

**FACTORS CONTRIBUTING TO SCHOOL DROPOUT IN GOVERNMENT
PRIMARY SCHOOLS IN NAMA SUB-COUNTY**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCES IN PARTIAL AND
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**UGANDA CHRISTIAN
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DECLARATION.

I TAWODA EDMON present this research as, true to the best of my knowledge and belief, original except as acknowledged in the text. I hereby declare that it is with my effort that I have carried out research on **“FACTORS CONTRIBUTING TO SCHOOL DROPOUT IN GOVERNMENT PRIMARY SCHOOLS IN NAMA SUB-COUNTY”** and it has never been submitted, either in full or in part, to any academic institution of higher learning for any academic award.

Sign:  Date : 13/09/2024

APPROVAL.

This is to certify that this research of **TAWODA EDMON** titled "Factors contributing to school dropout in Government primary schools in Nama Sub-county" has been carried out under my supervision and guidance and is now ready for submission to the school of social sciences for examination.

Nabasumba Sylvia

(Academic supervisor)



Signature•

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ABSTRACT

The investigation delves into the various factors contributing to school dropout in government primary schools in Nama Sub-county, Uganda. It utilized a cross-sectional survey that incorporates both qualitative and quantitative data collection methods. The results indicate that dropout rates are affected by a variety of factors, such as family demographics like the educational levels of parents, economic situations, and household composition. The Lower dropout rates are linked to higher parental education as well as stable family structures, while significant risk factors include among others financial difficulties, single-parent households, and larger family sizes. Pupils' perspectives on education, including their motivation and perceptions of its importance, as well as school-related issues like the quality of teaching, infrastructure, and safety, also play a role in dropout rates. To overcome these challenges, the study suggests improving parental involvement through education and engagement, supporting vulnerable families with specific financial aid, enhancing school facilities and resources, handling the negative peer pressure through mentorship and support initiatives, and encouraging consistent school attendance with incentives. Successful solutions necessitate cooperation between parents, schools, communities, and government to establish a nurturing educational atmosphere that promotes student retention and achievement.

CHAPTER ONE.

1.0 INTRODUCTION.

A research report intended to meet specific objectives of a research topic of study “**Factors contributing to school dropout in Government primary schools in Nama Sub-county**”

This chapter will highlight about the background of the research problem, problem statement, the General objective, the objectives/ aims of the study, the research questions, significances of the study, justification, limitations and delimitations, cope of the study, conceptual frame work as well as the summary of the chapter.

1.1. BACKGROUND OF THE STUDY.

Globally, in developed countries such as the United States of America, the United States Department of Education measures the status of school dropouts as the percentage of 16 to 24 year olds who are not enrolled in school and have not acquired a high school diploma.

The status high school dropout rate in 2009 was 8.1% and there are many risk factors for high school dropouts which can be categorized into social and economic risk factors in the United States such as low family's income and others.

In the United Kingdom (UK). The UK has an average dropout rate of 6.4%, according to the study, students from ethnic minority groups and disadvantage backgrounds in the UK are more likely to drop out of school than other students.

According to UNESCO (2012), with over 42% of pupils dropping out, Africa has the highest dropout rate worldwide. Dropout is endemic in many sub-Saharan African nations; in the sub-region alone, nearly 10 million boys and girls abandoned their studies in 2013 (GNA).

In east Africa, according to a report from the United Nations Educational, Scientific, and Cultural Organization (UNESCO) shows that Uganda has the highest school dropout rate in the region with majority of them females' students and the rate shoots up to claim roughly the class before the girl's finish primary school.

Uganda recorded a 75.16% primary school dropout rate in 2015, which decreased to 65.5% in 2016. As of 2016, the national average for students moving from primary to secondary education was 58.95%.

In Mukono district, the number of school dropouts has been increasing among both boys and girls. According to Namuyomba (2018), the dropout rate was notably higher among girls, primarily due to unfavorable socioeconomic conditions. For instance, the dropout rate among girls in Mukono district increased by 20% over the past 10 years, highlighting the significant impact of these challenging conditions on their ability to remain in school.

In Nama Sub-county, the cases of school dropout rate were high among both female and male students. Many children left school before and after completing primary education, with the majority dropping out after finishing lower primary levels. Although various factors contributed to this issue, the primary cause was believed to be family income levels. For example, based on the research carried out by Namuleme, (2018), the dropout rate in Nama Sub-county increased by 15% in girls and 10% over the past 7 years, underscoring the significant impact of economic hardship on children's education. This school dropout has led to many dangers like early marriages, prostitution, and many more.

Universal Primary Education (UPE) was introduced in Uganda in January 1997 to provide free primary education and increase access for disadvantaged children. It significantly boosted enrollment from 2.7 million in 1996 to over 8 million, promoting gender parity by encouraging more girls to attend school. However, UPE has faced challenges such as overcrowded classrooms, high teacher-student ratios, insufficient teacher training and motivation, inadequate funding, and high dropout rates due to socioeconomic factors. Despite these issues, UPE has raised awareness about the importance of education and spurred social change, but ongoing efforts are needed to improve education quality. (Ekaju, 2011).

1.2. STATEMENT OF THE PROBLEM.

The Ugandan government established Universal Primary Education (UPE) to promote economic growth and human development, significantly increasing enrollment in public primary schools across the country. According to the Ministry of Education and Sports (2015), the number of pupils enrolled in primary school rose from 1.7 million in 2005 to 1.8 million in 2006 (Mwesigye, 2015). However, despite these gains, there is a significant dropout rate among students. Only 22 out of 100 pupils who started primary one in 1997 and 28 out of 100 pupils who started in 2005 completed their primary education (Mugabe & Ogina, 2021). This high dropout rate raised concerns about the internal efficiency of the education system and its ability

to retain pupils until they complete their primary education. The dropout of pupils was linked to various negative outcomes, such as involvement in robbery, drug abuse, prostitution, and other criminal activities, posing dangers to personal, community and national development. The specific factors leading to the high dropout rate were not sufficiently understood most especially in rural Sub-Counties such as Nama. Therefore this study aimed at examining the factors contributing to school dropout in government primary schools in Nama Sub-county, Mukono District. It was hoped that this knowledge would guide improvements in the implementation of UPE and provide recommendations on reducing the dropout rate in Government primary schools.

1.3 THE GENERAL OBJECTIVE OF THE STUDY.

The general objective of the study was to examine the Factors contributing to school dropout in Government primary schools in Nama Sub-county.

1.4. SPECIFIC OBJECTIVE OF THE STUDY.

This study was guided by the following specific objectives:

To examine the influence of family demographic factors on school dropout rates in Nama Sub-county.

To establish the relationship between pupils' attitudes toward education and school dropout rate in government primary schools in Nama Sub-county.

To determine the effects of school related factors on school dropout in government primary schools in Nama sub county.

1.5. RESEARCH QUESTIONS.

The research aims were to answer the following questions:

How does the family demographic factors influence school dropout in government primary school in Nama Sub-county?

What is the relationship between pupils' attitudes toward education and school dropout in government primary schools in Nama sub-county?

To what extent do school related factors influence school dropout rates among Government primary schools in Nama Sub-county?

1.6 SCOPE OF THE STUDY

The scope of the study included:

1.6.1 SUBJECT SCOPE.

While carrying out this study for the research topic “factors contributing to school dropout in government primary schools in Nama Sub-county” factors were looked at in terms of family demographic factors, school related factors and pupils attitudes while school dropouts was looked at in terms of Percentage of students who did not complete primary education within the expected time frame, Number of students who dropped out before completing primary education and Rate of transition from one primary grade to the next.

