

**AN ASSESSMENT OF SOCIO-ECONOMIC FACTORS EXPLAINING PUPIL
DROPOUT IN UPE SCHOOLS OF NYABIHOKO SUB- COUNTY, NTUNGAMO
DISTRICT**

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**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF POSTGRADUATE
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DECLARATION

I, Abert Musinguzi, declare that this is my original work and has never been submitted for any award in any Institution.

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APPROVAL

This dissertation entitled ‘An Assessment of Socio- Economic factors explaining pupils’ dropout in UPE schools of Nyabihoko Sub county, Ntungamo District’ has been done under our close supervision and is now ready for submission with our approval.

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DEDICATION

I dedicate this Dissertation to my family for their moral support during the course of my studies.
May God Bless you

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Achieving this milestone of a Master's qualification would not have been possible without the commitment, dedication, and unwavering support of my family, friends, colleagues and supervisors, Dr. Paul Muleke and Dr. Alex Ronald Mwangi. In the process of conducting research and writing this thesis, I have had opportunity to interact with and to benefit from many people who contributed to the completion of this study in one way or another. Some of these people have directly read through the drafts and made valuable comments; while others have listened patiently and responded with enthusiasm to my seemingly endless enquiries regarding my research. I am, therefore, taking this opportunity to thank them all from the bottom of my heart. Although it may not be possible to mention all their names individually, I will forever be indebted to their valuable contribution. However, there are some individuals whose names I feel must be mentioned.

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ABSTRACT

The study established the effects of socio-economic factors on pupils' dropout in UPE schools in Nyabihoko Sub-county Ntungamo District. It was guided by the following objectives: to establish the effects of family income on pupils' dropout in UPE schools in Nyabihoko Sub-county, Ntungamo District; to examine the effects of parents' literacy level on pupils' dropout in UPE schools in Nyabihoko Sub-county, Ntungamo District; and, to establish the effects of early pregnancy on pupils' dropout in UPE schools in Nyabihoko Sub-county, Ntungamo District. The study used a cross-sectional survey research design consisting of both qualitative and quantitative approaches of data collection and analysis. The study population consisted of teachers, head teachers, officials in the education department of Ntungamo District and parents who are members of the school management committee and PTA. A sample size of 96 respondents was used. Questionnaires and interviews were used during data collection. Statistical package for social scientists (SPSS) version 23 was used to aid the processing and summarizing of information got from the questionnaires while content analysis was used to analyse quantitative data. Findings revealed that poverty among parents has led to school dropout. It was established that the majority of parents were small-scale farmers and petty traders. Owing to poor economic status, they faced challenges in paying the extra levies that were not catered for by UPE. Their children were forced to stay away from school as they looked for the money. In many cases pupils just dropped out of school. Pupils were also forced by poverty to engage in income generating activities to supplement family income. It was also the opinion of teachers that some parents were negligent and preferred their children to drop out and get involved in coffee harvesting and in extreme cases girls got married when they were still teenagers. It was also found that parents' level of education had a strong bearing on pupils' school dropout in that less educated parents did not motivate their children, which discouraged them from aiming higher. The study further confirmed that early pregnancy contributed significantly towards school dropout in UPE schools in that teenage mothers were subjected to psychological torture, stigmatization and isolation made it difficult for them to remain in school. The study recommends that the government and other stakeholders in the education sector should seek to increase the funding for UPE to cater for all the school monitoring requirements in order to cushion pupils from poor economic background from dropping out of school.

CHAPTER ONE

INTRODUCTION

1.0. Introduction

Pupil dropout is a serious problem which adversely affects the development of the education sector. Dropout is an alarming issue which affects the country's socio-economic development. Dropout does not only affect the community they belong but also the nation at large (MoES, 1999). Pupil dropout from schools leads to wasteful utilization of scarce educational resources without achieving the nation's educational aspirations. This does not mean well for a healthy educational system and is bound to have negative effect on the economy of a state because those who drop out may create higher future cost (Kakuru, 2003). The objective of primary education in Uganda is to provide pupils with academic as well as moral ethics but it is unfortunate that these objectives have not been fully achieved due to the high level of pupils dropping out of primary school (Odong, 2014). This chapter presents the back-ground of the study, statement of the problem, purpose of the study, specific objectives, research questions, scope and significance of the study

1.1. Background of the study

1.1.1. Historical Perspective

Education is an important catalyst in any country's social, economic and political development. Globally it is recognized as a basic human right, thus a form of investment that contributes to the development of both an individual and society. Basic education strengthens individuals' capacity, families and communities to access health, higher education, economic and cultural opportunities and services (UNESCO, 2007).

International human rights conventions recognize the right to education. The right to education has been ratified in a succession of UN Conventions, starting from the Universal Declaration of Human Rights in 1948 to the Convention on the Rights of the Child in 1989, which received the status of international law in 1990. According to Article 28 of the Convention, governments have the responsibility of making primary education compulsory and available freely to all. Education is recognized as crucial not only to human development and to the eradication of poverty but also to enable all people to live in dignity (Wils et al., 2006). The Education for All (EFA) movement

and the Millennium Development Goals (MDGs) have resulted in more attention being paid to issues of both participation in and completion of education. Universal primary education is goal number two of both EFA (Jomtien, 1990; re-affirmed in Dakar, 2000) and the millennium development goals (MDGs), and was adopted by UN Member States in 2000 (UNESCO, 2005). Many governments might fail to meet Education for All (EFA) Goal 3 which aims at promoting learning and life skills for young people and adults if dropout rate among learners is still rampant. If learners are dropping out of school, there is no way their learning needs can be catered for.

School education was introduced in Uganda by the White missionaries mainly for the children of chiefs and to provide for functionaries needed by the British colonial government. So, right from the onset, this school system was not for all and it therefore grew to become highly selective and competitive with fewer and fewer students continuing to the next level of education. As a result, many Ugandans remained illiterate with literacy rates standing at 65% with the primary education

‘reaching only 50 percent of the age group’ (Ministry of Education & Sports, 1999). It is against this background that in December 1996 President Yoweri Kaguta Museveni launched a policy of Universal Primary Education (UPE) in accordance with the government White Paper on Education (Ministry of Education and Sports, 1992). Under this policy, government was to provide ‘free’ education to a maximum of four children from each family. This changed because President Museveni said that “all children of school going age should benefit from Universal Primary Education (UPE)” (Olupot, 2002).

In 1987, the NRM government instituted the Education Policy Review Commission (EPRC) under the Chairpersonship of Professor Senteza Kajubi to look at the state of education in Uganda with terms of reference to recommend policies at all educational levels. After consulting with stakeholders, it recommended primary education to be universalized. In defense of its recommendations, the commission emphasized that unless every child is enrolled at the right age and does not dropout before completion, it will be impossible to ensure that all citizens have necessary basic education for living a full life (Kakuru, 2003).

In 1989, the Government appointed a White Paper Committee with the task of examining the EPRC report and to identify the feasible recommendations for implementation as well as making

amendments where necessary. After consultations, in 1992, the Government published and accepted the major recommendation of the EPRC on primary education reform, modifying only the implementation time frame from 2000 to 2003 (Kakuru, 2003). Launching of UPE had been postponed until May 1996 during the first direct presidential elections where President Museveni made it a campaign platform issue in his manifesto and promised free primary education to four children per family if he was elected. On being elected President in December 1996, he fulfilled his pledge and announced that UPE implementation was to begin in January 1997. This marked the breakthrough in the quest to achieve UPE in Uganda (MoES, 1999).

After the introduction of UPE, Government schools experienced a rapid increase in enrolments from 2.8 million in 1997 to 7.6 million in 2004 (MoES, 2005). This increase was not proportionately accompanied by increase in other educational facilities like infrastructure and teachers; which to some extent contribute to school dropout (Deigninger, 2003). Others reveal that various costs, both direct and indirect, charged under UPE policy affect negatively the education of the poor children, leading to their dropout (Suzuki, 2002).

Children admitted to Primary one were, on average, aged six. UPE made an immediate impact on primary school enrolment levels from 2.8 million in 1996 to 8,485,005 in 2014. Unfortunately, low quality education evidenced by low learning achievement (literacy and numeracy), low survival rate standing at 32.1% for grade seven, repetition at 10.91% and teacher absenteeism (NPA, 2015) have persisted as challenges to the education sector in Uganda. In Uganda, although dropouts occur across the primary school cycle, the highest rates occur during transition from Primary One (P1) to Primary Two (P2) and from Primary Six (P6) to Primary Seven (P7), resulting into low survival and completion rates for primary school education estimated at 33% (NPA, 2015) and has been mainly attributed to lack of interest (43%) by learners. This implies that the current school environment is not very attractive to the majority of pupils with other causes including teenage pregnancies, early marriages, child labour and poor sanitation facilities (particularly for girls). The majority of other factors affecting school dropout rates lie outside the direct influence of the school and education policy but within communities and households (NPA, 2015). Other researchers have been concerned about the reasons for increasing cases of school dropout in Uganda but their impacts on primary school pupils has not been given

attention; thus the motivation for the researcher to conduct the study in Nyabihoko Sub-county, Ntungamo District, to bridge the research gap.

1.1.2. Theoretical perspective

The study was guided by the systems theory developed by Bertalanffy in 1968. The theory states that a system is a set of interrelated elements where each element has an effect on the functioning of the whole and each is affected by at least one other element in the system. A major assumption of the theory is that all systems are purposeful and goal-directed. The school system exists to achieve objectives through the collective efforts of individuals in larger community and in the institutional settings. School dropout rates are one such phenomenon that can be explained as a product of dysfunctional elements within the education system.

A dropout rate is an output of the school's educational activities and a function of household factors namely: the family type, household size, household poverty, early pregnancy and parental level of education, which are associated with the school system. These elements do not operate in isolation but are interrelated, making school dropout a process. The applicability of the theory in this study is seen in the fact that the school is a system which is often affected by other systems in the environment -- for example, household background of students (input) determines completion rates (output). Using the theory, the study seeks to unearth the factors that affect dropout of primary school pupils in Nyabihoko Sub-county, Ntungamo District.

1.1.3. Conceptual perspective

In this study, school dropout was used as the dependent variable measured in terms of its causes operationalized as poverty, education level of parents and early pregnancy. Dropout refers to pupils who have abandoned a school course of study. Hyde (1995) asserts that dropouts are children leaving school and not re-enrolled in that or any other school before they have completed a cycle. The act of dropping out simply means it is premature departure from school. Rumberger (1987) has added that a dropout is someone who was once in an educational institution as a learner but did not complete the course. Dropouts are learners who have abandoned a school course of study rejecting a conventional society to pursue an alternative lifestyle. These are learners who have stopped going to school before finishing because of believing that the school rules, customs and values are not beneficial to their lives.

In this study, school dropout was considered as failure of primary school pupils to complete primary seven. Income means money received over a certain period of time, which can be through payment for work or returns on investments while family income can refer to the state at which a family receives money over a certain period of time (Oxford Advanced Learners' Dictionary 1994). Level of family income includes money received by father, mother and guardian. Parents' literacy level refers to the academic achievement of pupils' parents or guardians.

Early pregnancy refers to a state of being pregnant at the age below 18 years (Rosenberg, 2009). For our study, primary school pupil dropout was the dependent variable. Early or adolescent pregnancy means pregnancy in a woman aged 10 to 19 years (Treffers, 2004:5). However, Spencer (2011) defines early pregnancy as pregnancy occurring in a young girl between the age of 13 and 19, whereas Macleod (2011) defines early pregnancy as a social problem in which adult practices and functions (sexual intercourse, reproduction, mothering) are displayed by a person who, owing to her age and developmental status, is not-yet-adult. Early pregnancy, for our purposes, entails falling pregnant and parenting by young girls in schools, aged between 13 and 19 and enrolled in grades 8 to 12, which have various effects on one's educational progress and negative implications for one's future adjustment into life in general. Since education in Uganda is a right, the researcher examined the effects of family income, early pregnancy and parents' literacy on primary school pupil dropouts in Nyabihoko Sub-county, Ntungamo District.

1.1.4. Contextual Perspective

In Uganda, education is elusive. Odong (2014) wrote that a combination of poverty, disease and backward cultural factors such as Female Genital Mutilation (FGM), circumcision, early marriages, gender stereotypes, cultural beliefs, communities' negative attitude towards educated girls and parental preference for education of boys' have continued to deny children, especially girl-children, their right to education. Even with the introduction of free primary education, access to education remains a wide dream to many Ugandan children. Despite the introduction of free primary education in the country which accounted for an increase in enrolment, a sizeable number of children, especially girls, still find themselves out of school owing to a number of reasons such as early marriages, child labour and lack of sanitary facilities while at school (Nsibambi, 2006).

