention, performance, and progression across grades. These elements are influenced by economic factors including poverty, inability to pay school fees, and lack of scholastic materials which limit a family's capacity to support continuous schooling. Social factors such as parental attitudes, child labor, household responsibilities, and weak school-community relationships also affect children's ability to remain in school. Cultural factors including early marriages, gender norms, and community beliefs about the value of education further reinforce dropout tendencies among children in rural communities.

This study examines the key concepts that shape primary school completion and the strategies required to enhance it in rural settings such as Kakooga Cell. Primary school completion is widely recognized as an essential foundation for human capital development, improved

livelihood opportunities, and long-term socio-economic transformation. However, completion is influenced by a complex interaction of economic, social, and cultural factors that determine whether children remain in school up to Primary Seven. Understanding these concepts and how they relate to each other is important for identifying the barriers that affect learners and for proposing practical solutions that can be implemented at community level.

1.1.4 Contextual background of the study

The researcher conducted a one-month Practicum in the month of August-September, 2024 in Kakooga Cell, Nyantonzi Ward, Kyaterekera Town Council, Kagadi district. Through conducting Community Action Planning (CAP), the community members were asked to envision the type of the village they would want to see in the future and they formulated a community vision which stated “A transformed community with good roads, families with safe latrine, enough water sources, well established houses, all homes with domestic animals, the youth with jobs, health center, enough food, electricity and educated children by 30th December, 2030” and analyzed the current reality which was, two private schools, roads are not good, shortage of food, one borehole which needs to be cleaned, no health center, some homes has no latrine and social services like education is not good in the community. The community members identified the number of issues affecting their village and the most pressing issue to the community members was a concern about the high dropout rates among their pupils in primary schools and resolving it would be a key step toward achieving their shared vision. Therefore, apprentice was able to identify a research topic which states “strategies for enhancing primary school completion rate in Kakooga Cell”.

1.2 Vision Statement

Our vision for Kakooga Cell, Kyaterekera Town Council is “a community where every child is educated and empowered for a brighter future by December 30, 2030”.

1.3 Purpose of the Study

Primary education serves as the cornerstone of individual empowerment, economic growth, and community transformation. Basing on the resolutions made during Community Action Planning (CAP) that was conducted during practicum, the main purpose of this study was to “determine and implement strategies that enhance primary school completion rates in Kakooga Cell, Kyaterekera Town Council, Kagadi district”.

1.4 Objectives of the Study

1. What are the correlation between specific socioeconomic indicators and primary school dropout frequency in Kakooga Cell.
2. To identify factors contributing to low primary school completion in Kakooga Cell.
3. To collaboratively generate strategies with community stakeholders that will address the identified factors contributing to low primary school completion in Kakooga Cell.

1.5 Research Questions

1. What are the correlation between specific socioeconomic indicators and primary school dropout frequency in Kakooga Cell.
2. What are the main factors influencing dropout rates in Kakooga Cell?
3. What strategies can be collaboratively generated to address factors influencing dropout rates in Kakooga Cell?

1.6 Scope of the Study

This presents the Time Scope, Geographical, and Content of the Research as shown below:

1.6.1 Time Scope: The study was conducted over a period of 17 months, from 5th September, 2024 to 18 January 2025.

1.6.2 Geographical/Spatial Scope: The study focused on Kakooga Cell, Nyantonzi Ward, Kyaterekera Town Council located in Kagadi District.

1.6.3 Content Scope: This study focused on Primary education completion rates and community-based participatory strategies.

1.7. Significance of the Study

To pupils

The study will help to create a supportive learning environment that enables pupils to stay in school and complete their primary education. By addressing factors such as absenteeism, poverty, and inadequate school facilities, the study opens pathways for pupils to progress to secondary education and achieve long-term personal and academic growth.

To parents

The study would raise parents' awareness about their vital role in ensuring their children's educational success. It encourages active parental participation in school activities and highlights how factors like household poverty, early marriages, and child labor hinder children's education. Through this awareness, parents will be motivated to provide emotional, financial, and moral support to help their children complete primary school in Kakooga Cell

To community members

The study empowers community members of Kakooga Cell to take collective responsibility for improving education. It promotes community dialogue and cooperation in addressing issues such as child neglect, cultural barriers, and school dropout. This fosters a culture of shared responsibility and strengthens community ownership in ensuring that all children have the opportunity to complete primary school education.

To schools and educators

Teachers and school administrators will benefit from the study by gaining deeper insights into the challenges pupils face. The findings will help schools implement effective guidance and counseling programs, promote inclusive teaching, and create safe, child-friendly learning environments that encourage completion. Schools will also be better positioned to advocate for resources and support from the government and other stakeholders.

Policymakers

The findings will provide evidence-based insights to guide the formulation of education policies that reflect the realities of Kakooga Cell. The findings can inform interventions aimed at reducing dropout rates and improving retention, aligning with Uganda's commitment to Sustainable Development Goal 4 ensuring inclusive, equitable, and quality education for all.

To NGOs and development partners

Non-governmental organizations and development partners will gain valuable, community-based data to design education programs that directly respond to local needs of Kakooga Cell. The study will also strengthen collaboration between NGOs, schools, and communities, ensuring that interventions are sustainable and impactful.

1.8 Conceptual Framework

This conceptual framework illustrates the interrelationship among the key factors affecting school completion, the strategies/interventions implemented, and the expected educational outcomes within Kakooga Cell.

Conceptual Frame work for strategies for enhancing Primary School Completion rates in Kakooga Cell, Nyantonzi Ward, Kyaterekera Town Council, Kagadi District

Independent Variables (IVs)

Dependent Variable (DV)

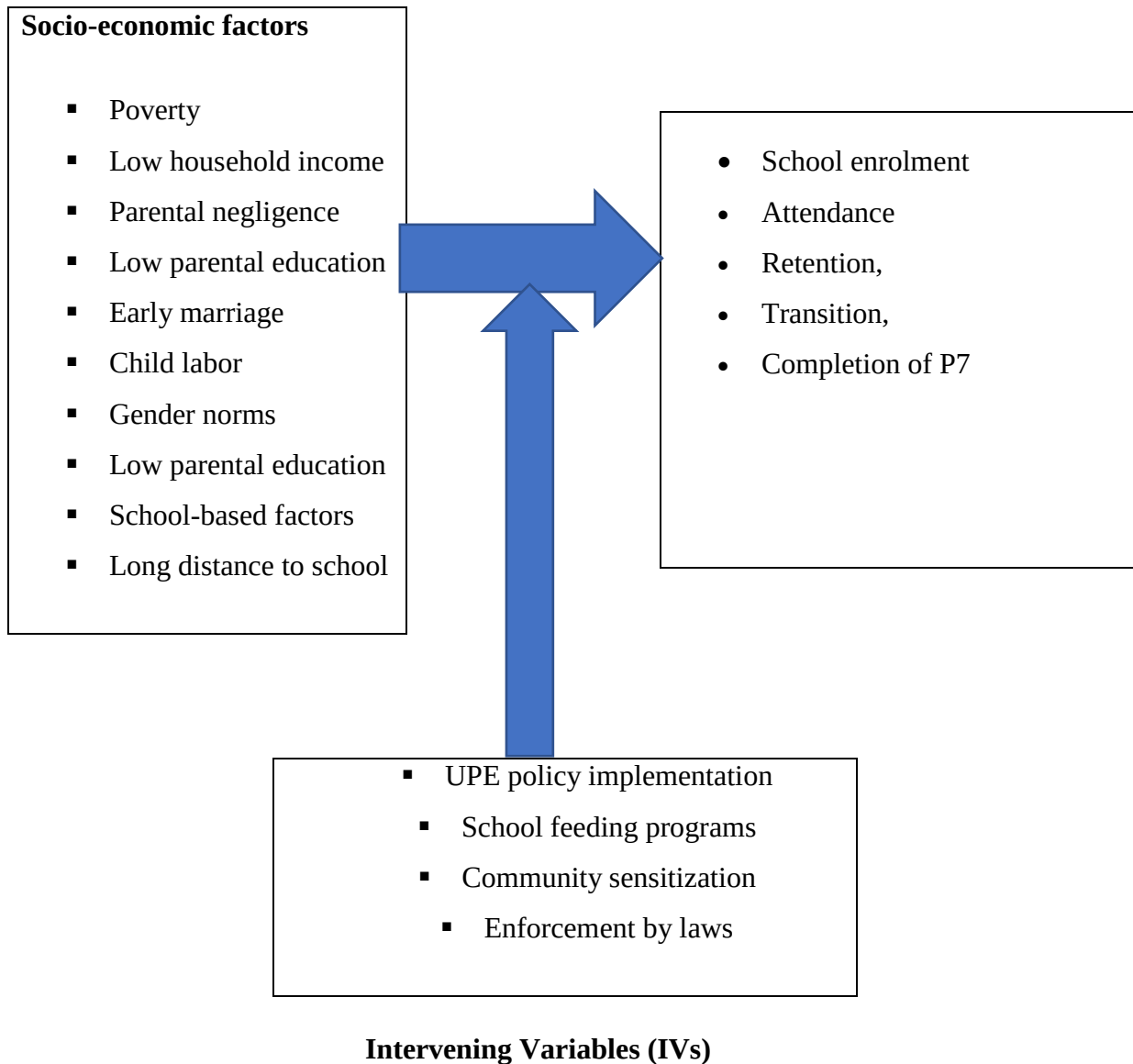


Figure 1 above illustrates that economic, social, cultural and school-based factors directly influence primary school completion. However, intervening variables such as government policies, school feeding programs, community sensitization and enforcement of education laws can moderate these effects and enhance pupil's retention and completion of primary education.

Chapter Two: Related literature Review

2.0 Introduction

This chapter presents the literature review that was carried out in accordance with the study's theoretical framework and objectives to provide a well-structured and thorough analysis.

2.1 Theoretical Review of the Study

The theoretical review presents a detailed discussion of the main theoretical foundations and concepts that support this study on strategies for enhancing primary school completion rates in Kakooga Cell, Nyantonzi Ward, Kyaterekera Town Council, Kagadi District. These theories provide insights into the factors that influence pupils' ability to complete primary education and guide the formulation of appropriate community-based interventions. The study is grounded in key educational and social theories that emphasize the significance of education, community participation, and socio-economic conditions in determining learners' educational success and retention.

2.1.1 Bronfenbrenner's Ecological Systems Theory

Bronfenbrenner's Ecological Systems Theory, developed by psychologist Urie Bronfenbrenner, highlights the different environmental layers that collectively influence a child's development. According to this theory, a child's development and educational outcomes are influenced by interactions within the family, school, community and wider society (the microsystem, mesosystem, exosystem, and macrosystem). In relation to this study, the microsystem includes the family and school environments where factors such as household poverty, parental negligence, domestic violence, teacher absenteeism, and harsh disciplinary practices directly affect pupils' attendance and progression. The mesosystem involves interactions between the home and school, where weak parent-teacher relationships and limited parental follow-up were found to contribute to dropout. The exosystem and macrosystem encompass community and societal influences such as child labor, early marriage, cultural beliefs about gender roles, and community attitudes toward education. The theory therefore aligns closely with the study by

explaining how multiple, interconnected environmental factors contribute to low primary school completion in Kakooga Cell (Bronfenbrenner, 2020).

2.1.1.1 Literature gap

Although Ecological Systems Theory explains multi-layered influences on schooling, most studies apply it in urban or national contexts and focus on school enrollment rather than primary school completion. Limited empirical research applies this framework to rural Ugandan communities at the micro-level, particularly linking household poverty, parental education and food insecurity to actual dropout outcomes. This study therefore, contextualizes the theory within Kakooga Cell to fill this gap.

2.1.2 Becker's Human Capital Theory

Human Capital Theory, as proposed by economists such as Theodore Schultz and Gary Becker, posits that education is a key investment in human capital that increases individuals' skills, productivity, and future earning potential. It suggests that individuals who attain higher levels of education such as earning a degree will, in turn, have higher future earnings potential for workers and career opportunities (Becker, 2021). According to this theory, households make decisions about schooling based on the perceived costs and benefits of education. This theory aligns with the study findings because many parents in Kakooga Cell withdraw their children from school due to financial constraints, lack of scholastic materials, food insecurity, and the need for children to contribute to household income through labor. The low completion rate observed in the study reflects the inability of households to sustain educational investment. Strategies such as school feeding programs, bursaries, and income-generating activities are consistent with Human Capital Theory, as they reduce the cost of schooling and increase the perceived long-term benefits of education.

This theory also is particularly relevant to the study because it explains how enhancing primary school completion rate in Kakooga Cell not only equips children with necessary skills, enhance their ability to earn a living but also emphasizes the value of education in enhancing individual potential and motivates families of Kakooga Village to support their children's education

(Schultz, 2022), which also justifies public investment in education to build community-level human capital, thus contributing to the long-term economy development (Jones & Huseman, 2023).

2.1.2.1 Literature gap

While Human Capital Theory explains education investment decisions, most studies focus on macroeconomic returns rather than micro-level household constraints and primary school completion outcomes. Few studies examine how opportunity costs, food insecurity and parental education interact to influence dropout decisions in rural Ugandan contexts. This study addresses this gap by empirically linking household socioeconomic conditions to school completion behavior.

2.2 According to objectives

2.2.1 The correlation between the selected socioeconomic indicators and primary school dropout frequency

Globally, UNESCO (2019) reports that children from the poorest households are more than three times likely to dropout out of primary school compared to their wealthier counterparts. Sabates et al. (2013) found that poverty, food insecurity and low parental education strongly predict school discontinuation in developing countries. Food insecurity undermines concentration, attendance, and learning outcomes, leading to dropout (Bundy et al., 2018).

In Sub-Saharan Africa, studies show that household income levels significantly influence schooling outcomes, with poor families unable to meet indirect education costs such as uniforms, meals and transport. Moyi (2012) established that parental education strongly predicts children's school retention in Kenya, while Lewin (2009) reported that dropout rates increase sharply in upper primary classes due to rising household demands.

In Uganda, despite increased access through Universal Primary Education (UPE), dropout rates remain high, especially in rural areas (UBOS, 2017). Studies by Deininger (2003) and Kakuba (2019) found that poverty, low parental education, and food insecurity significantly contribute to

pupil absenteeism and dropout. School feeding programs have been associated with improved attendance and retention, particularly among vulnerable pupils (WFP, 2016).

2.2.1.2 Literature Gap

Although extensive research documents the link between poverty and school dropout, most studies rely on national data sets and descriptive trends rather than community-level correlational analysis. Also, few studies simultaneously examine multiple socioeconomic indicators such as poverty, food insecurity, parental education, household income and learning materials within a rural Ugandan context. This study addresses this gap by empirically establishing statistically significant relationships between specific socioeconomic indicators and dropout frequency in Kakooga Cell.