1.6.2 TIME SCOPE

This study focused on a seven-year period from 2016 to 2023. This span covered the complete primary education cycle, allowing for a comprehensive analysis of dropout rates over time. Additionally, the impact of the COVID-19 pandemic during the latter part of this period was considered, as it may have influenced the dropout rates and educational dynamics. The study was carried out within a five-month timeframe, which was deemed sufficient for data collection and analysis.

1.6.3 THE GEOGRAPHICAL SCOPE.

The study was conducted in Nama Sub-county, located in Mukono District in central Uganda, with an estimated population of 15,000 across six parishes: Mpoma, Bulika, Katoogo, Namawojjolo, Nakapinyi, and Namubiru. This area was chosen due to its high school dropout rates observed over the past seven years. Nama Sub-county's diverse socioeconomic background provided a representative sample for understanding how family demographics, pupil attitudes, and school-related factors contribute to dropouts. Focusing on this specific sub-county allows for detailed,

localized analysis, offering targeted recommendations for policymakers and practitioners to develop effective interventions, which can also be applied to similar rural areas in Uganda.

1.7. THE SIGNIFICANCY OF THE STUDY.

It is hoped that the findings of the study may be helpful to;

The Policymakers like the Ministry of Education, the Uganda parliament and others who should take note of this study as it will offer insightful information about the particular issues in Nama sub-county that lead to school dropouts in government primary schools. Using this data, policymakers can create focused interventions and policies that target these characteristics.

The Practitioners: By developing a deeper awareness of the difficulties experienced by pupils and families in the community, educators, social workers, Community Development Officers, District education officer(DEO) and other practitioners operating in Nama sub-county and outside are expected to gain from the research's findings while delivering services and making informed decisions during their interventions. Equipped with this understanding, professionals can create more successful interventions and support plans to keep at-risk kids from dropping out and encourage their academic achievement.

Fellow scholars: The results of this study is expected to be used by scholars and researchers to expand on the body of knowledge already available on the connection between the factors such as children's attitudes, school related factors as well family demographic factors and school dropout rates. Fellow academics can contribute to a more thorough understanding of the various aspects impacting educational outcomes and provide guidance for future research endeavors by expanding the corpus of knowledge in this topic.

1.8. JUSTIFICATION OF THE STUDY.

The study on factors contributing to school dropout in government primary schools in Nama Sub-county is critically needed now to address persistent educational challenges. Without this research, we risk perpetuating high dropout rates among vulnerable children, leading to long-term social and economic repercussions such as increased crime rates, reduced workforce productivity, and perpetuation of poverty cycles. This study aligns with national strategies like Uganda's National Development Plan (NDP 4), which emphasizes inclusive education and human capital

development, and global goals such as the Sustainable Development Goals (SDGs), particularly Goal 4 on quality education. By identifying and understanding the root causes of school dropout in Nama Sub-county, this study can inform targeted interventions and policies that enhance educational equity, improve learning outcomes, and contribute to sustainable development both locally and globally.

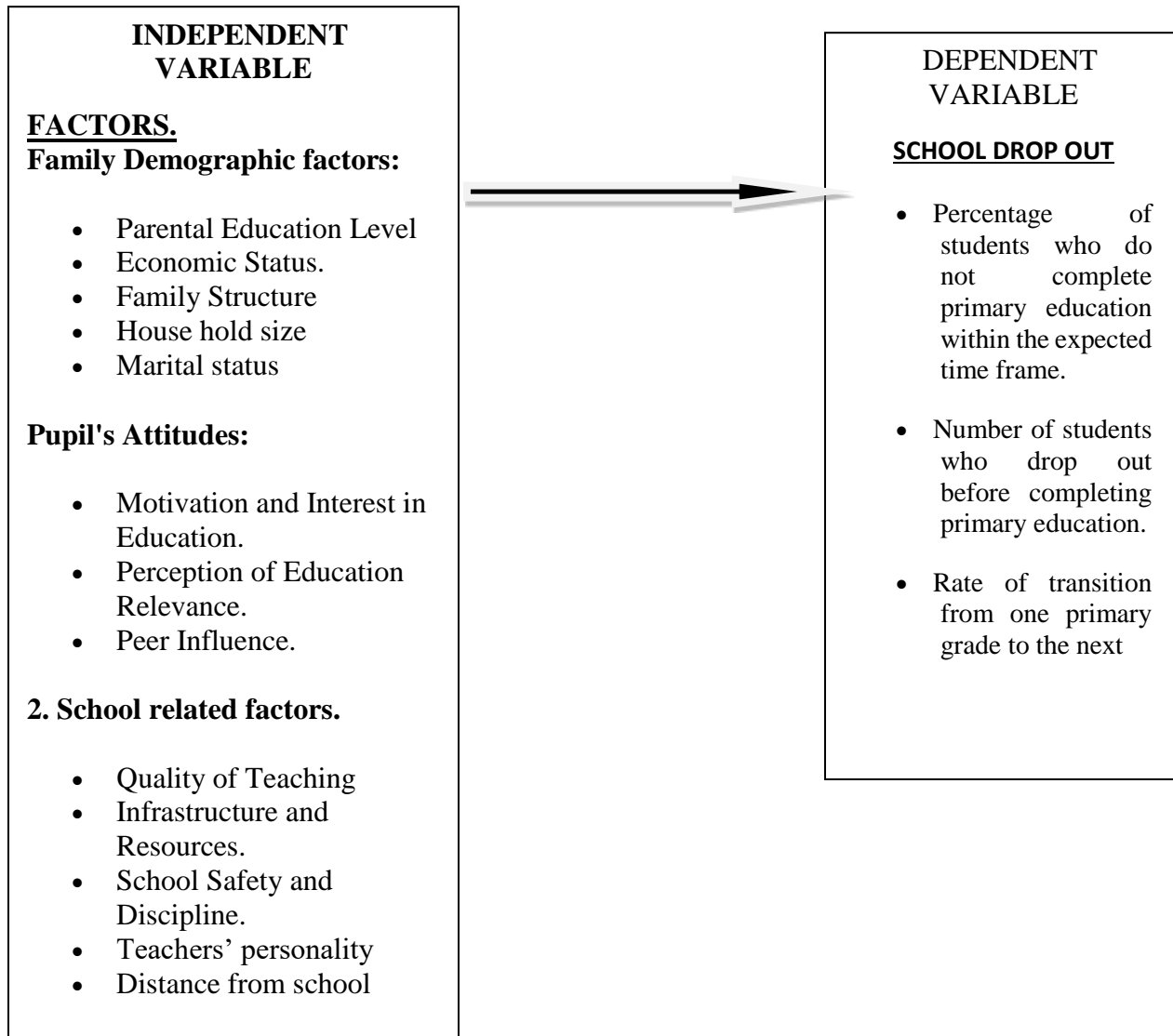
1.9. LIMITATION AND DELIMITATION.

Acknowledging the limitations of the study was useful in forecasting obstacles or challenges that may have hindered how well certain methodologies functioned and how interpretive applications worked. These constraints included time, funds, or the ability to gather information or participants, given the narrow time period of 2020 to 2023 in which data was collected. This limited timeframe made it challenging to generalize long-term trends or extreme events lasting more than a few years. Additionally, the scope and scale of the research were restricted by practical real-world issues, such as financial limitations and the accessibility of certain parts of Nama Sub-county, potentially leading to biases in sampling processes or difficulties in data collection.

In contrast, delimitations are the choices made by researchers that define from whom or where data will be collected (the criteria) and what will not be included. Focused recruitment of specific subjects, topics or endpoints were used to help the investigators improve on their research skills. This limitation included the prediction of school dropout by socioeconomic factors (e.g., household income, parental education, peer pressure) versus potential alternative mediators as family conflict or violence (Verplaetse et al.; 2014). With these key features as the basis of expositional analysis, this study sought to yield evidence-informed policies that would help in reducing dropout rates within Nama Sub-county. Finally, the study was confined to Its geographic scope to specific parishes within Nama Sub-county, making data collection and in-depth analysis more manageable.

