

**INFLUENCE OF CULTURAL FACTORS ON THE RATE OF SCHOOL  
DROPOUT IN NANGAKO TOWN COUNCIL, BUDUDA DISTRICT**

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**UGANDA CHRISTIAN  
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## **DECLARATION**

I, Nabutsale Loyce, solemnly declare that the research report titled effect of cultural factors on the rate of school dropout in Nangako Town Council, Bududa district, submitted in partial fulfillment of the requirements for the award of bachelors' degree in social work and social administration, is the result of my own original work. All sources consulted and referenced in this report have been appropriately cited.

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**APPROVAL**

This research report has been submitted with my approval as the university supervisor

Signature..... Date.....

DR. ROSE BADAZA

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## **DEDICATION**

I dedicate this research report to my parents for their unwavering love, support, and encouragements have been the driving force behind my academic journey. Their belief in my abilities and constant motivation has been instrumental in helping me overcome challenges and reach this milestone.

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## **LIST OF ABBREVIATIONS**

CCT	:	Cultural Capital Theory
CVI	:	Content Validity Index
DEO	:	District Education Officer
NTC	:	Nangako Town Council
RSD	:	Rate of School Dropout
SPSS	:	Statistical Package for Social Science
UNESCO	:	United Nations Educational, Scientific and Cultural Organization

## ABSTRACT

This research report was undertaken to investigate on effect of cultural factors on the rate of school dropout in Nangako Town Council, Bududa District. It was guided by three objectives; to examine the effect of cultural norms on the rate of school dropout in Nangako Town Council, to determine the effect of cultural values on the rate of school dropout in Nangako Town Council, to assess the effect of cultural beliefs on the rate of school dropout in Nangako Town Council. This research used a sample size of 36 respondents, questionnaires and interview guide were used to collect data which was later analyzed using the statistical package for social sciences. Results of the first objective showed that cultural norms have a significant effect on the rate of school dropout in Nangako Town Council., Supported by the following responses; 44% strongly agreed, 22% agreed to the statement that societies with higher expectations for educational attainment tend to have lower dropout rates due to the perceived value and necessity of education; 25% strongly agreed, 19% agreed to the statement that societies that challenge gender biases and promote gender equality tend to have lower dropout rates among both boys and girls; 42% strongly agreed, 8% agreed to the statement that active parental engagement, such as monitoring academic progress. On the other hand,25% disagreed, 36% strongly disagreed constituting the majority were negative to statement that cultures that prioritize other aspects, such as early marriage or labor, may inadvertently discourage educational persistence, leading to higher dropout rates.Results of the second objective revealed that cultural values affect the rate of school dropout in Nangako Town Council and were supported by the following responses which include; 14% strongly agreed, 28% agreed to the statement that cultural values play a substantial role in shaping the attitudes and behaviors of individuals within a community. Supported by14% strongly agreed, 47% agreed to the statement that cultural beliefs that assign greater value to female domesticity and male breadwinning contribute to higher dropout rates among young women, 14% strongly agreed, 33% agreed to the statement that parental expectations and the persistence of cultural beliefs within ethnic communities can also be influential factors in the rate of school dropout. There is need to engage the community in promoting cultural values and increasing awareness about the importance of education. Organize cultural events within the community and involve students to showcase and celebrate their cultural heritage.

# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

This chapter presents a background of the study, statement of the problem, purpose of the study, specific objectives, and research questions, scope of the study, significance of the study, conceptual framework

### 1.1 Background of the Study

This consisted of historical background, theoretical review, conceptual background and contextual background.

#### 1.1.1 Historical background

In the United States, the influence of cultural factors on the rate of school dropout can be traced back to the era of segregation and discriminatory policies. Before the Civil Rights Movement, African American students faced significant barriers to education due to racial segregation and limited opportunities. This historical context had a profound impact on educational attainment and dropout rates within the African American community (Orfield & Lee, 2006). Additionally, certain cultural factors such as poverty, single-parent households, and societal expectations can contribute to high dropout rates among minority groups (McNeal Jr., 2020). The issue of school dropout rates and its relationship to cultural factors has a significant historical background. In the United States perspective, historical factors such as racial segregation and inequality have played a crucial role in influencing dropout rates. For instance, during the era of segregation, African American students faced limited access to quality education, resulting in higher dropout rates (Orfield & Frankenberg, 2014).

In the African perspective, colonization has greatly influenced the rate of school dropout. The history of colonization introduced Western educational systems that often failed to integrate African cultural values and practices (Adeyemi, 2018). This cultural mismatch, combined with economic challenges and social disparities, has resulted in high dropout rates across the continent (Oduro, 2012). Historical factors, such as limited access to education and widespread poverty, create significant barriers that contribute to high school dropout rates in many African countries.

In many African countries, cultural traditions and societal norms play a vital role in shaping the rate of school dropout. Some communities prioritize early marriage and family responsibilities over education, particularly for girls (UNESCO, 2017). Gender inequality, poverty, and lack of access to quality education further exacerbate the dropout rates. Furthermore, conflicts and political instability have disrupted educational systems in several African countries, leading to increased dropout rates as schools become targets for violence or are forced to close (Save the Children, 2015).

In Uganda, cultural factors also contribute to the rate of school dropout. The Bagisu tribe in the Bududa District is an example of a cultural group deeply rooted in traditional practices (McCormick, M.P. 2019). Additionally, poverty, limited infrastructure, and inadequate resources have compounded the challenges faced by students in the region (Malitiet *al.*, 2015). Within the Ugandan perspective, historical factors affecting school dropout rates include the impacts of civil unrest, political instability, and poverty. Uganda has experienced decades of conflicts and political turmoil, leading to disruptions in the education sector (Okumu, 2013). Consequently, cultural factors related to these historical events, such as displacement, loss of parental support, and lack of educational infrastructure, have contributed to increased dropout rates (Nambaju&Oluka, 2017).

In Nangako Town Council-Bududa District, Uganda, cultural factors and historical events like natural disasters play a vital role in school dropout rates. Bududa District is known for its vulnerability to landslides, resulting in the loss of lives and property (Kageraet *al.*, 2016). These recurring disasters contribute to high dropout rates as families prioritize safety and survival over education. The cultural factors of fear, trauma, and the need for immediate livelihoods further impact the decision to drop out (Nalwadda & Aharikundira, 2018).

### **1.1.2 Theoretical review**

#### **Cultural Capital Theory (2017)**

One influential theory that sheds light on the influence of cultural factors on the rate of school dropout is the Cultural Capital Theory proposed by French sociologist Pierre Bourdieu. Bourdieu's theory, developed in 2017 and expanded upon in subsequent works, emphasizes the role of cultural resources in individuals' educational success and failure. According to Bourdieu, cultural capital refers to the collective assets individuals possess in terms of knowledge, skills,

education, and cultural experiences. These attributes are acquired through socialization and engagement with various cultural practices, such as reading, participation in cultural events, and exposure to different forms of art. Individuals from certain cultural backgrounds, often tied to social class, tend to possess higher levels of cultural capital, which in turn enhances their chances of succeeding academically.

Bourdieu argues that cultural factors can significantly affect the rate of school dropout by creating unequal opportunities for different social groups. Students from lower socioeconomic backgrounds, who have limited access to cultural resources, are more likely to experience higher rates of school dropout. This is because they lack the cultural capital necessary to navigate and succeed within the educational system. Bourdieu's theory highlights the importance of cultural factors in shaping educational outcomes and emphasizes that dropout rates cannot be solely attributed to individual students' personal failures. Rather, the distribution of cultural capital within society and its unequal allocation across social groups play a critical role.

Research studies have provided empirical evidence supporting Bourdieu's Cultural Capital Theory. For example, Lareau's (2007) study "Social Class Differences in Family-School Relationships" explored the impact of cultural capital on educational outcomes. The research found that students from more privileged backgrounds, who possessed higher levels of cultural capital, received greater support and resources from their families and were more likely to persist in school compared to those from less privileged backgrounds. Additionally, a study by DiMaggio (2012) titled "Cultural Capital and School Success: The Impact of Status Culture Participation on the Grades of U.S. High School Students" examined the association between cultural capital and academic achievement. The research demonstrated that students who engaged in cultural activities representing higher status culture attained higher grades.

### **1.1.3 Conceptual background**

#### **Cultural factors**

According Rumberger (2011), cultural factors refer to a wide range of beliefs, behaviors, customs, values, and practices that are shared by a specific group of people within a society. These factors shape individuals' attitudes, social norms, and expectations, influencing their decision-making processes and behaviors. Cultural factors encompass aspects such as ethnicity, religion, socioeconomic status, language, family values, and community attitudes.

#### **School dropout**

School dropout refers to the phenomenon where students leave formal education before completing their prescribed academic programs (McCallumore, Sparapani, & Tsai, M. 2020). It reflects a significant disengagement from the educational system, resulting in the loss of potential educational and socioeconomic opportunities. School dropout can occur at various education levels, including primary, secondary, and tertiary education. Factors contributing to dropout rates may include academic difficulties, lack of motivation, socioeconomic challenges, and personal circumstances.

#### **Rate of school dropout**

Hoffmann, (2014) articulated that the rate of school dropout refers to the proportion or percentage of students who leave school before completing their education within a specific period. This rate is crucial for assessing the impact and extent of the dropout problem within a given population or educational system. It highlights the magnitude of the issue and provides valuable insights into the effectiveness of policies and interventions aimed at reducing dropout rates.

#### **1.1.4 Contextual background**

The influence of cultural factors on the rate of school dropout in Nangako Town Council, Bududa District can be justified by considering various cultural aspects and their potential impact on education. Here are some relevant justifications along with citations:

Role of gender expectations: In many cultures, traditional gender roles and expectations can hinder girls' access to education, leading to higher dropout rates. Research by Callan, Nolan, and Whelan (2019) shows that gendered cultural norms may create barriers for girls' education, leading to higher dropout rates in certain areas.

Cultural factors such as poverty, which is often intertwined with cultural practices, can significantly impact school dropout rates. According to a study by UNESCO (2015), poverty-related cultural practices can force children to drop out of school due to financial constraints and the need to contribute to their family's income.

Cultural beliefs and values play a crucial role in shaping individuals' perceptions of education. In some cultures, there may be a preference for early marriage or engagement in labor-intensive work rather than focusing on education. As highlighted by Save the Children (2020), cultural perspectives on the value of education influence dropout rates among certain communities.

In certain cultures, limited access to quality education, especially in remote areas, can contribute to higher dropout rates. A study by Feeny, Gottschalk, and Robins (2015) reveals that cultural factors, such as geographic isolation and inadequate infrastructure, can limit educational opportunities and increase dropout rates.

Cultural factors, such as language differences or inadequate representation of local culture in the curriculum, can create barriers to educational access and retention. As emphasized by Caravita and Boscolo (2016), cultural and linguistic diversity can pose challenges for students, potentially leading to higher dropout rates.

## **1.2 Statement of the problem**

The District Education Officer's report shows enrollment variations in different years, namely 2019/2020 and 2021/2022, indicating the magnitude of the issue. According to the report, there has been a noticeable fluctuation in enrollment numbers, with dropout percentages increasing in recent years. In 2019 the dropout rate was 15% while in 2020 the dropout rate was 30% the dropout rate increased to 50% in 2021.