2.2.2 The factors contributing to low primary school completion

Low primary school completion in rural communities is strongly shaped by a combination of community-driven factors economic, social and cultural factors that influence children's ability to remain in school.

2.2.2.1 Economic factors

This literature identifies household poverty and related economic constraints as principal drivers of primary school non-completion. Even where fees are officially free, indirect costs (uniforms, books, examination, transport and promotion fees) create barriers that force households to withdraw children from school (Behrman et al., 2013). Empirical studies show that economic hardship increases child labor and reduces school attendance, with rural households especially likely to depend on children for farm work or income generation (Duflo, 2012). Moreover, temporary economic shocks such as crop failure, market collapse or other income shocks associated with abrupt rises in dropout as families reallocate scarce resources to immediate survival needs (Maccini & Yang, 2017). Interventions that lower the direct and indirect costs of schooling (cash transfers, bursaries, school feeding) therefore consistently emerge in the literature as effective in raising retention and completion rates (Behrman et al., 2013).

2.2.2.2 Social factors

Parental engagement, household stability and peer influences strongly affect whether children complete primary schooling. Parents with higher educational attainment and active school involvement, attending meetings, monitoring homework, and valuing schooling are more likely to keep children in school and to support their progression (Koyama et al., 2016; Lloyd et al., 2014). Conversely, parental negligence, family breakdown, alcoholism and domestic violence degrade the home environment and reduce both the material and emotional support children need to persist in school (Jeynes, Harold). Peer environments also matter: children whose peers value education are less likely to drop out, while peer groups that normalize work or early marriage encourage school leaving (Cobb-Clark et al., 2012). Low academic achievement and stigma attached to “slow learners” further compound dropout risk; from a human-capital perspective, parents and students weigh expected returns to schooling and may abandon investment when performance and perceived future returns is low (Becker, 1993).

2.2.2.3 Cultural factors

Cultural norms and expectations shape educational trajectories through gendered roles, early marriage practices, and social valuations of formal schooling. In many rural settings, traditional beliefs that prioritize girls’ domestic roles or view schooling beyond a basic level as unnecessary reduce investment in girls’ education and increase the incidence of early marriage and teenage pregnancy (Unterhalter et al., 2014; Hassan & Rahman, 2018). Child labor is often embedded in cultural expectations that children contribute to household livelihoods, a norm that competes with time for schooling (Eagly’s Social Role perspective also helps explain how gendered role expectations affect educational choices). Religious and language dynamics may further skew participation: communities that privilege religious instruction or where the language of instruction differs from home language often record higher dropout rates (Chin & Dube, 2020). Collectively, cultural constraints interact with economic and social factors to create persistent barriers to completion.

2.2.2.3 Literature gap

Although extensive literature documents factors contributing to low primary school completion such as poverty, child labor, food insecurity, early marriage and parental negligence, most existing studies focus on national trends rather than localized rural realities. Many studies rely on secondary data and large-scale surveys, which obscure context-specific dynamics and lived experiences at the community level. In particular, there is limited empirical research that integrates both quantitative and qualitative evidence to explain how economic, social and cultural factors interact to influence completion outcomes in rural communities such as Kakooga Cell. Furthermore, few studies capture the voices of pupils, parents, teachers and local leaders simultaneously, yet these perspectives are critical in understanding the complexity of dropout behavior. This study fills this gap by providing community-level, participatory evidence on the specific factors driving low primary school completion in Kakooga Cell.

2.2.3 The strategies generated to address factors contributing to low primary school completion.

2.2.3.1 School feeding programs

School feeding interventions are widely recognized for improving school attendance, retention, and completion, particularly in food-insecure communities. The World Food Programme (WFP, 2018) reports that providing meals at school reduces absenteeism by 30% and dropouts by 20% in low-income regions Bundy et al. (2009) demonstrate that school feeding improves concentration and academic performance, making learners more likely to progress to upper classes. These programs also ease household financial burdens, motivating parents to keep children in school.

2.2.3.2 Cash transfers and bursaries

Direct financial support such as bursaries, conditional cash transfers (CCTs), and scholarships significantly improve completion rates. Studies by Schady (2009) and Duflo (2012) affirm that cash transfers reduce child labor, support girls' education, and increase grade progression. In

contexts where uniform and material costs restrict schooling, bursaries that cover these expenses ensure that children remain enrolled (Behrman et al., 2013). CCTs are particularly effective when tied to school attendance requirements.

2.2.3.3 Community-based income-generating projects

Supporting household livelihoods indirectly promotes school persistence. Research by Banerjee and Duflo (2011) shows that improving family income reduces the need for children to engage in labor. Community savings groups, SACCOs, and small-scale agricultural projects help parents meet school-related costs. Evidence from rural East Africa suggests that income-generating programs increase both enrollment and transition rates (Kassouf et al., 2011).

2.2.3.4 Strengthening parental engagement

Parental involvement is strongly linked to persistence and academic success. Jeynes (2015) and Harold (2014) show that interventions encouraging parents to attend school meetings, monitor homework, and collaborate with teachers significantly reduce dropouts. Community dialogues and home-school partnership models increase understanding of the importance of education, especially among parents with low educational attainment (Koyama et al., 2016).

2.2.3.5 Guidance and counseling in schools

School-based psychosocial support programs help learners navigate academic pressure, domestic problems, and peer influences. According to Adelabu (2014), counseling services enhance students' motivation and resilience, reducing absenteeism. The UNESCO (2020) framework recommends integrating counseling into school systems to address discipline problems, academic stress, early relationships, and emotional well-being.

2.2.3.6 Community child protection committees

These committees monitor at-risk children, respond to cases of domestic violence, and ensure children remain in school. Save the Children (2017) reports that community protection groups reduce dropout caused by neglect, abuse, and alcoholism. They also improve reporting and intervention in cases of child maltreatment as a significant barrier to school continuity in many rural settings.

2.2.3.7 Sensitization against early marriage and gender norms

Community sensitization campaigns are effective in reducing early marriages and harmful gender norms. Programs led by UNICEF (2018) in West and East Africa show that engaging cultural leaders, parents, and religious institutions reduces school dropouts among girls. Hassan & Rahman (2018) also argue that shifting gender norms increases girls' schooling years by dismantling beliefs that undervalue girls' education.

2.2.3.8 Enforcing Laws against child labor and early marriage

Legal enforcement plays a significant role in combating cultural practices that limit schooling. Strengthened community policing, local council leadership involvement, and collaboration with child welfare offices deter culturally accepted child labor and early marriages.

2.2.3.9 Child-friendly school approaches

UNICEF (2017) encourages child-centered teaching, safe learning environments, and positive discipline. These methods reduce fear-based dropouts and enhance class participation, especially among slow learners. Professional development programs that train teachers in learner-centered pedagogy, inclusive classrooms, and positive discipline help address poor performance and dropout (UNESCO, 2018). Trained teachers can better support learners from challenging backgrounds.

2.3 Literature gap

While the literature proposes interventions such as school feeding programs, cash transfers, parental engagement, and child protection mechanisms, most studies assess these strategies as externally designed programs led by governments or development agencies. There is limited scholarly work documenting community-generated strategies developed through participatory approaches such as Community-Based Participatory Action Research (CBPAR). In the Ugandan rural context, few studies examine how communities themselves identify problems, prioritize solutions, and co-create sustainable interventions to enhance primary school completion. Additionally, existing research rarely evaluates how community ownership, cultural relevance, and local leadership influence the effectiveness of these strategies. This study addresses this gap by documenting participatory, community-driven strategies generated by stakeholders in Kakooga Cell, thereby contributing practical and context-sensitive evidence to the literature.

2.4 Summary of the Literature review

In summary, the literature demonstrates that addressing low primary school completion requires a multidimensional and community-driven approach. Socio-economic and cultural factors are deeply intertwined, and overcoming them depends on inclusive strategies that actively involve parents, teachers, local leaders, and pupils themselves. Therefore, Community-Based Participatory Action Research (CBPAR) provides the most suitable framework, as it promotes local ownership, and sustainability in enhancing primary school completion rates.

Chapter Three: Research Methodology

3.0 Introduction

This chapter presents various methods that were used during the research while collecting data. They included; area of study, research design, target population, sample design, data collection methods tools of data collection, data analysis, ethical considerations, timeline, and dissemination.

3.1 Area of Study

The research was carried out in Kakooga Cell, Nyantonzi Ward, Kyaterekera Town Council, Kagadi District. It included three (03) primary schools namely: Umma Nursery and primary school, Rusoroza COU Nursery Primary School and Nyantonzi Primary School.

3.2 Research Design

The study employed descriptive mixed-methods, combining both qualitative and quantitative approach.

Four methods of data collection were used: questionnaire administration, key informant interviews, document review and focus group discussions.

Data was collected from four (04) categories of respondents namely; the pupils (P5-P7), the classroom teachers, Parents of the school-going children and school dropout, the Head teacher and classroom teachers of the three schools and Community local leaders.

The interviewer based on the observations made during the interviews jotted down Field notes.

Six FGDs were conducted including 10 pupils from the three schools, 6 teachers from two schools, 8 parents of Kakooga Village and those with drop out and 03 head teacher of the three schools and these respondents gave information on the reasons why pupils' dropout before

completing primary school and generate strategies to address factors contributing to low primary school completion rate to ensure that all pupils attain education and complete.

3.3 Target Population

The target population for this study included parents, pupils in the upper class (P5–P7, Pupils who dropped out of schools, head teachers, classroom teachers, and local community leaders of Kakooga Cell.

3.4 Sample Size

The researcher used a sample size of 129 respondents from a total population of 200 respondents using Krejcie and Morgan (1970) formula.

Population Distribution, Sample Size and Sampling Techniques

Table 1: Showing Sample size selected from each category of participants from the total population

Category	Study Population	Sample Size	Sampling Technique
Pupils in school	111	45	Stratified Random Sampling
Pupils out of school	25	25	Stratified Random Sampling
Parents in Kakooga Village	40	35	Stratified Random Sampling
Head teachers from 3 schools	3	3	Purposive Sampling
Teachers from 3 schools	15	15	Purposive Sampling
Local community leaders	06	06	Purposive Sampling
Total	200	129	

3.5 Sampling Techniques

The researcher used a combination of stratified random sampling and purposive sampling techniques.

3.5.1 Stratified Random Sampling

Research team used stratified random sampling to select randomly respondents from each group.

Stratified random sampling ensured that each sub-groups (pupils in school, pupils out of school and parents in Kakooga Cell are represented proportionally as the most affected people in the study.

3.5.2 Purposive Sampling

Purposive sampling was used to select key informants based on their involvement in education, knowledge and relevance to the research objectives. It included 3 Head teacher and 15 classroom teachers of Nyantonzi Primary school, Umma Nursery and primary school and Rusoroza COU Nursery and primary, 1Community Development Officer (CDO),and 5 community local leaders including Chairperson LCIII.

3.6 Data Sources

3.6.1 Primary Data

The primary data was collected directly from the field and the sources were Questionnaire, Focus Group Discussions and interviews. Here, a semi structured interview guide and Focus Group Discussions interview guide were made according to the research objectives.

3.6.2 Secondary Data

Secondary data was extracted from existing literature such as Town Council council minutes, Town Council reports, school registers and enrolment books.

3.7 Data Collection Methods

Several data collection methods were used to collect data for all the objectives and they included the following;

3.7.1 Questionnaires Survey method

129 questionnaires designed on Kobo Toolbox were used for collecting standardized information from Parents and pupils. This was face-to face interviews using kobo collect and responses were subsequently analyzed using Statistical Package for Social Science (SPSS) both Descriptive statistics showing distribution of frequencies and percentages and inferential statistics that tests hypotheses for comprehensive data interpretation.

3.7.2 Interviews method

Key informant interviews were conducted with individuals through face-to-face interactions who possessed valuable insights or expert knowledge on the reasons why most pupils drop out of school before completing primary school and which strategies can be generated collaboratively with community stakeholders to address the factors contributing to low primary school completion rate to ensure all pupils complete their education levels. Key informants included 3 headteachers and 15 classroom teachers of Nyantonzi Primary school, Umma Nursery and primary school and Rusoroza COU Nursery and primary, 1 Community Development Officer, and 5 community local leaders were interviewed.

3.7.3 Focus Group Discussions (FGDs) method

Six Focus Group Discussions were conducted with various stakeholders. One with parents of Kakooga Village with school -going children and those with dropout, one with the local leaders, two FGDs with teachers of two primary schools and three FGDs were made with pupils from P5-P7 of the three schools including Nyantonzi primary school, Rusoroza COU Nursery and primary school and Umma Nursery and primary school. These discussions were guided by the intern to explore perceptions about why pupils drop out of school before completing primary

school education and at the same time generate collaborative strategies that will address the identified factors contributing to low primary school completion to ensure all pupils attain education and complete.

3.8 Data Collection Tools

3.8.1 Questionnaire Tool

Under this tool 129 questionnaires were designed using Kobo Toolbox .This was face-to face interviews using kobo collect and responses were subsequently analyzed using Statistical Package for Social Science (SPSS) both Descriptive statistics showing distribution of frequencies and percentages and inferential statistics that tests hypotheses for comprehensive data interpretation.

3.8.2 Interview Guide

Under this tool of data collection, questions were printed on a piece of paper to guide the research team while interviewing key respondents. Key respondents included 3 head teachers of the three schools were interviewed, 15 classroom teachers, 1 Community Development Officer (CDO), and 5 other community local leaders were also interviewed.

3.8.3 Focus Group Discussion (FGD) Interview Guide

Six Focus Group Discussions were conducted with various stakeholders using this tool to collect data from participants. One with parents of Kakooga Village and school dropouts, one with the local leaders, two FGDs with teachers of two primary schools and three FGDs were made with pupils from P5-P7 of the three schools including Nyantonzi primary school, Rusoroza COU Nursery and primary school and Umma Nursery and primary school. These discussions were guided by the intern to explore perceptions about why pupils drop out of school before completing primary school education and at the same time generate collaborative strategies that will address the identified factors contributing to low primary school completion to ensure all pupils attain education and complete.

3.9 Research Procedure

The study commenced with formulating a topic derived from practicum experience using Participatory Action Research (PAR) and followed by writing a research proposal that was submitted for approval to the Faculty supervisor. Questionnaires, Focus Group Discussion interview guide, Document Review Checklist and interview guide tools were prepared. The researcher was given an introductory letter from African Rural University (ARU) that she presented to the local leaders in Kyaterekera Town Council and Kakooga village where the study was to be conducted. These letters were given to the Town Clerk, Community Development Officer (CDO), the Chairman LCIII and the Chairman LCI of Kakooga Village.