The introduction of UPE accompanied by government commitment and political leadership resulted into a sharp increase in primary school enrolment from 3.1 million in 1996 to 7.6 million in 2003. Recent statistics from the 2014 census show that approximately 8 million pupils were enrolled in primary school in 2014. This marked a significant increase in enrolment since the previous census of 2002 when approximately 6.2 million pupils were enrolled in primary education (UBOS, 2017). However, much as primary school enrolment has been a success, the concern now is with regard to the internal efficiency of primary education such as the ability to retain pupils until they graduate from primary school. The incidence of pupils dropping out of school is particularly high in primary six (34.9%) and primary five (22.1%) (NSDS, 2016).

The comprehensive evaluation of basic education in Uganda report (2016) asserts that UPE dropout has escalated from 4.7% in 2002 to 5.1% in 2016. It further notes that Net Enrolment Ratio (NER) for boys and girls stands at 93.01%, implying that there are still children of school-going age who are not enrolled in school. In addition, completion rates for both boys and girls remain low—only 55% of boys and 54.6% of girls reach primary four, while 31.2% of the boys and 27.7% of girls manage to reach primary seven. The problem of high dropout rates in Uganda is a challenge to policymakers. This is because it partly reflects the inadequacy of a schooling system in terms of either school quality or quantity. Dropouts are usually associated with chronically high unemployment levels, low earnings, and poor health outcomes (Okumu, Nakajjo & Isoke, 2008), and persistent poverty among certain segments of society. Taken aggregately, these individual-level consequences of school dropouts undermine national development by hampering national human capital development efforts.

Ntungamo is endowed with many UPE schools almost in every village which offer a place for every child to have an opportunity to have good education that will lead him or her to a higher level of education in life; but this is becoming a problem because of management issues, hence low academic achievement due to poor grades (Nuwagaba, 2016). Since 1997, the Government of Uganda has been implementing UPE and has increased spending on it as an effort to meet the demands of primary education. With the introduction of UPE, the government's economic burden in provision of education was expected to increase as that of parents reduced proportionately (Nuwagaba, 2016). On the other hand, it was expected that both enrolment and retention would increase as the cost of education on the part of parents reduced (Okumu, 2018).

In Nyabihoko Sub-county, Ntungamo District, school dropouts appear to be affected by both school-related factors, including few classrooms, poor latrines, teacher absenteeism, difficulties faced in study subjects, desire for a different school (Bamwesigye, 2015), quality of teachers (Klaharn, 2017), adoption of new teaching methods (Kabesiime, 2017), involvement in Extra-curricular activities, among others. In addition, non-school related factors including household work, lack of parental guidance in studies, large family size, poor economic conditions of the family, failure in examination, lack of time for study, punishment by teachers, lack of interest in studies have been identified as some of the factors influencing school dropout (Byaruhanga, 2012). However, the researcher was interested to establish the effects of poverty, literacy level of parents and early pregnancy on primary school pupils in Nyabihoko Sub-county, Ntungamo District. Taken aggregately, these individual-level factors of school dropouts undermine national development by undermining national human capital development efforts, thus the researcher's concern for this study.

1.2. Statement of the Problem

Uganda was one of the first African countries to introduce Universal Primary Education (UPE). Many more schools were built, teachers trained and tuition fees abolished (Bitamazire, 2005). In spite of the efforts made by the Government of Uganda to achieve UPE as part of the Education for All and Sustainable Development Goals, there are still many school-aged children who leave school at an early stage. For instance, the recent Uganda National Health Survey 2016/17 shows that 12 per cent of school-going age children have never attended while 48.2% have dropped out of school due to early pregnancies, parent's occupation, school expenses, parental education, household size and proportion of economically active household members. (Nakajjo & Isoke, 2018). The comprehensive evaluation of basic education in Uganda report (2016) asserted that UPE dropout escalated from 4.7% in 2012 to 6.1% in 2015. It further notes that of the Net Enrolment Ratio (NER) for boys and girls is 93.01%. However, 55% of boys and 54.6% of girls reach primary four, while 31.2% of boys and 27.7% of girls reach primary seven. The problem of dropout thus worries policy makers since it partly reflects the inadequacy of a schooling system in terms of either school quality or quantity (Chernichovsky, 2015). The increasing challenge of school dropout in primary schools needs to be addressed because of the many consequences attributed to it. It is from this background that in this study, the researcher set out to investigate

the effects of socio-economic factors on school dropout among UPE schools in Nyabihoko Sub-county, Ntungamo District.

1.3. Purpose of the study

The main purpose of the study was to examine the socio-economic factors explaining pupils' dropout rates in UPE schools in Nyabihoko Sub-county, Ntungamo District.

1.4. Objectives of the study

- i. To establish the effects of family income levels on pupils' dropout rates in UPE schools in the study area;
- ii. To examine the effects of parents' literacy levels on pupils' dropout rates in UPE schools the study area;
- iii. To establish the effects of community perceptions of pupils' pregnancy on pupils' dropout in UPE schools the study area.

1.5. Research Questions

- i. What is the effect of family income levels on pupils' dropout rates in UPE schools in the study area?
- ii. What is the effect of parents' literacy levels on pupils' dropout rates in UPE schools in the study area?
- iii. What is the effect of community perceptions of pupils' pregnancy on pupils' dropout in UPE schools in the study area?

1.6. Scope of the study

1.6.1. Content Scope

This study examined the effect of family income levels on primary school pupils' dropout in Nyabihoko Sub-county, Ntungamo District; the effect of parents' education level on pupils' dropout in Nyabihoko Sub-county, Ntungamo District; and the effect of early pregnancy on pupils' dropout in Nyabihoko Sub-county, Ntungamo District.

1.6.2. Geographical Scope

The study was carried out among UPE primary schools in Nyabihoko Sub-county, Ntungamo District. Ntungamo District was demarcated in 1993 and is located in South-Western Uganda. The district shares its borders with Kabale District in the south, Rukungiri District in the west,

Bushenyi, Mbarara and Isingiro districts in the north, Mbarara district in the east and the Republic of Tanzania and Rwanda in the south-east. Education services in Ntungamo District are provided by both government and the private sector. The district has a total of 335 primary schools of which 250 are government-aided while the rest are managed privately (Ntungamo District Education Status Report, 2018). Nyabihoko Sub-county has 18 primary schools but for purposes of this study, 8 UPE schools were considered.

1.6.3. Time Scope

The study looked at the years from 2015 to 2019. This particular time was chosen because it was the time that has witnessed increase in pupil dropout in the area.

1.7. Significance of the Study

The study findings will help in identifying the causes of school dropout in Nyabihoko Sub-county, Ntungamo District. These findings will help policy makers, future scholars, parents and pupils.

To the policy makers

The study findings will provide an in-depth analysis of parents' literacy usefulness in children's academic achievement. Therefore, the study will motivate other scholars and researchers to carry out research in other areas in order to establish acceptable ways of parents' literacy level influence their children's retention in schools.

The findings may help planners at the district level and Uganda as a whole to design appropriate policies in the education sector. These policies may reduce school dropout of pupils in Ntungamo district and Uganda as a whole as it gives the factors explaining school dropout and recommendations on what to do.

To parents

The study may help to raise the level of awareness among parents and guardians on causes and effects of school dropout and in doing so it may make them take measures to ensure that their children stay in school for future benefit of families, their societies and the country as a whole.

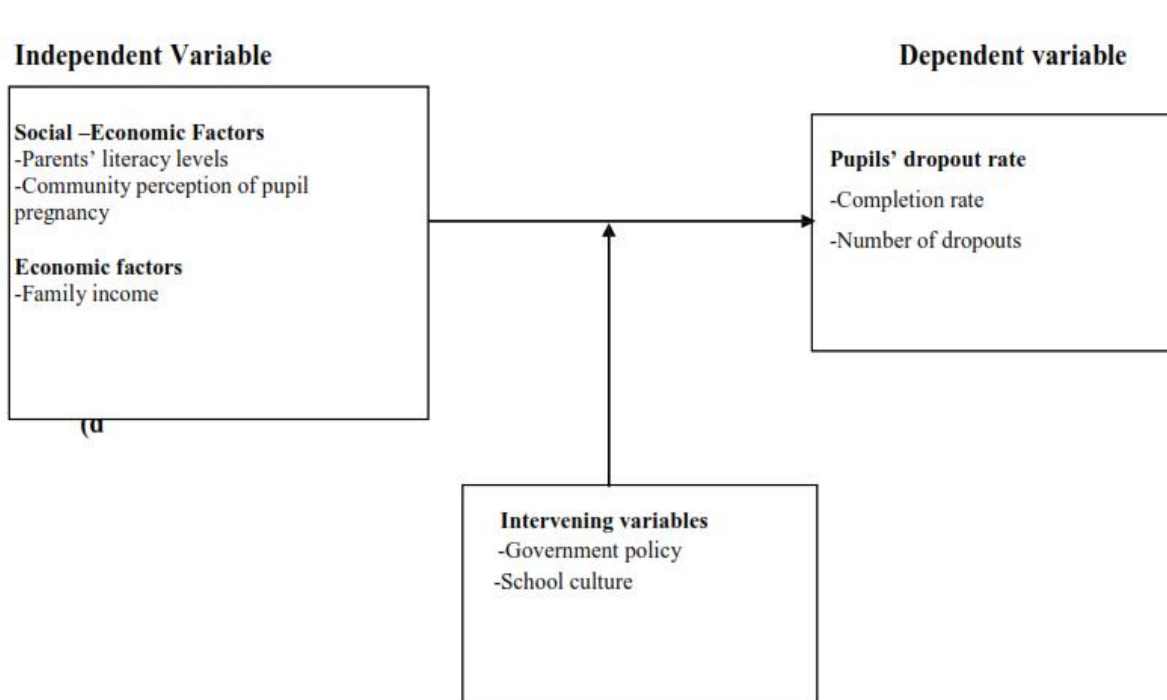
To the future researchers

The study will provide literature to future researchers interested in investigating about school dropout by providing both theoretical and empirical views about the study problem.

1.8. Conceptual Framework

This study was conceptualized within a framework that specifies component parts of a school system as performing specific roles (independent variable) that are necessary if the school has to achieve its desired goals (dependent variables). These components are the parents, the students, the school environment and the community and must play their respective roles effectively to ensure the pupils participate in schooling and complete their primary education successfully. The roles performed by the four components are complementary to one another. In the event of one of them malfunctioning, the whole system most likely will not achieve its intended goals. The end result is wastage and missing out on the opportunity to achieve the educational goals. Figure 1.1 shows how variables within the school and the community interact and affect pupils, making them not enrol in schools, repeat classes and leave school prematurely as dropouts.

Figure 1.1: Conceptual Framework



Source: Boyle (2004) and modified by the researcher

Source: Boyle (2004) and modified by the researcher

In this conceptual framework, socio-economic factors are the independent variables conceptualized into family income, parents' literacy levels and community perception of pupil pregnancy; while pupils' dropout is the dependent variable conceptualized into Pupils' completion rate, class attendance rate and number of dropouts; and the possible intervening variables include government policy, learners' attitudes, school culture and management style.

1.9. Definition of key terms

School dropout: Dropout refers to pupils who have abandoned a school course of study. Hyde (1995) asserts that dropouts are children leaving school and not re-enrolled in that or any other school before they have completed a cycle. The act of dropping simply means is premature departure from school.

Income: This means money received over a certain period of time, which can be through payment for work or returns on investments while family income can be referred to the state at which a family receives money over a certain period of time.

Parents' literacy level: It refers to the academic achievement of parents or guardians.

Early pregnancy: It refers to a state of being pregnant at the age below 18 years (Rosenberg, 2009).

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

The cost of providing educational services to any country is very high. It is therefore important that the Ministry of Education fully accounts for all educational expenditure. It is also imperative that the government eliminates all forms of resource wastage, financial, material and human (Chanakira, 2016). The chapter focuses on variables being studied by investigating other studies in this area. The study focuses on socio- economic factors that bring about school dropouts. This chapter reviewed literature related to the problem of school dropout in Uganda and elsewhere in the world. Also, review of the literature focuses on specific objectives of the study and the summary identifying the gaps in the literature review.