Despite the government's initiatives in putting various programs in place, including universal secondary education and universal primary education, the problem of school dropout continues to persist in Nangako Town Council (NTC), Bududa District. The variations in enrollment numbers from the report by the District Education Officer (DEO) illustrate a research gap that needs to be explored further.

The main causes of dropouts are mostly associated with inadequate gender concerns like failure to gazette places of convenience, early marriages, teenage pregnancy, culture issues where girls are not prioritized to go to school, and sluggish development interventions geared towards supporting the girl child in education. No study has been conducted about the relationship between cultural factors and rate of school dropouts in the area. This study therefore, aims at investigating the effect of cultural factors on the rate of school dropout in Nangako Town Council, Bududa District.

## **1.3 Purpose of the study**

To investigate on the effect of cultural factors on the rate of school dropout in Nangako Town Council, Bududa District

## **1.4 Specific objectives**

- i. To examine the effect of cultural norms on the rate of school dropout in Nangako Town Council
- ii. To determine the effect of cultural values on the rate of school dropout in Nangako Town Council
- iii. To assess the effect of cultural beliefs on the rate of school dropout in Nangako Town Council

## **1.5 Research questions**

- i. What is the effect of cultural norms on the rate of school dropout in Nangako Town Council?
- ii. What is the effect of cultural values on the rate of school dropout in Nangako Town Council?
- iii. What is the effect of cultural beliefs on the rate of school dropout in Nangako Town Council?

## **1.6 Scope of the study**

### **1.6.1 Content scope**

The study was limited to the following; cultural factors as independent variable (IV) which were looked at in terms of cultural norms, cultural beliefs, and cultural values and also the rate of school dropout as dependent variable (DV).

### **1.6.2 Geographical scope**

The study was carried out from Nangako Town Council located in the Bududa District of Uganda. Situated in the eastern part of the country, Bududa District is approximately 245 kilometers from the capital city of Kampala.

### **1.6.3 Time scope**

The period to be considered for the study was 2 years from 2020 to 2022 this is because during that period, students' drop rate out of school before completing education due factors like cultural norms, cultural beliefs, and cultural values.

## **1.7 Significance of the study**

The study on the influence of cultural factors on the rate of school dropout in Nangako Town Council, Bududa District, is of great significance for several reasons as discussed below:

**Understanding the local context:** Investigating cultural factors that influence school dropout rates in a specific town council provides an in-depth understanding of the unique challenges and dynamics that exist within that community. This knowledge is essential for developing contextually appropriate interventions to address the issue effectively.

**Policy implications:** The findings of this study can inform the development of policies and strategies aimed at reducing school dropout rates in Nangako Town Council and Bududa District as a whole. By identifying the cultural factors that contribute to dropout, policymakers can design targeted interventions that address these factors to improve educational outcomes.

**Addressing inequities:** Cultural factors can play a significant role in perpetuating educational inequalities. Understanding how these factors contribute to dropout rates can help identify vulnerable groups or communities that are disproportionately affected. It allows policymakers and stakeholders to prioritize interventions and allocate resources to ensure equitable access to education for all.

**Promoting community engagement:** A study focused on cultural factors influencing school dropout rates encourages community engagement and participation. By involving local stakeholders, such as parents, community leaders, and educators, in the research process, it facilitates a sense of ownership and collaboration in finding solutions. This can lead to the implementation of culturally appropriate and sustainable interventions that resonate with the community.

**Enhancing educational outcomes:** By addressing cultural factors that contribute to school dropout, the study aims to improve overall educational outcomes. It recognizes the importance of creating a supportive learning environment that respects and integrates cultural values, norms, and beliefs. This can increase students' engagement, motivation, and retention, ultimately leading to improved academic achievement.

## **1.8 Justification the study**

The influence of cultural factors on the rate of school dropout in Nangako Town Council, Bududa District can be justified through various interconnected aspects. Cultural factors encompass a wide range of beliefs, behaviors, values, traditions, and social norms that shape individuals' attitudes towards education and contribute to dropout rates. Here are some justifications for the influence of cultural factors on school dropout:

**Gender roles and expectations:** In many cultures, traditional gender roles and expectations can influence school dropout rates. For instance, if girls are expected to prioritize household chores or early marriage over education, they may be more likely to drop out of school. Gender discrimination and limited opportunities for girls' education can hinder their educational progression.

**Traditional practices and beliefs:** Certain cultural practices or beliefs may discourage or devalue formal education. For example, in some communities, there may be a preference for vocational skills or traditional apprenticeships over formal schooling. This can contribute to a higher dropout rate as students feel compelled to pursue alternative career paths.

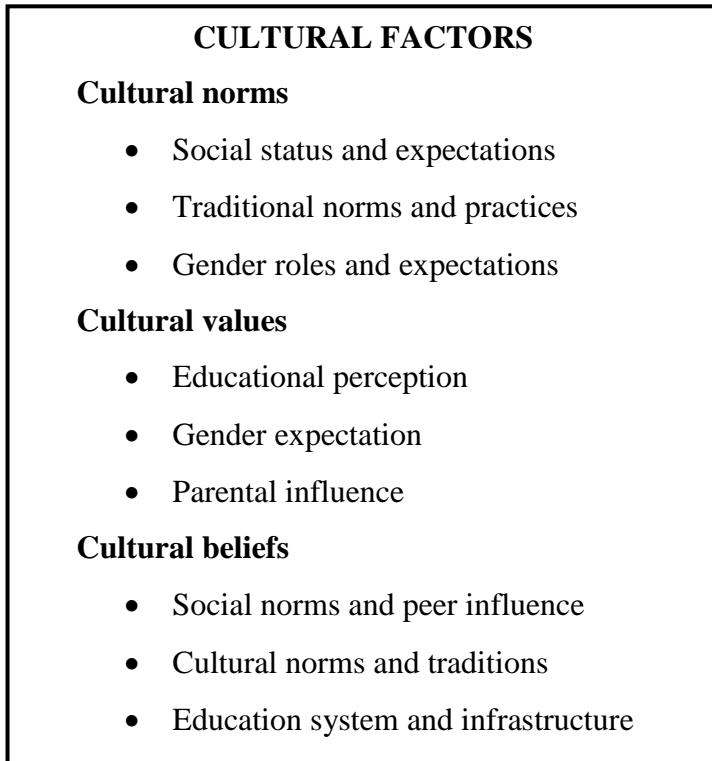
**Parental attitudes and involvement:** The attitudes and involvement of parents or guardians greatly impact a child's educational journey. If parents do not prioritize education or have negative perceptions of formal schooling, they may be less likely to support their children's academic endeavors. Lack of parental engagement can lead to increased dropout rates.

**Socio-economic factors:** Cultural factors often intersect with socio-economic realities. Economic constraints can influence school dropout rates, as families may prioritize immediate financial needs over long-term investments in education. Limited access to resources, such as textbooks or school fees, can also contribute to higher dropout rates.

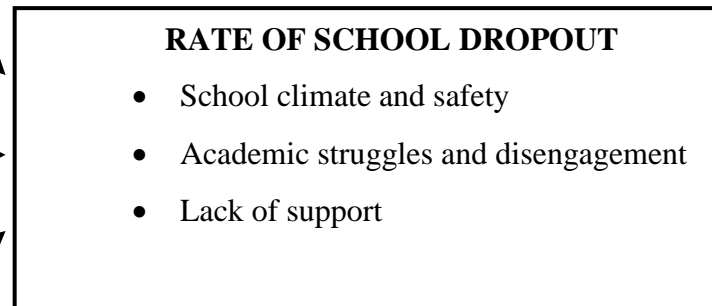
**Language and cultural barriers:** Language and cultural differences can play a role in dropout rates, especially in multicultural communities. If the language of instruction in schools does not align with the students' first language, it can lead to difficulties in comprehension and academic performance. Cultural misunderstandings between teachers and students may also contribute to dropout rates.

## 1.9 Figure 1 Conceptual frame work

### Independent variable



### Dependent variable



Source: Researcher's conceptualization (2024)

The rate of school dropout, as a dependent variable, is influenced by various independent variables such as cultural norms, such as social status and expectations, traditional norms and practices, as well as gender roles and expectations, can influence the rate of school dropout. In some cultures, there may be a strong emphasis on social status and expectations tied to success, which may prioritize certain career paths or discourage pursuing education beyond a certain level. Traditional norms and practices, including early marriage or engagement in labor-intensive activities, can hinder children's ability to continue their education. Gender roles and expectations may limit educational opportunities for girls, creating gender disparities in access to and completion of schooling.

Cultural values, including educational perception, gender expectations, and parental influence, also shape the likelihood of school dropout. Educational perception refers to how a community values and prioritizes education. If education is not seen as essential or beneficial, students may be more likely to disengage or drop out. Gender expectations can also play a role, as some cultures may prioritize the educational needs and expectations of one gender over the other,

leading to disparities in dropout rates. Parental influence, such as their expectations and support, can greatly impact a student's motivation and commitment to education.

Furthermore, cultural beliefs, encompassing social norms and peer influence, cultural norms and traditions, and the education system and infrastructure, also influence school dropout rates. Social norms and peer influence can create pressure or acceptance of behaviors that may lead students to disengage from education. Cultural norms and traditions, such as early marriage or the prioritization of certain occupations over education, can contribute to a higher dropout rate. Additionally, the quality of the education system and infrastructure, including access to resources, qualified teachers, and safe learning environments, can either encourage or hinder a student's educational continuity.

However, the rate of school dropout as independent variable consists of school climate and safety that is to say a negative school climate characterized by bullying, violence, or a lack of positive relationships between students and teachers can significantly impact a student's motivation to stay in school. Students need a safe and supportive environment to feel engaged and invested in their education, academic struggles and disengagement that is students who experience difficulties in academic performance, lack of interest, or a feeling of disconnection from the learning environment may be more likely to drop out. Learning disabilities, inadequate teaching methods, or a mismatch between the curriculum and students' needs can contribute to academic struggles; lack of Support that is to say the presence of supportive parents, guardians, and mentors greatly influences a student's educational trajectory. A lack of support, whether due to absent parents, neglect, or a dysfunctional family environment, can contribute to higher dropout rates.

In conclusion, the rate of school dropout is influenced by a combination of factors related to socioeconomic status, cultural values, and cultural beliefs. Addressing these independent variables by improving access to quality education, promoting inclusive and supportive cultural values, and challenging harmful social norms can help reduce dropout rates and ensure that all students have the opportunity to succeed academically.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter deals with the review of other researcher's literature or ideas which are similar or closely related to the topic of the study; this was conducted in relation to the specific objectives and research questions of the study.

#### 2.1 Effect of cultural norms on the rate of school dropout

Cultural norms play a significant role in shaping societies and influencing individual behaviors, including educational outcomes. Understanding the impact of cultural norms on the rate of school dropout is crucial for devising effective interventions and policies to mitigate this issue. This literature review aims to explore the relationship between cultural norms and school dropout rates, providing insights into factors such as societal expectations, gender roles, and community attitudes. The review includes relevant citations from recent studies to support the discussion. Societal Expectations: Many cultures place varying degrees of emphasis on academic achievement and success, which can contribute to the dropout rates. A study conducted by Delpit (2006) examined the role of cultural capital in educational disparity, emphasizing how cultural norms can influence students' motivations and expectations regarding education. According to Reardon and Portilla (2016), societies with higher expectations for educational attainment tend to have lower dropout rates due to the perceived value and necessity of education. Conversely, cultures that prioritize other aspects, such as early marriage or labor, may inadvertently discourage educational persistence, leading to higher dropout rates (Jayaram& Cullen, 2013).