3.10 Data Analysis

Quantitative data from questionnaire surveys was analyzed using descriptive analysis/ statistics while qualitative data from interviews and focus group discussions was analyzed using thematic analysis techniques.

3.11 Ethical Considerations

3.11.1 Informed consent

The researcher and the entire research team would first introduce themselves to every respondent before collecting data from them, explaining to them the significance of the research and respondents understood that the study is generally for the benefit of Kakooga Village and they would willingly participate.

3.11.2 Confidentiality

The respondents would be assured that the information gathered in the study would be kept as a secret and personal details would remain unknown. For that matter, the study did not involve asking for their names of the respondents during data collection.

3.11.3 Researcher Discipline

The researcher and entire research team were disciplined enough and collaborated respectfully with other stake holders such as Kakooga Village research team, parents, teachers, head teachers and pupils to gather information throughout the research process.

3.11.4 Right to access the findings

The community members were given full access to the research findings through a participatory process. The research team conducted a qualitative data analysis together with the community during a community meeting, where participants actively contributed to interpreting the results. After the joint analysis, the finalized findings from Kakooga Cell were again presented to the community to ensure transparency, ownership, and shared understanding of the outcomes.

3.12 Timeline

The research was conducted over a period of four months, from 18 August, to 18th December, 2025.

Chapter Four: Findings

4.0 Introduction

The chapter presents a detailed data analysis and interpretation of the research findings in relation to the research objectives.

4.1 Response rate

The response rate of this research was 100%, all targeted respondents were met and interviewed successfully and those who were not around by that time, the research team had time to wait for them and interviewed them.

4.2 Background information of respondents

The study presents findings on the respondents' background characteristics, which include their gender, age group, marital status, occupation and level of education.

4.2.1 Categories of respondents

The table 2: Shows categories and the number of respondents what were interviewed in the study.

Respondents	Interviewed	Not interviewed	Total
Parents in Kakooga Cell	35	-	45
Pupils in school(P5-P7)	45	-	35
Pupils out of school	25	-	25
Teachers	15	-	15
Head teachers	03	-	03
Community local leaders	06	-	06

The table indicate that, all targeted respondents across most categories were fully interviewed, demonstrating a strong level of participation. A total of 35 parents were interviewed,

representing full participation in this category. Among pupils, 45 pupils in school (P5–P7) and 25 pupils out of school were all successfully reached, showing that the study captured views from both learners who are still in the school system and those who dropped out. Similarly, 15 teachers and 3 head teachers participated fully, which ensured that the study gathered comprehensive insights from education stakeholders within the schools. Additionally, 6 community local leaders were successfully interviewed, reflecting complete participation within this category as well.

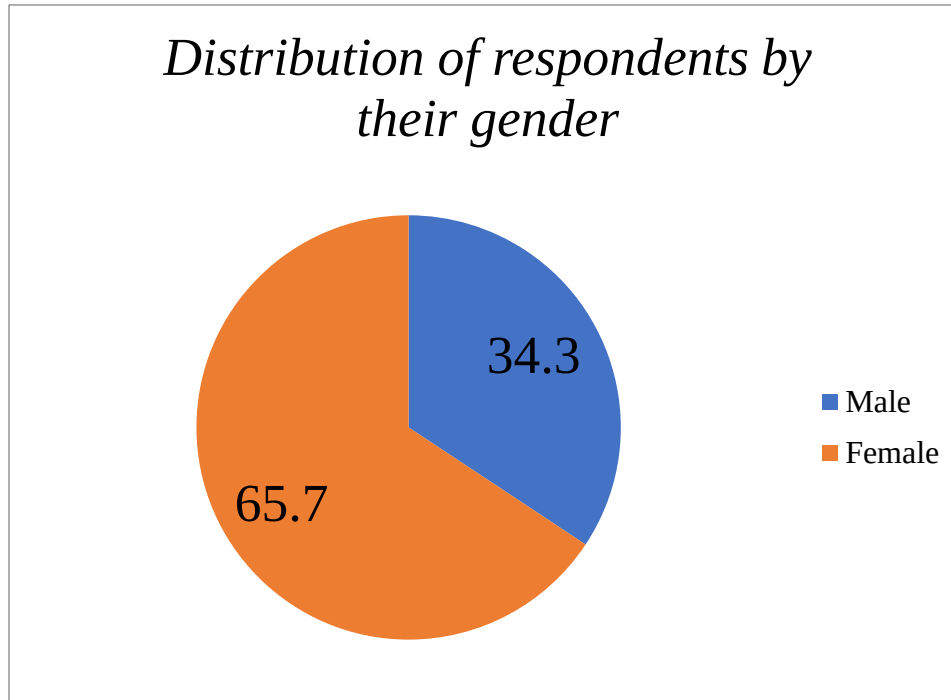
4.2.2 Gender of the respondents

The study was designed to be inclusive, targeting both male and female respondents, and their representation is analyzed below.

Table 3: Distribution of respondents by gender

Gender	Frequency	Percentage (%)
Male	44	34.3
Female	85	65.7
Total	129	100.0

Source: Primary Data



According to the above findings, 34.3% were male and 65.7% were female. This implies that female respondents were more available compared to males respondents. Therefore, this reveals that even the school community was dominated by more girls' pupils than boy's pupils.

4.2.3 Age group of the respondents

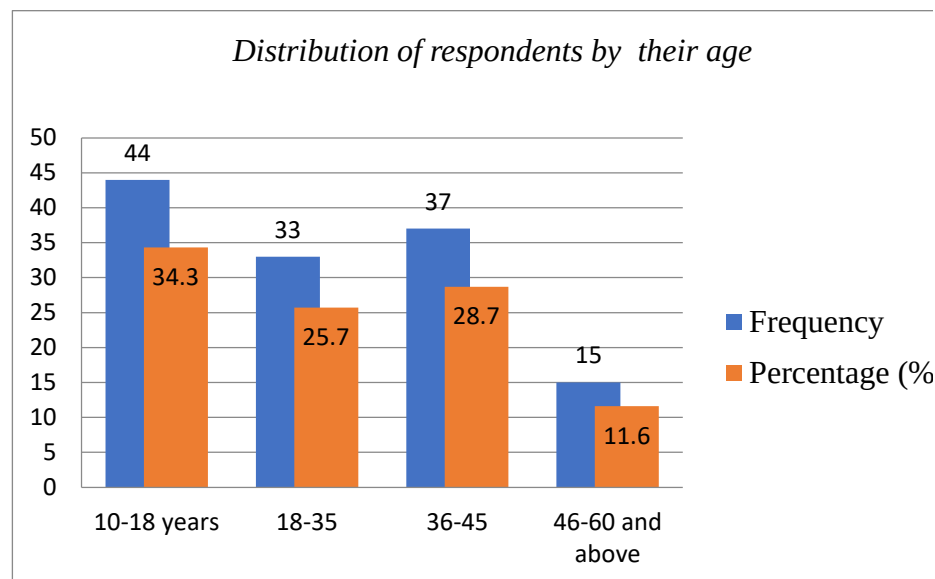
The study involved respondents from different age groups to ensure that perspectives from both younger and older individuals were fairly represented.

Table 4: Distribution of respondents by age

Age group	Frequency	Percentage (%)
10-18	44	34.3
18-35	33	25.7
36-45	37	28.7
46-60 and above	15	11.6

Total	129	100.0
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Source: Primary Data



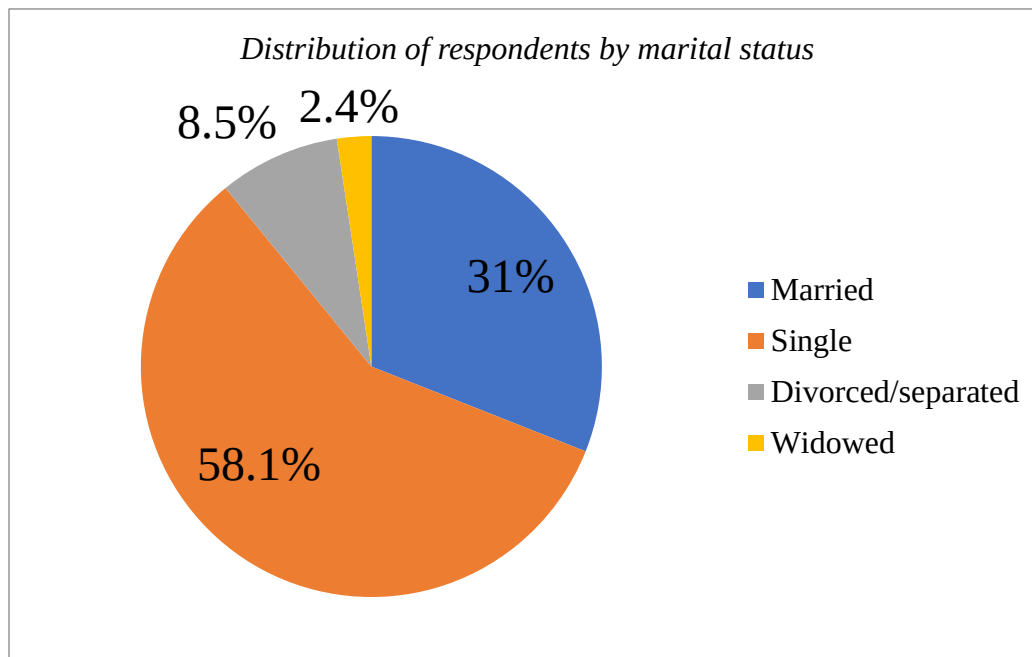
The finding indicates that, the majority of the respondents in Kakooga Cell were children aged between 10-18 years, who constituted the largest proportion of the total respondents. These were mainly school-going pupil's selected from the schools where the study was conducted as well as pupils who had dropped out of primary school within Kakooga Cell. This age group was considered most relevant to the study because it directly reflects the population affected by primary school completion and dropout challenges in Kakooga Cell. The age group with the least number of respondents was those aged 46 years and above, forming 11.6% of the respondents. This was because this age category represents a smaller proportion of the community population and had limited direct involvement in daily schooling experiences compared to children and parents.

4.2.4 Marital status of the respondents

Table 5: Showing distribution of respondents by marital status

Marital status	Frequency	Percentage (%)
Married	40	31.0
Single	75	58.1
Divorced/separated	11	8.5
Widowed	3	2.4
Total	129	100

Source: Primary data



From the above information, the majority of the respondents were single accounting 58.1% (75 out of 129), followed by married respondents with 31.0% (40 out of 129) and these were mainly the parents, head teachers, teachers and local leaders, 8.5% (11 out of 129) were divorced/separated and 2.4% (3 out of 129) were widowed and these were mainly single mothers, reflecting on how single parenting or loss of a partner can affect children's school attendance and completion in Kakooga Cell.

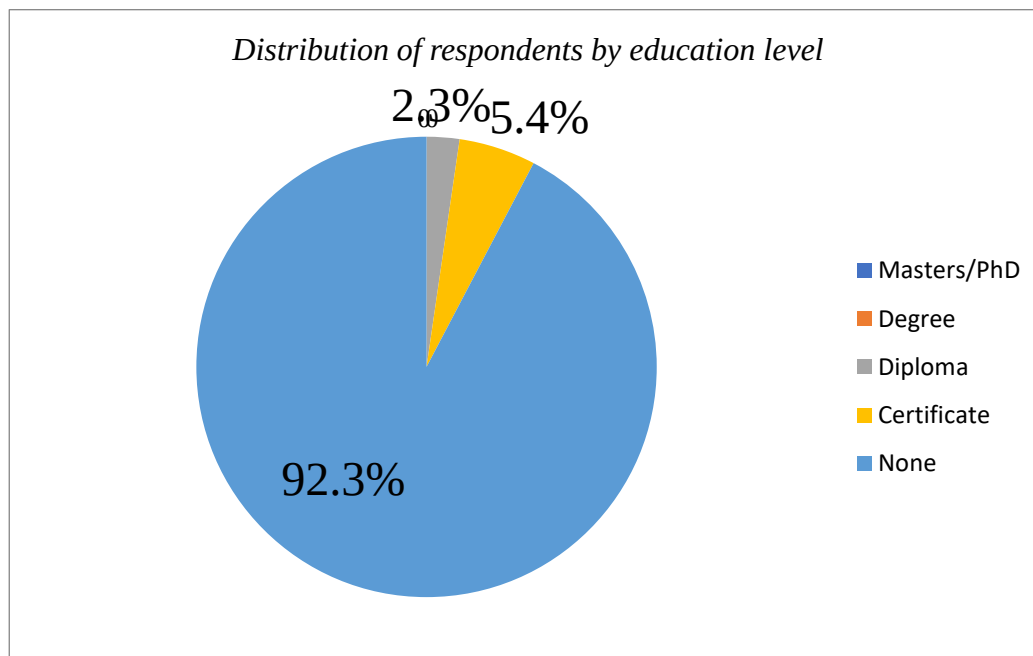
4.2.5 Highest level of Education of the respondents

The study involved respondents with different levels of education whereby the majority do not have any qualification.

Table 6: Showing distribution of respondents by education level

Education level	Frequency	Percentage (%)
Masters/PhD	00	00
Degree	00	00
Diploma	03	2.3
Certificate	07	5.4
None	119	92.3
Total	129	100

Source: Primary Data

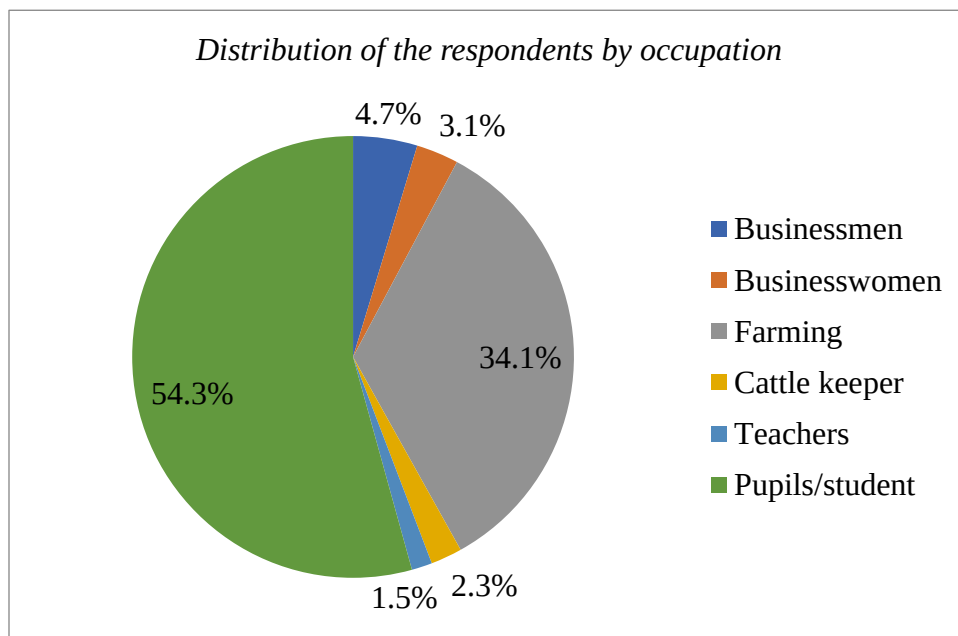


From the above findings, 92.3% of the respondents had no formal academic qualification since most of them were school-going children and primary school dropout, 5.4% had a Certificate and 2.3% of the respondents were Diploma holder being parents. None of the respondents had a Degree, Master's, or PhD. This homogeneity in academic background indicates that most parents in Kakooga Cell have limited knowledge and skills to support their children's education effectively.