1.10. CONCEPTUAL FRAMEWORK.

A visual representation of how independent variables (family demographic factors, pupil attitudes, and school related factors) influence the dependent variable (school dropout rates).



The Family context – given the relationship between variables such as low socioeconomic status, insufficient parental instruction and single-parent or large family structures with economic pressures coupled by emotional pressure leading to school dropout. Low levels of student motivation, self-efficacy and negative peer influence are examples that ultimately result in educational disengagement School related worries like an unsafe or unsupportive environment, poor teacher quality and irrelevant curriculum may all cause a percentage of students to dropout. Each of these independent variables impacts (both directly and indirectly) the students' ability to remain in school, which then influences overall dropout rates.

CHAPTER TWO

Literature review

2.0 Introduction

This chapter provides a comprehensive review of existing research factors such as family demographic factors, pupil's attitude towards education and school related factors, and their influence on school dropout, with a focus on Nama Sub-county, identifying gaps in knowledge and suggesting avenues for future research and intervention strategies.

2.1 Influence of family demographic factors on school dropout rates:

Parental education, economic status, family structure and size also marital status are some of the key demographic factors within a household which plays important role on improving children's educational outcomes. Parental higher education is associated with lower dropout rates for a multitude of inter-related reasons. Smith reports that, "Educated parents understand the importance of education more clearly and are actively involved in all aspects their academic life while also hold a higher socioeconomic status which provides them with easier access to educational resources. The value of schooling is then accentuated; better academic support flows from this, as does more engagement with educational institutions all promoting a nurturing and aspirational social environment for their children. With respect to the economic status of the family, difficulties arise when schools demand tuition fees, uniforms and textbooks which lower-income families cannot readily afford (Brown & Jones 2017). Due to this financial burden, children might drop out from school earlier in order the make a living for their families or work hard laboring jobs(Lee & Choi, 2018) This economic disparity has compounded this crisis of equal education opportunity, as low-income students face insurmountable obstacles to learning success — the lack of access to great schools and fewer educational resources given shortages in school funding further reinforce inequalities when there is not a similar academic support system at home. In some cases, children have been unable to access learning because they are at school one day and away the next due to multiple relocations caused by economic instability...Chronic financial stress is known also impair mental health as well as cognitive development among young people.

Especially within single-parent families, the family structure is a severe limitation. In single-parent homes, especially those headed by mothers, children are at a higher risk for academic issues and dropping out of school. Single motherhood becomes one of the main causes of school dropout as hardly less past income available to finance children education, single parenthood much limit amount resources that a family can commend on its child schooling increasing from dropping out (Garcia & Reyes 2016). Families with single parents may struggle to afford supplies and after-school activities that promote good learning habits. More is not less than one parent needs to do more at a time, which makes the single shared responsibility of involving their children in school. Such a lack of stimulus and extra stress may hinder children's ability to concentrate and perform academically. Society can also stigmatize non-traditional family forms, which in turn may influence the self-esteem levels and success of these children at school. (Johnson et al., 2020)

However, household size play a very vital role in the educational experiences of child as large families find it difficult to provide individualized support or attention for each pupil- consequently it impacts on performance s and high dropout rates. Education levels also can affect children; parents living in large households with each child having unique educational needs and limited time of their part have more competition for resources, which affects the education level resulting from a number differences (Roberts & Lee, 2019). Larger households often face financial constraints that prevent them from investing in crucial educational materials and extracurricular activities, as they are on the high price side of the covers. Moreover, limited parental support because parents need to divide their attention among numerous children usually leads to insufficient academic assistance. This in turn can lead to sibling stress, with the older children at times forced into positions of caregiving that interfere with their own academic obligations and suffer fatigue which results in poor school performance. These factors combined together work against the children in larger families, and leave them particularly vulnerable because they benefit less targeted support compared to their peers from smaller family units (Chung & Lee, 2018). These challenges need to be tackled with specific interventions that provide all children access and equal opportunities for academic development, despite the home size they come from.

2.2. Relationship between Pupils' Attitudes toward Education and School Dropout Rates

Motivation and interest in education are essential markers of students' academic persistence versus dropout behaviors. Nguyen & Nguyen (2019) stress that motivated students learn the best because they attend lectures, seek assistance and do not give up. This motivation appears to arise from an intrinsic place – their interest in the content, as well as what they see gaining for themselves down the road when it comes to education being relevant and meaningful toward reaching future aspirations (as discussed by a Wang & Chen 2020). In the next phase, they discovered that intrinsic motivation significantly minimizes dropout threats creating interest towards schooling and future objectives. On the opposite end, students who do not understand nor care about why getting an education does anything for them can be disconnected with their learning due to higher figure of drop outs. The bottom line is in order to foster students' curiosity and creativity, schools need some kind of a learning environment where intrinsic motivation thrives — one which puts hands-on experimental practices on high priority over content memorization; allows the easy discovery nature come into play when there are open-ended projects or problems that can have multiple solutions corresponding to each student's unique interests as well as strengths. Motivational barriers and individual attitudes to learning must be addressed in order that all students enjoy the same prospect of academic achievement and are permitted to reach their potential.

In addition, the perceived significance of education also significantly factor into students' commitment and dropout rates. When students know the relevance between their studies and career path, they are more likely to implicitly recognize the benefits of education and continue attending classes (Li & Zhang, 2018). Learning that we have an alignment fosters a sense of purpose and motivation, leading students to more willingly engage with learning opportunities and quest for academic advancement. In addition, targeted interventions that advance the application of student education can lower dropout risks (Peng & Zhou, 2016). These interventions not only serve to engage students in their academic but provide a means for increase persistence via the demonstration of real-world utility associated with knowledge and skills necessary related to coursework. By broadening student perspectives on the practical impact of education, we can further promote its perceived value and push dropout levels down in a meaningful way for educational outcomes across-the-board. It is essential to tackle these dimensions of relevancy by employing specific education methodologies, in order that the learning environment can be an aid for better academic outcomes and a bright future.

In addition, peer relations affect students' education levels and drop out behaviors. Kim and Lee (2020) stated that positive peer interactions help to create a supportive social environment which promotes school engagement and prevents dropout. Positive peer relationships are experienced by students who feel part of the school community, participate actively in class and seek academic support from friends. However, Tan and Lim (2017) emphasized that negative peer pressure such as delinquency or defunct behaviors peers' participation in school related matters not only affected students attitudes but also their ideal behavior towards schooling positively predict the risk of high dropout rate. Similarly, peer groups that promote behaviors inconsistent with academic achievement could cause students to adopt similar mindsets and weaken their motivation and feelings of belonging in school. Solutions to these dynamics include mentoring programs that foster positive peer interactions and a classroom culture that values academic achievement. Citations Educators can build ecosystems that encourage students to become engaged in their learning and prevent drop-out, through the establishment of positive peer relationships.

2.3. Effects of School-Related Factors on School Dropout Rates

One of the strongest elements is quality teaching which drives student engagement and dropout rates. According to Gupta and Singh (2018), the regular use of high-impact teaching practices such as well-defined instructional strategies solves this two-fold purpose since they help students in understanding complex integration concepts and also provide support for them so that their motivation levels remain more or less constant ensuring a reasonably low drop-out rate. It enrich learners understanding of content and contribute to a productive learning environment that students feel connected-such as value, encourage what they think are important, and get into it or within the cosmetics. The importance of fostering positive teacher-student relationships for student retention and academic success is echoed by Chen and Li (2019). This can increase interest in their studies or work, as well other qualities of a good student. Through making pedagogy inclusive for people with different learning needs, and through always upgrading knowledge of teaching method the teacher going to develop a safe environment where every student can achieve success in studying also reducing his/her susceptibility on dropout.