2.1. Poverty and pupils' dropout in UPE schools

Poverty stands out as the major reason which limits children from enrolling in school. Household poverty had a lot of repercussions on the child and the family where the child comes from (Mbabazi, Ocen & Onyango, 2014). Data from the 2009/2010 household survey indicated that the incidence of income poverty in Uganda was estimated at 24.5% of the total population (UBOS, 2010). However, despite this reduction in poverty levels, there are still significant contrasts with Uganda's performance on other MDGs. For instance, out of the 17 targets, which were reported in Uganda's 2010 MDG report, progress on 10 was considered insufficient to meet the adopted target, including two cases where the situation was actually deteriorating (Ministry of Finance, Planning and Economic Development, 2010). Specifically, progress towards targets in health, education and environmental sustainability were considered off-track. In this way, the Uganda MDG report affirms that progress in education is off-track, citing its relations with poverty.

Participation of children in schooling has increased over the last decade; however, access to education remains strongly associated with household wealth (Lewin & Sabates, 2012). In their analysis, Lewis and others found out that in most countries, the differences associated with urban and rural residence and sex are smaller than those associated with household wealth. The UPE

programme was implemented in Uganda to support children in school. However, primary education was not made entirely free. Parents are therefore expected to contribute toward other costs like pens, exercise books, school uniform, and meals at school, among others (Tamusuza, 2011). Due to poverty, some parents have failed to raise these other requirements, and this may cause school dropout.

Uganda's poverty profile reveals that at least 45% of the country's population is below the poverty line with the vast majority of the poor living in the three northern regions. Poverty levels in the Upper West are as high as 81%, 73% in the Upper East and 56% in the Northern Region (UNDP,

2010). Regional inequality remains significant with an average of 83-8 per cent in the central region saying the children do not attend school now partly because there is not enough money, with 50% in the east, 65.8% in Karamoja, 40.6% in the north and 57.9 % in western region (MoFPED, 2010). Therefore, the poverty level also affects the school enrolment because of both the direct and indirect costs of education. The direct costs of education which includes the payment of school fees, purchase of uniforms, and school bag were the most common reasons cited for children's non- enrolment the primary schools. Poverty largely affects children and the elderly who are rendered vulnerable by their age, while the disabled are vulnerable because of their disability.

In Uganda, a particularly vulnerable sub-group of children are orphans (Lubaale, 2010). There are a large number of AIDS orphans in Uganda. These children are particularly vulnerable to chronic poverty, which limits their chances of going to school, and accessing health care; they are marginalized by their lack of a guardian. The group discussions pointed to orphans as having greater chances of ending up as street children, or engaging in prostitution and other illegal activities as a means of survival. Although the introduction of UPE reduced the parental burden of paying school fees, there are still flaws such as irregular disbursement and inadequacy of the money from government which forces the schools to charge other direct and indirect costs such as: exercise books/pencils, food, and uniforms. Pupils from poor families always have difficulties in paying school fees and other school requirements (Uwaystan, 2013). Others cannot even afford scholastic materials like books, pens and this has greatly contributed to the rates of

school dropout (Lamakio, 2014). Some parents cannot afford to pay the proposed PTA fees or even purchase school uniforms for their children, hence contributing greatly to dropout rates.

According to Farrant (1980), children from poor home background usually suffer from serious diseases that lead to their poor performance at schools. In such homes parents are tempted to encourage their children to opt for early marriages which affect their performance. Families with high financial background tend to support their children's education and encourage the importance of education rather than encouraging them for marriages. Heyman (1980) emphasized the importance of family income on pupils' performance that children born and reared from wealthier homes do better in many aspects of life and have high moral reasoning and better performance compared to children who come from poor home background who face a lot of problems in their education.

In a study conducted by Sentamu in Mukono District in 2013 on the influence of family income on pupils' performance at school, it was found that family income was the determinant of the kind of school a child attends. This was in congruence with what Combs (1985) had established in several countries that children from high parents' occupation have far better opportunities of getting into better secondary schools and university than equally bright children of ordinary workers or farmers. The researcher is in total agreement with this assertion because in Uganda, it is generally the children of the rich who flock to the academically better-performing schools. Family income, according to Escarce (2013), has positive influence on the education opportunities available to adolescence and on their chances of educational success. This is because richer parents are able to take their children to high-cost schools that generally tend to perform academically better.

Bonnet (2017) states that the reason why children do not attend school is that the household cannot afford it. It cannot afford to send the children to school if the price of schooling is too high or the household income is too low. The price of schooling is high if either the direct or the indirect costs of schooling are large. The direct costs of schooling include school fees, books, uniforms and the distance to school. Of these we only observe the distance to the nearest school. A testable implication of the poverty explanation is that the distance to the nearest school is negatively related to the probability of going to school. The household may also be forced to keep the children away from school because its income is close to subsistence level. This

insufficient income aspect of poverty may be captured by variables describing the earnings potential of the head of the household, the dependency ratio, and the economic pressure on the household (Namara, 2011). The proportion of household members who are working – apart from the child – can be interpreted as an inverse dependency ratio or as an indicator of a need for resources. If we focus on the inverse dependency ratio interpretation, we would expect the variable to be positively correlated with the probability to go to school.

Cardoso and Verner (2017) note that poverty is the most common primary and contributory reason for children being out of school. Dachi and Garrett (2013) asked a series of questions to parents/guardians about the financial circumstances surrounding children's school enrolment in Uganda. All households responding said the main barrier to sending children to school was financial and their inability to pay fees. Both statistical data and empirical research suggest that students from better off households are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to drop out once they have enrolled. For example, Brown and Park's research in rural China (2012) saw poor and credit-constrained children three times more likely than other children to drop out of school.

Studies conducted by UNESCO (2010) found out that 90% of the illiterates in the world are concentrated in developing countries, especially in South East Asia and Sub-Saharan Africa. A number of studies conducted in some African countries by Tan (1985, 1984) concluded that schooling was perceived as a burden on the family because of both the direct cost and the loss of the child's contribution to household production and income. Todorov's (1997) findings complemented earlier studies on the effect of poverty in schooling when he concluded that there was low participation of the poor in investing in human capital due to the associated costs. About 90% of the poor people in the developing countries are said to be located in Brazil, Central America, China, Asia and sub Saharan Africa. In Latin America and the Caribbean, the poorest 10-20% of the population are found in the rural areas which are remote with low agricultural productivity while in the urban areas the poor constitute the single mothers with little or no education and young people for whom there are no jobs. Findings of studies carried out in Argentina indicated that children from poor families enter primary at an advanced age and thus suffer from high dropout rates which consequently lead to low quality of their education and restricts their ability to be gainfully employed (World Bank, 2016). Similar studies conducted in

Peru concluded that the majority of the children do not complete primary school and enrolment in primary school is a privilege confined largely to middle and upper income groups.

According to Nag (2017), many poor families cannot afford to buy school uniform, meet transport expenses for their children, pay tuition fees in addition to other direct costs of education and so must keep their children at home. This was because poor families need the additional income. It has been suggested that the economic efficiency of households in peasant societies increases with greater total work input from children. The poor families value the earnings forgone and unpaid work in household and this is manifested in less demand for education among the poor who have on average more school-going-age children than higher income families. As Briggs (2010) points out, when more sacrifices are demanded, a poor family contemplates bearing their child's cost of education or might abandon the whole exercise.

Household income is found to be an important factor in determining access to education as schooling potentially incurs a range of costs, both upfront and hidden. Upfront costs include school fees, while the more hidden costs include uniforms, travel, equipment and the opportunity costs of sending a child to school. Household income is linked to a range of factors: when children start school, how often they attend, whether they have to temporarily withdraw and also when and if they drop out (Croft, 2012). However, as stated by Walters and Briggs (2017) it also captures need for resources. Therefore, a negative relation would indicate that households in need of resources allocate several members to work.

The problem of dropout is thus disquieting to policy makers since it partly reflects the inadequacy of a schooling system in terms of either school quality or quantity. Noteworthy to mention is that school dropouts are usually associated with chronically high unemployment levels, low earnings, and poor health outcomes (McNeal, 1995; Pallas, 1987; Rumberger, 2017), and persistent poverty among certain segments of society (Chernichovsky, 1985). Taken aggregately, these individual-level consequences of primary school dropouts are perilous to national development by undermining national human capital development efforts.

Despite the free education offered by the government, the school dropout problem still exists. This is due to the abject poverty in rural areas where an individual lies below the poverty line. This means one is not able to access all the basic needs of life (Rugyendo, 2018). Therefore, it becomes hard for that individual to get books, uniform, and other scholastic materials. And so

my puzzle was that given the extent to which the poverty had caused school dropouts, ways could be suggested to solve the problem like making primary education completely free. However, there is obviously a decrease in the school dropouts as according to Anthony, the introduction of UPE in 1997 significantly increased access to primary education as total enrolment trippled from about 2.7million in 1996 8.2 million in 2009. The suggestion here is to provide scholastic materials to those who go to school in addition to free education.

Poverty negatively affects academic achievement in a number of ways. Poverty retards proper human development in physical, mental language and social domains. One's educational achievement is also grossly affected by poverty in the sense that poor parents fail to provide adequate financial and material resources that are a pre-requisite to admission at school. Gibson (2011) says that, "the poor tend to suffer from severe health problems directly linked to mental and physical impairments and other birth defects." This means that the shortage of adequate nutritional food leads to malnutrition which impedes proper mental and physical development.

Davidoff (2013) points out that poverty is associated with a number of educational disadvantages that entail poor attitudes to school, low academic skills, little interest in formal lessons and pessimism on the part of parents. In this way, lack of motivation on the part of students and parents leads to academic incompetence by poor students and active parental support. The absence of these two aspects yields low levels of academic achievements. What emerges from this review is that poverty is an overall forum of deprivation cutting across the physical, mental economic and social needs. The causes of poverty are varied. Theorists explain the causes of poverty from different perspectives; however, no single theory can sufficiently explain this phenomenon. Literature also exposed the various ways in which poverty negatively affects academic achievement.

School dropout and child labour are associated with low socio-economic status, as parents are keen to send offsprings to the labour market to increase household income (Raccanello & Estrada, 2018). Poverty seems to be the utmost factor that compels parents to send their children to the labour market which, in turn, jeopardizes school attendance (Basu, 1999; Edmonds & Pavcnik, 2005). This is so when the opportunity cost of attending school is perceived as greater than the loss of income associated with work activities that might be performed (Beegle, Dehejia, & Gatti, 2009). Even though earlier wage work is associated with a lower level of education

(Psacharopoulos,1997), it may allow children to attend school (Jensen & Nielsen,1997; Patrino & Psacharopoulos,1997; Ravallion & Wodon, 2000), but it may also lead to lower school achievements (Orazem& Gunnarsson, 2003; Beegle et al; 2005; Gunnarsson, Orazem, &Sanchez,2006). Despite the free education offered by the government, the school dropout problem still exists. This is due to the abject poverty in rural areas where an individual lies below the poverty line. This means one is not able to access all the basic needs of life. Therefore, it becomes hard for that individual to get books, uniform, and other scholastic materials. And so the researcher's concern was that given the extent to which the poverty had caused school dropouts, such ways could be suggested to solve the problem like making primary education completely free.

2.2. Parental literacy level and pupils' dropout in UPE schools

Level of education of parents is the degree to which parents have acquired some knowledge, skills, attitudes and values of informal and formal education. The study conducted by Prewittz in Kenya on parents' education showed that parents' level of education is very crucial for the performance of their children because educated parents send their children to school early, in most cases at the age of five to six. Ezewu (2018) pointed out that children who join primary schools at early age also complete their primary education early. Ezewu (2018) found that educated parents provide adequate learning materials for their children, which stimulates them to learn and perform better in all subjects. These parents are concerned over their children's education/performance, which sometimes makes them coach their children themselves or appoint part-time teachers for them. They send their children to the best nursery and primary schools which serve as sure gateways to secondary and university education which in turn leads to higher educational qualification to occupy higher positions in societies. Owen (2015), in her study exploring beliefs about academic achievement, studied the relationship between parents' educational attainment and found that the educational attainment of parents has a relationship with educational achievement of their children.

According to Sentamu (2013), the educational attainment of parents determines the kind of schools to which their children go to. Such schools are near in kind to the ones their parents attended. This tends to lay a foundation for better performance of their children while at school. Considine and Zappala (2012) in their study in Australia on the influence of education

disadvantages in the academic performance of school found that families where parents are educated foster a higher level of achievement in their children because of providing psychological support for their children. Combs (2015) found that virtually all nations, children of parents with high education have far better chances of getting into better secondary schools and universities than equally bright children of ordinary workers or farmers. In other words, the highly educated parents tend to provide a more conducive learning environment that propels their children to go to schools and succeed.