4.2.6 Occupation of Respondents

Table 7: Distribution of the respondents by occupation

Occupation	Frequency	Percentage (%)
Businessmen	6	4.7
Businesswomen	4	3.1
Farming	44	34.1%
Cattle keeper	3	2.3
Teachers	2	1.5
Pupils/student	70	54.3%
Total	129	100



The findings above reveal that the majority of respondents were pupils/students 54.3% (70). This indicates that more than half of the participants are engaged in education, suggesting that the study largely reflects the views and experiences of young respondents still in school. Farming with 44 respondents were 34.1%. This highlights the importance of agriculture as a major livelihood activity among the respondents and suggests that farming plays a significant role in the local economy of Kakooga Cell. Businessmen were 4.7% (6) and businesswomen 3.1% (4). This relatively small proportion implies that commercial and entrepreneurial activities are less dominant occupations among the respondents. Cattle keepers make up 3 respondents (2.3%), indicating that livestock keeping is practiced by a small segment of the population. Teachers represent the smallest occupational group, with only 2 respondents (1.5%), suggesting limited representation of formal employment in the education sector within the sample.

4.3 Empirical Information

4.3.1 Objective one: The correlation between specific socioeconomic indicators and primary school dropout frequency in Kakooga Cell.

Table 8: Distribution of responses from the selected socioeconomic indicators and primary school dropout frequency

Responses	Frequency
Poverty	21
Financial constraints	11
Low household income	05
Lack of school fees and scholastic materials	12
Food insecurity at home and school	07
Parental education	13
Primary school dropout frequency	25

Table 9: Showing the Spearman's rho correlations between poverty and primary school dropout frequency

Correlations			povertyaffectsschooling of pupils	Primaryschool dropout frequency
Spearman's rho	povertyaffectsschooling of pupils	Correlation Coefficient	1.000	.368**
		Sig. (1-tailed)	.	.000
		N	129	129
	Primaryschool dropout frequency	Correlation Coefficient	.368**	1.000
		Sig. (1-tailed)	.000	.
		N	129	129
**. Correlation is significant at the 0.01 level (1-tailed).				

The spearman's rho correlation revealed a moderate positive relationship between poverty affecting schooling of pupils and primary school dropout frequency in Kakooga Cell. The correlation coefficient $r = 0.368$, $N = 129$, implies that as poverty levels affecting pupils increases, the frequency of primary school dropout also tends to increase. The strength of the correlation suggests that poverty is a significant socioeconomic factor influencing pupils' continuation in primary education.

The relationship was found to be statistically significant at the 0.01 level (1-tailed, $p = 0.000$, indicating that the observed association is very unlikely to have occurred by chance. This provides strong evidence that poverty significantly influences primary school dropout rates among pupils in Kakooga Cell.

Table 10: Showing the Spearman's rho correlations between financial constraints and primary school dropout frequency

Correlations			Financialconstr ainsts	Primaryschool dropoutfreque ncy
Spearman's rho	Financialconstrainsts	Correlation Coefficient	1.000	-.150*
		Sig. (1-tailed)	.	.045
		N	129	129
	Primaryschooldropout frequency	Correlation Coefficient	-.150*	1.000
		Sig. (1-tailed)	.045	.
		N	129	129
*. Correlation is significant at the 0.05 level (1-tailed).				

The spearman's rho correlation analysis revealed a weak negative relationship between financial constraints and primary school dropout frequency in Kakooga Cell (Spearman's rho = -0.150, N = 129). The negative direction of the correlation implies that as financial constraints increase, the reported frequency of primary school dropout tends to decrease, or conversely, lower levels of financial constraints are associated with higher dropout frequency.

It was found that the significance level indicates that the relationship is statistically meaningful at the 5% level (1-tailed, $p = 0.045$), suggesting that the observed association is unlikely to have occurred by chance.

Table 11: Showing the Spearman's rho correlations between low household income and primary school dropout frequency

Correlations			Lowhouseholdincome	Primaryschool dropoutfrequency
Spearman's rho	Lowhouseholdincome	Correlation Coefficient	1.000	.410**
		Sig. (1-tailed)	.	.000
		N	129	129
	Primaryschool dropoutfrequency	Correlation Coefficient	.410**	1.000
		Sig. (1-tailed)	.000	.
		N	129	129
**. Correlation is significant at the 0.01 level (1-tailed).				

The spearman's correlation analysis shows a moderate, positive relationship between low household income and primary school dropout frequency ($r = 0.410$, $N = 129$). The positive direction of the correlation implies that as household income decreases, the frequency of primary school dropout increases. This finding clearly indicates that children from low-income households in Kakooga Cell are more likely to drop out of school compared to those from relatively better-off households. Low household income limits families' ability to meet school-related costs such as uniforms, scholastic materials, transport, and meals, which directly undermines consistent school attendance and retention. The significance at the 1% level (1-tailed, $p = 0.000$) indicates a very strong level of statistical confidence, suggesting that the relationship is highly unlikely to be due to chance.

Table 12: Showing the Spearman's rho correlations between Lack of school fees and scholastic materials and primary school dropout frequency

Correlations			Lack of school fees and scholastic materials	Primary school dropout frequency
Spearman's Rho	Lack of school fees and scholastic materials	Correlation Coefficient	1.000	-.157*
		Sig. (1-tailed)	.	.038
		N	129	129
	Primary school dropout frequency	Correlation Coefficient	-.157*	1.000
		Sig. (1-tailed)	.038	.
		N	129	129
*. Correlation is significant at the 0.05 level (1-tailed).				

The spearman's correlation findings indicate a weak negative relationship between lack of school fees and scholastic materials and primary school dropout frequency ($r = -0.157$, $N = 129$). The negative correlation coefficient implies that as the reported lack of school fees and scholastic materials increases, the frequency of primary school dropout slightly decreases, or conversely, lower levels of reported lack are associated with higher dropout frequency. The relationship was found to be statistically significant at the 0.05 level (1-tailed, $p = 0.038$), which suggests that the relationship observed is statistically meaningful and unlikely to have occurred by chance.

Table 13: Showing the Spearman's rho correlations between food insecurity at home and school and primary school dropout frequency

Correlations			Foodinsecurit yathomeandsc hool	Primaryschool dropoutfreque ncy
Spearman's rho	Foodinsecurityathom eandschool	Correlation Coefficient	1.000	.489**
		Sig. (1-tailed)	.	.000
		N	129	129
	Primaryschooldropou tfrequency	Correlation Coefficient	.489**	1.000
		Sig. (1-tailed)	.000	.
		N	129	129
**. Correlation is significant at the 0.01 level (1-tailed).				

The spearman's rho correlation findings indicate a moderate positive relationship between food insecurity at home and school and primary school dropout frequency ($r = 0.489$, $N = 129$). This positive correlation indicates that as food insecurity increases at both home and school, the frequency of primary school dropout in Kakooga Cell also increases. This means that children who face food shortages are more likely to drop out of school.

The relationship was found to be statistically significant at the 0.01 level (1-tailed, $p = 0.000$), which indicates a very strong level of statistical confidence, meaning the relationship is highly unlikely to be due to random chance.

Table 14: Showing the Spearman's rho correlations between Low parental education and primary school dropout frequency

Correlations			Lowparentaleducation	Primaryschool dropout frequency
Spearman's rho	Lowparentaleducation	Correlation Coefficient	1.000	.683**
		Sig. (1-tailed)	.	.000
		N	129	129
	Primaryschool dropout frequency	Correlation Coefficient	.683**	1.000
		Sig. (1-tailed)	.000	.
		N	129	129
**. Correlation is significant at the 0.01 level (1-tailed).				

The spearman's rho correlation analysis revealed a strong positive relationship between low parental education and primary school dropout frequency in Kakooga Cell ($r = 0.683$, $N = 129$). This positive correlation indicates that as parental education levels decreases, the frequency of primary school dropout increases significantly. In other words, households with lower levels of parental education tend to have higher dropout rates among their children. This strong association suggests that the educational background of parents plays a crucial role in shaping their children's educational outcomes.

The relationship was found to be statistically significant at the 0.01 level (1-tailed, $p = 0.000$), which means the observed association is highly unlikely to be due to chance. This provides robust evidence that lower parental education levels are strongly associated with higher dropout rates among pupils in Kakooga Cell. The substantial sample size further reinforces the reliability of these findings.

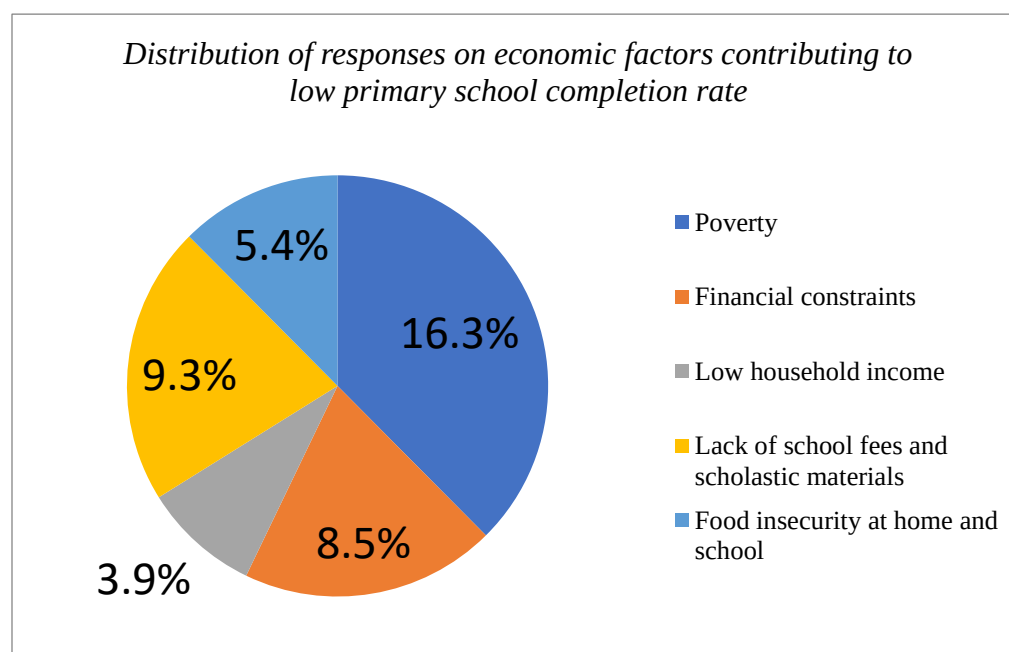
4.3.2 Objective two

The study identified factors contributing to low primary school completion rate in Kakooga Cell

4.3.2.1 Economic Factors

Table 15: Distribution of responses on economic factors contributing to low primary school completion rate in Kakooga Cell

Economic factor	Frequency	Percentage (%)
Poverty	21	16.3
Financial constraints	11	8.5
Low household income	5	3.9
Lack of school fees and scholastic materials	12	9.3
Food insecurity at home and school	7	5.4
Subtotal (Economic)	56	43.4%



The findings shows that a total of 56 respondents identified economic challenges as major contributors to low primary school completion in Kakooga Cell. Among the economic factors;

4.3.2.2 Poverty with 16.3% was the most frequently cited, by 21 respondents reporting it as the leading cause of dropout. This indicates that many households in Kakooga Cell struggle to meet basic needs, making it difficult for children to stay in school consistently. This high proportion suggests that a majority of children grow up in economically vulnerable homes where education competes with basic survival needs.

The findings from the qualitative information also indicate that, poverty emerged as the most dominant factor contributing to low primary school completion in Kakooga Cell. Participants consistently mentioned that parents in Kakooga Cell struggle to pay school fees, buy uniforms, and provide scholastic materials for their children. This same pattern was echoed by several girls who reported dropping out because they lacked basics necessities like food, sanitary pads, and even soap, leading to humiliation and absenteeism that eventually forced them to quit school altogether. This is in line with Becker's Human Capital Theory, which posits that although families know education is an investment but poor households often fail to invest in it when their financial resources are extremely limited to even meet basic needs (Becker's, 1964). For instance, a 41-year-old mother from Kakooga Trading Center stated that: "I am a neglected mother of young twins without a stable source of income. I cannot afford to educate my children or support them to complete their studies. The little money I earn is barely enough to buy food for their survival. All my children have dropped out of school because of poverty, and as a mother, I cannot let them starve while struggling to pay school fees. It seems that only rich and well-off parents are able to educate their children, since they can afford good schools, provide all the necessary scholastic materials, and do not regret spending large amounts of money on their education." This notes that poverty remains a key driver of school dropouts in Kakooga Cell.

In a similar vein,

“A 45year old male parent from Kakooga Village explained that, he could not afford the additional expenses associated with schooling, such as examination fees and the purchase of scholastic materials for all his twelve children. He noted that although education under the Universal Primary Education (UPE) program is officially free, there are still several small costs that make it unaffordable for many parents. As a result, he decided to withdraw the older children who had reached Primary Four and continued supporting only those in the lower classes. He added that this financial strain ultimately forced him to stop his children from attending school altogether due to lack of money. This is in line with Becker’s Human Capital Theory, which posits that although families know education is an investment but poor households often fail to invest in it when their financial resources are extremely limited to even meet basic needs (Becker’s, 1964).

4.3.2.3 Lack of school fees and scholastic materials

Also, 12 respondents (9.3%) pointed to lack of school fees and scholastic materials, showing that despite Universal Primary Education (UPE), hidden costs such as uniforms, books, and contributions for school development still remain barriers.