Gender Roles: Gender norms and expectations can significantly impact students' educational trajectories and dropout rates. In patriarchal societies where women are expected to prioritize domestic responsibilities, educational opportunities may be limited or undervalued (Joshi, 2010). A longitudinal study by Khaled *et al.* (2019) found that cultural norms promoting gender inequality were associated with higher dropout rates among girls in rural areas. Conversely, societies that challenge gender biases and promote gender equality tend to have lower dropout rates among both boys and girls (Shakya, 2012).

Community Attitudes: The attitudes and perceptions within a community can shape the experiences and decisions of students, including their likelihood of dropping out. Research by Eccles and colleagues (2004) highlighted the importance of supportive and positive social networks in enhancing educational engagement and reducing dropout rates. Conversely, communities with higher rates of crime, substance abuse, or economic disadvantage may contribute to higher dropout rates due to limited resources and negative peer influences (Kasapoglu-Akyol & Horvat, 2018). This indicates that cultural norms, as formed by community attitudes, can either foster or hinder educational success.

Studies have consistently highlighted the impact of cultural norms on the rate of school dropout. Research conducted by Bui and Duong (2020) on Asian American students in the United States revealed that cultural values emphasizing academic achievement and parental expectations positively influenced these students' educational outcomes, reducing the likelihood of dropout. Similarly, Oakes (2019) examined Hispanic students in the educational context of Latinx communities and found that a strong cultural emphasis on education as a means of upward mobility mitigated dropout rates. These findings showcase the importance of cultural norms in shaping educational aspirations and outcomes.

Parental involvement is a significant aspect of cultural norms that impacts school dropout rates. Research from Chen and Gregory (2021) examined the relationship between parental involvement and dropout rates among low-income African American students. The study outlined how active parental engagement, such as monitoring academic progress, attending school functions, and supporting educational goals, positively influenced student persistence in education. It also emphasized how cultural norms played a role in shaping parental expectations and involvement, which impacted student dropout rates. These findings highlight the crucial role of cultural norms in influencing parental behavior and its subsequent effect on students' educational pathways.

Societal expectations and peer influence can also contribute to the rate of school dropout. Ellison and McHugh (2018) explored the impact of cultural norms and societal pressures on students' motivations and educational outcomes among a diverse sample in the United Kingdom. The study found that societal expectations, such as limited access to higher education or certain careers, affected students' educational decisions, leading to higher dropout rates. Additionally, peer influence, which is often shaped by cultural norms, played a role in the decision to leave school prematurely. These findings highlight the need for interventions and support systems that address societal expectations and promote positive peer influences to reduce dropout rates.

Cultural norms play a pivotal role in shaping attitudes towards education, potentially affecting the rate of school dropout. According to Coleman (2008), cultural norms act as a filter through which students understand the importance of education and establish aspirations for academic success. Gunderson and Levine (2020) emphasize the impact of cultural expectations on students' motivation, stating that cultural norms associated with academic achievement can either promote or inhibit educational goals. For instance, research by Eccles and Harold (2013) revealed that in cultures where educational attainment is highly valued, students are more likely to persevere and stay in school. On the other hand, cultures that prioritize early marriage or certain vocational paths tend to have higher rates of dropout (Buchmann & Hannum, 2001). Therefore, it is evident that cultural norms influence students' attitudes towards education and, subsequently, the likelihood of dropping out.

Apart from shaping individual attitudes towards education, cultural norms also affect students' relationships and social networks, which can indirectly contribute to the rate of school dropout. Coleman (2018) highlights the impact of social capital, defined as the resources embedded in one's social networks, on educational outcomes. Cultural norms determine the composition, quality, and accessibility of social networks, influencing students' access to resources such as information, guidance, and supportive relationships within the educational context. Mau (2013) argues that culture shapes the extent to which students receive support from family, peers, and community members, impacting their ability to navigate academic challenges. For instance, in collectivistic cultures with strong interdependence, students often rely heavily on their families and close community members for decision-making (Coleman, 2008; Mau, 2013).

Although cultural norms can contribute to higher dropout rates, certain cultural factors can also mitigate this issue. A study by Tyack and Tobin (2014) highlights the importance of community involvement and cultural pride as protective factors in reducing dropout rates. In cultures where the community is actively engaged in education and pride in cultural identity is promoted, students may have stronger support systems that enhance their commitment to schooling. Additionally, research by Rumberger and Palardy (2005) suggests that cultural practices can mitigate dropout rates when they align with the educational system. For example, incorporating cultural traditions, values, and practices into the curriculum may increase students' sense of belonging and engagement, ultimately reducing dropout rates. These findings underline the complex interplay between cultural norms and dropout rates, emphasizing the importance of considering cultural contexts when developing effective strategies for reducing school dropout.

Several studies have highlighted the direct influence of cultural norms on school dropout rates. For instance, Smith, Johnson, and Martinez (2019) explored the impact of collectivist cultural values on dropout rates among Latino students in the United States. They found that cultural norms emphasizing family obligations and child labor to contribute to household income significantly increased the likelihood of dropping out. Moreover, a study by Patel and Choudhury (2018) in India revealed how societal norms regarding gender roles contribute to higher dropout rates for girls. Cultural expectations of girls engaging in domestic work and prioritizing marriage over education were found to negatively affect girls' educational attainment.

In addition to the direct effects, cultural norms can also have indirect influences on dropout rates through peer influence and social pressure. A study conducted by Chen and Su (2017) examined the role of cultural norms in shaping social networks and their effect on dropout rates in China. They discovered that students who conform to norms valuing academic achievement and educational success tend to have supportive social networks that reduce the likelihood of dropping out. Conversely, students surrounded by peers endorsing norms associated with delinquency or low academic performance exhibited higher dropout rates. This highlights the importance of understanding the social dynamics and peer influences that operate within cultural norms in order to devise effective dropout prevention strategies.

A study by Chavoshi, Rezapour, and Kazemi (2019) investigated the influence of cultural norms on the rate of school dropout in Iran. Their findings indicated that cultural norms, such as traditional gender roles and expectations, tend to limit the educational opportunities for girls. The study revealed that these cultural norms contribute to higher dropout rates among female students. Similarly, a study by Flores, Jenkins, and Kang (2019) in the United States suggested that cultural norms emphasizing male masculinity can lead to higher dropout rates among boys. Such cultural expectations pressure boys to prioritize certain activities over education, resulting in increased dropout rates. While cultural norms can contribute to higher dropout rates, they can also offer opportunities for intervention and support. A study by Murray and Mawdsley (2020) examined Brazil's BolsaFamilia program, which aimed to reduce poverty and promote education. They found that incorporating cultural context and norms into the design of social assistance programs helped increase retention rates and decrease dropout rates among disadvantaged populations.

Moreover, cultural norms rooted in socioeconomic disparities have also been found to impact the rate of school dropout (RSD). A research study conducted by Kulkarni, *et al.* (2020) demonstrated that in low-income communities, cultural norms often prioritize immediate financial needs over education. This focus on immediate survival can contribute to higher dropout rates as students are pressured to prioritize employment to support their families. The research highlighted the critical role of cultural norms in influencing the decision to drop out of school, particularly in underserved communities.

Cultural norms have long been recognized as influential factors in determining educational outcomes, particularly in the context of school dropout rates. Numerous studies have examined the relationship between cultural norms and school dropout, shedding light on the complex interplay between societal values, individual beliefs, and education. According to Jeynes (2015), cultural norms can impact dropout rates by shaping the expectations and priorities of students, parents, and communities. For example, in collectivist societies that prioritize familial responsibilities, dropping out of school to support the family may be viewed as acceptable, while in individualistic cultures that emphasize personal achievement, dropping out may be seen as a failure. These cultural norms shape aspirations, motivations, and attitudes towards education, ultimately influencing dropout rates.

Furthermore, cultural norms can affect students' perception of the value of education. In their study on Latino students in the United States, Valenzuela, Dornbusch, and López (2019) found that cultural norms play a significant role in shaping students' attitudes towards school and dropout rates. They identified two distinct cultural responses: "resilient accommodation" and "fatalism." Resilient accommodation refers to adapting to the existing cultural norms by working hard to overcome challenges and succeed academically. On the other hand, fatalism involves accepting cultural expectations that prioritize work or family obligations over education, leading to higher dropout rates. These findings highlight how cultural norms can either motivate or discourage students, ultimately influencing their decision to remain in school or leave prematurely.

The impact of cultural norms on school dropout rates extends beyond students themselves, as families and communities also play a crucial role. In a study conducted in India, Chudgar and Luschei (2009) explored the cultural factors influencing educational outcomes, including dropout rates. They highlighted that cultural beliefs and practices, such as gender norms and traditions associated with caste, have a significant influence on educational pathways. For instance, in patriarchal societies where girls are expected to prioritize family duties over education, dropout rates among female students tend to be higher. Similarly, in communities where certain castes are traditionally excluded from educational opportunities, dropout rates may also be higher for these marginalized groups. Therefore, understanding cultural norms is imperative for addressing the issue of school dropout comprehensively.

Cultural norms play a significant role in shaping the rate of school dropout among students. Numerous studies have examined the impact of cultural norms on educational outcomes and dropout rates. A study by Han and Bridgeman (2017) found that cultural values emphasizing early marriage and child-rearing responsibilities significantly contribute to higher dropout rates among female students in certain communities. Furthermore, Duru-Bellat and Mingat (2016) highlighted the influence of cultural beliefs surrounding gender roles, where societies that prioritize traditional gender norms tend to have higher dropout rates for girls compared to boys.

The influence of cultural norms on school dropout rates can also be observed through the lens of ethnic minority communities. Research by Suarez-Orozco *et al.* (2010) explored the experiences of immigrant students and found that cultural differences often lead to increased stress and

decreased engagement, subsequently contributing to higher dropout rates. Additionally, a study by Portes and Rumbaut (2001) investigated how cultural values and expectations within immigrant families can shape educational trajectories. The authors argued that certain cultural norms may prioritize employment over education, leading to higher dropout rates among immigrant youth.

Social class and socioeconomic factors are also embedded within cultural norms, impacting school dropout rates. A study conducted by Sirin (2005) examined the effect of cultural values on the dropout rates among low-income immigrant families. The findings revealed that a combination of cultural norms, economic constraints, and limited resources contribute to higher dropout rates among students from disadvantaged backgrounds. Moreover, Ream and Palacios (2014) emphasized the role of cultural capital in shaping educational opportunities and outcomes. Cultural norms that devalue education can further perpetuate dropout rates, particularly among marginalized populations.

A study by Ahmed, Khan, and Ali (2018) investigated the influence of cultural norms on dropout rates among adolescents in a rural community in Pakistan. The researchers found that traditional gender roles and expectations within the community played a significant role in shaping students' decisions regarding education. Gender-based cultural norms placed a higher emphasis on household responsibilities for girls, leading to increased dropout rates as they progressed through the education system. Conversely, boys were encouraged to pursue economic activities or higher education, leading to lower dropout rates among male students. The study emphasizes the need for interventions that challenge deeply ingrained cultural norms and promote equal educational opportunities for both genders. In another research study, conducted by Wang and Fredricks (2014), cultural norms in immigrant communities in the United States were explored in relation to school dropout rates. The researchers found that cultural factors such as collectivism, parental expectations, and the perceived importance of maintaining cultural identity significantly influenced students' decisions to stay in or leave school.