This article highlights that a favorable learning environment based on the educational aspirations of students, resources and infrastructure in schools can help reducing dropout rates. Like Huang

and Yang (2018) points out that the comfortable learning environment is an essential factor for student well-being and academic achievement, which optimized facilities, sufficient classroom space, relevant educational materials etc. These elements do more than improving the visible environment for learning — they help teachers to teach well and make students feel good about being in school. Zhao & Wu (2021) believe that investment in school infrastructure can help ameliorate education inequality, and increase the equitable availability of educational resource which leads to student motivation as well lower dropout rates especially in underprivileged areas. Modern and properly equipped spaces that take into account the diversity of student needs, as well structured experiences for extracurricular activities complete learning dynamics by providing positive school experience through broad support to all students so they can study with comfort in an active way must increasingly contribute significantly to improving educational outcomes.

School safety and discipline are also critical to the experiences of students, affecting. Dropout rates as well According to Chen and Wang (2017), well-controlled, secured schools with appropriate discipline policies and favorable social climates result in a positive school climate that boosts student graduation rate by making students feel safe, welcome. When students feel that the learning environment is safe and supportive, they will be more engaged in their own education as well as other activities such extracurricular and relationships with peers. Kang and Kim (2019) found that taking proactive measures to prevent bullying, violence or discipline incidents is the largest contribution of better student retention rate and performance in academic results. Schools can mitigate this with anti-bullying programs, conflict resolution techniques and a range of lifestyle support services where students are prompted to improve themselves either academically or socially. It helps to know that making schools safe and respectful places not only improves outcomes for children, it also creates a culture in which students thrive academically and are less likely to drop out of school — all adding up to an environment conducive to learning.

The ways in which teachers interact with their students have an impact on the potential of increasing student engagement and decreasing dropout rates. According to Wu and Li (2020), empathetic, encouraging teachers are those who respect their student's established a supportive learning environment that advances student motivation and academic achievement. Teachers build connections with students by walking the halls and checking in on their well-being: academically, psychologically/emotionally/safety; thus creating an atmosphere of trust between student to

teacher -- which can promote a safe place for learning where students feel valued (See Montano & Casarina). Positive teacher-student relationships marked by respect and trust have been considered crucial to create a sense of connectedness/belonging among students (Lin & Chen, 2018). Not only are these relationships essential for emotional and social development, they also help to prevent students from dropping out of school by creating a supportive structure that helps the student persist through academic hurdles. There are several fundamental aspects of teaching that — when practiced well, including written and oral communication/ interpersonal skills (grant writing)/ active listening / ability to relate different needs for students in a class & learning styles) can help teachers Create instruction/support with forms from tutoring companies tailored toward one Learning style or even personalized by the teacher. This can be achieved by placing emphasis on developing positive teacher-student relationships and lifelong learner communication skills so as to build a safe, supportive learning environment where all students flourish which will in turn decrease dropout rates more effectively.

Attendance rates and dropout rates are also drastically declined due to the long distances from homes of pupils to schools, even where area is economically backward or rural. Next, shorter commutes of going to school in turn decrease transportation barriers so the risk that children drop out from schools decreases as mentioned by Park and Kim (2019). Kids who go to neighborhood schools instead of being forced into inter-district- and sometimes intra-state-schooling because someone else gets their jollies by busing them have less stress from exhaustion with better grades as a side effect. Han and Lee (2016) also suggest that transportation programs aimed at improving accessibility to schools by including school buses or fixed route community transport can increase the likelihood of a student staying in school. These efforts also tend to help students feel that their educational experiences are reliable, durable things — which can create an encouraging atmosphere where kids do better in school and come back day after still enrolled.

2.4. Research Gaps.

Several gaps have been identified in the existing studies on school dropout rates in Nama Sub-county. Local contexts require research on the relationship between dropout rates and parental education, local economic activities, alongside studies that explore informal support networks for single-parent households. Future research should also explore issues of local motivational factors,

curriculum content relevance and the quality of career guidance services to improve students study attitudes. More research on peer dynamics and positive peer programs is also warranted. It also needs to examine the standard and influence of instructor preparing, asset distribution and long run effect from enhancements in infrastructure. Understanding perceptions of school safety, and the effectiveness of discipline policies as well as considering teacher cultural sensitivity and interpersonal abilities is important. Lastly a review of existing transportation solutions, their attendance impact to local geographic and infrastructural challenges, will be critical step in devising area specific intervention strategies that bring down school unreachability induced dropout.

CHAPTER THREE.

RESEARCH METHODOLOGY.

3.1 Introduction

The research design, study area, sample size, sampling techniques, data collection and analysis methods and tools are covered in this chapter.

3.2. Research design.

The study employed a cross-sectional survey design, involving the collection of data from a large sample at a single point in time. This design was particularly suited for capturing a snapshot of the situation at the time, allowing for the analysis of various factors contributing to school dropout in government primary schools within Nama Sub-county. Cross-sectional surveys proved valuable in identifying patterns and relationships within the population, as they provided a comprehensive overview without the need for longitudinal tracking (Kesmodel, 2018; Kothari, 2009).

The study utilized a mixed-methods approach, combining both qualitative and quantitative research methods. The quantitative aspect allowed for the measurement and analysis of numerical data, while the qualitative component provided deeper insights into the experiences and perspectives of the respondents. The combination of these methods ensured a robust and comprehensive understanding of the factors influencing school dropout.

3.3. Study Population.

The target population for this study primarily consisted of households from three parishes within Nama Sub-County (Nama, Katoogo, and Kasenge). These households were presumed to be the most knowledgeable about the factors influencing school dropout in government primary schools in the area. The study also included a smaller number of respondents from other key groups such as teachers, local leaders, and government officials, who helped in validating the findings from the household data.

SN	Category	Nama parish	Katoogo parish	Kasenge parish	Total
1	Households	50	55	80	185
2	Teachers	15	10	15	40
3	Local leaders	3	3	4	10
4	Government Officials	-	-	-	6

Total: 241

3.3.1. Sample size.

To produce representative statistics, a sample was selected from the main population category which was the households. Using Yamane's (1967) formula for sample size determination. The formula used:

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

Where by

n = Sample size

N = Study population

e = Error term

1 = as scientifically given

Therefore, taking Yamane (1967)'s formula, and a confidence interval (CI) of 95%:

$$n = \frac{185}{1 + 185(0.05)^2} = \frac{185}{1 + 185(0.0025)} = \frac{185}{1 + 0.46} = \frac{185}{1.46} = 126.7 \approx 127$$

Table: Population Category and Sample Size

Category	Study Population (N)	Sample Determination	Size	Sample Size (n)	Sampling Techniques
Households	185	$\frac{185}{185} * 127$		127	Simple random sampling
Teachers	20	Small group	targeted	6	Purposive sampling
Local leaders	10	Small group	targeted	3	Purposive sampling
Government Officials	6	Small group	targeted	3	Purposive sampling
TOTAL	241			139	

As the above table indicated, the sample size for households, the primary focus, was 127, calculated using Yamane (1967)'s formula. The other groups—teachers, local leaders, and government officials—were smaller, targeted groups selected for validation purposes, using purposive sampling rather than random sampling due to their specific roles in the study. This approach prioritized households while still incorporating additional perspectives from other stakeholders.

3.4. Data collection method

3.4.1 Primary data collection method

Primary data was collected using field interviews and through the use of questioners.