Maani (2010) and Mugisha (2011) who attempted to analyse the relationship between children's performance at school and the level of their parents' education established that the more educated the parents are, the better the children's performance at school. Mugisha actually did his study on the primary school pupils in Kampala (Uganda) which also belongs to the same education system like in Ntungamo District. According to Nabbumba (1988), parents' level of education influences pupils' performance in the sense that educated parents value education and they tend to encourage their own children to value and actively engage in receiving education. In a study conducted in Kenya by Obanya and Ezewu (1988), it was found that the higher the levels of education of parents, the more likely it motivates children to learn and perform better. Kundu and Tuto (2000) found that home background has a significant influence on the achievement of children at school because educated parents tend to offer more psychological, social and financial support to their children, thus giving them the opportunity to excel in their studies.

Research indicates that the educational level of household members is particularly influential in determining whether and for how long children access schooling. Ersado (2005) notes that parental education is the most consistent determinant of learners' education. Higher parental (household head) level of education is associated with increased access to education, higher attendance rates and lower dropout rates (Ainsworth et al, 2015). A number of reasons are put forward for the link between parental education and retention in school. Some researchers indicate that non-educated parents cannot provide the support or often do not appreciate the benefits of schooling (Pryor & Ampiah, 2013).

The World Bank (1988) argues that "there is a positive correlation between the education of children and that of their parents". This is very important because the level of education of parents plays a major role in the education of any child. Osagi (2010) says that the education

level of parents is a determinant of how long their children will stay in school and how they will perform and excel in the future. He goes on to say that learned parents are likely to motivate, inspire and be good role models to their children. These parents know the benefits of education and can therefore afford to emphasize the importance of school and hence maintain their children in school, thus reducing their sons' dropout. Uneducated parents on the other hand do not see the benefits of education since they did not attend school and are still surviving. Bohon and Garber (2009) in their study discovered that boys whose mothers are uneducated have a 40% dropout. This study therefore intends to examine how education level of parents has influenced the level of school dropout in Nyabihoko Sub-county, Ntungamo District.

The uneducated parents cannot give adequate advice, guidance and counselling to their children on the importance of education and hence dropout of their sons from school. A study done by the Ministry of Education (MOEST, 2007) revealed that parents with professional qualifications ensure that their children remain in school. On the other hand, parents with low level of education have negative attitude towards education because they do not see its immediate benefits. In addition, educated parents have improved financial status and improved quality of life and therefore they act as role models to their sons and encourage them to remain in school (Polesel, Nizi & Kurantowicz, 2011). This study therefore intended to find out whether parental level of education has any effect on learners' dropout from schools in Nyabihoko Sub-county, Ntungamo District.

According to McNeal (2009), education level of a parent is a significant predictor of a child's educational achievements and behavioural outcome. Parents who are educated raise children to have healthy self-perceptions when it comes to their academic abilities, engage them in intellectual activities that help them develop a healthy attitude about learning and generally have children with fewer behavioural problems that may hinder their learning experiences.

According to Mattison, Scelza and Blumenfield (2014), parents with higher education levels have stronger confidence in their child's academic abilities, and they also have higher expectations of their child. They expect that their child will get good grades, behave well in school and attend college. These high expectations motivate their child to do well. The confidence they have in their child enable the child to build his own confidence in his academic abilities, hence succeed in life.

The association between parents' and their children's educational attainments has been one of the measures featured in the study of intergenerational mobility. It has either been the focus itself or has been part of the exploration of the reasons for earnings, income or social class persistence; the opposite of mobility (Smeeding et al., 2010). Parental education is, of course, just one aspect of family background that influences children's subsequent achievements as adults, but an important one. For instance, parents' educational attainments have a large impact on their earnings; they may alter the 'productivity' of their time investments in children, such as reading to the child; and they may affect children's aspirations.

According to Ermisch et al. (2012), the extent of each parent's education measures the effect of their education net of the effects of their endowments, which are likely to be correlated with their educational attainments. In the context of economic models of the family, the parental education coefficients should reflect three separate effects of a parent's education on the education of their child. First, there is an income effect, which is positive because higher education increases the capacity to earn income in the market and more income is spent on everything that parents value. Second, there is a substitution or time allocation effect, which depends on the impact of a parent's education on the cost of human capital investment in their children. How costs vary with a parent's education depends on how much it increases the parent's earning capacity, how much of the parent's time is spent on child-education-enhancing activities and how much a parent's education increases the productivity of their time in such activities. The marginal cost of investment could, for example, decrease with higher parents' education because it enhances productivity sufficiently relative to their earning capacity ('market productivity'); or a there may be no effect on marginal cost of a parent's education because that parent contributes little time to human capital investment in children. Third, there may be a bargaining effect; for example, if mothers value children's education more than fathers and higher education increases their bargaining power. Higher mother's education relative to the father's would increase children's education through this channel.

In addition, analysis of American parents' time use (Guryan et al., 2008) suggests that time spent with children is valued more by better educated parents. The coefficients associated with the parents' earnings endowments also reflect income, time allocation and bargaining effects, but in addition, they reflect the association between parents' and their children's endowments. A

parent's level of education influences parents' knowledge, beliefs, values, and goals about childrearing, so that a variety of parental behaviours are indirectly related to children's school performance. For example, higher levels of education may enhance parents' facility at becoming involved in their children's education, and also enable parents to acquire and model social skills and problem-solving strategies conducive to children's school success. Thus, students whose parents have higher levels of education may have an enhanced regard for learning, more positive ability beliefs, a stronger work orientation, and they may use more effective learning strategies than children of parents with lower levels of education.

A research conducted by Larzelere et al. (2013) suggests that parents with higher levels of education are also more likely to believe strongly in their abilities to help their children learn. It further established that a parent's self-efficacy, children's academic abilities, level of parent education and programme participation are significantly related to parental self-efficacy. In turn, parental self-efficacy beliefs significantly predict children's academic abilities.

A father's education has a much larger effect than that of the mother, and the father's education has larger effect for sons than daughters. With sample of brother fathers, the effect of mother's education is larger than that of father's education, and the mother's effect is even larger if the offspring is a daughter. It appears then that the differential effect of mother's education always favours daughters, while the gender interaction with father's education is less clear in direction and it is often statistically insignificant, even with our large samples (Cantu, 2013). If we discount the possibility that mothers act to favour girls over boys in their child investments, the larger effect of their education on daughters suggests that a mechanism behind the effect may be through the effect of the mothers on their daughters' aspirations and motivation (role model effect).

Brown and Parks' (2012) research on China indicates that for each additional year of a father's education, the probability of his child dropping out of school falls by 12-14 per cent. Al Samarrai and Peasgood's (1998) research in Tanzania suggests that the father's education has a greater influence on a learner's schooling; and the mother's on girls'. Al Samarrai and Peasgood (1998) argue that educated mothers give preference to girls' schooling, implying that mothers have a relatively stronger preference for their daughters' education and that their education affords them either increased household decision-making power or increased economic status. Glick and

Shan's (2000) results taken from research in an urban poor environment in West Africa offer some similar outcome.

Ersado (2005) suggests provision of adult education programmes to counter the educational deficit facing many households would be useful in bolstering sustained access to education for many learners. Research indicates that the household members' place on education is an important factor in determining whether learners gain access to schooling and for how long, but there is less research on how this may attribute to dropping out.

2.3. Early pregnancy and pupils' dropout in UPE schools

According to Brown (2012) Uganda is among countries with a high prevalence of teenage mothers worldwide, and 3 in every 10 girls are having babies and disrupting their schooling. Uganda is ranked sixth, among 25 countries selected for the study carried out by the UN's special envoy for global education. The study further reveals that cases of child marriages in some countries are seen as a part of a wider economic strategy, which generates income and assets while reducing the costs associated with raising children. The aforementioned report by the former UK prime minister entitled, "Out of wedlock, into school: combating child marriage through education", mentions Uganda as a country where child marriages soar during critical periods, a phenomenon christened "drought brides". The report further reveals that the girls between the ages 15 and 19 are twice as likely to die during pregnancy and child birth compared to their older peers. More so, girls aged below 15 years are five times more likely to die.

Siringi (2012) quoting the report asserts that even though the law now allows girls who have given birth or are pregnant to go back to school and continue with their education, respectively, social attitudes still create a barrier to re-entry. Stigmatization, bullying, mockery and abuse by teachers, pupils and other parents reduce their self-confidence and force them out of school. Consequently, the pregnant girls may opt to marry or stay out of school to look after their babies, while boys continue with school even if they have impregnated someone (FAWE, 2010, p. 106). The researcher felt that this trend is experienced in most parts of the country, Ntungamo District included, and consequently wanted to establish the extent of the problem.

The effects of early pregnancy which involve, among others, grade repetition and periods of temporary withdrawal from school lead many young women in sub-Saharan Africa to remain

enrolled at the primary or junior secondary level well past puberty and into their late teens, thus increasing their risk of pregnancy-related school disruptions (Grant & Hallman, 2006). In the same breath, Chigona and Chetty (2007:2) maintain that there are some schools that do not allow pregnant girls and young mothers to attend classes in sub-Saharan countries of Africa.

According to the Forum for African Women Educationalists (FAWE), their Executive Director indicates that in Zambia alone, 2,230 girls had been forced to drop out of school for the last years because they fell pregnant. Most studies (Natalie-Rico, 2011:10) found that dropping out of high school is a negative effect of early pregnancy. Early pregnancy is commonly associated with school non-attendance and dropout. Pregnancy and its complications often predispose youths to permanently leave school. In addition, sudden, frequent absenteeism may be a signal of pregnancy and accompanying symptoms to educators and others. Studies conducted in Canada and the United States have shown that young mothers are at a greater risk of leaving school or attaining a lower level of education, and therefore reaching professional dead-ends or missing out on job opportunities (Tipper, 1997), cited in Government du Québec (2011). The present study attempted to establish if early pregnancy affects pupils' schools' attendance in Nyabihoko Sub-county, Ntungamo District.

Studies conducted by Hofferth, Reid and Mott (200), cited in Kearney (2008), have shown that there is a difference between the number of years spent at school between teenagers who gave birth at high school level than those who waited until they matured by stating that teenage mothers' complete fewer years of schooling than women who do not give birth prior to the age of

30. In a conference held in Nairobi, it was disclosed that for up to 42 million children who do not attend schools in Africa, almost 60 per cent are girls and this is due to early pregnancy (Changach, 2012). Similarly, Hosie (2002) revealed that a minority of women who conceive under the age of 16 and whose pregnancy lead to a disruption of education – including formal exclusion by school authorities, had a limited range of opportunities available to them with regard to their continued education. The present study intended to find out from educators if many pregnant teenagers in the study area were not attending school as reflected in the above studies.

In Kwa-Zulu Natal Province of South Africa, the governing body of a particular school expelled 30 pregnant teenagers (e-TV, 3rd Degree, 20h00, 23 October, 2002). Mokwena (2003) maintains that this attitude makes it difficult for pregnant teenagers to attend school and complete their studies. Teenage mothers are only half as likely to complete high school as their non-mother cohort (Howel, 2001:4). Chigona and Chetty (2008:4) are against this practice by sub-Saharan countries of Africa and some of South African schools of not allowing pregnant teenagers to attend school. They bring their ideas to the surface by reflecting on the Bill of Rights, as contained in the Constitution of the Republic of South Africa (RSA) 108/1996, Section 29 which affirms that everybody has the right to basic education. They further contend that it may be wrong to deny teenage mothers to continue with their schooling when they are ready to do so. The present study sought to establish how early pregnancy has influenced the rate of learners dropout in the study area.

Clarke (2005) states that teenage mothers are less likely to complete their high school education. Due to limited education the teenage mothers will not have the required level of education or sufficient skills to enter the open labour market and she will remain dependent both on the state and or her parents. To add on this, Marule (2008) maintains that two out of three pregnant teenagers drop out of school. Studies on schoolgirl pregnancy by Grant and Hallman (2006), Manzini (2001), Mokgalabone (1999), Gordon (2002) and Chigona and Chetty (2008) cited in Runhare and Vandeyar (2011), focused on how teenage motherhood is a contributory factor to school dropout, poor performance and grade repetition. Recent research has revealed that early pregnancy is the reason why young women drop out of school and fail to finish their education and has highlighted that many young women have either been officially excluded from school or have effectively disengaged themselves from education (Hosie, 2002). Almost half of childbearing mothers fail to complete their high school education, thus increasing the probability of persistent economic and social disadvantage (Barnet, Arroyo, Devoe and Duggan, 2004).