The findings from the qualitative information also indicate that, lack of school fees and scholastic materials emerged as the significant factor contributing to low primary school completion in Kakooga Cell. Participants reported that although the NRM government introduced the Universal Primary Education (UPE) policy to provide free education for all children in public primary schools, the program has not fully achieved its intended objective because, in reality, there is no completely free education. Parents explained that schools still require them to pay various fees and provide multiple scholastic materials, which many households cannot afford. This financial burden contributes significantly to low primary school completion in Kakooga Cell. All head teachers and teachers interviewed confirmed the parents’ concerns, noting that schools request financial contributions from parents because the UPE capitation grant is insufficient to meet operational needs. For instance, Nyantonzi Primary School has 908 pupils but it’s having only four government-paid teachers. Parents said, during the recent teachers’ strike, none of these government-paid teachers reported to duty; learning continued only because parents-funded private teachers that remained at school. However, also,t

these government teachers on payroll were too few to manage the entire school population, forcing the school administration to hire an additional five private teachers whose salaries are paid by parents. This situation illustrates that despite UPE's goal of free education, the hidden costs placed on parents continue to strain households and directly contribute to the high rates of dropout in the community.

4.3.2.4 Financial constraints

Financial constraints were mentioned by 11 respondents (8.5%), further demonstrate that irregular or unstable income sources limit parents' ability to support their children's education throughout the year.

The findings from the qualitative information also indicate that, financial constraints emerged as economic factor contributing to low primary school completion in Kakooga Cell. Participants said even families with some income often face irregular financial flow, making it hard to pay school-related expenses consistently. For instance, one of the participants explained that paying school fees for all his 12 school-going children simultaneously was impossible for him, leading some children to drop out. He further said, "Sometimes he pays school fees for the older ones and leave the younger ones to stay home. When things improve, he takes all back to school. But eventually some give up because they repeat classes many times." This is in line with Amartya Sen's Capability Approach (1999), which posits that poverty is not only the absence of income but also the inability to convert available resources into meaningful opportunities like education. Therefore, the findings of Kakooga Cell found out that unstable incomes reduce children's capacity to remain in school consistently.

4.3.2.5 Food insecurity at home and school

The results also show that food insecurity, reported by 7 respondents (5.4%), contributes to absenteeism and eventual dropout because many children attend school hungry, reducing concentration and motivation to continue.

The findings from the qualitative information also indicate that, food insecurity at home and the lack of school feeding programs emerged as a significant economic factor contributing to low primary school completion in Kakooga Cell. Pupils said they usually attend classes on empty stomachs without breakfast or lunch, which affects their concentration and leads to absenteeism and eventually drop out entirely due to hunger. For instance, a 12 year old boy pupil shared that attending school without breakfast left him too weak to focus, and would sometimes walk back home during break time because he had no energy to continue learning. He further explained, “On days when I don’t eat, I feel too weak to even hold a pen. That is why i stopped going to school for some days.” This aligns with Maslow’s Hierarchy of Needs (1943), which states that survival needs (basic physiological needs) must be satisfied before the individual can satisfy the higher needs like food must be met before higher-level goals such as learning can be achieved. Therefore, food insecurity directly weakens pupils’ ability to stay in school and complete the primary cycle. (Saul McLeod, 2025)

Similarly, one teacher from a government-aided school explained that: “When we requested parents to contribute towards school meals, many refused, saying they would pack food for their children if available at home. In most cases, children come to school without food and remain hungry throughout the day. Teachers consistently noted that hunger reduces pupils’ ability to focus in class, increases fatigue, and discourages regular attendance. Several teachers highlighted that children who cannot tolerate studying on an empty stomach eventually stop coming to school altogether. This observation underscores that **food** insecurity both at home and in school directly affects pupils’ engagement, attendance, and primary school completion.

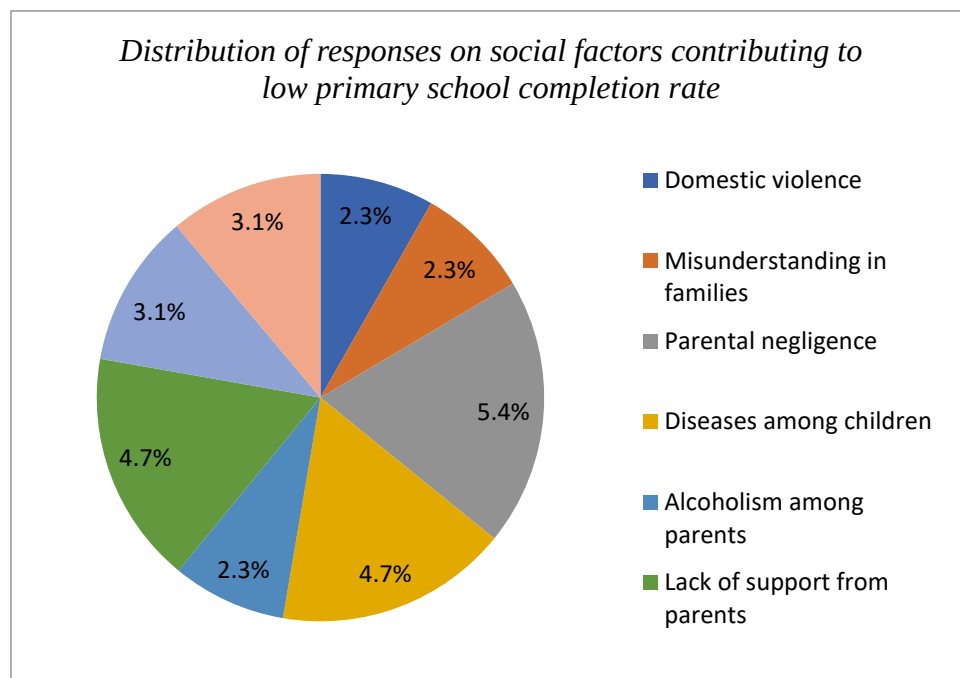
4.3.2.6 Low household income

Low household income, cited by 5 respondents (3.9%), highlights the limited earning capacities of most families who depend largely on subsistence farming and small-scale economic activities.

4.3.2.2 Social Factors

Table 16: Distribution of responses on social factors contributing to low primary school completion rate in Kakooga Cell

Social factors	Frequency	Percentage (%)
Domestic violence	3	2.3
Misunderstanding in families	3	2.3
Parental negligence	7	5.4
Diseases among children	6	4.7
Alcoholism among parents	3	2.3
Lack of support from parents	6	4.7
Pressure to work at home	4	3.1
Poor academic performance	4	3.1
Subtotal (Social)	36	27.9%



The findings revealed that social factors account for 27.9% of all responses, indicating that although less dominant than economic constraints, they still play a significant role in influencing pupils' ability to complete primary school in Kakooga Cell. Among these social factors;

4.3.2.3 Parental negligence was reported by 7 respondents (5.4%), making it the most frequently cited social factor. This suggests that many parents do not provide adequate monitoring, guidance, or encouragement for their children's education, resulting in irregular attendance and eventual dropout.

The findings from the qualitative information also indicate that, parental negligence and low involvement emerged as a key social factor contributing to low primary school completion in Kakooga Cell. Several teacher respondents reported that some parents show little interest in their children's education, rarely monitor their children's academic performance or attending school meetings. This lack of engagement often discourages pupils, fosters absenteeism, and, in many cases, leads to early dropout. In some instances, parents misused school fees for personal needs, reflecting weak commitment to education. For example, a 12-year-old girl in Primary Six explained: "My father works far from home and sends school fees to my mother. However, she

often delays paying the fees, using the money first for her personal needs. As a result, we are frequently sent away from school for non-payment. When my father asks whether the school fees have been paid, my mother claims she has cleared them, yet in reality, they remain unpaid.”

Similarly, a 15-year-old boy in Primary Six reported that his parents advised him to stop attending school because they believed he was old enough to marry due to his physical appearance. He explained: “Although I still consider myself young and eager to learn, my parents’ perception of my tall stature as a sign of maturity and readiness for marriage has forced me to lose interest in education.”

4.3.2.4 Diseases among children and lack of support from parents were each cited by 6 respondents (4.7%). The high burden of illness reflects poor household health conditions, which disrupts learning continuity, while inadequate parental support indicates weak involvement in educational follow-up and limited motivation for children to stay in school. Together, these factors show that home environments in Kakooga Cell may not be conducive for sustained learning.

The findings from the qualitative information indicate that, diseases among children also contribute to low primary school completion in Kakooga Cell. One of the participants shared the story of her P2 child who frequently falls sick. She explained, “Every month, the child falls sick. By the time he recovers and returns to school, he has already missed lessons and fears going back.” Such repeated sickness leads to learning gaps that many children are unable to overcome. One of the teachers also said that, some pupils appear weak, malnourished, and unable to concentrate in class, and such children often fall behind academically. This is in line with the Health Belief Model, which suggests that individuals with limited resources are less likely to seek treatment, increasing vulnerability to health-related school absenteeism and eventual dropout (Rosen stock, 1974).

4.3.2.5 Poor academic performance was identified by 4 respondents (3.1%) which contribute to loss of interest in continuing education.

The findings from the qualitative information also indicate that, poor academic performance emerged as a significant factor contributing to low primary school completion in Kakooga Cell. Pupils who repeatedly perform poorly or repeat classes often lose interest in schooling and eventually stop attending. This situation is exacerbated by teacher's absenteeism, limited instructional attention to struggling learners, and inadequate teaching materials, leaving pupils feeling neglected and demotivated. Pupils who struggle academically often withdraw due to shame or frustration. For instance, respondents explained that pupils who (repeatedly perform poorly or repeat classes often lose interest in schooling and eventually stop attending) or struggle to understand lessons are often labeled as "slow learners," which leads to humiliation and discouragement both in class and at home. Also, "one of the parents in Kakooga quoted that, most of her children dropped out of school due to a lack of academic knowledge". When she asked them why they were leaving, they explained that they felt they had not learned enough to continue, despite their school fees being fully paid. As a result, all her children eventually dropped out before completing Primary Seven. 39 year old female of Kakooga Cell.

In a similar vein, one pupil reported that his parents told him, "You lack knowledge, so why are you studying and wasting money on school fees?". This aligns with Human Capital Theory which suggests that, low perceived returns from education discourage investment (Becker, 1993). As a result, struggling learners may abandon school before completing primary education.

4.3.2.6 Pressure to work at home

Pressure to work at home was also identified by 4 respondents (3.1%). This finding highlight that some children face competing domestic responsibilities such as farming, and household chores, reducing the time and energy available for schooling. This finding aligns with Bronfenbrenner's Ecological Systems Theory (1979), which emphasizes that a child's development is strongly influenced by the immediate environment especially the home.

4.3.2.7 Domestic violence, misunderstanding in families and alcoholism among parents, each with 3 responses (2.3%). These results indicate that unstable family environments, characterized by conflict, emotional distress, and substance abuse, negatively affect children's concentration, emotional well-being, and long-term school engagement. Such households may fail to provide the stability and emotional support necessary for successful completion of primary school.

The findings from the qualitative information also indicate that, both domestic violence and alcohol abuse emerged as significant social factors contributing to low primary school completion in Kakooga Cell. Several respondents reported that children living in households affected by constant quarrels, physical abuse, or substance abuse experience emotional distress and neglect, which negatively impacts their ability to focus on schooling. Also, both young and adult respondents reported that some parents spend money meant for school fees on alcohol, leaving children unable to afford schooling. For example, one of the pupils explained that her father constantly quarrels with her mother, creating fear and tension at home. She reported that this persistent conflict made her too frightened to concentrate or even attend school, showing how domestic instability can seriously interfere with a child's educational progress. Another respondent highlighted how alcohol abuse in the family reduces financial support for education: "Pupils from nyantonzi Primary School explained that my father often sells our harvests from cocoa and coffee to buy alcohol, leaving us without money for school fees". This situation aligns with Bronfenbrenner's ecological systems theory, which emphasizes that a child's development is deeply influenced by their immediate environment, including family dynamics (Bronfenbrenner, 1977). Similarly, these findings also align with Musimenta (2021), who notes that family instability reduces children's motivation to persist in school.

Other qualitative information on social factors contributing to low primary school completion rate in Kakooga Cell;

4.3.2.8 Harsh punishment and poor teacher-pupil relations

Corporal punishment and poor treatment of pupils by teachers are significant factor contributing to low primary school completion in Kakooga Cell. Learners who are frequently caned, insulted,

or embarrassed in front of other pupils often develop fear and negative attitudes towards school, which discourages regular attendance leading to absenteeism and eventually complete withdrawal/dropout. Additionally, weak teacher-pupil relationships and the lack of counseling services exacerbate the problem, leaving pupils without support to cope with academic or emotional challenges. For instance, one of the pupils shared that after being caned severely at school for failing a test, she stopped attending school for several weeks because she feared going back.

4.3.2.9 Peer influence and lack of interest

Some pupils in Kakooga lose interest in school due to peer pressure from friends who have dropped out or become involved in income-generating activities. Adolescents are also influenced by peers who engage in early relationships, substance use, or other unproductive behaviors, weakening their interest in school. In the absence of strong parental guidance and effective school counseling, such pupils tend to lose focus on their studies and gradually withdraw from school. Peer influence therefore plays a significant role in reducing learners' motivation and commitment to complete primary education. For instance, one of the male participants noted that some pupils are influenced by their peers who have already dropped out of school. He explained that many children in Kakooga are tempted to join these peer groups because they often see school dropouts freely attending music and video halls in Kyaterekera Town. This exposure makes schooling appear less attractive, leading some pupils to lose interest and eventually drop out.

4.3.2.10 Poor school environment and inadequate facilities

Poor school infrastructure and inadequate learning facilities significantly affect primary school completion. Participants highlighted challenges such as overcrowded classrooms, insufficient desks, lack of teaching materials, and inadequate sanitation facilities. Long distances between home and school further exacerbate absenteeism, particularly for younger children who must walk several kilometers daily, and attendance often drops sharply during the rainy season.