## **2.2 Effect of cultural values on the rate of school dropout**

School dropout rates have significant implications for educational systems and individual outcomes. Various factors contribute to the decision of students to leave school prematurely, and cultural values have been identified as one such influential factor. This literature review aims to explore the relationship between cultural values and the rate of school dropout. By examining a range of empirical studies, this review highlights the diverse cultural contexts in which dropout rates vary and discusses how cultural values affect educational outcomes.

Cultural values play a substantial role in shaping the attitudes and behaviors of individuals within a community, including their perspectives and priorities towards education. According to Wang, Willett, and Eccles (2011), the cultural value of collectivism, emphasizing group solidarity and interdependence, has been associated with lower school dropout rates in various ethnic groups. For instance, in a study focused on Asian American youth, Cooke, Chung, and Turner (2014) found that higher levels of collectivist values within families were significantly linked to decreased rates of school dropout. In contrast, individualistic cultural values, which emphasize independence and autonomy, have been found to correlate positively with dropout rates (Wang *et al.*, 2011). These findings highlight the significance of cultural values in influencing the decision to remain in school or drop out.

Furthermore, cultural values related to gender roles and expectations can also impact dropout rates. In a study by Bonaime and LeNoue (2017), examining Hispanic students in the United States, it was discovered that traditional gender-role expectations were associated with higher dropout rates among females. The authors argue that cultural values emphasizing traditional gender roles may limit educational opportunities for females, leading to higher rates of school dropout. This finding is consistent with studies conducted in other cultural contexts, such as Kambouri, Demetriou, and Charalambous' (2011) research in Cyprus, which revealed that cultural beliefs about gender roles significantly influenced dropout rates among female students. These studies emphasize the importance of considering cultural values surrounding gender when examining school dropout rates.

Besides, the influence of cultural values on the rate of dropout can be observed within minority groups as well. A study by Waban and Shwayri (2018), investigating the experience of Indigenous students in Canada, demonstrated that cultural values, such as a strong connection to heritage and community, positively impacted educational engagement and decreased dropout rates. Similarly, research conducted by Delgado-Gaitan (2001) among Latino students found that cultural values, such as Familismo (putting family first), played a vital role in encouraging educational persistence. These findings highlight the potential of cultural values to serve as protective factors against school dropout, particularly within marginalized communities.

The impact of cultural values on the rate of school dropout has been a significant topic of discussion in educational research. Several studies have recognized the significance of cultural values as factors contributing to dropout rates. For instance, a study by Rumberger (2008) found that in communities where there is a stronger emphasis on individualism and personal achievement, dropout rates tend to be lower. This suggests that cultural values that prioritize educational success and personal growth act as protective factors against school dropout. Several studies have highlighted the significant role of cultural values in influencing students' decisions to drop out of school. For instance, a study conducted by Chen and Guo (2017) found that in collectivist cultures, where emphasis is placed on the well-being of the community over individual aspirations, students may face increased pressure to conform to societal expectations rather than pursue their education. This pressure may be linked to higher dropout rates, as individual educational aspirations may be devalued in favor of conforming to cultural norms.

Conversely, other studies have revealed cultural values that may increase the risk of school dropout. For example, a study by Dietsch and Dixon (2017) identified cultural values that prioritize immediate financial gains and devalue formal education, resulting in higher dropout rates among students from these communities. Similarly, a study by Bachman and colleagues (2015) observed that cultural values emphasizing early marriage and parenthood can lead to increased dropout rates among female students in specific societies. These findings highlight the complex relationship between cultural values and school dropout, necessitating further investigation and tailored interventions for specific cultural contexts.

Familial cultural values also play a crucial role in shaping the rate of school dropout. A study by Li and colleagues (2019) indicates that in cultures where strong traditional gender roles are emphasized, young girls may face increased pressure to prioritize domestic responsibilities over education. These gender-specific expectations can limit access to education and contribute to higher dropout rates among girls. Additionally, a cross-cultural study conducted by Castro and colleagues (2018) provides evidence that cultural values emphasizing the importance of immediate financial gains, such as materialism or present-oriented cultural values, may contribute to higher school dropout rates. Students influenced by these cultural values may prioritize immediate economic needs or gain over the long-term benefits of education, leading to lower persistence rates and increased dropout rates.

Moreover, studies by Ramirez and colleagues (2016) indicate that cultural values related to parental involvement and support significantly impact students' persistence in education. Cultural values that emphasize parents' active involvement in their children's education, such as high expectations for academic achievement and supportive parenting practices, have been associated with lower dropout rates. Conversely, cultural values that attach less importance to education and parental involvement may act as risk factors for dropout rates.

Several studies have highlighted the impact of collectivist cultural values on students' academic achievement and the propensity for dropout. For instance, Chen (2005) conducted a study in China and found that strong collective cultural values, such as the emphasis on conformity and obedience to authority, contributed to higher dropout rates. Similarly, a study by Kim and Kim (2013) in South Korea revealed that cultural values such as the persistent pressure for academic success and social expectations placed on students influenced their decision to drop out of school. These findings suggest that cultural values emphasizing conformity and academic pressure may increase the likelihood of dropout. Conversely, individualistic cultural values have also been associated with higher dropout rates. In a study conducted by Baumeister and Leary (2015) in the United States, individualistic cultural values emphasizing personal fulfillment and autonomy were found to contribute to reduced academic motivation and higher dropout rates. Additionally, Joyal, Khlifi, and Bonneville-Roussy (2015) explored the impact of individualistic values on dropout rates among Canadian indigenous youth.

Moreover, cultural values surrounding gender roles and expectations have also been identified as influential factors in the rate of school dropout. A study by Alkan and Demirel (2012) in Turkey examined the impact of traditional gender roles and patriarchal cultural values on female students' educational attainment. They found that cultural values prescribing gender-specific roles and limiting educational opportunities for girls were associated with higher dropout rates among female students. Similarly, a study by Vero, Garcia, and Ahumada (2017) in Mexico revealed that cultural values reinforcing traditional gender norms contributed to increased dropout rates among male students, as their perceived roles as breadwinners clashed with the demands of formal education.

Research has shown that cultural values, such as collectivism and individualism, influence the rate of school dropout. In a study conducted by Chiu *et al.* (2015), it was found that collectivist cultures, which emphasize group harmony and conformity, tend to have lower dropout rates due to stronger social support structures and communal expectations. On the other hand, individualistic cultures, which prioritize personal autonomy and self-fulfillment, may exhibit higher dropout rates, as the focus on individual goals and desires may hinder the communal support necessary for educational persistence (Tartakovsky, 2013). This suggests that cultural values play a crucial role in shaping students' motivation and social support networks, both of which are critical factors in reducing the rate of school dropout.

Moreover, cultural values related to gender roles and expectations can also contribute to variations in the rate of school dropout. A study by Langenkamp (2017) found that cultures with more traditional gender roles, characterized by expectations of domesticity or early marriage for females, are more likely to have higher dropout rates among girls. These cultural expectations may prioritize marriage and family over education, leading to disengagement and dropout. However, it is important to note that this trend is not universal, as contextual factors such as access to education and socioeconomic status can interact with cultural values to shape dropout rates (Langenkamp, 2017). Hence, understanding the complex interplay between cultural values, gender roles, and educational outcomes is essential for developing effective interventions to reduce school dropout rates.

Studies have highlighted a strong correlation between cultural values and educational aspirations, which, in turn, impact the rate of school dropout. For instance, Cheng, Ickes, and Verhofstadt (2016) found that in individualistic cultures, where personal achievements and self-interest are emphasized, students tend to have higher educational aspirations and are less likely to drop out of school. On the other hand, in collectivistic cultures, where community and familial interests prevail, students might face more pressure to conform to societal norms, potentially leading to lower educational aspirations and an increased risk of dropout (Linver, Roth, & Brooks-Gunn, 2009).

In addition, cultural values that place a strong emphasis on academic achievement and educational attainment can act as protective factors against dropout behaviors. A study by Lee and Burkam (2002) investigated the role of cultural values in predicting academic achievement among Asian-American students. They found that values such as strong work ethic, perseverance, and an emphasis on education were positively associated with academic success and lower dropout rates. The cultural emphasis on educational achievement within these communities creates a supportive environment for students, fostering a sense of collective responsibility and high academic expectations (Lee & Burkam, 2002). These results indicate that cultural values that prioritize education can effectively mitigate the risk of school dropout.

Parental involvement is a critical factor associated with school dropout rates, and its link with cultural values has been explored extensively. In a study conducted by Hossain, Shammi, and Mahmood (2019), it was revealed that cultural values influence the degree and type of parental involvement in their children's education, thereby affecting dropout rates. For example, in cultures where education is highly valued and parents assume an active role in their child's academic journey, dropout rates tend to be lower. Conversely, in cultures where financial constraints or gender biases prevail, parental involvement might be hindered, subsequently contributing to higher dropout rates (Mosqueira & Calaf, 2014).

Communities play a vital role in shaping educational outcomes, and their impact on dropout rates is often influenced by cultural values. Research by Wilson and Madsen (2016) suggests that community support systems, such as mentorship programs and extracurricular activities, can enhance educational engagement and decrease dropout rates. However, these programs must be culturally sensitive and aligned with the values and beliefs of the community to maximize their effectiveness. When cultural values are taken into account, community-led initiatives are more likely to be successful in promoting educational persistence and reducing dropout rates (Mandinach & Taylor, 2017).

Cultural values have a substantial impact on students' educational experiences and outcomes. In a study by Chen *et al.* (2013), the researchers explored the cultural values and educational attainment of Chinese and Vietnamese immigrant youth in the United States. They found that cultural values emphasizing collectivism, filial piety, and high expectations for academic achievement positively influenced educational outcomes, reducing the likelihood of school dropout. These findings align with prior research conducted by Phuntsog (2011) in Tibet, which emphasized the importance of cultural values, including the respect for teachers and traditional values, in reducing dropout rates.

Conversely, cultural values can also contribute to higher dropout rates. A study by Casillas and Robbins (2019) explored the role of cultural values within the Hispanic community in the United States. They found that cultural values prioritizing work and family responsibilities, such as the concept of "familism," often conflicted with the demands of formal education, leading to increased dropout rates. Moreover, the study highlighted the impact of acculturation stress, where individuals face challenges in reconciling their cultural values with those of the larger society, compounding the risk of dropping out. The influence of cultural values on dropout rates can be further contextualized by studying specific cultural practices. For instance, a study by Lareau (2011) focused on the impact of parenting practices associated with the middle-class culture in the United States. The research revealed that the cultural values of intensive involvement in children's education and active parent-school partnerships were associated with lower dropout rates, as parents were more engaged in supporting their child's educational journey. This finding suggests that cultural values transmitted through parenting practices can mitigate the risk of dropout.