According to Kearney (2008), early pregnancy and its complications often predispose school non- attendance, dropout and permanent leaving of school. Teenage parents are more likely to drop out of school, continue to have non-marital pregnancies, change jobs more frequently, be on welfare, and have mental and physical health problems (Malhotra, 2008). The most salient consequences of early pregnancy are, according to Changach (2012), school drop-out or

interrupted education, school advancement difficulties for teenage mothers as well as repeat pregnancies. Contrary to the aforesaid statements, Hubbard (2008) maintains that governments are obliged by the Charter on the Rights and Welfare of the African Child, to ensure that children who become pregnant before completing their education shall have an opportunity to continue with their education on the basis of their individual ability. Chigona and Chetty (2008) looked at teen mothers' views on the effects of early pregnancy on school attendance. The present study endeavoured to look into educators' views on how early pregnancy has impacted on pupils in Nyabihoko Sub-county, Ntungamo District.

In the study conducted by Macleod (2011), the tagging together of the words “early” and “pregnancy” has important effects, implying that these young women are engaging in age-inappropriate behaviour such as having sex, mothering, while reducing their chances of age-appropriate activities such as continuing with education. Although the timing of school dropout and pregnancy coincide for some girls, for the most, pregnancy follows school dropout (Imamura, Tucker, Hannaford, da Silva, Astin & Wynes, 2007). The study conducted by Sodi (2009) reveals that in many cases, teenage mothers are not in a position to go back to school after delivery as they are forced to look after their children and others are threatened by their physical health conditions which do not make it conducive for them to go back to school.

Abe and Zane (2010) aver that the combination of poverty and existing distress is a good predictor of teenage pregnancy, and the stigma during or after pregnancy can lead to depression, social exclusion, low self-esteem and poor academic performance. Depression and anxiety in pregnant teenagers can be linked to struggles such as school problems, relationships with peers, and difficulties at home (Hong, 2009). The negative impact of teenage pregnancy on the teenage mother is clearly revealed when she tends to face psychological, economic, and social problems which may lead to the interruption of the developmental stage of self-identity formation, depressive symptoms, overdependence on parents, high levels of frustration, and problems with forming and maintaining personal relationships (Thompson, 2014). Loignon (2011), cited in Québec (2016), maintains that teenage mothers often face consequences such as social isolation, poor life habits, low education level, maltreatment, stress, and depression.

Endersbe (2000) maintains that many teenage mothers feel angry towards the father of the baby because it would appear the pregnancy does not physically change him, and this makes teenage

mothers develop feelings of failure and find themselves alone. The girl faces confusing advice from many people regarding child-rearing practices and this undermines confidence in her ability to cope (Mpaza, 2006). The shock of an unwanted pregnancy can be emotionally traumatic for the young teenage mother-to-be and in situations where there is no emotional support, some teenagers may experience increased anxiety and frustration, while others may develop depression, emotionally reject the existence of an unborn baby, become alienated from life, break communication with family and friends, and may eventually commit suicide (Bezuidenhout, 2009). Severe emotional disturbance (SED) has been defined as the display of behavioural difficulties in pregnant adolescents, sometimes as a result of internal distress (feelings of sorrow, anger, anxiety, frustration, disappointment), that are persistent over time and disrupt learning (Yampolskaya, Brown & Greenbaum, 2002).

When pregnancy interrupts an adolescent's education, a history of poor academic performance usually exists (Jonathan, 2005). Jonathan (2005) further states that having repeat births before 18 years of age has a negative effect on high school performance and completion and that factors associated with school performance and increased high school completion for pregnant teenagers include race, being raised in a smaller family, presence of reading materials in the home, employment of the teenager's mother, and having parents with higher education. Mpaza (2006) maintains that once the baby is born, the teenage mother needs more time parenting the baby and much of the responsibility is carried out during the night, which leaves the teenager with less time to study and do homework – the ultimate consequence of this being a teenage mother failing to concentrate in the classroom because she would be feeling drowsy and exhausted, leading to poor performance in school subjects and failure. This study tried to establish whether or not educators perceive teenage pregnancy as having a negative effect on school performance.

2.4. Research gap

The empirical literature reviewed shows that there are several factors affecting school dropout. These range from child-specific factors to household and community factors (these can be grouped into demand-side factors and supply-side factors which can actually be used as the two themes to organize your empirical review) factors influencing dropout of students. Among the factors identified in the literature school-based factors, economic factors, and family factors. This review was conducted in general for both boys and girls, considering that much of the

available literature focuses on issues affecting the education of either the girl child or boy child alone. Studies by Ogeto (2008), Koech (2008), Wamahiu (1994), Obura (1991), among others, focused on issues affecting the education of the girl child. Kashu (2006) did a study on access and retention of boys in Kajiado District; Kiarie (2010) did a study on influence of school-based factors on participation of the boy-child in Mirangaine District, Kenya, and Wamalwa (2011) did a study on institutional factors affecting levels of discipline of boys in Dagoretti District, Kenya. A study examining the likelihood of children dropping out of primary schools in Uganda was needed.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter presents the research design, study population, sampling procedure, data collection methods and tools, reliability, validity of research tools, data analysis and presentation.

3.1. Research Design

Dooley (2007) defines a research design as the scheme, outline or plan that is used to generate answers to research problems. Further, Donald (2006) notes that a research design is the structure of the research, it is the ‘glue’ that holds all the elements in a research project together. For the purpose of this study, the researcher made use of the cross-sectional descriptive survey research design with both qualitative and quantitative approaches to overcome the limitations of using a single design. The reason behind the use of those approaches was the nature of study which involved data that needed to be described and quantified. Descriptive survey research design is used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2002). Mugenda and Mugenda (2003), on the other hand, gave the purpose of descriptive research as determining and reporting the way things are. Descriptive survey is also intended to produce statistical information about aspects of education (Mugenda and Mugenda, 2003). The design was deemed suitable since it helped the researcher to describe the state of study variables even if changes would have taken place without manipulation by the researcher. Creswell (2014) argues that qualitative and quantitative methods should be viewed as complementary rather than as rival camps so that combining them allows the researcher to offset their weaknesses and draw on the strengths of both in order to ensure that the results are valid and not a methodological artefact.

3.2. Study population

According to Omari (2011) a population is the totality of any group of units which have one or more characteristics in common that are of interest. The study population comprised teachers, head teachers, officials in education department of Ntungamo District and parents who were members of the school management committee and PTA. The respondents were chosen because

they had so much to tell the researcher as per the study objectives. The study was conducted among selected schools of Nyabihoko Sub-county, Ntungamo District. For purposes of this study, a total of 8 UPE schools were used. The study used PTA and school management members to represent parents in the schools visited. This population was chosen because of having adequate data concerning the factors explaining school dropout in the study area.

3.3. Sample size and sample selection

3.3.1. Sample size

Omari (2011) also defined a sample as a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is carefully drawn. Sample size is a representation of the whole population that seeks to present the qualities of the whole population (Kothari, 2005). The sample size used was 96 respondents from the target population. The sample size was determined using the formula forwarded by Yamane (1967).

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

Where;

Number of target population that conforms to the characteristics of the sample required, E: Margin of error (5%).

n: sample size

Given the population of 116 respondents, $S_n = 116 / 1 + 116$

$(0.05)^2$

$S_n = 96$

From the above, the researcher used a sample size of 144 respondents.

Respondents category	Target population	Sample size	Sampling technique
Head teachers	8	8	Purposive
Chairmen SMC	8	8	Purposive
District Education department	4	4	Purposive

Teachers	96	76	Simple random
Total	116	96	

Source: Primary data, 2019

3.3.2. Sampling technique

Sampling is a process or technique of choosing a sub-group from a population to participate in the study. It is a process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected (Orodho, 2002). The researcher employed both probability and non-probability sampling techniques. Probability sampling is one in which every unit in the population has a chance (greater than zero) of being selected in the sample, and this probability can be accurately determined. The combination of these traits made it possible to produce unbiased estimates of population totals by weighting sampled units according to their probability of selection. The study used both simple random sampling and purposive sampling.

3.3.2.1. Simple random sampling

Simple random sampling as a probability sampling strategy was used because it adds credibility to a sample when the potential purposeful sample is larger than one can handle whereby it uses small sample sizes; thus the goal is credibility, not representativeness or the ability to generalize (Patton, 2001). This is intended to ensure that all respondents are represented in this study. The researcher used this method when selecting PTA and SMC members and teachers of selected schools in Nyabihoko Sub-county, Ntungamo District.

3.3.2.2. Purposive sampling

This is a non-probability sampling technique where the elements in the sample are selected from the population because they conform to a certain characteristic that the researcher is looking for (Bailey, 2008). Omari (2011) defined purposive sampling as process which involves picking units most relevant or knowledgeable in the subject matter and study them. It is a technique whereby the researcher judges who is to be included in the sample to give the right information which is not easily obtained from any other respondents. This was based on the researcher's judgement in view of the purpose for which the information was sought. Purposive sampling was used because it involves identifying and selecting individuals or groups of individuals that are knowledgeable about or experienced with a phenomenon of interest (Cresswell, 2011). Purposive

sampling was applied when selecting district education officials and head teachers of selected primary schools in Nyabihoko Sub-county, Ntungamo District. Kombo and Tromp (2006) state that, “the power of purposive sampling lies in selecting participants who provide the richest depth analysis related to the central issue being studied”. The main objective of purposive sampling is to arrive at a sample that can adequately answer the research objectives. The selection of a purposive sample is often accomplished by applying expert knowledge of the target population to select in a non-random manner a sample that represents a cross-section of the population (Cresswell, 2011).

3.4. Data collection instruments

Questionnaires and interviews were used in the collection of data. An interview guide and questionnaires were used to generate answers from the respondents during the research. These were convenient with getting firsthand information from respondents.

3.4.1. Questionnaire

According to Omari (2011), a questionnaire is a set of written questions presented to the respondents to obtain answers. The main reason as to why questionnaires were used was that they were easy to administer and economic to use in terms of time and money since they often have standardized answers that make it simple to compute and analyze data. The instructions were clearly indicated to guide the respondents on how to answer the questions. Questionnaires were structured in a nature which helped the researcher to obtain the required information from the teachers.

3.4.2. Interview

The interview method of data collection involves the presentation of verbal and non-verbal responses (Sen,1990). The study employed the interview method because it is viewed as an interactive method that attempts to build rapport with the potential participants and give an opportunity to respondents to explicitly communicate their perspectives on the subject. In addition, it enables the interviewer to read the interviewee’s body language and facial expression while granting the chance to probe. The interview method involves oral questioning of the respondents. An interview guide was used to question respondents to generate answers which were recorded on paper. This method was used to collect information from head teachers.

3.5. Research procedure

After the approval of the proposal, the researcher received an introductory letter from the School of Postgraduate Studies, Kabale University. This letter introduced the researcher to the participants in this study in their respective places in Ntungamo District. A visit to the projects was done to explain to the respondents the nature of the study. This created rapport prior to collecting data. The selected schools were visited and the researcher personally administered the questionnaires to the respondents. The filled questionnaires were collected on an appropriate day. The questionnaires were conveyed to the respondents by use of the drop-and-pick-later method. The researcher had to assist some respondents who were not literate enough on the questionnaire items while collecting primary data. The empirical data collected was edited, coded, analyzed, interpreted and presented using frequency tables, means and standard deviations. After that, conclusions and recommendations were made and this report written.

3.6. Data Analysis

Qualitative and quantitative data was analyzed as follows.

3.6.1. Quantitative data analysis

The quantitative data analysis consisted of numerical values from which descriptions such as mean and standard deviations were made (Kombo & Tromp, 2016). The researcher used both descriptive and inferential statistics to analyze data. After participants responding to the questionnaires, raw data was cleaned, sorted and entered using statistical data entry form designed in Statistical Package for Social Sciences (SPSS) software for analysis according to the objectives of the study. Questionnaire data was obtained from questionnaires. Each questionnaire were given a unique serial number extracting of inertial summaries by data reduction using soft numbers coding by categorizing data, sorting and filling was carried out. Statistical package for the social sciences (SPSS) version of 23 was used to aid the processing and summarizing of information got from the questionnaires.

3.6.2. Qualitative data analysis

Field notes were written, grouped into themes and sub-themes and work was edited at the end of each working day to ensure accuracy in recording and consistency in information given by respondents. Thematic analysis was used to analyze qualitative data. Themes derived from the study variables were identified and put in coding categories. A scheme of analysis was worked out following the coding categories, using content analysis, quotations and the most occurring ideas on every question (Ghosh, 2000).

3.7. Ethical Issues Consideration

Saunders, Lewis and Thornhil (2003) define research ethics as the appropriateness of the researcher's behaviour in relation to the rights of those who become subjects of the research project, or who are affected by it. The researcher adhered to appropriate behaviour in relation to the rights of the respondents. The respondents were allowed to give consent to participate and were asked not to write their names or those of their schools on the questionnaire. Mugenda and Mugenda (2003) argue that ethical considerations such as confidentiality, anonymity and avoidance of deception are very important issues in social research. For the purpose of this study, permission was first sought from relevant authorities and a letter granted to allow the researcher to carry out the research. Furthermore, the researcher explained the purpose of the study to the respondents and assured them of confidentiality of their responses and identities.