3.4.2 Secondary data collection method

The utilization of secondary data pertaining to this subject also came from pertinent information found in accessible libraries, online resources, periodicals, magazines, and other research reports authored by others on the same subject.

3.5. Data collection tools.

3.5.1 Interviews guides

According to Boynton (2005), an interview consists of a conversation between two or more people during which the interviewer asks questions to elicit information from the interviewee. As a result, questions were asked of respondents during the interview using an interview guide.

3.5.2 Questionnaire

According to Oppenheim (2000), a questionnaire is a research tool consisting of a set of questions and prompts designed to gather information from respondents. In this study, self-administered questionnaires were used as they allowed respondents to freely express their thoughts without the influence of an interviewer. This format encouraged honest and reflective responses, especially on sensitive topics like school dropout.

Given that households are the primary focus of this study, they were the main respondents to the questionnaires. The questionnaires included both closed-ended questions, which were allow for straightforward analysis of quantitative data, and open-ended questions, which enable respondents to provide more detailed, qualitative insights. This combination ensures a comprehensive understanding of the factors contributing to school dropout from the perspective of those directly affected.

3.6. Quality control

3.6.1. Validity

Respondents were given a self-administered English questionnaire. The various respondents were surveyed using both structured and open-ended questions.

For the purpose of interviewing respondents, an interview schedule was created. The purpose of using an unstructured interview guide was to get adequate information from the respondents. An interview schedule facilitated a more in-depth conversation and helped to elicit more private and sensitive information. The data collected was used to support or validate conclusions drawn from the questionnaire or from observation.

3.6.2 Reliability

Following the collection of data, respondents decided this. It gauged the respondent's internal consistency.

3.7 Data management and Analysis

The data collected was prepared, processed, and later analyzed. Data preparation involved sorting, while data processing involved data coding and entry into the computer. Frequency tables were generated, especially for the background variables. The data was then edited to correct any errors made during coding, filling and entry. The data was analyzed using descriptive and inferential analysis methods. Descriptive data analysis involved computing frequencies, percentages, and measures of central tendency. Strongly agree and agree responses were combined to indicate agreement, while strongly disagree and disagree responses were combined to indicate disagreement. This involved the computation of relative frequencies and descriptive statistics such as means and medians on the numerical variables. At this stage, analyses was univariate; that is, analyzing one variable at a time. Predictive data analysis using simple linear regression analysis (using ANOVA statistics of adjusted R^2 values, beta, t-values, and significance values) was used to establish the factors contributing to school dropout in government primary schools in Nama Sub-county. This helped determine the magnitude of the influence of the independent variables on the dependent variable (Kothari, 2009).

CHAPTER FOUR

Data Analysis, Presentation and Interpretation of results.

4.0 Introduction.

This chapter presents, analyses and interprets the study findings. It specifically presents the response rate, background of the respondents, description of variables and findings of the study objective by objective.

4.1. Demographic Distribution of Respondents

Table 1:

Demographic Variable	Category	Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	67	52.80%	52.80%	52.80%
	Female	60	47.20%	47.20%	100.00%
	Total	127	100.00%	100.00%	
Age	18-20	21	16.50%	16.50%	16.50%
	21-29	69	54.30%	54.30%	70.90%
	30-39	18	14.20%	14.20%	85.00%
	40-49	10	7.90%	7.90%	92.90%
	50+	9	7.10%	7.10%	100.00%
	Total	127	100.00%	100.00%	
Marital Status	Married	75	59.10%	59.10%	59.10%
	Single	45	35.40%	35.40%	94.50%
	Divorced	5	3.90%	3.90%	98.40%
	Widowed	2	1.60%	1.60%	100.00%
	Total	127	100.00%	100.00%	
Occupation	Farming	58	45.70%	45.70%	45.70%
	Business	21	16.50%	16.50%	62.20%

	Government	22	17.30%	17.30%	79.50%
	Teaching	20	15.70%	15.70%	95.20%
	Other	6	4.70%	4.70%	100.00%
	Total	127	100.00%	100.00%	
Highest Level of Education	No Formal Education	9	7.10%	7.10%	7.10%
	Primary	14	11.00%	11.00%	18.10%
	Secondary	45	35.40%	35.40%	53.50%
	Tertiary	59	46.50%	46.50%	100.00%
	Total	127	100.00%	100.00%	

Explanation

A detailed profile of the sample population in this study is derived from the demographic distribution of those who responded. In terms of gender participation the numbers are almost evenly distributed there is a slight dominance with male respondents which accounts for 52.8% and female participants account for about 47.2%, thus representing gender equality to quite extent. Young people (aged 21–29) constituted more than half of the sample and a full eighty-five percent were under forty, which may well have an impact on their social-economic behaviors. And, a sizeable share — 59.1% of survey respondents are married which means that quite a few have financial interests and perhaps social obligations based on family responsibilities, such as choices they make for their kids schooling Close to fifty percent are also part of the occupational category and this means it is a significant aspect in their lives as well as an economic factor. Finally, a share of business people, government workers, and teachers indicates a diverse economic background. Therefore, since more than 80% have received secondary education or more, all respondents are relatively well-informed and educated, and it can affect their socioeconomic status and decision-making. Such a detailed demographic background is necessary to understand the research results in context.

4.2.1. Influence of Family Demographic Factors on School Dropout Rates

Table 2:

Demographic Variable	Category	Frequency	Percent	Cumulative Percent
Higher Parental Education Levels	Low	44	34.60%	34.60%
	Medium	48	37.80%	72.40%
	High	35	27.60%	100.00%
	Total	127	100.00%	
Economic Status	Low	63	49.60%	49.60%
	Medium	53	41.70%	91.30%
	High	11	8.70%	100.00%
	Total	127	100.00%	
Children from Single-Parent Households	Yes	59	46.50%	46.50%
	No	34	26.80%	73.20%
	Not Applicable	34	26.80%	100.00%
	Total	127	100.00%	
Larger Household Sizes	Small	37	29.10%	29.10%
	Medium	55	43.30%	72.40%
	Large	35	27.60%	100.00%
	Total	127	100.00%	
Primary Breadwinner	Male	65	51.20%	51.20%
	Female	27	21.30%	72.40%
	Both	31	24.40%	96.90%
	Other	8	6.30%	100.00%
	Total	127	100.00%	
Household Income	Low	37	29.10%	29.10%
	Lower-Middle	32	25.20%	54.30%
	Upper-Middle	26	20.50%	74.80%
	High	32	25.20%	100.00%
	Total	127	100.00%	

Income Sufficiency for Educational Needs	Sufficient	54	42.50%	42.50%
	Insufficient	73	57.50%	100.00%
	Total	127	100.00%	
Frequency of Discussing Child's Education	Frequently	48	37.80%	37.80%
	Occasionally	28	22.00%	59.80%
	Rarely	16	12.60%	72.40%
	Never	35	27.60%	100.00%
	Total	127	100.00%	

Explanation

Table below provide data on various family demographic subjects affecting school dropout in Government Primary schools in Nama Sub-county. A more-educated parent has a child less likely to drop out, according to 37.8% of respondents; this informed from the information got to some key respondents who disclosed that well educate parent now much about education then less educated ones. As a student you have other genuine reasons to drop out of school, economy has an important value in the response given by 49.6% citing affordability as one way dropout can increase. Since one in four students does not graduate, according to 46.5% of the participants this is more prevalent among single-parent family children; as they may face extra issues Eating less or poorer quality food, as 45.1% of respondents had to do when they lived with more people Increasing family size also means pressures on academic attainment—what appears a rather high figure of 43.3%, but still lower than eating became harder—and perhaps that simply in terms happen for young careers living within larger families due to restricted resources and added caring responsibilities for household members. Similarly, dropout rates are also linked to the gender of the family member who earns most money — 51.2% say this is usually a man in homes experiencing financial difficulties. Though household incomes ranged, 42.5% of respondents perceived their income to be sufficient for educational costs concerning the economic status of family, if schools require money for tuitions, uniforms and textbooks that poor families cannot access (Brown & Jones 2017). Finally, after a lot and often at home there are heated debates about education — 37.8% of people pointed to the activity of parents. Get Shared Preferences. The

overall data strongly support the five primary factors of parental education, economic stability, family structure and involvement in shaping school dropout rates, suggesting that addressing these factors could enhance educational outcomes in the area.