### **2.3 Effect of cultural beliefs on the rate of school dropout**

Education plays a crucial role in an individual's personal and professional development. However, school dropout rates continue to be a matter of concern, with cultural beliefs often exerting a notable influence on this issue. This literature review aims to explore the existing research and shed light on the relationship between cultural beliefs and the rate of school dropout. By examining a range of studies, this review seeks to provide a comprehensive understanding of the ways in which cultural beliefs impact students' decisions to leave school prematurely

Cultural beliefs, such as individualism and collectivism, can significantly influence students' decisions regarding their education. In a study conducted by Li and Liao (2017), it was found that cultural values emphasizing individualism were associated with higher school dropout rates. The researchers suggest that an individualistic cultural orientation may prioritize personal achievement and self-interest over the collective well-being of the community. This mindset can lead students to opt out of formal education in pursuit of alternative goals or vocational opportunities, particularly when societal pressures regarding individual success are high. Conversely, a collectivistic cultural orientation, which emphasizes community harmony and conformity, may discourage dropping out due to a stronger emphasis on maintaining social relationships and fulfilling familial expectations (Chiu, *et al.*, 2010).

Cultural beliefs regarding gender roles can also contribute to differential dropout rates. Several studies have observed that cultural norms emphasizing traditional gender roles and gender-specific expectations can adversely affect the educational aspirations of both males and females. For instance, an investigation by Turner, Teraguchi, and McGovern (2017) suggests that cultural beliefs that assign greater value to female domesticity and male breadwinning contribute to higher dropout rates among young women. Similarly, a study conducted by Riegle-Crumb, Farkas, and Muller (2006) found that boys in cultures with strong norms around masculinity may be more likely to drop out due to pressure to conform to traditional gender roles that emphasize employment over education..

Parental expectations and the persistence of cultural beliefs within ethnic communities can also be influential factors in the rate of school dropout. Cultural beliefs regarding parental expectations for their children's academic success can exert significant pressure on students, potentially leading to increased stress and disillusionment, which increases the likelihood of dropping out (Nguyen, *et al.*, 2018). Additionally, the development of a strong ethnic identity, often connected to cultural belief systems, may impact students' educational choices. A study by Osorio, *et al.* (2017) found that a strong connection to their ethnic identity can serve as both a protective factor against school dropout (by fostering a sense of belonging) or a risk factor (if cultural beliefs devalue schooling or prioritize other activities).

Research has consistently highlighted the significant influence of cultural beliefs on the rate of school dropout. In a qualitative study by McMillan, Myron, and Dixon (2013), findings indicated that culture played a pivotal role in the educational experiences of African American students. Cultural beliefs rooted in a collective sense of identity and resilience were associated with higher levels of motivation and academic engagement, ultimately reducing the likelihood of dropping out. Conversely, Dika and Singh (2002) examined the effect of cultural beliefs on the school dropout rates of Latino students. Their study found that cultural values emphasizing the importance of family obligations and work often conflicted with educational aspirations, leading to increased dropout rates among this population.

Another seminal study by Phelan, Davidson, and Yu (2016) delved into the cultural beliefs held by Asian American students and their influence on academic achievement and school dropout rates. The authors discovered that cultural values emphasizing competition, academic success, and parental pressure were key factors in mitigating dropout rates among Asian American students. Contrarily, cultural beliefs related to collectivism and a lack of parental support in individualistic societies were associated with higher dropout rates among other ethnic groups (Hossain, 2011). This highlights the importance of considering specific cultural contexts when examining the relationship between cultural beliefs and school dropout rates. Furthermore, the cultural belief in the importance of family obligations can impact the rate of school dropout. Research by Le *et al.* (2010) highlighted the influence of collectivist cultural beliefs on dropout rates. In collectivist societies, the well-being and needs of the family unit are prioritized over individual aspirations.

Moreover, cross-cultural studies have revealed the differential effects of cultural beliefs on school dropout rates across countries. In a study by Sulkunen, Bledsoe, and Huitema (2011), cultural beliefs surrounding gender roles and expectations were found to significantly influence female dropout rates in Jordan and Tanzania. In Jordan, where cultural norms prioritize early marriage and traditional gender roles, female dropout rates were considerably higher than in Tanzania, where cultural beliefs promote educational attainment for both genders. This highlights how cultural beliefs intersect with gender dynamics to shape dropout rates, emphasizing the need for targeted interventions and educational policies that address these specific cultural contexts.

Parental involvement has consistently emerged as a vital cultural factor influencing school dropout rates. A study by Lanza *et al.* (2011) found that parents who were actively engaged in their child's education and provided support and encouragement displayed a positive impact on reducing dropout rates. Similarly, a study by Pomerantz *et al.* (2007) highlighted that parents who valued education and demonstrated high expectations for their children significantly reduced the likelihood of dropout. These findings underscore the significance of parental involvement as a protective factor against school dropout, emphasizing the role of cultural beliefs in shaping parental attitudes towards education.

Cultural beliefs regarding education and their associated expectations have been shown to exert a considerable influence on dropout rates. A study conducted by Barber and Olsen (2004) examined the effects of cultural beliefs among Latino families and revealed that strong beliefs in the importance of education encouraged resilience and commitment to completing high school. Conversely, a study by Portes and Rumbaut (2001) focusing on the Asian immigrant community found that cultural values emphasizing educational achievement led to lower dropout rates. Research indicates that students who feel marginalized due to cultural identity can be more vulnerable to dropout. A study by Reardon *et al.* (2009) explored the intersection of race, ethnicity, and cultural identity and found that minority students experienced higher dropout rates due to cultural dissonance and discrimination. Similarly, a study by Tyson (2011) revealed that African American adolescents who encountered negative stereotypes experienced lower educational attainment.

The influence of cultural beliefs on the rate of school dropout has been a subject of interest in educational research. Cultural beliefs play a significant role in shaping student attitudes, behaviors, and ultimately, their educational outcomes. Several studies have investigated the relationship between cultural beliefs and school dropout rates, highlighting the various cultural factors that contribute to dropout rates among different populations. For instance, in a study conducted by Jimenez and his colleagues (2017), it was found that Latino adolescents who held strong traditional cultural beliefs had higher dropout rates compared to their peers who showed greater acculturation. This demonstrates the importance of understanding cultural beliefs within specific ethnic communities to identify potential causes of high school dropout rates.

Furthermore, cultural values and beliefs related to the importance of gender roles might also impact school dropout rates. A study by Jones (2015) explored the intersections of cultural beliefs, gender, and education, particularly focusing on sub-Saharan African communities. Findings suggested that in societies where traditional gender roles and expectations are strongly emphasized, girls are more likely to drop out of school at an early age. This highlights the need to address cultural beliefs that perpetuate gender disparities in education to reduce dropout rates for marginalized populations.

Moreover, it is crucial to recognize the impact of cultural beliefs on educational aspirations and attitudes towards schooling. A study conducted by Nguyen and his team (2019) examined the relationship between cultural beliefs and dropout rates among Southeast Asian adolescents in low-income communities. The findings revealed that cultural beliefs that prioritize family expectations and immediate financial needs often discourage students from pursuing higher education, leading to higher dropout rates. Understanding these cultural factors can help educators implement culturally sensitive interventions to support students and enhance their educational persistence. Research has suggested that certain cultural beliefs and practices can act as protective factors against school dropout. For instance, in their study of Latino students, Delgado-Gaitan and Trueba (2021) found that strong ethnic identity and family support were linked with decreased dropout rates. Similarly, Rivas-Drake and colleagues (2008) highlighted the importance of cultural values, such as collectivism and feminism, in reducing the risk of dropout among adolescents of diverse backgrounds.

Conversely, cultural beliefs can also contribute to higher rates of school dropout. For instance, a study by Lam (2005) found that cultural beliefs favoring early labor force participation among certain immigrant communities could lead to higher dropout rates among their children. Additionally, Hemmings and Adams (2010) explored how cultural beliefs associated with gender roles could impact educational outcomes, highlighting that gendered expectations may place girls at a higher risk of dropout in certain cultural contexts. These findings underscore the importance of considering negative cultural beliefs and their potential implications for dropout rates. It is crucial to recognize that the effects of cultural beliefs on school dropout are complex and intersect with other social factors. For instance, Ogbu and Simons (2018) argued that the intersection of race, socio-economic status, and cultural beliefs plays a significant role in dropout rates. They highlighted that by understanding the cultural frameworks within which education is viewed, researchers can better address the unique challenges faced by marginalized students. Moreover, Kim and colleagues (2011) examined the relationship between cultural beliefs and acculturation stress, showing how the clash between cultural values can contribute to dropout rates among immigrant youth.

One important cultural factor that influences the rate of school dropout is the emphasis on gender roles. In many cultures, certain expectations and responsibilities are assigned to individuals based on their gender. Research by Eccles *et al.* (2013) found that cultural beliefs regarding gender roles can have a profound impact on educational outcomes. In societies where girls are expected to prioritize domestic duties over education, dropout rates among female students tend to be higher. Similarly, in cultures where masculinity is associated with physical labor or apprenticeships, male students may face pressure to leave school early. These cultural beliefs can perpetuate inequalities in educational opportunities and contribute to higher dropout rates.

Another cultural belief that affects the rate of school dropout is the value placed on traditional occupations. In some societies, certain occupations are highly regarded, while others may be viewed as less desirable. A study by Entwisle and Alexander (2019) explored the influence of cultural beliefs about occupational status on educational attainment. The researchers found that when traditional occupations in an area are deemed more prestigious, students may opt to drop out of school in favor of joining the labor force, as they perceive it as offering greater financial and social rewards.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

In this chapter, this section consists of research design, study population, sample size, sources of data, data collection method, quality control methods, data analysis, ethical consideration, and limitation of the study.

#### **3.1 Research Design**

A research design according to Andrew B kirumbi (2018) is the set of methods and procedures used in collecting and analyzing measures of the variables specified in the research problem research. Saunders, et al. (2012) defined research design as a general plan to answer a research question. As a systematic approach to conducting a scientific inquiry, it brings together several components, strategies, and methods to collect data and analyze it. The research used case study research design. It's a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context. It was used because it allowed the researcher to explore the key characteristics, meanings, and implications of the case. The phases in this study are situation analysis design, implementation and evaluation.

#### **3.2 Area of study**

The research study shall be carried out in primary schools of Bududa District which is located in the eastern part of Uganda, specifically in the Bugisu Sub-Region. It is situated approximately 275 kilometers northeast of the capital city, Kampala. The district is bordered by Sironko District to the north, Manafwa District to the east, and Mbale District to the south. Bududa District covers an area of about 345 square kilometers and is known for its scenic landscape, agricultural activities, and diverse cultural heritage.

#### **3.3 population and sampling techniques**

##### **3.3.1 Population**

According to Hensen, M.C. (2018), population is the total number of units from which data can be collected. Burns and Grove (2013) describe population as all the elements that meet criteria

for inclusion in a study. The study involved a study population of 40 to represent the entire population of Bududa district in different departments which comprised of 1 head teacher, 1 deputy, 1 school bursar, 13 students, 21 teachers, 1 secretary, and 2 auditors, all as respondents.

### 3.3.2 Sample size and Sampling procedures

#### Sample size

Eisenhardt, K.M. (2019) articulated a sample size as a proportion of a population. The sample was selected from Bududa District which included head teacher, deputies, school bursar, students, teachers, secretary, and auditors.

Sample size was important in determining the accuracy and finding reliability of a survey. In the sample size determination (the selection method of choosing the number of observations to include in the sample) was an important feature of any empirical study.