In an effort to safeguard the respondents in this research, the researcher followed four ethical doctrines. The first one is deliberate consent which necessitated that the respondents are not forced to participate in a research. Respondents were educated about the nature of the research before they participated. The respondents also informed that participation was voluntary and the respondents had the right to pull out of the study if they were not contented. The researcher thus allowed the participants to freely agree to participate in the study.

In the same regard, the respondents remained unidentified during the study as a condition to ensure their privacy. The researcher protected the identity of the respondents by substituting their names with pseudonyms.

Lastly, the researcher reminded each respondent that the information obtained from them was completely intended to support the study. This implies that all the information that was collected was used for research and persons' names and official titles were omitted in the report.

3.8. Limitations of the study

- i. The study covered a small sample due to financial and time constraints and thus some schools were not covered. The study was based on a few factors that affect school dropout; it did not take into consideration other factors such as willingness of the pupils, peer influence and distance of school from home, did it cover other districts in the Republic of Uganda. This may make it hard for generalization, since the contexts are different.
- ii. Attrition/mortality in that not all questionnaires were returned completely answered; and some head teachers made the researcher move several times to their offices to collect the filled questionnaires.
- iii. Some respondents filled the questionnaires hurriedly; thus a possibility of not having filled them accurately.
- iv. Uncooperative behavior of some respondents and those who seemed reluctant to give information: This was realized among the first respondents of a school the researcher went to, as some teachers thought that asking them about dropout could be a way of tricking them to get them expelled from the school since some could have even been the cause of the problems. On realizing this, the researcher and his assistants addressed the teachers and assured them that the study was purely for academic purposes.
- v. The researcher had no control over the extraneous variables such as honesty of respondents personal bias or untruthfulness. However, researcher probed the respondents further to establish the truth when he deemed it necessary.

CHAPTER FOUR

ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.0. Introduction

This chapter presents detailed analysis and interpretation of findings on the socioeconomic factors explaining pupil dropout in Universal Primary Education Schools in Nyabihoko Sub-county, Ntungamo District. The first section under this chapter presents demographic characteristics of the respondents to whom questionnaires were administered. The second section presents findings in line with the study objectives.

4.1. Response rate

Table 4.1: Response rate

Respondents category	Sample size	Response rate	Percent
Head teachers	8	6	75
Chairmen SMC	8	5	62.5
District Education department	4	3	75
Teachers	76	69	90.8
Total	96	83	86.5

Source: Primary data, 2019

Table 4.1 indicates that out of the sample size of 96 expected participants, 83 managed to participate in this study which was an 86.5% response rate. This confirms that the participation of the target respondents in this study was satisfactory.

4.2. Demographic characteristics of respondents

Demographic characteristics of respondents considered in this study include sex, age, marital status and education level as presented below.

Table 4.2. Biographic information of respondents

Gender	Frequency	Valid Percent	Cumulative Percent
Male	31	45	45

Female	38	55	100
Total	69	100	
Age groups			
18-30	21	30.4	30.4
31-40	35	50.8	81.2
41-50	7	10.1	91.3
51 and above	6	8.7	100
Total	69	100	
Marital status			
Single	21	30.4	30.4
Married	48	69.6	100
Total	69	100	
Education level			
Tertiary	55	79.7	79.7
University	14	20.3	100
Total	69	100	

Source: Primary data, 2019

Table 4.2 indicates that the majority of the respondents (55%) were male while females were 45%. This implies that there are more male teachers than female teachers in Nyabihoko Sub-county, Ntungamo District. This shows that either gender was fairly represented in the teachers' sample and therefore was thought to give balanced views for the study. The high number of male teachers showed that more male teachers have led to higher retaining rate of boys in comparison to the girls. This revealed that the Sub-county has more male representation in education matters, depicting that more males than females go through tertiary and higher education.

Table 4.2 shows that majority of the respondents (50.7%) belonged to age bracket 31-40 years whereas a small minority (8.7%) belonged to age bracket 51 years and above. This implies that UPE schools in Nyabihoko Sub-county, Ntungamo District have young and energetic staff who are capable of performing their duties effectively.

Table 4.2 indicates that majority of the participants (70%) were married whereas a minority (30%) were single. This shows that most of the primary school teachers in UPE schools in Nyabihoko Sub-county, Ntungamo District are mature and responsible and can perform their duties responsibly.

Table 4.2 indicates that the majority of the respondents (79.7%) had tertiary level of education including diplomas and Grade III certificates whereas a minority (20.3%) had university level of education including Bachelor's and postgraduate degrees. The majority of the schools sampled had respondents that had attained education below the degree level. This indicated that there was lack of role models in their classes and the number of those with certificates was higher in comparison to those having degrees. Teachers' professional qualifications matter (Mulusa, 2010).

4.3. The effects of family income on pupil dropout in UPE schools in Nyabihoko Sub county Ntungamo District

Regarding research objective one which sought to establish the effects of family income on pupil dropout in UPE schools in Nyabihoko Sub-county, Ntungamo District, respondents were asked to indicate whether their position was based on a five-point Likert scale. The analysis was done using the percentages, mean and the standard deviation. A mean above 3 indicates agreement by respondents, a mean of 3 shows undecided and a mean of below 3 shows disagreement by respondents. The standard deviation (Std) of close to 1 shows agreement, while the standard deviation of close to zero shows the disagreement of the respondents. The analysis further grouped 'strongly agree' and 'agree' to mean 'agree'; and 'strongly disagree' and 'disagree' to mean 'disagree'. The elicited responses are shown in Table 4.3.

Table 4.3: The effects of poverty on pupils' dropout in UPE schools in Nyabihoko Sub county, Ntungamo District

Statement	SD	D	NS	A	SA	Mean	Std.
Pupils drop out of school to look for income generating activities so as to assist their parents in raising income for the family	6 (8.7%)	0 (0.0%)	0 (0.0%)	28 (40.6%)	35 (50.7%)	4.41	.895

Pupils drop out of school because their parents have low income such that they are unable to afford basic needs such as food, clothes	0 (0.0%)	0 (0.0%)	0 (0.0%)	41 (59.4%)	28 (40.6%)	4.51	.904
Students drop out of school to assist in taking care of their young sibling so that the parent/guardian can go and work	0 (0.0%)	0 (0.0%)	0 (0.0%)	34 (49.3%)	35 (50.7%)	4.10	.846
Financial status of households does not influence access and retention of pupils in public primary (UPE) schools	0 (0.0%)	0 (0.0%)	7 (10.1%)	48 (69.6%)	14 (20.3%)	4.39	.792
Though the user charges have been abolished in primary schools, there are other “hidden costs” hindering access to education in public primary school	0 (0.0%)	0 (0.0%)	0 (0.0%)	42 (60.9%)	27 (39.1%)	4.30	.664

Source: Primary data, 2019

Table 4.3 shows that respondents agreed with the statements put to them, If the mean the mean which is above 3, and their standard deviations which is close to 1. The respondents’ responses were as follows.

Table 4.3 indicates that the majority of the respondents (91.3%) agreed that most pupils drop out of school to look for income generating activities so as to assist their parents in raising income for the family (Mean= 4.41; Standard deviation= 0.895). This shows that it is absolutely right that most pupils drop out of school to engage in income generating activities. These findings are confirmed by one of the key informant who had this to say:

“Majority of the parents in this area live in abject poverty and the worst of it all is that we are in a peri-urban setting. Most of the parents in my school are single mothers who are engaged in petty businesses which cannot sustain their families. This has forced them to engage their children in various economic activities to be able to make both ends meet. In the end children drop out of school to be able to earn a living....” (HM KII_2).

Also, all respondents (100%) agreed that most pupils drop out of school because their parents have low income such that they are unable to afford basic needs particularly food and clothes (Mean=4.51; Standard deviation= 0.904). This implies that low income of the parents greatly compromises their children's dropout of the school. This finding is supplemented by interview findings from one head teacher who said:

“When a parent is poor, the possibility of his/her children dropping out of school becomes high. Such parents cannot motivate their children to strive higher and get educated, they instead discourage them by giving them examples of those who are not educated and rich in their locality...” (HM KII_1).

In addition, all respondents (100%) agreed that most students drop out of school to assist in taking care of their young siblings so that the parent/guardian can go and work (Mean= 4.10; Standard deviation= 0.846). This indicates that some pupils dropped out of school to take on family responsibilities from their parents.

Findings show that the majority of the respondents (89.9%) agreed that with the introduction of UPE, the financial status of households does not influence access and retention of pupils in public schools (Mean= 4.39; Standard deviation= 0.792). This implies that UPE has no influence on the retention of pupils in schools in the context of the socioeconomic background of pupils.

Finally, all respondents (100%) agreed that though the user charges had been abolished in primary schools, there were other “hidden costs” hindering access to education in public primary schools (Mean= 4.30; Standard deviation= 0.664). This implies that the other charges such as exercise books, pens, pencils, uniforms, clothing, lunch, building funds and labour for classroom construction to be met by the parents had greatly contributed towards school dropout in UPE schools. This implies that abolition of school fees without putting into consideration the burden of such charges does not stop school dropout in the area considering peoples' economic status.

4.4. The effects of parents' literacy levels on pupil dropout in UPE schools in Nyabihoko Subcounty, Ntungamo District

Findings under this theme were sought in accordance with research objective two which sought to establish the effect of parents' literacy levels on pupil dropout in UPE schools in Nyabihoko Sub-county, Ntungamo District. Respondents were asked to indicate whether they strongly agree

(SA), agree (A), Not Sure (NS), disagree (D), and strongly disagree (SD) using a five-point Likert scale. The analysis was done using percentages, mean and the standard deviation. A mean above 3 indicates an agreement of respondents, a mean of 3 shows undecided and a mean of below 3 shows disagreement by respondents. The standard deviation (Std) of close to 1 shows agreement, while the standard deviation of close to zero shows disagreement of the respondents. The analysis further grouped strongly agree and agree to mean agree; and strongly disagree and disagree to mean disagree. The elicited responses were shown in the table 4.4.

Table 4.4: The effects of parents' literacy levels on pupil dropout in UPE schools in Nyabihoko Sub-county, Ntungamo District

Statement	SD	D	NS	A	SA	Mean	Std.
Uneducated parents encourage their sons to go to school as a way of compensation for their parents education in the area	0 (0.0%)	0 (0.0%)	0 (0.0%)	21 (30.4)	48 (69.6%)	4.25	.817
Parents with low level of education do not understand how to motivate children in school to enhance their completion thus leading to some dropping out	0 (0.0%)	20 (29%)	7 (10.1%)	21 (30.4)	21 (30.4)	3.62	.705
Parents with low level of education involves their children with home activities that are not academically focused, thus frustrating pupils who end up dropping out	0 (0.0%)	7 (10.1%)	0 (0.0%)	35 (50.7%)	27 (39.1%)	4.19	.879
Educated parents motivate, inspire and are good role models to their children which make them stay in school	0 (0.0%)	7 (10.1%)	6 (8.7%)	42 (60.9%)	14 (20.3%)	3.91	.836
Parents with higher education levels have stronger confidence in their child's academic abilities and they also have higher expectations of their child which make them stay in school	0 (0.0%)	0 (0.0%)	0 (0.0%)	42 (60.9%)	27 (39.1%)	4.39	.692

Source: Primary data, 2019

Table 4.4 shows that all respondents agreed with the statements put to them. This is explained by their mean which is above 3, and their standard deviations which is close to 1. The respondents' responses were as follows:

Table 4.4 indicate that all respondents (100%) agreed that uneducated parents encourage their sons to go to school as a way of compensation for their parents' education in the area (Mean= 4.25; Standard deviation= 0.817). This implies that there are higher chances that children of less educated parents will drop out of school among UPE schools as compared to their counterparts of the educated parents. These findings are supplemented by results from interviews in which the participants was quoted saying:

".....parents who less are educated take it for granted to educate their children. For instance when a pupil turns up without a uniform at school and you send them back, parents feel unbothered and advise their children to remain home until they can be able to find solution. This discourages pupils and eventually they dropout of school..." (HM KII_5)

Also, findings show that the majority of the respondents (60.8%) agreed that parents with low level of education do not understand how to motivate children in school to enhance their completion, thus leading to some dropping out (Mean= 3.62; Standard deviation= 0.705). This implies that parents with low levels of education are not supportive towards education of their children, which makes it impossible for these children to remain in schools. This is supplemented by views from the interviews in which one of the participants was quoted saying:

".....when parents are not educated, they do not serve well as good examples and role models for their children's education. Their stories are far from education making it impossible for their children to use them as inspirational towards achieving in education..." (EDO KII-2).