4.2.2. Relationship between Pupils' Attitudes toward Education and School Dropout Rates

Table 3

Attitudinal Factor	Category	Frequency	Percent	Cumulative Percent
Students' Motivation and Interest	Low	38	29.90%	29.90%
	Medium	31	24.40%	54.30%
	High	58	45.70%	100.00%
	Total	127	100.00%	
Perception of Education's Relevance to Future Goals	Low	64	50.40%	50.40%
	Medium	52	40.90%	91.30%
	High	11	8.70%	100.00%
	Total	127	100.00%	
Negative Peer Pressure	Low	39	30.70%	30.70%
	Medium	43	33.90%	64.60%
	High	45	35.40%	100.00%
	Total	127	100.00%	
Positive Peer Relationships	Low	32	25.20%	25.20%
	Medium	47	37.00%	62.20%
	High	48	37.80%	100.00%
	Total	127	100.00%	
Belief in the Value of Education	Yes	63	49.60%	49.60%
	No	58	45.70%	95.30%
	Not Sure	6	4.70%	100.00%
	Total	127	100.00%	

Desire to Drop Out of School	Yes	32	25.20%	25.20%
	No	95	74.80%	100.00%
	Total	127	100.00%	

Explanation

The Table presents a holistic glance at the determinants of dropout rates in schools within Nama Sub-county, illustrating how intertwined students' attitudes are with their educational achievements; This demonstrates that students with a higher motivation and interest in their schooling are much less likely to drop out, further underling the criticality of making sure that schools engage and motivate all children. Moreover, how students perceive the relevance of education to future aims is also important as well; 50.4% see that students who view educational benefits are more likely continue their schooling there (Grinstein-Weiss et al,2019). By contrast, people are starting to realize that negative peer pressure is a significant contributing risk factor — 35.4 percent of respondents identified it as such for dropout decisions—suggesting the necessity for targeted programming addressing this issue so a culture may be created and promoted by students at school voltage. Conversely, good peer relations were identified to be a protective factor and 37.8% answered that low dropout rates would result from positive friendships thus proving the need for creating such an environment wollen die Jugendlichen und jungen Erwachsenen ein soziales Netzwerk bewusstaer stärken, um sich gegenseitig zu unterstützen. Though students (25.2%) want to drop out of school, nearly 50% said their children are aware they need education the most which only proves there was lack in understanding and commitment from public side towards formal learning. The latter was also corroborated by results from key informants such as the government officials, who still pointed to a few cases where some children ended up dropping out of school because they did not have interest in education, the findings also illustrate that addressing dropout rates requires a multifaceted approach, including strategies to enhance motivation, improve educational relevance, mitigate negative peer influences, and foster positive peer relationships to effectively reduce dropout rates and improve student retention. Peng & Zhou (2016) also agreed that students who do not understand nor care about why getting an education does anything for them can be disconnected with their learning due to higher figure of drop outs.

4.2.3. Effects of School-Related Factors on School Dropout Rates

Table 4:

School-Related Factor	Category	Frequency	Percent	Cumulative Percent
Quality of Teaching	Poor	19	15.00%	15.00%
	Fair	62	48.80%	63.80%
	Excellent	46	36.20%	100.00%
	Total	127	100.00%	
Adequate School Infrastructure and Resources	Insufficient	38	29.90%	29.90%
	Adequate	62	48.80%	78.70%
	Excellent	27	21.30%	100.00%
	Total	127	100.00%	
School Environment and Discipline Policies	Poor	21	16.50%	16.50%
	Good	72	56.70%	73.20%
	Excellent	34	26.80%	100.00%
	Total	127	100.00%	
Positive Relationships with Teachers	Poor	54	42.50%	42.50%
	Good	58	45.70%	88.20%
	Excellent	15	11.80%	100.00%
	Total	127	100.00%	
Distance to School	Near	22	17.30%	17.30%
	Moderate	45	35.40%	52.80%
	Far	60	47.20%	100.00%
	Total	127	100.00%	
Feeling of Safety at School	Unsafe	40	31.50%	31.50%
	Safe	48	37.80%	69.30%
	Very Safe	33	26.00%	95.30%

	Not Safe	3	2.40%	97.60%
	Extremely Unsafe	3	2.40%	100.00%
	Total	127	100.00%	
Access to Learning Materials	Adequate	87	68.50%	68.50%
	Inadequate	40	31.50%	100.00%
	Total	127	100.00%	
Distance from Home to School	Very Close	44	34.60%	34.60%
	Close	28	22.00%	56.70%
	Moderate	23	18.10%	74.80%
	Far	32	25.20%	100.00%
	Total	127	100.00%	

Explanation

The data presented in Table above provides a detailed examination of various school-related factors impacting dropout rates in government primary schools within Nama Sub-county, emphasizing the multifaceted nature of student retention. A significant portion of respondents, 48.8%, assert that the quality of teaching is a critical determinant in preventing dropouts, highlighting the need for effective, engaging teaching practices and well-trained teachers to keep students motivated. Equally important, 48.8% agree that adequate school infrastructure and resources—such as well-maintained facilities and sufficient learning materials—are essential for reducing dropout rates, as they support student engagement and reduce barriers to learning. Additionally, 56.7% of respondents emphasize the role of a positive school environment and fair discipline policies in maintaining student enrollment, suggesting that supportive, equitable atmospheres are crucial, while overly strict policies may drive students away. Positive teacher-student relationships, noted by 45.7% of respondents, also provide vital emotional and academic support, encouraging persistence in school. Distance to school is another significant factor, with 47.2% of respondents suggesting that closer proximity reduces dropout risks by alleviating logistical challenges and absenteeism. This information was validated by the findings got from key respondents who were interviewed about the matter. However, safety perceptions are mixed, with only 37.8% of respondents feeling their children are safe, indicating the need for secure learning environments to support student well-being. The availability of learning materials is

crucial, as reported by 68.5% of respondents, who emphasize that access to educational resources is fundamental for preventing dropouts. Lastly, proximity to schools, noted by 34.6% of respondents, contributes to higher retention rates, suggesting that logistical convenience plays a role in reducing dropout rates. Scholars like Peng & Zhou, (2016) found that taking proactive measures to prevent bullying, violence or discipline incidents is the largest contribution of better student retention rate and performance in academic results. Overall, the findings illustrate that a combination of teaching quality, infrastructure, school environment, teacher-student relationships, safety, and logistical considerations significantly influence dropout rates, underscoring the need for comprehensive interventions to improve student retention and educational outcomes.

CHAPTER FIVE

Discussion of results, Recommendations and Conclusions.

5.0. Introduction

This chapter interprets the findings presented in Chapter 4, contextualizing them within the broader research on school dropout rates. It also offers recommendations based on the data collected and analyzed. The discussion is divided into sections focusing on demographics, family and school-related factors, pupil attitudes, and direct dropout reasons, followed by actionable recommendations aimed at addressing identified issues.