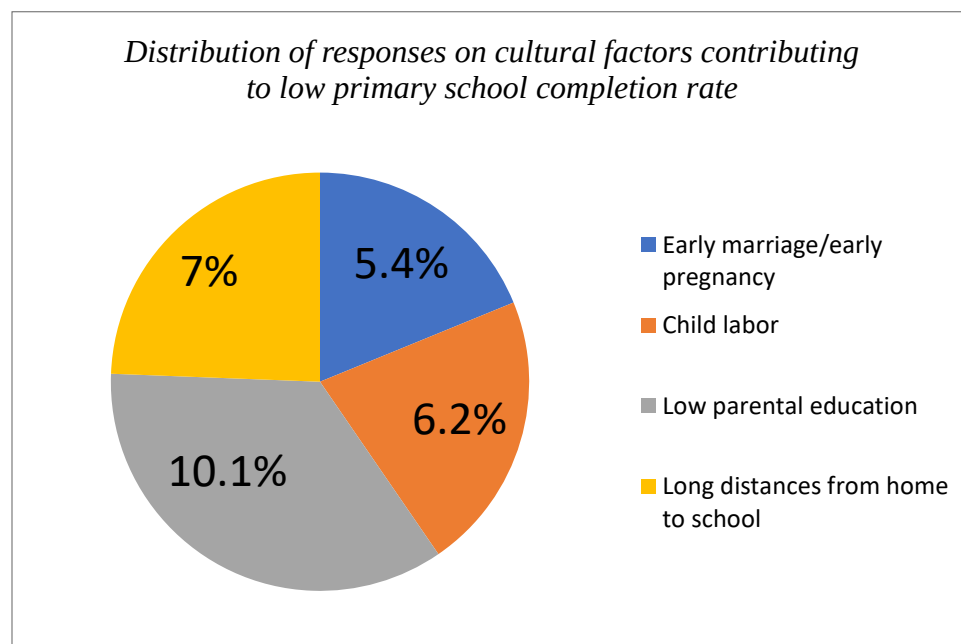
One of the teachers said,

The classrooms at Nyantonzi Primary School are highly congested, and learning materials are insufficient to meet the needs of all pupils. The absence of essential facilities such as latrines further aggravates the situation. These poor conditions hinder pupils' concentration and learning, while also contributing to irregular attendance. Consequently, both teachers and learners struggle to perform effectively in such a difficult learning environment.

4.3.2.3 Cultural Factors

Table 17: Distribution of responses on cultural factors contributing to low primary school completion rate in Kakooga Cell

Cultural factors	Frequency	Percentage (%)
Early marriage/early pregnancy	7	5.4
Child labor	8	6.2
Low parental education	13	10.1
Long distances from home to school	9	7.0
Subtotal (Cultural)	37	28.7%



The findings above indicate that cultural factors account for 28.7% of all responses, making them also major contributor to the low primary school completion rate in Kakooga Cell;

4.3.2.4 Low parental education was the most frequently reported, cited by 13 respondents (10.1%). This suggests that many parents in Kakooga Cell lack basic literacy and therefore struggle to support their children's education through supervision, homework guidance, or encouragement. Parents with low education levels are less likely to value long-term schooling, often resulting in weak follow-up and higher dropout cases. This factor alone highlights how intergenerational cycles of low education perpetuate poor school completion.

The findings from the qualitative information also indicate that, ignorance and lack of role models contribute to low primary school completion in Kakooga Cell. Participants stated that most parents in Kakooga Cell have low levels of education, which limits their appreciation of the benefits of education. The absence of local role models who completed school and succeeded discourages children, who begin to view education as unimportant. This cultural ignorance perpetuates intergenerational cycles of illiteracy. For example, one of the leaders in Kakooga Cell explained that when he tries to sensitize parents about the value of education, many of them challenge him by saying, "How can you tell us about education yet you are a graduate but have no permanent job? You are here in the village struggling just like us." He added that because of such comments, he no longer talks about education, even when he is required to do so. Parents often accuse him of failing to be a role model to young people, arguing that he only talks about the importance of education without demonstrating its benefits through his own livelihood.

4.3.2.5 Long distance from home to school was identified by 9 respondents (7.0%). Respondents from Kakooga reported that, many children often walk several kilometers to access affordable schools, as there is no government-aided school nearby, leading to fatigue, late arrivals, and eventual dropout. This was observed where pupils travel long distance from Kakooga Village to Nyantonzi primary school due to the inability to pay the school fees at nearby schools. As a result, children often begin their education at an older age, having to walk long distances, and they feel discouraged when placed in the same class with younger peers. In the same line,

“One pupil reported that his main challenge was the long distance from home to school, approximately 4.5 kilometers, which he walks every day”. He explained that the journey often leaves him very tired, making it difficult to concentrate in class. 12 year old male pupil in Primary six.

Other findings from the qualitative information on cultural factors contributing to low primary school completion in Kakooga Cell;

4.3.2.6 Negative attitude towards education and cultural beliefs

Participants explained that some parents in kakooga cell still hold cultural beliefs that formal education is unnecessary, especially for girls. Traditional gender roles that prioritize domestic duties over schooling contribute to high dropout rates. In some families in Kakooga, boys are valued more for education, while girls are seen as future wives, perpetuating gender inequality. Respondents also noted that some parents believe schooling does not guarantee employment, especially when they see educated but jobless youth. For instance, a female leader reported that some parents in Kakooga hold misconceptions about education, believing that even if they educate their children, there will be no employment opportunities for them. She further noted that local cultural beliefs in Kakooga suggest that children’s education should not extend beyond Primary Seven. As a result, some parents intentionally withhold support for their children’s education due to these entrenched cultural perceptions.

4.3.2.7 Child labor

Child labor, reported by 8 respondents (6.2%), also was a significant cultural barrier. Many households in Kakooga Cell still view children as contributors to family labor engaging in farming, fishing, or doing domestic chores. Such expectations reduce the time children spend in school and limit their ability to concentrate or complete assignments, leading to poor academic performance. Over time, the conflict between labor demands and school attendance pushes many learners out of school.

The findings from the qualitative information also indicate that, child labor and household responsibilities contribute to low primary school completion in Kakooga Cell. Several

discussants revealed that children are forced to engage in child labor, especially in fishing at Lake Albert, or working on family farms to supplement household income. Others, particularly girls, are kept home to do domestic work, which limits their time for studies and school attendance. This economic survival behavior undermines consistent school participation and completion, especially among children from low-income families.

A community leader reported that many children in Kakooga Cell drop out of school to engage in child labor, particularly fishing at Lake Albert, as a way to earn income and support their families. He emphasized that this practice not only deprives the affected children of education but also influences other pupils to abandon school and join income-generating activities.

4.3.2.8 Early marriage and early pregnancy, reported by 7 respondents (5.4%), also significantly reduce school completion, particularly for girls. Some parents in Kakooga Cell that prioritizes early marriage over education, and teenage pregnancies, force many girls to leave school prematurely.

The findings from the qualitative information also indicate that, both early marriage and early pregnancies are among the most significant factor contributing to low primary school completion particularly for girls in Kakooga Cell. Research participants revealed that some girls, especially those in upper primary classes (P5–P7), leave school due to pregnancy. Participants explained that girls who engage in unprotected sexual activity risk becoming pregnant, which prevents them from completing their studies. Most schools do not permit pregnant students to remain enrolled, and communities often label these girls as undisciplined, unfortunate, or even a burden to their families. This social stigma and exclusion force them to end their education prematurely. For example, one parent reported that, she had made efforts to educate her daughter by paying school fees for a better school. However, while the girl was still attending school, she became pregnant by a man and she was afraid to return home. She stayed away for a year, during which her parents searched for her in vain, as she did not even contact them to inform them of her marriage. She later returned with a child. This situation discouraged many parents in Kakooga, leaving them to conclude that investing in a girl child's education is a waste of money,” explained a 45year old female parent from Kakooga village.

4.3.3 Objective three

Table 18: Below presents the strategies mentioned by respondents, their corresponding frequencies, and percentages out of the total sample of 129 participants. These findings highlight the community's collective views on the most feasible and impactful actions needed to improve education outcomes in Kakooga Cell

Strategies	Frequency	Percentages (%)
Government should enforce laws and arrest school dropouts	13	10.1
Establishment of a community school	10	7.8
Community sensitization on the value of education	19	14.7
Starting income-generating projects	23	17.8
Sensitizing parents to support their children's education	32	24.8
Go-back-to-school campaign	10	7.8
Guidance and counseling of pupils	16	12.4
Supporting vulnerable pupils	06	4.7
Total	129	100

The findings from the table indicate that respondents proposed several strategies to address the low primary school completion rate in Kakooga Cell. This study revealed that 32 of the respondents (24.8%) repeatedly mentioned sensitizing parents to support their children's education as the most effective strategy for improving primary school completion in Kakooga Cell. In addition, 23 of the respondents (17.8%) identified starting income-generating projects as a key solution to reduce poverty-related dropouts among pupils. Community sensitization on the value of education was cited by 19 respondents (14.7%), reflecting the belief that increased awareness can shift community attitudes and motivate parents to keep their children in school.

The findings also showed that 16 of the respondents (12.4%) supported guidance and counseling of pupils as a strategy to address behavioral and academic challenges that contribute to dropout.

This is closely followed by 13 respondents (10.1%) who suggested that the government should enforce laws and arrest school dropouts to strengthen school attendance and retention. Establishment of a community school, mentioned by 10 respondents (7.8%) Implementing go-back-to-school campaign reported by 10 respondents (7.8%), both as strategies that could improve accessibility and encourage those who dropped out to return to school.

Lastly, 6 respondents (4.7%) suggested supporting vulnerable pupils, noting that this group needs targeted help to remain in school.

Qualitative findings

Through Focus Group Discussions and interviews, the community members and other stakeholders collaboratively generated strategies that will address the identified factors contributing to low primary school completion in Kakooga Cell. Generated strategies included;

4.3.3.1 Starting income-generating activities/ projects for economic empowerment would address low primary school completion in Kakooga Cell.

Participants suggested that starting household-based income-generating projects such as piggery, poultry and cash crop production. These activities will help families/parents generate steady income to meet education-related expenses. Economic empowerment was viewed as a practical and sustainable solution for reducing dependency and financial pressure on households enabling parents to pay school fees and buy scholastic materials on time. This will ensure that children do not drop out of school due to lack of basic requirements. For instance, “one of the parents emphasized that “every family should engage in income-generating activities /projects and diversify their enterprises, such as piggery project, poultry keeping ,cultivating cash crops like cocoa and coffee and other small projects to support their children’s education”. He further noted that when household income improves, children’s school attendance increases and dropout rates reduce significantly. This view demonstrates the strong link between household economic stability and primary school completion in Kakooga Cell. 45years old parent in Kakooga Cell.

4.3.3.2 Providing bursaries and government support would significantly address low primary school completion in Kakooga Cell by reducing the financial barriers that prevent

vulnerable children from staying in school. Community members emphasized that many pupils drop out due to the inability of their parents to meet school-related costs such as fees, uniforms, and scholastic materials. Offering targeted financial assistance ensures that no child is denied education because of poverty. Respondents suggested that local leaders, school administrators, and teachers should work together to identify pupils who are bright but financially disadvantaged and link them to available bursaries or government support programs. Such interventions will give vulnerable learners an equal opportunity to continue their education and ultimately complete Primary Seven.

One of the head teachers noted that “schools should identify both academically promising and financially needy pupils and provide them with bursaries to ensure that every child has the opportunity to study and complete primary education.” This highlights the critical role of financial support mechanisms in enhancing pupil retention and reducing dropout rates in the Kakooga Cell.

4.3.3.3 Strengthening or introducing school feeding programs would greatly improve primary school completion in Kakooga Cell.

Many participants emphasized that providing regular and balanced meals at school should motivate learners to attend consistently and remain focused throughout the day. For instance, 13-year-old pupil from Kakooga Cell explained that if all pupils were given meals and a balanced diet at school, many pupils will be encouraged to stay in school and complete their primary education cycle. This highlights the important role that adequate nutrition plays in boosting attendance, retention, and overall academic performance. This finding aligns with the observations of the World Food Programme (2023), which noted that school feeding initiatives in rural Uganda significantly reduce dropout rates and improve learning outcomes.

4.3.3.4 Strengthening parental guidance, love, and care would address low primary school completion in Kakooga Cell

Participants emphasized that when parents are supportive and closely involved in their children’s daily school life, learners develop confidence, a sense of security, and a positive attitude toward

education. Enhancing the parent–child relationship will reduce cases of absenteeism and dropout that often result from neglect, family conflict, or lack of encouragement at home. Therefore, most parents who actively show love and care by encouraging their children to attend school daily and helping them with homework have seen their children complete primary education successfully. One of the parents shared that ever since she began waking her daughter early for school and checking her exercise books every evening, the child’s interest in studies increased noticeably. This example has shown how parental affection and everyday involvement will directly promote school attendance, retention, and ultimately completion among pupils in Kakooga Cell.

4.3.3.5 Ensuring the timely payment of school fees and provision of essential scholastic materials would address low primary school completion in Kakooga Cell

Consistent parental support signals to pupils that their education is valued. This strengthens their motivation to attend school regularly and persist through all primary grades. Most pupils emphasized that if their parents consistently provide school fees and learning materials, they will be able to remain in school and complete their primary education. This suggestion shows how parental responsibility and economic stability will directly contribute to sustaining learners’ attendance, engagement, and eventual completion of primary school.

4.3.3.6 Continuous sensitization of parents and the community would address low primary school completion in Kakooga Cell

Majority of the participants emphasized that awareness campaigns should be conducted through churches, local radio programs, and village meetings to help parents understand the long-term benefits of education for both boys and girls. Such initiatives will also educate communities on the negative impacts of early marriage, child labor, and domestic violence on children’s educational attainment. A community leader emphasized that sensitizing both male and female parents, as well as pupils about these dangers will enhance primary school completion rates in Kakooga Cell. Such community awareness programs will transform negative attitudes, promote collective responsibility, and encourage supportive practices that keep pupils in school until they complete Primary Seven.

4.3.3.7 Providing special coaching to slow learners would address low primary school completion in Kakooga Cell

Teachers were encouraged to offer remedial lessons to slow learners and pupils facing academic challenges. Providing extra support enhances performance, self-esteem, and persistence. For instance, one of the teachers emphasized that parents whose children perform poorly in class should be encouraged to support remedial or coaching lessons organized at school during holidays, after school hours, or on weekends which will help pupils who struggle academically to better understand lessons, catch up with their peers, and remain motivated to continue attending school. Such individualized attention will reduce dropout caused by repeated failure and encourage pupils to complete the primary education cycle successfully. . He further noted that consistent parental investment in extra learning sessions not only enhances pupils' understanding but also motivates them to remain committed to their education. This approach reflects the findings of Musoke and Nakayima (2021), who highlighted that supplementary coaching significantly boosts learners' confidence and academic achievement in rural Ugandan primary schools.