Another group of respondents (89.9%) agreed that parents with low level of education involve their children with home activities that are not academically focused, thus frustrating pupils who end up dropping out (Mean= 4.19; Standard deviation= 0.879). This is an indication that parents with low education can compromise their children's education with home activities. This finding concurs with interview findings where the participant had this to say:

“.....you see when the parent is illiterate, he/she finds it very easy to tell her child to remain home and do other activities. In extreme cases, we have seen parents telling their children to remain home for the whole term or year. At worst such children dropout completely...” (CM SMC KII 4)

Findings further show that 81.2% of the participants agreed that educated parents motivate, inspire and are good role models to their children which make them stay in school (Mean= 3.91; Standard deviation= 0.836). This shows that when parents are educated, chances are high that they will motivate their children to excel in education.

4.5. The effects of early pregnancy on pupil dropout in UPE schools in Nyabihoko Sub-county, Ntungamo District

Findings under this theme were sought in accordance with research objective three which sought to establish the effect of early pregnancy on pupil dropout in UPE schools in Nyabihoko Sub-county, Ntungamo District. Respondents were asked to indicate whether they strongly agree (SA), agree (A), not sure (NS), disagree (D), and strongly disagree (SD) using a five-point Likert scale. The analysis was done using the percentages, mean and the standard deviation. A mean above 3 indicates an agreement of respondents, a mean of 3 shows undecided and a mean of below 3 shows disagreement by respondents. The standard deviation (Std) of close to 1 shows agreement, while the standard deviation of close to zero shows the disagreement of the respondents. The analysis further grouped strongly agree and agree to mean agree; and strongly disagree and disagree to mean disagree. The elicited responses were shown in the table 4.4.

Table 4.5: The effects of early pregnancy on pupil dropout in UPE schools in Nyabihoko Sub-county, Ntungamo District

Statement	SD	D	NS	A	SA	Mean	Std.
Pregnant learners often receive stigmatization, bullying, mockery and abuse by teachers, pupils and other parents which reduce their self-confidence and force them out of school	0 (0.0%)	0 (0.0%)	14 (20.3%)	34 (49.3%)	21 (30.4%)	4.10	.710
Pregnant learners are always expelled from the school by the administrators	0	0	0	0	13	4.19	.994

Pregnant learners normally fail to complete their school education, thus increasing the probability of persistent economic and social disadvantage forever	0 (0.0%)	14 (20.3%)	0 (0.0%)	34 (49.3%)	21 (30.4%)	3.90	.659
Pregnant learners are threatened by their physical health conditions which do not make it conducive for them to go back to school	0 (0.0%)	0 (0.0%)	0 (0.0%)	55 (79.7%)	14 (20.3%)	4.20	.805
Pregnant learners often experience depression, social exclusion, low self-esteem and poor academic performance which force them to dropout	0 (0.0%)	0 (0.0%)	0 (0.0%)	55 (79.7%)	14 (20.3%)	4.20	.805

Source: Primary data, 2019

Table 4.5 shows that all respondents agreed with the statements put to them. This is explained by their mean which is above 3, and their standard deviation which is close to 1. The respondents' responses were as follows:

Table 4.5 indicates that the majority of the respondents (79.7%) agreed that pregnant learners often suffer stigmatization, bullying, mockery and abuse by teachers, pupils and other parents which reduce their self-confidence and force them out of school (Mean= 4.10; Standard deviation=0.710). This implies that pregnant girls experience psychological torture which in most cases mainly forces them out of school. This finding is in line with the views from one of the participants who had this to say:

".....pregnancy is one of the worst things to happen on adolescent girls. Our culture is somehow unique, every attributes pregnancy to promiscuity particularly among young girls. When it happens to young girl, everyone points a finger at her without thinking about the boy who is part of this pregnancy.... this forces girls out of school even when the administration has not pronounced itself." (CM SMC KII3).

Results further show that respondents (100%) strongly agreed that pregnant learners are always expelled from the school by the administrators (Mean= 4.19; Standard deviation= 0.994). This implies that schools do give any chance to adolescents who are pregnant to remain at and this has a strong bearing on school dropout. These findings were supplemented by interview findings in which a participant was quoted saying:

“.....we do not pregnant girls in school because they serve as bad examples to others in the context of the school. The policy is that we expel and that is how I found.....” (HM KII 6).

In addition, 79.7% of the respondents agreed that pregnant learners normally fail to complete their school education, thus increasing the probability of persistent economic and social disadvantage forever (Mean= 3.90; Standard deviation= 0.659). This implies that there is a high possibility that pregnant girls' education hopes are compromised the moment they are realized.

All respondents (100%) agreed that pregnant learners are threatened by their physical health conditions which do not make it conducive for them to go back to school (Mean= 4.20; Standard deviation= 0.805). This implies that the physical health problems that come along with pregnancy also force these adolescent girls out of school.

Finally, all respondents (100%) agreed that pregnant learners often experience depression, social exclusion, low self-esteem and poor academic performance which force them to dropout (Mean=4.20; Standard deviation= 0.805). This is attributed to the psychological torture and stigma they are subjected to after being realized by the society to be pregnant.

4.6. Correlation matrix

Table 4.6: Correlation matrix

Variables		1	2	3	4
Pupils dropout (1)	Pearson Correlation	1	.393**	0.083	0.08
	Sig. (1-tailed)		0.001	0.254	0.262
Family income levels (2)	Pearson Correlation	.393**	1	.447**	0.155
	Sig. (1-tailed)	0.001		0	0.109

Parents literacy levels (3)	Pearson Correlation	0.083	.447**	1	0.147
	Sig. (1-tailed)	0.254	0		0.119
Early pregnancy (4)	Pearson Correlation	0.08	0.155	0.147	1
	Sig. (1-tailed)	0.262	0.109	0.119	

****.** Correlation is significant at the 0.01 level

Of the three predictors regressed with pupil dropout, only one was found significantly related to pupil dropout. In particular, the results show that there is a significant relationship between socio economic factors and pupil dropout in terms of family income levels ($r = .393$, $p < 0.01$). This implies that family income levels contribute to pupil dropout in the study area.

Parents' literacy levels and early pregnancy were also correlated with pupil dropout. In both cases the results revealed weak relationship with pupil dropout as indicated in the correlation matrix. This indicates that pupil dropout in Ntungamo District is not majorly explained by parents' education level and early pregnancy in this study context.

To further establish the effect of socioeconomic factors, three global variables of socioeconomic factors were regressed on pupil dropout. More details of the results are presented in the next subsection.

4.7. Regression analysis

Before establishing the strength of relationship, model fit was first established to check for the relevance of socio economic factors explaining pupil dropout. In this case Analysis of variance was performed. According to Andy (2001) when the p-value ("sig" for "significance") of the predictor's effect on the criterion variable is significant, then the model is generally considered statistically significant. In this case, it is revealed that socio-economic factors explain pupil dropout ($F = 4.053$, $P < 0.05$) as indicated in Table 14 below.

Table 4.7: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3.597	6	1.199	4.053	.011 ^a
Residual	18.046	63	.296		
Total	21.643	69			

a. Predictors: (Constant), Family income levels, Early pregnancy, parents' literacy levels

b. Dependent Variable: Pupils dropout

From the ANOVA results, the probability value of 0.011 was obtained, implying that the regression model was statically significant in predicting the relationship between socio economic factors and pupil dropout in Ntungamo District and the predictor variables as it was less than $\alpha=0.05$. On establishing the model fit, R² and statistical coefficients were determined as indicated in Table 4.7.

4.8. Regression results

The researcher conducted a simple regression analysis so as to determine the strength of relationship between pupil dropout in Ntungamo District (dependent variable) and socio economic factors in Ntungamo District. From the regression model obtained, holding all the other factors constant, pupil dropout in Ntungamo District is majorly determined by poverty levels . The obtained regression analysis further implied that there was a direct relationship between socio economic factors and pupil dropout in Ntungamo District. The analysis was undertaken at 5% significance level. The criteria for comparing whether the predictor variables were significant in the model was through comparing the corresponding probability value obtained and $\alpha=0.05$. If the probability value was less than α , then the predictor variable would be significant.

After establishing the relationships, it was important to determine the strength of relationship. Nonetheless, the r coefficient was not enough to justify the strength or effect of socio-economic factors on pupil dropout (Andy, 2001). Therefore, further analysis was performed. Beta (β) coefficient and adjusted R² were determined. The results are presented in Table 4.8 below.

Table 4.8: Regression results:

Model 1	Standardized Coefficients	T	Sig.
	Beta		
(Constant)		4.195	0
Early pregnancy	0.047	0.399	0.691
Parents literacy levels	-0.114	-0.87	0.388
Family income levels	0.437	3.323	0.002
Model summary			
R	0.41		
R Square	0.17		
Adjusted R Square	0.125		
a. Predictors:(Constant),Family income levels, Early pregnancy, parents literacy levels			

From the results obtained, it is revealed and confirmed that family income levels is the only socio economic factor that has significant effect on pupil dropout ($\beta=0.437$, $P<0.05$). Other variables, namely parents' literacy level and early pregnancy, were found not very significant in influencing pupil' dropout at 90 per cent significance level. This means that a unit change in family income levels would influence pupil dropout by 0.437.

In general, when R^2 was determined to establish the percentage change in pupil dropout, the overall model shows that 12.5 per cent of pupil dropout is attributed to socio economic factors ($R^2=0.125$, $F=4.053$). The implication is that when socio economic factors are improved especially on family income levels (by reducing them), they will be able to improve their pupils' retention rate and reduce dropout rates in the area.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

The study examined the effect of socioeconomic factors on pupil dropout in UPE schools in Nyabihoko Sub-county, Ntungamo District. This chapter presents the discussion of findings, conclusions, recommendations and suggestions for further research based on findings as analyzed in chapter four.

5.1. Discussion

5.1.1. The effects of family income levels on pupil dropout in UPE schools in Nyabihoko Sub-county, Ntungamo District

Results on the effects of family income on pupil dropout in UPE schools found out that pupils drop out of school to look for income generating activities so as to assist their parents in raising income for the family. This was attributed to the fact that the majority of the families have no income to avail basic needs to pupils. Findings further revealed that education of most pupils in UPE schools is being catered for by mothers as fathers have abandoned their responsibilities in favour of alcohol drinking. It was found out that most pupils are engaged in activities like coffee harvesting, stone quarrying, vending and motorcycle washing in trading centres. The practice has attracted more pupils to follow suit and this has greatly increased the rate of school dropout in Nyabihoko Sub-county, Ntungamo District.

These findings concur with Russel (2009) who demonstrated that communities can influence dropout rates by providing employment opportunities during school. While some researchers have found out that work can contribute to a student dropping out, others have shown that student employment begins to correlate with dropping out when the student regularly works over 14 hours per week (Mann, 1986; 1989). Other researches place the critical level for employment higher, at 20 hours per week (Winters 1986), with the likelihood of dropping out increasing with the number of hours worked. In the case of Nyabihoko Sub-county, what has been observed is that when pupils get involved in economic activities and earn money at an early age, they gain independence and eventually decide to drop out of school in the long run. Thus, the involvement

of pupils in economic activities has a strong influence on school dropout among UPE schools not only in Ntungamo District but Uganda at large.

The study also established that the majority of the parents in the school were of low economic status as attested by the majority of the teachers which depicts that the parents' socio-economic status influenced school dropout. The majority of the parents were small-scale farmers and owing to their poor economic status faced challenges in catering for the extra fees not catered for by UPE. Thus the pupils were forced to be away from school before their parents paid for the extra fees. The pupils were also forced to participate in income generating activities to boost their family income and owing to their poor economic status faced challenges in catering for the extra fees not catered for by UPE. Thus the pupils were forced to be away from school before their parents paid for the extra fees. The pupils were also forced to participate in income generating activities to boost their family income. The pupils' school participation was affected by inability of the parents to cater for the school provisions such as uniform and reading materials which are very essential for learning.

These findings are in agreement with Nag (2017) who reported that many poor families cannot afford to buy school uniform, meet transport expenses for their children, pay tuition fee in addition to other direct costs of education and so must keep their children at home. This was because poor families need the additional income. It has been suggested that the economic efficiency of households in peasant societies increases with greater total work input from children. The poor families value the earnings forgone and unpaid work in household and this is manifested in less demand for education among the poor who have on average more school-going-age children than higher income families. In the same vein, Briggs (2010) pointed out when more sacrifices are demanded, a poor family contemplates bearing their child's cost of education or may abandon the whole exercise.