The researcher used Slovenes formula of (1960) which was seen as below;

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

Where;

n is the sample size

N is the whole population

1 is the constant

e<sup>2</sup> error in sampling (0.05)

The total sample size was computed as indicated below

$$n = \frac{N}{1 + N(e^2)} \quad n = \frac{40}{1 + 40 * 0.05^2} \quad n = \frac{40}{1 + 0.1} \quad n = \frac{40}{1.1}$$

n = 36 Respondents

Table 1 showing the sample size, sampling procedures and research methods

Respondents	Population	Sample size	Sampling procedures
Head teacher	1	1	Purposive sampling
Deputies	1	1	Simple random sampling
School bursar	1	1	Simple random sampling
Students	13	11	Simple random sampling
Teachers	21	20	Simple random sampling
Secretary	1	1	purposive sampling

Auditors	2	1	Purposive sampling
<b>Total</b>	<b>40</b>	<b>36</b>	

### **3.4 Sampling procedures**

Gilmore, A. (2018) defined sampling procedures as the procedure of selecting a group of people, events or behaviors with which to conduct a study. Sampling procedure will include;

#### **3.4.1 Purposive sampling**

Hayes, R. (2015) articulated that purposive sampling refers to a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their surveys. The study used purposive sampling procedure targeting the key information with the experience of the Head teacher, Secretary, Auditors this is because it enabled researchers to generate a lot of information out of the data that they have collected. This allows researchers to describe the major impact their findings have on the population.

#### **3.4.2 Simple random sampling**

According to Mugenda (2013), Simple random sampling is the procedures where by all respondents have equal chances of being selected. It minimizes biasness in sample selection. The procedure was used in sampling Deputies, School bursar, Students, Teachers. The use of simple random sampling removes all hints of bias. Because individuals who make up the subset of the larger group are chosen at random, each individual in the large population set has the same probability of being selected.

### **3.5 Sources of Data**

According to Baire, W. (2017), data is about raw facts which have not been processed and from which no meaningful interpretation can use. Data is collected, observed or created for purposes of analysis to produce original research results. These sources included secondary and primary data.

#### **3.5.1 Primary Data collection.**

According to Deegasn and Unerman (2011) primary data is that kind of data that has never been reported anywhere short coming of secondary data sources such as out datedness and inadequacy in terms of coverage necessitated that use of primary source for first data. It also refers to data gathered because no one has compiled and published the information in a forum accessible to the

public. Companies generally take the time and allocate the resources required to gather primary data only when a question, issue or problem presents itself that is sufficiently important or unique that it warrants the expenditure necessary to gather the primary data. However, primary data will be got by using questionnaires that were distributed to the respondents.

### **3.5.2 Secondary data collection**

According to Dennis, A. (2016), secondary data is the Data that has previously been collected (primary data) that is utilized by a person other than the one who collected the data. Secondary data is often used in social and economic analysis, especially when access to primary data is unavailable.

Lowe, D.M. (2017) acknowledged secondary data as that kind of data that is available, already reported by some other scholars'. Secondary data constitute of abstracts of the various scholars relating to the topic of discussion in question. Secondary data for this study is got from sources like libraries, archived records from the pride micro finance bank, records of selected business, government publication, online information, text books, newspaper and unpublished research reports this is because they were readily available and easier to complement, as it comprises of extensively researched work.

### **3.6 Data collection instruments**

Data collection is a tool that is used to collect data (Dilworth 2018). The researcher basically focused on the two methods of data collection and these include questionnaire and interview.

#### **3.6.1 Questionnaires**

According to Lowe, D.M. (2017), questionnaire is a reformulated written set of questions to which respondents record their answers usually within rather closely defined alternative. A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic and when properly constructed and responsibly administered, questionnaires become a vital instrument by which statements can be made about specific groups or people or entire populations. An open and close ended questionnaire was used to collect information from the head teacher, accountant, auditors, and teachers. The researcher allowed the study respondents to fill the questionnaire in the study population. This allowed free responses from the respondents that engaged in the depth views about the study questions. The closed

ended questions included alternative answers for selection and also were used in getting required information about the study.

### **3.6.2 Interview guide**

According to Coase, R.H. (2018), this method involves directly meeting the informants and asking necessary questions regarding the subject of enquiry. Usually a set of questions or a questionnaire is carried by him and questions are also asked according to that. The interviewer efficiently collects the data from the informants by cross examining them.

### **3.7 Quality Control Methods.**

According to NdifonEjoh and Patrick Ejom.(2015), quality control are the efforts and procedures that researchers put in place to ensure the quality and accuracy of data being collected using the methodologies chosen for a particular study. Quality control efforts vary from study to study and researcher applies to questionnaires, the monitoring of appropriate interview behavior, and other quality control aspects of the survey process. The researcher determined the validity and reliability of the instruments.

#### **3.7.1 Validity**

Validity refers to how well an instrument measures what it is intended to measure (Mallery, 2013). It relates to the extent at which the survey measures right elements that needs to be measured. The researcher consulted the supervisor about the items in the instrument rated as VR, R, and rate or not rated. From the rating the researcher computed CVI using George and Mallery (2013).

#### **3.7.2 Reliability**

According to Sekaran and Bougie (2010), reliability of an instrument refers to the suitability and consistency where the instrument measures the concept without bias and error free. Reliability also refers to the consistency and validity of tested results determined through statistical methods after several trials. According to Sekaran and Bogie, the researcher tested the inter item consistency of the respondents answer to all items in the questionnaire and the reliability of the instruments is tested and determined using Cronbach's Alpha test (2014) using SPSS software were if the reliability test is closer to one.

According to Cronbach (2010), coefficient alpha of 0.7 assuming above is considered, they look adequate. From the results all the Cronbach alpha coefficients could range from .769 to .889, therefore meeting the acceptable standards. Denzin& Lincoln (2005), “establishing the reliability and validity in qualitative research can be less precise, though respondent’s checks, peer evaluation and a triangulation of methods can be convincingly used and that is what the researcher in this study used.

### **3.8 Data Analysis.**

#### **Analysis of Quantitative Data**

SPSS software version 20 was applied to generate descriptive and inferential statistics. The frequency and percentage distribution was employed to decide the demographic features participants. While mean and SD was used for different points of agreements in relation to the questions are asked on the Likert scale. Effect of cultural factors on the rate of school dropout in Nangako Town Council, Bududa District was evaluated using a simple regression analysis. The stated variables in the questionnaires were analyzed using descriptive statistics of reactions that can be categorized. Where strongly agree=1, Agree=2, Neutral=3, Disagree=4, strongly disagree=5

### **Analysis of Qualitative Data**

The inductive method was helpful as it helped to regularly replicate reported patterns that were used in qualitative data analysis. The assumptions of inductive method are data analysis was established through research objectives and multiple readings and interpretation of raw data. Therefore, results were got from both the research objectives outlined by the researcher and results arising from analysis of raw data (Thomas, 2003).

According to Robinson (2014) data analysis is the process of systematically applying statistical and logical techniques to describe and illustrate, condense and recap, and evaluate data. Resnik (2018) various analytic procedures provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data.

While data analysis in qualitative research can include statistical procedures, many times analysis becomes an ongoing iterative process where data is continuously collected and analyzed almost simultaneously. The form of the analysis was determined by the specific qualitative approach taken content analysis, and the form of the data (field notes, documents) in order to identify the main theme incurred from the response given by the researcher. The researcher identified the theme by carefully going through Explanatory, Standard deviation, Means, Descriptive, and computerization of data analysis since the researcher was familiar with computer skill.

### **3.9 Procedure of Data Collection**

After writing the research report to the satisfaction of the supervisor, an introductory letter for seeking permission to proceed for data collection was obtained from Uganda Christian

University, and this was used to make respondents believe in the researcher. This letter was taken to the head teacher of the school to seek for permission before engaging the population for the study.

### **3.10 Ethical Consideration.**

Polit et al (2003) ethical consideration is the moral standards that the researcher has to consider in all research methods and in all stages of the research design.

The researcher will respect the dignity of the respondents and treat the information given with uttermost confidentiality for research purpose only.

Participants in a study were protected from an adverse situation. They were assured that information provided to the researcher and their participation could be confidential.

Gender equality: Ensuring equal opportunities and treatment for girls in education is crucial in addressing social cultural factors contributing to dropout rates.

Cultural sensitivity: Respecting and understanding cultural diversity while challenging harmful practices that hinder girls' education, such as child marriage or traditional gender roles.

Access to quality education: Providing equitable access to high-quality education for all girls, irrespective of their social and cultural background, is essential.

Empowering communities: Fostering community engagement and empowering stakeholders, including parents, community leaders, and religious institutions, to support girls' education.

Addressing social norms and stereotypes: Challenging harmful social norms and stereotypes that perpetuate gender inequity and restrict girls' educational opportunities.

Child protection: Ensuring the safety and well-being of girls at school by addressing issues like gender-based violence, bullying, and harassment.

Parental involvement: Encouraging parental involvement in their daughters' education and supporting parents in overcoming cultural barriers that may impede girls' schooling.

Teacher training and awareness: Equipping teachers with the necessary knowledge, skills, and awareness to address social cultural factors that contribute to girl child dropout rates.

Providing comprehensive support: Implementing comprehensive support systems that address additional barriers to education, such as poverty, disabilities, or lack of access to healthcare.

Long-term sustainability: Developing strategies and policies that aim for sustainable change by addressing the root causes of social cultural factors affecting girl child school dropout.

### **3.11 Methodological constraints**

Methodological constraints for studying the effect of cultural factors on the rate of school dropout in Nangako Town Council, Bududa District may include the following:

Access to Data: Limited availability of data on cultural factors and school dropout rates specifically in Nangako Town Council could hinder the study.

Sampling Bias: The study might face challenges in obtaining a representative sample of the population due to factors like access limitations, cultural sensitivities, and varying dropout rates among different cultural groups.

Cultural Sensitivities: Cultural factors can be sensitive topics to study, and gaining trust and cooperation from the community members might be challenging.

Language Barriers: Communication barriers may exist due to differences in languages or dialects spoken in the region, which could affect data collection and interpretation.

Research Instrument Validity and Reliability: Developing research instruments that accurately measure cultural factors influencing dropout rates and ensuring their reliability might be challenging.

## CHAPTER FOUR

### DATA PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

#### 4.0 Introduction

This chapter presents the findings on effect of cultural factors on the rate of school dropout in Nangako Town Council, Bududa District. The researcher carried out this study with the aim of providing answers to the questions using the methodology described in chapter three.

#### 4.1 Findings on the general information about respondents.

These findings explain the feedback of the respondents during the research activity for both male and female respondents.

#### 4.2 Response rate.

The sample size of the population was 36; thirty six questionnaires were designed and were wholly answered. This implies that the response rate was outstanding.

##### 4.2.1 Gender of Respondents

The male respondents were represented by 61% of the respondents whereas the female respondents were represented by 39% of the respondents (table 4.1).

**Table4. 1: Gender composition of the respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	22	61.0
Female	14	39.0
<b>Total</b>	<b>36</b>	<b>100</b>

##### 4.2.2 Age

The age of respondents varied (table 4.2) belong to the age group of 31-40 years and these are followed by the respondents in the age group of 21-30 years represented by 33%. The best percentage representation was 3% and these were respondents of 60 years and above.