5.1. Demographic Distribution of Respondents.

The demographic data profile of the respondents reveals some considerations that justifies why children are retained in school or they drop-out. According Namuleme, (2018). More of a mixed gender balance better exposure to more points of view, all sides if you will factually and in the ideal sense decisions on education impact both women and men equally. More than half of the people surveyed were 21-29 years old, an age group that includes parents with children in school who may be deciding whether to invest one way or another dependent on their financial and family situation. While the education community rightly praises those stable family structures (59.1% were married) that do produce educational success, a lack thereof can easily interfere with getting to school at all, particularly the 57.8 % word "family" which leads in this group, and third at approx.. The prominent occupation is farming which ties into an agricultural-based economy with high proportion of teens non-enrolled (14% were still working during planting sessions) and absent from school as they are often employed to weed gardens. It seems the only thing driving more is talking less, as far too many of one particular kind did from this data; a reasonably well-educated sample (of which 46.5% had reached tertiary education). This means that lots of parents valued getting better results and were thus likely to encourage son or daughter or grandson on throughout school2710111—what so EVER they could do! These demographic findings highlight the need for interventions focused on mitigating economic pressures, encouraging parental engagement and maintaining school attendance to reduce dropout risk.

5.2. Influence of Family Demographic Factors on School Dropout Rates

School dropout rates are highly associated with family background and many factors combining to generate educational outcomes. Educated parents tend to have greater social and cultural capital, which helps them place a higher value on schooling than less-educated parents (Kothari 2009) A large group of students majorly due to financial constraints who could not afford higher education, dropout — 50% (low economic background) Children may leave school to earn economically, thereby unable to meet the expenses associated with schooling in families under financial duress. The added financial and emotional strains of managing a household by oneself also meant that those from single-parent households were at significantly higher risk of dropping out — 46.5% indicated greater likelihoods to dropout due to the demands on their time as aforementioned. At the same time, families under financial pressures also lead to dropping out more parents must choose between education for their children or providing immediate economic survival. That is why it is so important that the support mechanisms reach this group, proofed against dropout and achieving better levels in Education through targeted scholarships, addressing programs for parents as a whole (sth akin to still prevailing parent education classes), along with single-parent resources.

5.3. Relationship between Pupils' Attitudes toward Education and School Dropout Rates

When students feel motivated, they tend to dropout less. And how is that possible? By encouraging it as key element in student motivation and perception of education. Often in school leaving data, we see students with high motivation to succeed — whether that be curiosity and personal interest or desires for a job/career pathway associated with positive reinforcement. Armature suggested schools should begin with programs that establish links between learned lessons and the real-world plus offer some level of mentorship; so their students can really picture themselves fulfilling an internship. As well, the 35.4% of students who selected negative peer pressure as a major driver of dropout continue to highlight that positive peer environments — and school cultures more broadly — are needed if schools want to be supportive instead at odds with student wellness. And, of course the kids do too even though we almost never actually see them act on it and that's ANOTHER gap in meeting education halfway to where their paths will lead. One way to do this is for schools teach paths in career exploration, problem solving and learning out from behind

desk. Effective interventions also include personalized learning, counseling services, family engagement, and career guidance to create a supportive environment that boosts student engagement and reduces dropout rates.

5.4. Effects of School-Related Factors on School Dropout Rates Addressing school infrastructure, teaching quality, and safety is crucial for reducing dropout rates due to their significant impact on students' educational experiences and well-being. Nearly 48.8% of respondents believe that improving teaching quality, which ensures effective instruction and meaningful feedback, can directly enhance student engagement and retention. Inadequate infrastructure, such as outdated resources and poorly maintained facilities, can hinder learning and contribute to negative school experiences, making it essential to invest in modern, well-equipped schools. Additionally, a safe and secure school environment is vital, as concerns about safety can deter students from attending. Positive teacher-student relationships further support student retention by fostering a sense of belonging and motivation. Addressing logistical issues, such as the distance to school, through better local educational infrastructure or transportation solutions, can also help alleviate barriers to regular attendance. By improving these factors, schools can create a more supportive and engaging learning environment that promotes higher retention rates and student success.

5.5. Recommendations

The recommendations to ensure a comprehensive approach of solving the issue school dropout syndrome in Nama Sub-county should therefore address multiple factors that continuously impede welfare of learners. For starters, parental education is key; many parents may not know the significance of an education or how to help their kids along in process. Community programs focused on the benefits of education in later life and actively participating in school (attending meetings, volunteering at the schools or visiting with teachers) would help to continue learning outside of structured educational opportunities. Schools have the power to do this with activities regularly organized such as parent-teacher conferences and workshops how parents can help their kids in education.

Second, vulnerable families must be supported economically. Although, poverty is still a main reason for dropout, parents should know when to save their children from hunger as families value their current wellbeing higher than the future one. Affordability of schooling needs to be considered

with intervention coming from the government side, especially for poor families. While it could have been possible through your own subsidies which cover school fees, putting essential learning materials i.e. uniforms and books in place this shall not be out of reach for a deserving child on sixth grade so long as he or she has that scholarship with her/him. Furthermore, with social protection tools in place to support families facing financial crises, the family economic shocks that often push children out of school right into risky migration and work could be removed.

In fact, the inadequate space and few good toilet facilities as key explanations for school dropout in the Sub-County moved me to discuss how everything from more class rooms to better ventilation played a critical role yet again at both schools. Another acceptable dark give that beneath the heart of young kids can freely shape information stuffs for schooling usages, such as textbooks and electronic resources in school. To keep our children in school, we must provide quality education, therefore it is imperative to increase the hiring of well remunerated and housed qualified teachers with career plan.

And students can lose interest in extracurricular activities at their school when so-called "cool" kids make them feel bad about doing stuff outside of the classroom like; other household use, thus increase drop-out communities last week. Mentorship programs can be put in place where older students or role models from the community provide support for younger ones, creating mentoring between peers. Even further, the development of peer support groups / academic clubs / leadership programs which aim to increase self-esteem produced by ostracization directly from negative peers. All of these projects have been encouraging community, promoting a sense of family and wisdom about the value of education.

In poor neighborhoods, students have no choice but to leave school earlier or them both (school and work), therefore linking education into job opportunities is an incentive for the ones that will remain. This enhances the schools to tie-up with local companies, vocational institutes, colleges and take them for internships /internship programs which helps showcase how much important is their education helping in getting better jobs that pays good income. For example, tangible inducements such as scholarships and recognitions for attendance and academic excellence. Awards, students evolved to further motivate. Furthermore, conducting support such as travel

grants & meals for attending school and uniforms can remove practical barriers to consistent school attendance.

Finally, increased community engagement was seen as essential to sustainability. An informed, activated community can also go a long way to keeping kids in school— and keep those who need further intervention on officials' radar. Create awareness programs, with the involvement of local leaders, community groups and government officials focusing on social and economic benefits of education. This can involve public meetings, campaigns and working with schools to make sure that education stays on the agenda. By creating shared ownership of the dropout crisis among parents, teachers and students alike, these programs foster active engagement in reducing drop-out rates which are essential to improving educational outcomes in the long term. When combined, these recommendations constitute an all-encompassing approach in addressing the intricate question of school dropout in Nama Sub-county. They address not only the immediate barriers to education but also the long-term socioeconomic, infrastructural, and cultural factors that contribute to the problem. By integrating these strategies, the community can create a more sustainable environment that supports education and reduces dropout rates over time

5.6. Conclusion

The study concludes that school dropout rates in Nama Sub-county are influenced by a combination of family demographic factors, pupil attitudes, and school-related issues. Financial difficulties, low parental education, and inadequate school facilities are major contributors to dropouts. Addressing these factors through targeted interventions such as parental education, financial support, improved school infrastructure, and fostering positive student-teacher relationships can help reduce dropout rates. Collaboration between parents, schools, communities, and the government is crucial for ensuring that children in Nama Sub-county complete their education.