4.3.3.8 Abolishing corporal punishment and strengthening positive teacher–pupil relationships would address low primary school completion in Kakooga Cell

Pupils' participants in Kakooga Cell suggested that schools should abolish corporal punishment and instead adopt friendlier disciplinary measures. They emphasized that being caned or insulted in class will discourage learners from attending school regularly. The pupils participants further proposed that teachers should adopt positive disciplinary measures such as counseling, guidance, and motivational support, which will help to correct mistakes without causing physical or emotional harm. They also recommended that school administrations should introduce regular teacher–pupil meetings to improve communication and trust. For example, “one of the teachers a narrated an incident where he had decided to quit teaching”. However, when the head teacher entered his former class and informed the pupils that a new teacher would replace him, the pupils protested, saying they wanted their original teacher back. The pupils' strong attachment and appeal convinced the head teacher to request the teacher to return, and he accepted. This incident

demonstrates that a positive teacher–pupil relationship would greatly influence learners’ morale and continuity in school, highlighting it as an essential strategy for promoting school retention and completion. Implementing these changes will create a safe and encouraging school environment where learners feel respected and motivated to stay in school. This will increase attendance, enhance academic engagement, and ultimately enable more pupils to complete Primary Seven in Kakooga Cell.

4.3.3.9 Improved school environment and infrastructure would address low primary school completion in Kakooga Cell

Participants highlighted that constructing more government-aided schools, particularly for pupils who walk long distances, will help to increase school attendance and eventually school retention. Some suggested boarding options or transport support for pupils from distant homes. Improving school facilities, including classrooms, feeding areas, and sanitation, will be vital in promoting retention.

One of the community leaders in Kakooga Cell emphasized that the government should consider establishing a government-aided primary school within Kakooga Cell to reduce the long distances children walk from home to school and to enable them to start education at an early age. The leader further explained that improving existing facilities such as classrooms, feeding areas, and sanitation will make the school environment more conducive, accessible for learning and help pupils stay in school and complete Primary Seven in Kakooga Cell. Similarly, community members supported this idea, noting that establishing a nearby government-aided school or upgrading current infrastructure will significantly reduce absenteeism and school dropouts.

4.3.3.10 Enforcing education laws and local bylaws would address low primary school completion in Kakooga Cell

Community members suggested that local leaders and government authorities should enforce bylaws that compel parents to send their children to school. These laws will also penalize parents who neglect their children’s education or encourage early marriage. Strengthened governance will ensure accountability at both household and institutional levels. Participants further

emphasized that enforcing national laws protecting children from early marriage and child labor will prevent exploitation and neglect. Local Council leaders, together with school management committees and Community Development Officers (CDOs), would monitor households to ensure that every school-age child is enrolled and regularly attending school. Implementing such measures will promote accountability, reduce child exploitation, and ensure that all children complete Primary Seven in Kakooga Cell.

4.3.3.11 Strengthen multi-stakeholder collaboration would address low primary school completion in Kakooga Cell

Participants emphasized that improving completion rates should require collective action. They proposed that schools, community leaders, NGOs, and government departments will collaborate closely to pool resources, implement policies, and monitor attendance. For example,

A 37-year-old male parent suggested that a village education committee should be established to monitor pupils' attendance and performance, noting that this will increase the likelihood of children completing primary school. He recalled that during his school days, the Uganda People's Defence Forces (UPDF) could patrol the area to ensure that pupils attended school regularly, even on market days, which greatly reduced absenteeism. He further emphasized that if local leaders in Kakooga would actively follow up on children who drop out of school and take corrective measures, all pupils will remain in school. Such collective community responsibility will nurture and guide children toward education and success, ensuring that more learners complete Primary Seven in Kakooga Cell.

4.3.3.12 Change of parental and community mindsets would address low primary school completion in Kakooga Cell

Community attitudes toward education should shift from seeing schooling as optional to viewing it as a fundamental right. Sensitization targeting both parents and pupils will help to reduce ignorance, eliminate gender bias, and promote a positive attitude toward education.

“One of the participants urged the local leaders of Kakooga Village to take a proactive role in promoting the importance of attaining higher levels of education and to help parents shift their mindsets from negative societal attitudes toward schooling.” He emphasized that by continuously

sensitizing the community, parents will begin to recognize the long-term value of education and support their children's learning. Once the people of Kakooga understand and appreciate the benefits of education, they will develop a positive attitude toward schooling, which will ultimately increase attendance, engagement, and ensure more children complete Primary Seven.

Chapter Five: Discussion, Conclusions and Recommendations of the study

5.0 Introduction

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

5.1 Discussion of the findings

5.1.1 Background information of respondents

The study revealed that the majority of the respondents were female contributing 65.7% and male respondents were 34.3%. This implies that female respondents particularly girls were more available within the school community compared to males respondents. This reflect higher school enrollment among girls in the study area or greater involvement of women in child care and education of children at the household level within Kakooga Cell. However, it also raises concerns about the lower participation of boys in school, which may be linked to early engagement in income generating activities such as fishing or other forms of child labor that reduce school attendance and completion among male pupils.

On age group of the respondents, the study found out that 34.3% were the majority aged between 10- 18 years, representing school-going pupils and school dropouts, who are directly affected by issues of school attendance, retention, and completion. Respondents aged 18-35 (25.7%) and 36–45 years (28.7%), mainly parents and teachers, provided critical insights into household and school dynamics influencing pupils in completing primary education. The smaller proportion of respondents aged 46 years and above (11.6%) suggests that older adults are less directly involved in daily schooling matters, which may limit intergenerational support for education within Kakooga Cell.

On marital status, the majority of respondents were single contributing 58.1%, reflecting the high proportion of pupils, while married respondents constituted 31.0%, with smaller proportions being divorced/separated 8.5% or widowed 2.4%.

Key decision-makers regarding children's education. Findings on marital status indicate that a majority of respondents were single 58.1%, followed by married respondents 31.0%, with smaller proportions being divorced/separated 8.5% or widowed 2.4%. The high number of single respondents, many of whom were pupils and single parents, highlights the prevalence of single-parent households in Kakooga Cell. Single parenting and marital instability often place economic and emotional strain on households, which can negatively affect children's school attendance

and completion. These findings align with existing literature that associates family instability with increased risks of school dropout.

Educational attainment among respondents was extremely low, with 92.3% having no academic qualifications, 5.4% had a Certificate, and 2.3% had diplomas. This implies that the majority of respondents in Kakooga Cell do not have any academic document being primary school dropouts. None of the respondents had a Certificate, Degree, Master's or PhD qualification, which could have enhanced their understanding and support for children's education. This low parental education level explains limited capacity to support children academically. Therefore, the absence of respondents with degree or postgraduate qualifications further reflects limited exposure to formal education within the Kakooga Cell.

On occupation, the majority of respondents were pupils/students with 54.3%, followed by farmers with 34.1%, indicating that Kakooga Cell is largely depending on seasonal agricultural production, which in turn affects the ability of parents to meet educational expenses such as school fees, uniforms, and scholastic materials. The minimal representation of teachers 1.5% and business operators 7.8% combined suggests limited formal employment opportunities, further constraining household capacity to support sustained school attendance.

5.1.2 In line with objective one; the correlation between the selected socioeconomic indicators and primary school dropout frequency in Kakooga Cell

The findings revealed that, the strong positive correlation ($r = 0.683$, $p < 0.01$) between low parental education and primary school dropout underscores the critical role of parental educational background. This finding suggests that parents with lower levels of education are less likely to provide the academic support and encouragement necessary for their children to remain in school. This aligns with Social Reproduction Theory, which posits that educational disadvantages are perpetuated across generations due to limited educational resources and aspirations. Research by Ssewanyana and Kasirye (2010) in Uganda highlights those children of less-educated parents are more prone to dropping out due to a lack of academic support and lower educational aspirations.

5.1.2.1 Poverty and primary school dropout frequency

The moderate positive correlation ($r = 0.436$, $p < 0.01$) between poverty and dropout frequency indicates that economic constraints are a significant driver of school dropout. Households with limited financial resources struggle to afford school fees, uniforms, and scholastic materials, which can lead to higher dropout rates. This aligns with Human Capital Theory, which emphasizes that economic investment in education is crucial for sustained learning and development.

5.1.2.2 Food insecurity and primary school dropout frequency

The moderate positive correlation ($r = 0.489$, $p < 0.01$) between food insecurity and dropout frequency highlights the impact of nutritional challenges on educational outcomes. Pupils/students who experience food insecurity are more likely to struggle with concentration and energy levels. This finding is consistent with Maslow's Hierarchy of Needs, which emphasizes that basic physiological needs, such as food, must be met before a child can effectively engage in learning. When children are hungry, their cognitive functions and energy levels are compromised, leading to higher dropout rates.

5.1.2.3 Low household income and primary school dropout frequency

The moderate positive relationship ($r = 0.410$, $p = 0.000$) between low household income and primary school dropout. This finding clearly indicates that children from low-income households in Kakooga Cell are more likely to drop out of school compared to those from relatively better-off households. Low household income limits families' ability to meet school-related costs such as uniforms, scholastic materials, transport, and meals, which directly undermines consistent school attendance and retention.

From a theoretical perspective, this finding strongly supports Human Capital Theory, which argues that education is an investment that requires resources. Households with limited income struggle to sustain this investment, leading to higher dropout rates. The finding also aligns with

Maslow's Hierarchy of Needs, as unmet basic needs such as food that take precedence over schooling, making education a lower priority for children from poor households.

5.1.3 In line with objective two; Factors contributing to low primary school completion rate in Kakooga Cell

The study identified economic, social, school-based, and cultural factors as the major contributors to low primary school completion (dropout) in Kakooga Cell. Quantitatively, economic constraints accounted for 43.4%, making them the most dominant factor. This finding is consistent with Okech et al. (2019), who emphasized that poverty and financial instability remain the strongest predictors of school dropout in Uganda. Qualitative findings supported this by revealing that many parents cannot provide meals, scholastic materials, uniforms, or examination fees, causing irregular attendance and eventual dropout.

Social factors contributed 27.9%, including parental negligence, domestic violence, alcoholism, and child illness. These findings reflect Bronfenbrenner's Ecological Systems Theory, which explains how a child's immediate environment particularly family and home dynamics significantly affects educational outcomes. The results also agree with Kuno et al. (2021), who observed that children living in socially unstable households are more likely to drop out due to emotional and physical stressors.

School-based factors such as teacher absenteeism, poor teacher–pupil relationships, inadequate counseling services, and harsh punishments also emerged prominently. These findings are consistent with UNESCO's (2022) analysis, which points out that weak school governance and poor learning environments worsen dropout rates, especially in rural areas.

Cultural influences, including early marriage, gender norms, and engagement in child labor, further hinder school completion. Respondents often reported that girls face pressure to marry early, while boys are drawn into fishing or farming. This mirrors findings from UBOS (2020), which highlight cultural expectations as a persistent barrier to education in many parts of Uganda.

5.1.4 In line with objective three; the strategies collaboratively generated with community stakeholders that will address identified factors contributing to low primary school completion in Kakooga Cell

Respondents proposed several strategies, including school feeding programs, parental involvement, guidance and counseling, bursaries for vulnerable children, community sensitization, and community income-generating activities. The emphasis on school feeding aligns with global research showing that feeding programs increase attendance, concentration, and retention, particularly in food-insecure communities (World Food Programme, 2021).

The need for increased parental involvement corresponds with Epstein's Parental Involvement Framework, which posits that active family-school partnerships improve learner motivation and reduce dropout. The qualitative data revealed that parents must take greater responsibility in supervising children, attending school meetings, and supporting academic tasks.

Guidance and counseling emerged as another essential strategy, consistent with literature emphasizing its role in improving learners' emotional well-being and academic resilience. Strengthening School Management Committees (SMCs) and Parents-Teachers Associations (PTAs) also aligns with policy recommendations from Uganda's Ministry of Education and Sports, which advocates for community oversight in school governance.

Community members further proposed economic empowerment strategies, such as communal savings groups and income-generating projects. This supports Human Capital Theory, which suggests that families invest more in education when their economic stability improves (Becker, 2021).

5.2 Conclusions

From the above findings, this study concluded as follows;

5.2.1 Conclusion on the background information of respondents

The study concluded that the demographic characteristics of respondents in Kakooga Cell significantly shape children's educational outcomes. The study findings show that females constituted the majority of respondents at 65.7% (85 out of 129) compared to 34.3% (44 out of 129) males, indicating higher availability and participation of females in the school community. This gender distribution also suggests that girls and women play a central role in education-related matters within the community.

The age distribution further confirms that the study captured perspectives from the most relevant population groups. Children aged 10–18 years formed the largest proportion of respondents with 34.3% (44), reflecting those directly affected by primary school completion and dropout challenges. Adults aged 18–35 years accounted for 25.7% (33), while those aged 36–45 years constituted 28.7% (37), representing parents and guardians actively involved in schooling decisions. Respondents aged 46 years and above formed the smallest group with 11.6% (15), indicating limited direct engagement with daily schooling activities.

Regarding marital status, the majority of respondents were single at 58.1% (75), followed by married respondents at 31.0% (40). Divorced or separated respondents accounted for 8.5% (11), while 2.4% (3) were widowed. This distribution highlights the prevalence of single-parent and child-headed contexts, which may contribute to challenges in school attendance, supervision, and completion among pupils in Kakooga Cell.

Educational attainment among respondents was notably low, with 92.3% (119) having no formal academic qualification, 5.4% (7) holding certificates, and only 2.3% (3) possessing diplomas. No respondents had degree or postgraduate qualifications. This homogeneity in low educational attainment indicates limited parental capacity to support learners academically and reinforces the link between low parental education and primary school dropout.

The occupational profile shows that 54.3% (70) of respondents were pupils/students, while 34.1% (44) were engaged in farming, emphasizing agriculture as the dominant livelihood activity in Kakooga Cell. Businessmen and businesswomen accounted for 4.7% (6) and 3.1% (4)

respectively, while cattle keepers made up 2.3% (3). Teachers were the least represented at 1.5% (2), reflecting limited formal employment within the education sector.

5.2.2 Conclusion on the correlations between selected socio-economic indicators and primary school frequency in Kakooga Cell

The study concluded that socioeconomic indicators such as low parental education, poverty and food insecurity were pivotal determinants of primary school dropout rates in Kakooga Cell. The strong correlation between low parental education ($r=0.683$, $p < 0.01$) and dropout frequency highlights the profound impact of parental education background on children's school retention. Similarly, the moderate positive correlations of poverty ($r=0.436$, $p < 0.01$) and food insecurity ($r=0.489$, $p < 0.01$) with drop out frequency reinforce the critical role of economic and nutritional factors.