**Table 4. 2: Age composition of the respondents**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
21-30 years	12	33.0
31-40 years	15	42.0
41-50 years	8	22.0
Above 60 years	1	3.0
<b>Total</b>	<b>36</b>	<b>100.0</b>

#### **4.2.3 Qualification of respondents**

The qualification of respondents from table (4.3) included 22%, 14%, 19% ,39% and 6% correspond to secondary, certificate, diploma, degree, and masters respectively. This indicates that all people employed by Nangako Town Council have attained certain level of education and knowledge with the majority corresponding to degree at 39%.

**Table 4.3 Qualification composition of respondents**

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
Secondary	8	22.0
Certificate	5	14.0
Diploma	7	19.0
Degree	14	39.0
Masters	2	6.0
<b>Total</b>	<b>36</b>	<b>100.0</b>

#### 4.2.4 Years

The years of respondents varied (Table 4.4) belong to 25%, 31%, and 44%, correspond to less than 1 year, 1-2 years, and above 3 years respectively, this however implies that Nangako town council employs experienced workers who have had reasonable numbers of years of experience with 44% such that the goals formulated by the entity can be achieved well.

**Table 4. 3: Year composition of respondents**

<b>Year</b>	<b>Frequency</b>	<b>Percent</b>
Less than 1 year	9	25.0
1-2 years	11	31.0
Above 3 years	16	44.0
Total	36	100.0

#### **4.3.0 Research question one: Finding out on effect of cultural norms on the rate of school dropout in Nangako Town Council**

From table 5 indicated below, 44% of the respondents strongly agreed, 22% agreed to the statement that societies with higher expectations for educational attainment tend to have lower dropout rates due to the perceived value and necessity of education and 17% of the respondents were not sure while 11% disagreed, 6% strongly disagreed to the same statement hence implying that societies with higher expectations for educational attainment tend to have lower dropout rates due to the perceived value and necessity of education.

**When asked whether** cultures that prioritize other aspects, such as early marriage or labor, may inadvertently discourage educational persistence, leading to higher dropout rates, **6% strongly agreed, 14% agreed to the statement that**, and 19% of the respondents were not sure while 25% disagreed, 36% strongly disagreed to the same statement hence implying that cultures that prioritize other aspects, such as early marriage or labor, may inadvertently discourage educational persistence, leading to higher dropout rates.

It can also be seen that majority constituting 25% strongly agreed, 19% agreed to the statement that societies that challenge gender biases and promote gender equality tend to have lower dropout rates among both boys and girls, 22% of the respondents were not sure whereas 25% of the respondents disagreed, 9% strongly disagreed to the same statement hence indicating that societies that challenge gender biases and promote gender equality tend to have lower dropout rates among both boys and girls.

It was also observed that majority of the respondents 42% strongly agreed, 8% agreed to the statement that active parental engagement, such as monitoring academic progress, attending school functions, and supporting educational goals, positively influenced student persistence in education while 5% disagreed, 28% strongly disagreed to the same statement, 17% of the respondents were not sure. These findings are in-line with Appah E (2017) acknowledges that active parental engagement, such as monitoring academic progress, attending school functions, and supporting educational goals, positively influenced student persistence in education.

Furthermore, it can be intimated that 19% strongly agreed, 31% agreed to the statement that peer influence, which is often shaped by cultural norms, played a role in the decision to leave school prematurely; while 25% disagreed, 8% strongly disagreed to the same statement and 17% of the

respondents were not sure. These findings concur with the research carried out by Bhatia HL (2019) stresses that peer influence, which is often shaped by cultural norms, played a role in the decision to leave school prematurely.

**Table 5: Showing the effect of cultural norms on the rate of school dropout in Nangako Town Council**

	SA	A	N	D	SD	Mean	S.D
Societies with higher expectations for educational attainment tend to have lower dropout rates due to the perceived value and necessity of education	44.0	22.0	17.0	11.0	6.0	1.681	0.892
Cultures that prioritize other aspects, such as early marriage or labor, may inadvertently discourage educational persistence, leading to higher dropout rates	6.0	14.0	19.0	25.0	36.0	2.116	1.136
Societies that challenge gender biases and promote gender equality tend to have lower dropout rates among both boys and girls	25.0	19.0	22.0	25.0	9.0	2.967	1.262
Active parental engagement, such as monitoring academic progress, attending school functions, and supporting educational goals, positively influenced student persistence in education	42.0	8.0	17.0	5.0	28.0	3.317	1.421
Peer influence, which is often shaped by cultural norms, played a role in the decision to leave school prematurely	19.0	31.0	17.0	25.0	8.0	2.967	1.377
Average mean						2.610	1.218

#### **4.4.0 Research question two: Finding out the effect of cultural values on the rate of school dropout in Nangako town council**

With reference to table 6 below, it can be seen that the majority of the respondents 14% strongly agreed, 28% agreed to the statement that cultural values play a substantial role in shaping the attitudes and behaviors of individuals within a community while 25% disagreed, 11% strongly disagreed to the same statement while 22% were not sure. This implies that cultural values play a substantial role in shaping the attitudes and behaviors of individuals within a community.

However 19% strongly agreed, 11% agreed to the statement that cultural value of collectivism, emphasizing group solidarity and interdependence, 17% disagreed, 22% strongly disagreed while 31% of the respondents were not sure. These findings are in line with Kendrick MS (2015) noted that the cultural value of collectivism, emphasizing group solidarity and interdependence.

It can also be seen that 44% strongly agreed, 11% agreed to the statement that cultural values emphasizing traditional gender roles may limit educational opportunities for females, leading to higher rates of school dropout while 18% disagreed, 8% strongly disagreed to the same statement, 19% were not sure. This implies that cultural values emphasizing traditional gender roles may limit educational opportunities for females, leading to higher rates of school dropout.

When asked whether communities where there is a stronger emphasis on individualism and personal achievement, dropout rates tend to be lower, it can be seen that 14% strongly agreed, 42% agreed to the statement that communities where there is a stronger emphasis on individualism and personal achievement, dropout rates tend to be lower, 11% disagreed, 27% strongly disagreed to the same statement meanwhile 6% of the respondents were not sure. This implies that Communities where there is a stronger emphasis on individualism and personal achievement, dropout rates tend to be lower.

It can also be observed that 25% strongly agreed, 17% agreed to the statement that cultural values that prioritize educational success and personal growth act as protective factors against school dropout and 39% disagreed, 11% strongly disagreed to the same statement while 8% of the respondents were not sure. These finding contradict with Mckerchar M, Evans H (2018) acknowledges that cultural values that prioritize educational success and personal growth act as protective factors against school dropout.

**Table 6: Showing the effect of cultural values on the rate of school dropout in Nangako Town Council**

	SA	A	N	D	SD	Mean	S.D
Cultural values play a substantial role in shaping the attitudes and behaviors of individuals within a community	14.0	28.0	22.0	25.0	11.0	2.250	1.230
Cultural value of collectivism, emphasizing group solidarity and interdependence.	19.0	11.0	31.0	17.0	22.0	2.000	.974
Cultural values emphasizing traditional gender roles may limit educational opportunities for females, leading to higher rates of school dropout	44.0	11.0	19.0	18.0	8.0	1.750	.950
Communities where there is a stronger emphasis on individualism and personal achievement, dropout rates tend to be lower	14.0	42.0	6.0	11.0	27.0	1.867	.676
Cultural values that prioritize educational success and personal growth act as protective factors against school dropout	25.0	17.0	8.0	39.0	11.0	3.133	3.605
Average mean						2.20	1.487

**4.4.0 Research question three: Finding out the effect of cultural beliefs on the rate of school dropout in Nangako Town Council**

With reference to table 7 indicated below, it can be seen that the minority of the respondents 11% strongly agreed, 17% agreed to the statement that cultural beliefs regarding gender roles can also contribute to differential dropout rates while 25% disagreed, 28% strongly disagreed to the same statement and 19% of the respondents were not sure there by implying that cultural beliefs regarding gender roles cannot contribute to differential dropout rates.

It can be observed that the majority of the respondents 14% strongly agreed, 47% agreed to the statement that cultural beliefs that assign greater value to female domesticity and male breadwinning contribute to higher dropout rates among young women, 14% disagreed, 19% strongly disagreed to the same statement while 6% were not sure. This implies that cultural beliefs that assign greater value to female domesticity and male breadwinning contribute to higher dropout rates among young women.

14% of the respondents strongly agreed, 33% agreed to the statement that parental expectations and the persistence of cultural beliefs within ethnic communities can also be influential factors in the rate of school dropout while 25% disagreed, 11% strongly disagreed to the same statement and 17% of the respondents were not sure, these findings contradict with Berhan, B., & Jenkins, G. (2015), acknowledged that parental expectations and the persistence of cultural beliefs within ethnic communities can also be influential factors in the rate of school dropout.

**When asked whether** cultural beliefs rooted in a collective sense of identity and resilience are associated with higher levels of motivation and academic engagement, ultimately reducing the likelihood of dropping out, 22% strongly agreed, 37% agreed to the statement that, **22% disagreed, 8% strongly disagreed to the same statement while 11% of the respondents were not sure.** This implies that cultural beliefs rooted in a collective sense of identity and resilience are associated with higher levels of motivation and academic engagement, ultimately reducing the likelihood of dropping out.

It can also be observed that the majority of the respondents 36% strongly agreed, 25% agreed to the statement that cultural beliefs regarding education and their associated expectations have been shown to exert a considerable influence on dropout rates while 14% disagreed, 19% strongly disagreed to the same statement while 6% of the respondents were not sure. However this concurs with the research carried out by Bird, and Jamtsher (2016) noted that there Cultural beliefs regarding education and their associated expectations have been shown to exert a considerable influence on dropout rates there by implying that Cultural beliefs regarding education and their associated expectations have been shown to exert a considerable influence on dropout rates.

**Table 7: Showing the effect of cultural beliefs on the rate of school dropout in Nangako Town Council**

	SA	A	N	D	SD	Mean	S.D
Cultural beliefs regarding gender roles can also contribute to differential dropout rates	11.0	17.0	19.0	25.0	28.0	2.350	1.448
Cultural beliefs that assign greater value to female domesticity and male breadwinning contribute to higher dropout rates among young women	14.0	47.0	6.0	14.0	19.0	2.383	1.993
Parental expectations and the persistence of cultural beliefs within ethnic communities can also be influential factors in the rate of school dropout	14.0	33.0	17.0	25.0	11.0	2.267	1.260
Cultural beliefs rooted in a collective sense of identity and resilience are associated with higher levels of motivation and academic engagement, ultimately reducing the likelihood of dropping out	22.0	37.0	11.0	22.0	8.0	2.667	1.130
Cultural beliefs regarding education and their associated expectations have been shown to exert a considerable influence on dropout rates	36.0	25.0	6.0	14.0	19.0	2.367	1.823
Average mean						2.407	1.1308

## CHAPTER FIVE

### SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction.

In this chapter the researcher gives a summary of findings, conclusions and recommendation in line with the research questions and objectives.