APPENDICES

Questionnaire for Study on Factors Contributing to School Dropout in Government Primary Schools in Nama Sub-county

Dear Participant, my name is Tawoda Edmon a student of BSWSA at Uganda Christian University Mukono. I am carrying out my research exercise about the factors contributing to school dropout in government primary schools in Nama Sub-county. The main aim is to examine the Factors contributing to school dropout in Government primary schools in Nama Sub-county and strategies to combat them. The lessons learnt will inform the public, scholars, practitioners as well as fellow researchers on the existing Factors contributing to school dropout in Government primary schools in Nama Sub-county. I would like to ask your consent to participate in this exercise of data collection as a respondent. Information collected will be kept confidential therefore the outcomes will not show the respondents' identity. This data will only be used for academic purposes.

Instructions: Please circle the option that best represents your response.

Section A: Demographic Information

1. Gender:

- A. Male
- B. Female

2. Age:

- A. 12-20
- B. 21-29
- C. 30-39
- D. 40-49
- E. 50 and above

3. Marital Status:

- A. Single

- B. Married
- C. Divorced
- D. Widowed

4. Occupation:

- A. Farmer
- B. Businessperson
- C. Teacher
- D. Government employee
- E. Other (please specify) _____

5. Highest Level of Education Completed:

- A. No formal education
- B. Primary education
- C. Secondary education
- D. Tertiary education

Section B: Influence of Family Demographic Factors on School Dropout Rates

6. Higher parental education levels correlate with lower dropout rates.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

7. Economic status is a critical factor in determining whether children drop out of school.

- A. Strongly Agree

- B. Agree
- C. Disagree
- D. Strongly Disagree

8. Children from single-parent households are more likely to drop out of school.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

9. Larger household sizes negatively affect children's academic performance.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

10. Who is the primary breadwinner in your family?

- A. Father
- B. Mother
- C. Both
- D. Other (please specify) _____

11. What is your household's monthly income?

- A. Below UGX 100,000
- B. UGX 100,000 - 300,000
- C. UGX 300,001 - 500,000
- D. Above UGX 500,000

12. Do you think your income is sufficient to meet your children's educational needs?

- A. Yes
- B. No

13. How often do you discuss your child's education with them?

- A. Daily
- B. Weekly
- C. Monthly
- D. Rarely/Never

Section C: Relationship between Pupils' Attitudes toward Education and School Dropout Rates

14. Students who are motivated and interested in their education are less likely to drop out.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

15. A student's perception of the relevance of education to their future goals influences their likelihood of staying in school.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

16. Negative peer pressure increases the risk of students dropping out of school.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

17. Positive peer relationships help reduce school dropout rates.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

18. Do you believe your child sees the value in completing their education?

- A. Strongly Agree
- B. Agree
- C. Neutral

D. Disagree

E. Strongly Disagree

19. Has your child expressed any desire to drop out of school?

A. Yes

B. No

Section D: Effects of School-Related Factors on School Dropout Rates

20. The quality of teaching is a significant factor in preventing school dropouts.

A. Strongly Agree

B. Agree

C. Disagree

D. Strongly Disagree

21. Adequate school infrastructure and resources reduce the likelihood of students dropping out.

A. Strongly Agree

B. Agree

C. Disagree

D. Strongly Disagree

22. School safety and discipline policies play a crucial role in keeping students enrolled.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

23. Teachers who build positive relationships with their students can reduce dropout rates.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

24. Students living closer to their schools are less likely to drop out.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

24. How safe does your child feel at school?

- A. Very safe
- B. Safe
- C. Neutral
- D. Unsafe
- E. Very unsafe

25. Does your child have access to all necessary learning materials (books, uniforms, etc.)?

- A. Yes
- B. No

26. How far is your child's school from your home?

A. Less than 1 km

B. 1-3 km

C. 3-5 km

D. More than 5 km

Section E: Direct Questions on School Dropout

27. has any of your children dropped out of school?

A. Yes

B. No

28. What was the primary reason for your child's dropout?

A. Economic hardship

B. Lack of interest in school

C. Poor academic performance

D. Family responsibilities

E. Other (please specify) _____

29. Do you believe the dropout could have been prevented?

A. Yes

B. No

30. What measures do you think could reduce school dropout rates in Nama Sub-county?

(Open-ended response)

Thank you for your time and responses. Your participation is valuable in helping us understand and address the issue of school dropout in Nama Sub-county.

INTERVIEW GUIDE:

Dear Participant, my name is Tawoda Edmon a student of BSWSA at Uganda Christian University Mukono. I am carrying out my research exercise about the factors contributing to school dropout in government primary schools in Nama Sub-county. The main aim is to examine the Factors contributing to school dropout in Government primary schools in Nama Sub-county and strategies to combat them. The lessons learnt will inform the public, scholars, practitioners as well as fellow researchers on the existing Factors contributing to school dropout in Government primary schools in Nama Sub-county. I would like to ask your consent to participate in this exercise of data collection as a respondent. Information collected will be kept confidential therefore the outcomes will not show the respondents' identity. This data will only be used for academic purposes.

Section 1: Building Rapport.

1. Could you please tell me a little about yourself and your role within the community or school?
2. How long have you been involved in education or community development in Nama Sub-county?

Section 2: Demographic Information (for Key Informants).

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

Section 3: Influence of Family Demographic Factors on School Dropout.

6. In your experience, what family demographic factors (e.g., parental education level, economic status, family structure, household size) contribute most significantly to school dropouts in government primary schools in Nama Sub-county?
7. Can you share any specific examples or cases where these family demographic factors led to a student's dropout?
8. What support mechanisms are currently available for families struggling with these issues?

Section 4: Relationship between Pupils' Attitudes toward Education and School Dropout Rates.

9. How would you describe the general attitude of pupils towards education in this area?
10. What factors do you think influence pupils' attitudes toward education in Nama Sub-county?
11. In your opinion, how do pupils' attitudes towards education affect their likelihood of dropping out?
12. What strategies or programs are in place to improve pupils' attitudes towards education in this area?

Section 5: Effects of School-Related Factors on School Dropout Rates.

13. What school-related factors (e.g., quality of teaching, school infrastructure, and safety) do you think contribute most to school dropout rates?
14. Can you discuss any specific cases where school-related issues led to a pupil's dropout?
15. What measures are currently being taken to address school-related factors that contribute to dropouts?

Section 6: Recommendations and Additional Insights

16. Based on your experience, what recommendations would you make to reduce school dropout rates in Nama Sub-county?
17. Are there any additional comments or insights you would like to share regarding school dropouts in this area?

Thank you for your time and responses. Your participation is valuable in helping us understand and address the issue of school dropout in Nama Sub-county.



UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

August 20th, 2024

TO WHOM IT MAY CONCERN

Dear Sir/Madam

Re: INTRODUCTORY LETTER FOR RESEARCH

This is to introduce to you TAWODA Edmon Registration number **J22B15/106**, a student of Uganda Christian University, pursuing Bachelor's degree in Social Work and Administration. He is expected to carry out research in the final year under the guidance of a university supervisor in partial fulfillment for the requirements of the above mentioned award.

Topic: "Factors Contributing to School Dropout in Government Primary Schools in Nama Sub County."

The purpose of this communication is to request your office to allow him collect data from your organization. Any assistance rendered to him will be highly appreciated.

Yours faithfully,
20 AUG 2024

Doreen Kukugiza

Coordinator, Research & Fieldwork Programmes
Tel: 0773395349
Email: dkukugiza@ucu.ac.ug

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