5.2.3 Conclusion on the factors contributing to low primary school completion rate in Kakooga Cell

The study concluded that primary school completion in Kakooga Cell is significantly undermined by a combination of economic, social, school-based, and cultural factors. Quantitatively, economic constraints represented the largest proportion (43.4%), with many households unable to provide scholastic materials, meals, or consistent financial support for their children. This statistical evidence was reinforced by qualitative responses, which highlighted poverty with 16.3%, food insecurity 9.3%, and unstable household incomes 8.5%, as major drivers of dropout. Social factors accounted for 27.9% of the causes, including parental negligence 5.4%, domestic violence 2.3%, alcoholism 2.3%, pressure to work at home 3.1%, lack of parental support 4.7%, poor academic performance 3.1%, and diseases among children 4.7%, all of which disrupt children's attendance and concentration. Also, cultural factors low parental education 10.1%, long distances to school 7%, child labor 6.2%, early marriage and early pregnancy with 5.4% continue to push many female pupils out of the education system prematurely.

Qualitative narratives further revealed that domestic responsibilities, sibling care, and peer influence played a significant role in discouraging learners from staying in school. School-based factors such as inadequate guidance and counseling, teacher absenteeism, long distances to school, and negative teacher–learner interactions were also prominently mentioned. Cultural drivers including early marriage, gender norms, and beliefs that undervalue education—were repeatedly cited in interviews and focus group discussions.

5.4 Conclusion on collaboratively generated strategies with community stakeholders that will address the identified factors contributing to low primary school completion in Kakooga Cell

The study concluded that several practical and community-driven strategies can significantly improve primary school completion when collaboratively implemented by parents, teachers, and local leaders. Quantitative data from respondents highlighted

The study concluded that sensitizing parents to support their children’s education emerged as the most emphasized strategy, highlighted by 24.8% of the respondents, showing that strengthening parental responsibility is vital to improving school attendance and progression.

Starting income-generating projects was also identified by 17.8% of participants as an important approach to reducing the financial barriers that force children out of school.

Community sensitization on the value of education, mentioned by 14.7% of respondents, demonstrated the need to change community attitudes and promote a culture that prioritizes education.

Guidance and counseling of pupils, supported by 12.4% of respondents, was highlighted as essential for addressing behavioral, emotional, and academic challenges that contribute to dropout.

10.1% of respondents emphasized enforcing laws against school dropout as a measure to strengthen school attendance and discourage absenteeism. Establishing a community school and

implementing a go-back-to-school campaign, each mentioned by 7.8%, were viewed as important in improving accessibility and restoring hope among former dropouts.

Lastly, supporting vulnerable pupils, proposed by 4.7% of respondents, was recognized as a necessary intervention to ensure that children from disadvantaged households remain in school and guidance and counseling as the most frequently proposed interventions. Qualitative feedback supported these findings, emphasizing the importance of strengthening household economic capacity through income-generating projects and targeted support for orphans and vulnerable children.

Respondents also suggested that the school environment must be improved through regular teacher attendance, positive discipline approaches, and strengthened School Management Committees (SMCs) and Parent–Teacher Associations (PTAs). Many community members stressed the need for continuous sensitization to discourage child labor, prevent early marriages, and promote the value of education. Additionally, the provision of counseling services both at school and community levels was identified as essential for supporting learners facing emotional, academic, or social challenges.

5.3 Recommendations

Based on the above findings of this study, the following were recommended to different stakeholders below;

To the Ministry of Education and Sports

The Ministry should enhance school feeding programs to ensure pupils have at least one meal a day in order to address hunger-related absenteeism and improve pupil concentration.

It should also provide adequate learning materials, recruit more teachers to reduce overcrowding, and ensure that all teachers on the government payroll receive competitive and timely salaries to boost motivation, commitment, and teacher retention, which directly impacts pupil performance

and school completion rates. Continuous monitoring of school performance and retention rates should be enforced to identify and address dropout risks early.

To the Management of Kyaterekera Town Council Local government

Kyaterekera Town Council should advocate for stronger government policies that enhance access to free and quality primary education in rural areas like Kakooga Cell. The Town Council should work with district authorities to lobby for increased support for school infrastructure, mobilize scholarships or local bursaries for vulnerable children including orphans, girls, and children with disabilities and strengthen community bylaws that discourage child labor and early marriage.

Town Council leaders should conduct community sensitization campaigns through village meetings and radio programs to educate parents about the importance of keeping children in school until completion and the dangers of child labor and early marriage. Also, encouraging regular attendance to reduce dropout.

Local leaders should work with schools to identify pupils who are struggling and ensure they receive support through local bursaries, community fundraising, or linking their parents to government programs like the Parish Development Model (PDM) for economic strengthening.

To the Community Members of Kakooga Village

Parents should make education a priority by contributing small, manageable amounts for school fees and ensuring that children have basic materials like books and uniforms.

Community members should discourage early marriage, support girls during menstruation, and reduce heavy household chores that keep children out of school.

Parents should attend school meetings, follow up on their children's progress, and work closely with teachers to address any challenges.

To the School heads and their teachers in Primary Schools

School administrators should ensure that learning environments are safe, supportive, and conducive to academic success.

They should implement retention strategies, such as regular follow-ups on absentee pupils, mentorship programs, and counseling services for those at risk of dropping out. Administrators should also advocate for improved infrastructure, adequate teaching resources, and school feeding programs to enhance pupil attendance and completion.

Schools should implement pupil retention strategies such as regular follow-ups on absentee pupils, mentorship programs, and counseling services for those at risk of dropping out.

Teachers should use learner-centered teaching methods to motivate pupils and reduce academic frustration, which contributes to dropout.

They should maintain positive teacher–pupil relationships, monitor academic progress, and communicate regularly with parents to identify and address challenges affecting school attendance and completion.

To Primary School-going Pupils

Pupils should take responsibility for their own learning by attending school every day, completing their homework, concentrating in class, and avoiding engagement in activities that interfere with education, such as early marriage, child labor, early relationships, or roaming during school time.

Pupils should be encouraged to seek guidance from teachers or parents whenever they face academic difficulties or personal problems to ensure successful completion of primary education.

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Appendices

Appendix (i): Time frame for research

Activity	August 2024	August 2025	August-to September,	October to November	December
Identifying the issue					
Proposal writing and submission					
Collecting data					
Analyzing data and writing the research report					
Submission of the research report					

Appendix (ii): Research budget estimate for the study

Item	Amount (Ugx)
Rent	600,000
Meals	800,000
Transport	100,000

Communication	200,000
Stationary	100,000
Printing, photocopying and binding	200,000
Miscellaneous /other expenses	200,000
Total	2,200,000

Appendix (iii): Questionnaire for parents

Dear Participant, my name is Natumanya Kunihiro a student of Bachelor of Rural Development at African Rural University, Kagadi. I am carrying out my research exercise about the strategies for enhancing primary school completion rate in Kakooga Village. The main aim is to determine the current status of primary school completion rate in Kakooga Cell, identify community-driven factors contributing to low primary school completion in Kakooga Cell and to collaboratively generate strategies with community stakeholders to address the identified barriers in Kakooga Cell. I would like to ask your consent to participate in this exercise of data collection as a respondent. Information collected will be kept confidential therefore the outcomes will not show the respondents' identity. This data will only be used for academic purposes.

Instructions: This questionnaire was administered. The researcher read each question to the respondent and documented the responses provided.

A. For parents

SECTION A: BACKGROUND INFORMATION

Instructions: This questionnaire was administered. The researcher read each question to the respondent and documented the responses provided.

Gender information

Male ☐ Female ☐

Age group

10-18 ☐ 18-35 ☐ 36-46 ☐ 46 and above ☐

Marital status

Single ☐ Married ☐ ☐ Divorced Widowed ☐

Highest level of Education completed

Certificate ☐ Diploma ☐ Degree ☐ Masters ☐ none ☐

1. Occupation-----

2. Total number of children-----

3. Number of children currently in primary school-----

4. Number of children who completed primary school-----

5. Number of children who dropped out of primary school-----

EMPIRICAL INFORMATION

SECTION B: Community and household factors affecting completion

1. Do you believe parents of kakooga value education?

☐ Yes ☐ No

2. What challenges does your household face in keeping children in school?

3. Do any cultural practices in your community prevent children from finishing school?

☐ Yes ☐ No

If yes, explain: -----

4. How often do you attend school meeting or engage with teachers?

☐ Always ☐ Sometimes ☐ Rarely ☐ Never

5. Are girls and boys equally supported to complete primary education in your household?

☐ Yes ☐ No

If no, explain: -----

SECTION D: Community strategies to improve completion rates

1. What do you think can help more children finish primary school in kakooga? Tick all that apply

☐ Free or subsidized school supplies ☐ Provision of school meals

☐ More nearby school ☐ improved teacher's behavior/training

☐ Stronger laws against child labor and early marriage ☐ Parental sensitization programs

☐ Extra academic support/ tutoring ☒

2. Are there any local community efforts or organization supporting children to stay in school?

☐ Yes ☐ No

If yes, explain: -----

3. As a parent, what support would you need to keep your children in school until P7?

4. Would you support the creation of a local education committee to improve school completion?

☐ Yes ☐ No

5. Any suggestions or ideas on how the community can help children complete primary school?

Thank you for your time and responses. Your participation is valuable in helping us understand community-driven factors contributing to low primary school completion rate in Kakooga Cell and strategies to address the above barriers in Kakooga Cell and Kyaterekera Town Council at large.

A. Questionnaire for Pupils

Dear Participant, my name is Natumanya Kunihiro a student of Bachelor of Rural Development at African Rural University, Kagadi. I am carrying out my research exercise about the strategies for enhancing primary school completion rate in Kakooga Village. The main aim is to determine the current status of primary school completion rate in Kakooga Cell, identify community-driven factors contributing to low primary school completion in Kakooga Cell and to collaboratively generate strategies with community stakeholders to address the identified barriers in Kakooga Cell. I would like to ask your consent to participate in this exercise of data collection as a respondent. Information collected will be kept confidential therefore the outcomes will not show the respondents' identity. This data will only be used for academic purposes.

Instructions: This questionnaire was administered. The researcher read each question to the respondent and documented the responses provided.

Section A: Demographic Information

Age group

10-12 ☐ 13-15 ☐ 16-18 ☐

Gender

Male ☐ Female ☐

3. Current status

☐ I am still in school ☐ I have dropped out of school

4. What class did you last attend or currently attending?

☐ P1 ☐ P2 ☐ P3 ☒ P4 ☐ P5 ☐ P6 ☐ P7

Are you in boarding section or day

☐ Yes ☐ No

5. Who do you live with?

☐ Both parents ☐ One parent ☐ Relative ☐ Guardians ☐ Alone

6. Do you want to complete P7?

☐ Yes ☐ No

7. Do most of your friends complete primary seven?

☐ Yes ☐ No ☐ some do, some don't

8. If you dropped out, what made you leave school? Tick all that apply

- ☐ Lack of school fees ☐ Sickness or disability ☐ pregnant or got married ☐ Too far to walk ☐ Poor treatment at school ☐ Lost interest

Others-----

9. If you are still in school, what challenges do you face in staying in school? Tick all that apply

- ☐ Not enough money for books or uniforms ☐ No food at home or at school ☐ Long distance to school ☐ Poor treatment by teachers ☐ Bullying by other pupils ☐ Pressure to work at home ☐ Sickness or disability ☐ Lack of support from family

Other specify-----

10. Do your parents /guardians encourage you to stay in school?

- ☐ Yes ☐ No ☐ Sometimes

11. Do you help with work at home or at someone's business?

- ☐ Yes, often ☐ No ☐ Sometimes

12. Do you feel safe going to and from school?

- ☐ Yes ☐ No

13. Are boys and girls treated equally when it comes to education in your home?

☐ Yes ☐ No ☐ Not sure

14. Do your parents or guardians attend meetings at your school?

☐ Yes ☐ No ☐ I don't know

15. What would help you or your friends stay in school until P7? Tick all that apply

☐ Free meals at school ☐ Help with school materials (books, pens, uniform)

☐ Support from teachers and head teachers ☐ Less punishment

☐ School closer to home ☐ More help from parents ☐ Support for girls who get pregnant

Others-----

16. Do you think your community can help you or other pupils stay in school?

☐ Yes ☐ No

17. What advice would you give to help other pupils finish school?

18. What can the government or leaders do to help children complete school?

Thank you for your time and responses. Your participation is valuable in helping us understand community-driven factors contributing to low primary school completion rate in Kakooga Cell and strategies to address the above barriers in Kakooga Cell and Kyaterekera Town Council at large.

Appendix (IV): Interview guide for Key informants

Dear Participant, my name is Natumanya Kunihiro a student of Bachelor of Rural Development at African Rural University, Kagadi. I am carrying out my research exercise about the strategies for enhancing primary school completion rate in Kakooga Village. I would like to ask your consent to participate in this exercise of data collection as a respondent. Information collected will be kept confidential therefore the outcomes will not show the respondents' identity. This data will only be used for academic purposes. Thank you for accepting to participate. This interview seeks your views on the current status of primary school completion rate in Kakooga Cell, identify community-driven factors contributing to low primary school completion in Kakooga Cell and collaboratively generate strategies with community stakeholders to address the identified barriers in Kakooga Cell.

Building Rapport.

1. Could you please tell me a little about yourself and your role within the community or school?
2. How long have you been involved in education or community development in Kakooga Cell and Kyaterekera Town Council at large?

Demographic Information for Key Informants (Local leaders).

3. What is your occupation?
4. How many years of experience do you have in your current role?
5. What is your level of education?

SECTION 1: Community-Driven Factors Affecting Completion

8. What major community challenges (economic, social, or cultural) contribute to pupils dropping out before completing P7?
9. How do issues such as poverty, early marriage, child labor, or long distances affect school completion in this community?

10. In your opinion, what roles do parents and community members play in either supporting or hindering school completion?

SECTION 3: Strategies to Improve Completion

11. What community-based strategies do you think can help address these barriers to school completion?

12. How can local leaders, schools, and parents work together to ensure more children complete P7?

13. Are there any successful community initiatives, projects, or practices you know that have improved school attendance or completion in this area?

14. What additional support or interventions do you think are needed from government, NGOs, or religious institutions to help more children complete primary school?

Thank you for your time and responses. Your participation is valuable in helping us understand community-driven factors contributing to low primary school completion rate in Kakooga Cell and strategies to address the above barriers in Kakooga Cell and Kyaterekera Town Council at large.

Appendix (v): Pictorial report



Figure1: The intern enrolling the stakeholders into the research proposal



Figure 2: The research team moving to different households to interview the participants



Figure3: The researcher and research team interviewing the Head teacher and teachers at Nyantonzi Primary School



Figure 4: In Focus Group Discussion with teachers of Nyantonzi Primary School



Figure 5: In Focus Group Discussion with pupils of Rusoroza COU Nursery and primary school



Figure 6: The research team and community members analyzing data



Figure7: Presenting the findings of the study and discussing the implementation plan