5.1.2. The effects of parents' literacy level on pupil dropout in UPE schools in Nyabihoko Sub-county, Ntungamo District

Findings on the effect of parents' literacy level on pupil dropout in UPE schools in Nyabihoko Sub-county, Ntungamo District, found out that parents with low level of education do not understand how to motivate children in school to enhance their completion, thus leading to some dropping out. It was revealed that instead of motivating their children to attain higher education,

such parents keep on making discouraging statements by citing some of the successful individuals who never went higher in education in their villages. This has motivated most pupils to drop out of school at an early age. This practice is mainly in uneducated families as opposed to their educated counterparts.

These findings are in agreement with Larzelere et al. (2013) suggested that parents with higher levels of education are also more likely to believe strongly in their abilities to help their children learn. It further established that a parent's self-efficacy, children's academic abilities, level of parent education and programme participation are significantly related to parental self-efficacy. In turn, parental self-efficacy beliefs significantly predict children's academic abilities. In the same stance, Ezewu (2018) added that educated parents provide adequate learning materials for their children, which stimulate them to learn and perform better in all subjects. These parents are concerned about their children's education/performance, which sometimes makes them coach their children themselves or appoint part-time teachers for them. They send their children to the best nursery and primary schools which serves as sure gateways to secondary and university education which in turn leads to higher educational qualification to occupy higher positions in society. Also, Owen (2015) in her study exploring beliefs about academic achievement studied the relationship between parents' educational attainment and pupil performance and found that the educational attainment of parents have a relationship with educational achievement of their children.

5.1.3. The effects of early pregnancy on pupil dropout in UPE schools in Nyabihoko Sub-county, Ntungamo District

Findings on the effect of early pregnancy on pupil dropout in UPE schools in Nyabihoko Sub-county, Ntungamo District found out that pregnant learners often receive stigmatization, bullying, mockery and abuse by teachers, pupils and other parents which reduce their self-confidence and force them out of school. They therefore find it problematic to fit not only in the school but also in the whole community in general. It is such humiliation that makes it very difficult for such pupils to remain in school or even return to school after delivery.

These findings are in agreement with earlier findings by Loignon (2011), cited in the Québec (2016), who maintained that teenage mothers often face consequences such as social isolation, poor life habits, low education level, maltreatment, stress, and depression. In the same vein,

Hosie (2002) earlier stated that the minority of early women who conceive under the age of 16 and whose pregnancy lead to a disruption of education – including formal exclusion by school authorities, had a limited range of opportunities available to them with regard to their continued education.

5.2. Conclusions

5.2.1. The effects of family income levels on pupil dropout in UPE schools in Nyabihoko Sub-county, Ntungamo District

Poverty in households also influences dropping out. This is because even with the provision of free primary education, there are other non-fee costs of education that many parents cannot pay such as the costs of uniform and exam levies. Failure to pay these costs may force a pupil out of school. Also, poverty explains the huge numbers of students who leave school to look for work in the district. Poverty among parents has led to school dropout. A big majority of parents are small scale farmers and petty traders. Owing to poor economic status, they face challenges in paying the extra levies that are not catered for by UPE. Their children are forced to stay away from school as they look for the money. In many cases, pupils just drop out of school. Pupils are also forced by poverty to engage in income generating activities to supplement family income. It is also the opinion of teachers that some parents are negligent and prefer their children to drop out and get involved in coffee harvesting and in extreme cases girls get married when they are still teenagers.

5.2.2. The effects of parents' literacy level on pupil dropout in UPE schools in Nyabihoko Sub-county, Ntungamo District

In the study to assess the influence of parents' literacy level on pupils dropping out school, the study indicated that academic attainment of parent is a key factor that influences the chances of a child dropping out of school. The study indicated that the majority of dropouts were coming from parents who had never attended school, followed by the pupils who were coming from parents who had primary education level. There was only one dropout pupil who was coming from parent with post-primary education level. Therefore the study concluded that children from uneducated parents are more likely to drop out of schools than the children from educated parents.

5.2.3. The effects of early pregnancy on pupil dropout in UPE schools in Nyabihoko Sub--County, Ntungamo District

Dropping out is a face of wastage. Among girls, teenage pregnancies and early marriages accounted for a large number of dropouts in the study. This was further aggravated by the lack of trained teacher counsellors and, therefore, a poor provision of counselling services. The study further confirmed that early pregnancy contributes significantly towards school dropout in UPE schools in that teenage mother are subject to psychological torture, stigmatization and isolation make it difficult for them to remain in school. It was established that some schools that do not allow pregnant girls and young mothers to attend classes.

5.3. Recommendations

5.3.1. The effects of family income levels on pupil dropout in UPE schools in Nyabihoko Sub-county, Ntungamo District

The study recommends that the government and other stakeholders in education sector should seek to increase the funding for UPE to cater for all the school monetary requirements in order to cushion pupils from poor economic background from dropping out of school.

Measures to reduce poverty amongst households: Policy makers should encourage households in Nyabihoko Sub-county to engage in commercial farming which brings for them income. Households should also be encouraged to take children of school-going age to school and not make them go to farm during school-going hours. The district should also help pupils from poor families with scholastic materials like books, pens, mathematical sets and uniforms. High birthrates amongst households should be reduced; this can be done through family planning methods in order for the household to afford fees for the few children in the household. These will greatly reduce school dropout.

5.3.2. The effects of parents' literacy level on pupil dropout in UPE schools in Nyabihoko Sub-county, Ntungamo District

There is a need to revive community sensitization on the impact of education among rural people who have been noticed to be reluctant in educating their children. This can help in instilling a new spirit of educating children and cut the ever-increasing rate of school dropout in UPE schools, particularly in rural communities of Uganda.

5.3.3. The effects of early pregnancy on pupils' dropout in UPE schools in Nyabihoko Sub-county, Ntungamo District

The study recommends that the government and other stakeholders in the education sector should review the effectiveness of sex education being offered in primary schools. This is with a view to enhance it to sensitize the pupils on the negative effects of engaging in sexual activities prematurely.

The government through the Ministry of Education should continue to develop and implement policies to ensure that girls who drop out of secondary school due to pregnancy enrol back in school. The schools should create an enabling environment for girls and boys to enhance retention and smooth transition.

5.4. Areas for further Research

A similar study should be done in other areas in Uganda for comparison purposes and to allow for generalization of findings on the causes of dropout in public primary schools in Uganda.

The data used could only allow us to study factors associated with school dropout at the household and community level but not at school level. Critical issues like latrines, books, teacher absenteeism, school management committees, among others; have not been included yet they can cause dropout. Therefore, future research could incorporate such issues.

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APPENDICES

APPENDIX I: Questionnaire for head teachers and teachers

Dear Respondent,

I am ABERT MUSINGUZI a student of Master of Arts Degree in Education Management of Kabale University carrying out an academic research on the effects of socio economic factors on pupils' dropout in UPE schools in Nyabihoko Sub County Ntungamo district. Therefore, the success of this research project will substantially depend on your help and co-operation. I hereby request you to respond as honestly as possible and to the best of your knowledge. The information provided will exclusively be treated with utmost confidence.

Please give answers in the spaces provided and tick (tick the appropriate)

SECTION A: DEMOGRAPHIC AND RESPONDENTS PROFILE

SECTION A: DEMOGRAPHIC AND RESPONDENTS PROFILE

1) Sex of the respondent

Male ☐

Female ☐

2) Age of the respondent

18- 30 years ☐

51-60 years ☐

31-40 years ☐

61- 70 years ☐

41- 50 years ☐

70 and above ☐

3) Marital status of the respondent

Single ☐

Married ☐

Others specify

SECTION B: The effects of poverty on pupils' dropout in UPE schools in Nyabihoko Subcounty Ntungamo District

For each of the following statement, please tick where applicable the extent to which you agree using the Likert scale. SA = Strongly Agree; A = Agree; NS = Not Sure; D = Disagree; SD, = Strongly Disagree

No	Statement	SD	D	NS	A	SA
1.	Most pupils drop out of school to look for income generating activities so as to assist their parents in raising income for the family					
2.	Most pupils drop out of school because their parents have low income such that they are unable to afford basic needs such as food, clothes					
3.	Most students drop out of school to assist in taking care of their young sibling so that the parent/guardian can go and work					
4.	With the introduction of UPE, financial status of households does not influence access and retention of pupils in public school					
5.	Though the user charges have been abolished in primary schools, there are other “hidden costs” hindering access to education in public primary school					

SECTION C: The effects of parents’ literacy levels on pupils’ dropout in UPE schools in Nyabihoko Subcounty Ntungamo District

For each of the following statement, please tick where applicable the extent to which you agree using the Likert scale. SA = Strongly Agree; A = Agree; NS = Not Sure; D = Disagree; SD, = Strongly Disagree

No	Statement	SD	D	NS	A	SA
1.	Uneducated parents encourage their sons to go to school as a way of compensation for their parents education in the area					

2.	Parents with low level of education do not understand how to motivate children in school to enhance their completion thus leading to some dropping out					
3.	Parents with low level of education involves their children with home activities that are not academically focused, thus frustrating pupils who end up dropping out					
4.	Educated parents motivate, inspire and are good role models to their children which make them stay in school					
5.	parents with higher education levels have stronger confidence in their child's academic abilities and they also have higher expectations of their child which make them stay in school					

SECTION D: The effects of early pregnancy on pupils' dropout in UPE schools in Nyabihoko Subcounty Ntungamo District

For each of the following statement, please tick where applicable the extent to which you agree using the Likert scale. SA = Strongly Agree; A = Agree; NS = Not Sure; D = Disagree; SD, = Strongly Disagree

No	Statement	SD	D	NS	A	SA
1.	Pregnant learners often receive stigmatization, bullying, mockery and abuse by teachers, pupils and other parents which reduce their self-confidence and force them out of school					
2.	Pregnant learners are always expelled from the school by the administrators					
3.	Pregnant learners normally fail to complete their school education, thus increasing the probability of persistent economic and social disadvantage forever					
4.	Pregnant learners are threatened by their physical health conditions which do not make it conducive for them to go back to school					

5.	Pregnant learners often experience depression, social exclusion, low self-esteem and poor academic performance which force them to dropout					
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Thank You for your cooperation

APPENDIX II: Interview Guide for District officials

I am ABERT MUSINGUZI a student of Master of Arts Degree in Education Management of Kabale University carrying out an academic research on the effects of socio economic factors on pupils' dropout in UPE schools in Nyabihoko Subcounty Ntungamo District. Therefore, the success of this research project will substantially depend on your help and co-operation. I hereby request you to respond as honestly as possible and to the best of your knowledge. The information provided will exclusively be treated with utmost confidence

1. How do you rate the level of income of most parents in Nyabihoko subcounty?
2. What are the indicators of this income level?
3. To what extent does household's income influence the dropout of pupils in the subcounty?
4. How do you rate the level of education possessed by parents in this area?
5. What are some of the ways in which parental literacy level influences dropout of pupils in your school?
6. How is the daily school attendance of pregnant teenagers among schools in Nyabihoko subcounty?
7. Why would pregnant and mothering teenagers most likely drop out of school than those who never fell pregnant?
8. How is the general attitude of pregnant teenagers towards the school authorities? Is it a challenging one or a submissive kind of attitude?
9. What do you think needs to be done to reduce cases of school dropout in this school?

Thank You for your cooperation

APPENDIX III: Interview Guide for parents

I am ABERT MUSINGUZI a student of Master of Arts Degree in Education Management of Kabale University carrying out an academic research on the effects of socio economic factors on pupils' dropout in UPE schools in Nyabihoko Subcounty Ntungamo District. Therefore, the success of this research project will substantially depend on your help and co-operation. I hereby request you to respond as honestly as possible and to the best of your knowledge. The information provided will exclusively be treated with utmost confidence

1. How do you rate the level of income of most parents in your school?
2. To what extent does household's income influence the dropout of pupils in this school?
3. What are some of the ways in which parental literacy level influences dropout of pupils in your school?
4. How is the daily school attendance of pregnant teenagers among schools in this school?
5. Why would pregnant and mothering teenagers most likely drop out of school than those who never fell pregnant?
6. Which reasons or circumstances can force a pregnant or mothering teenager to leave school permanently?
7. How is the general attitude of pregnant teenagers towards the school authorities? Is it a challenging one or a submissive kind of attitude?
8. What do you think needs to be done to reduce cases of school dropout in this school?

Thank You for your cooperation