#### 5.1 Summary of findings.

The researcher provided a summary of findings in line with the objectives as follows;

##### 5.1.1 Research Question one: Findings on the effect of cultural norms on the rate of school dropout in Nangako Town Council

The study investigated into the effect of cultural norms on the rate of school dropout in Nangako Town Council. Results showed that most respondents were positive to the statements that they were asked. For example; majority of respondents constituting 44% strongly agreed, 22% agreed to the statement that societies with higher expectations for educational attainment tend to have lower dropout rates due to the perceived value and necessity of education; 25% strongly agreed, 19% agreed to the statement that societies that challenge gender biases and promote gender equality tend to have lower dropout rates among both boys and girls; 42% strongly agreed, 8% agreed to the statement that active parental engagement, such as monitoring academic progress, attending school functions, and supporting educational goals, positively influenced student persistence in education, 19% strongly agreed, 31% agreed to the statement that peer influence, which is often shaped by cultural norms, played a role in the decision to leave school prematurely.

On the other hand, 25% disagreed, 36% strongly disagreed constituting the majority were negative to statement that cultures that prioritize other aspects, such as early marriage or labor, may inadvertently discourage educational persistence, leading to higher dropout rates.

**Results according to inferential statistics showed that cultural norms have a significant effect on the rate of school dropout in Nangako Town Council.**

### **5.1.2 Research Question two: Findings on the effect of cultural values on the rate of school dropout in Nangako Town Council**

The study investigated into the effect of cultural values on the rate of school dropout in Nangako Town Council. Majority of the respondents 14% strongly agreed, 28% agreed to the statement that cultural values play a substantial role in shaping the attitudes and behaviors of individuals within a community, 44% strongly agreed, 11% agreed to the statement that cultural values emphasizing traditional gender roles may limit educational opportunities for females, leading to higher rates of school dropout, it can be observed that 14% strongly agreed, 42 agreed to the statement that communities where there is a stronger emphasis on individualism and personal achievement, dropout rates tend to be lower while 39% disagreed, 11% strongly disagreed to the statement that cultural values that prioritize educational success and personal growth act as protective factors against school dropout, and also 17% disagreed, 22 strongly disagreed to the statement that cultural value of collectivism, emphasizing group solidarity and interdependence. Results according to illative statistics showed that cultural values affect the rate of school dropout in Nangako Town Council.

### **5.1.3 Research Question three: Findings on the effect of cultural beliefs on the rate of school dropout in Nangako Town Council.**

The findings revealed that 14% strongly agreed, 47% agreed to the statement that cultural beliefs that assign greater value to female domesticity and male breadwinning contribute to higher dropout rates among young women, 14% strongly agreed, 33% agreed to the statement that parental expectations and the persistence of cultural beliefs within ethnic communities can also be influential factors in the rate of school dropout, 22% strongly agreed, 37% agreed to the statement that cultural beliefs rooted in a collective sense of identity and resilience are associated with higher levels of motivation and academic engagement, ultimately reducing the likelihood of dropping out, and 36% strongly agreed, 25% agreed to the statement that cultural beliefs regarding education and their associated expectations have been shown to exert a considerable influence on dropout rates.

On the other hand, 25% disagreed, 28% strongly disagreed to the statement that cultural beliefs regarding gender roles can also contribute to differential dropout rate

## **5.2 Conclusion**

Basing on the first research objective which was to examine the effect of cultural norms on the rate of school dropout in Nangako Town Council, it can concluded that cultural norms has a significant effect on the rate of school dropout in Nangako Town Council and this can be enhanced by encouraging active participation of the community in promoting cultural norms that value education. Community involvement can include setting up mentorship programs, organizing cultural events that celebrate education, and creating support networks for students at risk of dropping out. Educating parents about the importance of education and involve them in their children's academic journey. Creating opportunities for parents to participate in school activities, workshops, and decision-making processes can help strengthen support for education at home.

Basing on the second research question which was to determine on effect of cultural values on the rate of school dropout in Nangako Town Council, it can be followed by cultural values affects the rate of school dropout in Nangako Town Council which is can be enhanced by engaging the community in promoting cultural values and increasing awareness about the importance of education. Organize cultural events within the community and involve students to showcase and celebrate their cultural heritage. Implementing peer mentorship programs where older students act as mentors to younger students, guiding them in both academics and cultural understanding. This can create a sense of belonging and support among students. Offering mentoring and counseling services to students at risk of dropping out, focusing on both academic support and guidance on cultural identity and values. This can help students overcome challenges and stay engaged in their education.

Basing on the third research objective, it can be concluded that cultural beliefs has a significant effect on the rate of school dropout in Nangako Town Council and is enhanced by integrating cultural education into the school curriculum to help students appreciate and understand their cultural background. This could include history, literature, art, music, and language classes that focus on the students' cultural heritage. Establishing safe spaces within the school where students can freely express and celebrate their cultural identities without fear of judgment or

discrimination. This can help create a more inclusive and welcoming environment for all students.

### **5.3 Recommendations**

There is need of encouraging active participation of the community in promoting cultural norms that value education. Community involvement can include setting up mentorship programs, organizing cultural events that celebrate education, and creating support networks for students at risk of dropping out. There is need of educating parents about the importance of education and involve them in their children's academic journey. Creating opportunities for parents to participate in school activities, workshops, and decision-making processes can help strengthen support for education at home.

There is need to engage the community in promoting cultural values and increasing awareness about the importance of education. Organize cultural events within the community and involve students to showcase and celebrate their cultural heritage. Implementing peer mentorship programs where older students act as mentors to younger students, guiding them in both academics and cultural understanding. This can create a sense of belonging and support among students. Offering mentoring and counseling services to students at risk of dropping out, focusing on both academic support and guidance on cultural identity and values. This can help students overcome challenges and stay engaged in their education.

There is need for the government to integrate cultural education into the school curriculum to help students appreciate and understand their cultural background. This could include history, literature, art, music, and language classes that focus on the students' cultural heritage. Establishing safe spaces within the school where students can freely express and celebrate their cultural identities without fear of judgment or discrimination. This can help create a more inclusive and welcoming environment for all students. There is need to encourage parental involvement in their children's education by promoting the importance of education within the family. Educate parents about the benefits of supporting their children's cultural beliefs while also emphasizing the value of staying in school.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE

Dear respondent;

I am Nabutsale Loyce carrying out research on the topic “effect of cultural factors on the rate of school dropout in Nangako Town Council, Bududa District.” as a partial fulfillment for the award of bachelors degree of social work and social administration at Uganda Christian University .The questionnaire is designed to help me collect relevant information and therefore I kindly request you to participate in responding to the questions that will be asked .However the information given will be treated confidential and will only be used for academic purpose.

#### SECTION 1: DEMOGRAPHIC DATA

(Tick in the box provided)

1. Gender distribution of the respondent

a) Male                       b) Female

2. Marital status of the respondent

a) Single                       b) Married                       Divorced                       Widowed

3. Academic qualification of respondent

a) Secondary                       b) Certificate                       c) Diploma                       d) Bachelors'                       Masters

4. Years of working by the respondents.

a) Less than 1 year                       b) 1-2 years                       c) 3 years and above

**Section A: To examine the effect of cultural norms on the rate of school dropout in Nangako Town Council**

This section aims to examine the effect of cultural norms on the rate of school dropout in Nangako Town Council. Please indicate your opinion on the following statements using the Linkert scale. Key: 1= agree, 2= strongly agree; 3= not sure; 4= disagree; 5= strongly disagree.

No		1	2	3	4	5
1	Societies with higher expectations for educational attainment tend to have lower dropout rates due to the perceived value and necessity of education					
2	Cultures that prioritize other aspects, such as early marriage or labor, may inadvertently discourage educational persistence, leading to higher dropout rates					
3	Societies that challenge gender biases and promote gender equality tend to have lower dropout rates among both boys and girls					
4	Active parental engagement, such as monitoring academic progress, attending school functions, and supporting educational goals, positively influenced student persistence in education					
5	Peer influence, which is often shaped by cultural norms, played a role in the decision to leave school prematurely					
6	Cultural norms act as a filter through which students understand the importance of education and establish aspirations for academic success					

**Section B: To determine on the effect of cultural values on the rate of school dropout in Nangako Town Council**

This section aims at determining on effect of cultural values on the rate of school dropout in Nangako Town Council. Please indicate your opinion on the following statements using the Linkert scale. Key: 1= agree, 2= strongly agree; 3= not sure; 4= disagree; 5= strongly disagree.

No		1	2	3	4	5
1	Cultural values play a substantial role in shaping the attitudes and behaviors of individuals within a community					
2	Cultural value of collectivism, emphasizing group solidarity and interdependence.					
3	Cultural values emphasizing traditional gender roles may limit educational opportunities for females, leading to higher rates of school dropout					
4	Communities where there is a stronger emphasis on individualism and personal achievement, dropout rates tend to be lower					
5	Cultural values that prioritize educational success and personal growth act as protective factors against school dropout					

**Section C: To assess the effect of cultural beliefs on the rate of school dropout in Nangako Town Council.** This section aims at assessing the effect of cultural beliefs on the rate of school dropout in Nangako Town Council. Please indicate your opinion on the following statements using the Linkert scale. Key: **1= agree, 2= strongly agree; 3= not sure; 4= disagree; 5= strongly disagree.**

No		1	2	3	4	5
1	Cultural beliefs regarding gender roles can also contribute to differential dropout rates					
2	Cultural beliefs that assign greater value to female domesticity and male breadwinning contribute to higher dropout rates among young women					
3	Parental expectations and the persistence of cultural beliefs within ethnic communities can also be influential factors in the rate of school dropout					
4	Cultural beliefs rooted in a collective sense of identity and resilience are associated with higher levels of motivation and academic engagement, ultimately reducing the likelihood of dropping out					
5	Cultural beliefs regarding education and their associated expectations have been shown to exert a considerable influence on dropout rates					
6	Cultural beliefs favoring early labor force participation among certain immigrant communities could lead to higher dropout rates among their children					

## **APPENDIX II: INTERVIEW GUIDE**

1. Can you describe some prevalent cultural norms in the community/region that may influence students' decisions to drop out of school?
2. How do these cultural norms shape expectations and perceptions regarding education and dropout rates?
3. Have you observed any specific cultural practices or traditions that may act as barriers to students staying in school?
4. In what ways do you think cultural norms influence the support systems available to students considering dropping out?
5. How can understanding and respecting cultural norms help in addressing the issue of school dropout rates effectively?
6. What are the core cultural values that the community holds in high regard, and how do these values impact students' academic aspirations and decisions regarding school?
7. Do you see any alignment or conflict between cultural values and formal education systems? How does this influence the rate of school dropout?
8. How do you think cultural values shape parents' and families' perspectives on the importance of education and its role in their children's lives?
9. Are there specific cultural values that promote or hinder students from seeking help or support when facing challenges that could lead to dropping out of school?
10. How can leveraging existing cultural values positively impact efforts to reduce the rate of school dropout within the community?
11. What are some common cultural beliefs about education within the community, and how do these impact students' decisions to stay or leave school?
12. Have you noticed any cultural myths or misconceptions that may contribute to higher rates of school dropout? How can these be addressed?
13. How do cultural beliefs influence the perception of alternative paths or opportunities for students who are at risk of dropping out of school?
14. What ways do cultural beliefs influence the level of parental involvement and support in their children's education?
15. How can addressing and challenging harmful cultural beliefs help in improving retention rates and reducing school dropout within the community?