

**SOCIO-ECONOMIC FACTORS EXPLAINING PUPILS' DROPOUT RATES IN UPE SCHOOLS IN
NAWIRE SUBCOUNTY, TORORO DISTRICT.**

BY:

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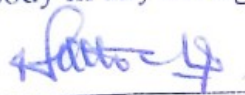
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**A RESEARCH DISSERTATION SUBMITTED TO
DEPARTMENT OF EDUCATION IN PARTIAL FULFILMENT OF
THEREQUIREMENTS FOR THE AWARD OF A BACHELOR'S DEGREE OF
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2024.

DECLARATION

I, Ochwo Francis, hereby declare that, this is my own work and has never been presented to any examining body in any college or university for the award of a Bachelor's in Education Primary.

Signature: 

Date: 10.07.2024

APPROVAL

This is to certify that the study titled socio-economic factors explaining pupils' dropout rates in UPJ schools in Nawire Sub county, Tororo District. will be carried out under my supervision as a University supervisor.

Signature: Abulo Date: 10.07.2024

Ms. Abulo Rebecca

DEDICATION

I dedicate this work to my family for their moral support during the course of my studies. May God Bless you. I also dedicate this piece of work to my course mates, my administrators and all my relatives for their support and guidance that has enabled me to come this far.

ACKNOWLEDGEMENTS

Above all, the Almighty God receives the highest appreciation and acknowledgement for sparing my life and for providing me with sufficient energy, time and wisdom. I do recognize His contributions, which have enabled this study attain its current shape. I wish to extend my sincere thanks to Busitema University administration and staff for the good moral and academic support offered to me. On a special note, my heartfelt appreciations go to my research supervisor Ms. Abulo Rebecca for her motherly and untiring work despite her busy schedules.

ABSTRACT

The study was to establish the effects of socio-economic factors on pupils' dropout in UPE schools in Nawire Sub-county Tororo District. It was guided by the following objectives: to establish the effects of family income on pupils' dropout in UPE schools in Nawire Subcounty, Tororo District; to examine the effects of parents' literacy level on pupils' dropout in UPE schools in Nawire Sub-county, Tororo District; and, to establish the effects of early pregnancy on pupils' dropout in UPE schools in Nawire Sub-county, Tororo District. The study used a cross-sectional survey research design consisting of both qualitative and quantitative approaches of data collection and analysis. The study population consisted of teachers, head teachers, Chairperson SMCs and parents who are members of the school management committee and PTA. A sample size of 50 respondents were used. Questionnaires and interviews will be used during data collection. Statistical package for social scientists (SPSS) version 23 was used to aid the processing and summarizing of information got from the questionnaires while content analysis will be used to analyze quantitative data. Findings revealed that poverty among parents has led to school dropout. It was established that the majority of parents were small-scale farmers and petty traders. Owing to poor economic status, they faced challenges in paying the extra levies that were not catered for by UPE. Their children were forced to stay away from school as they looked for the money. In many cases pupils just dropped out of school. Pupils were also forced by poverty to engage in income generating activities to supplement family income. It was also the opinion of teachers that some parents were negligent and preferred their children to drop out and get involved in coffee harvesting and in extreme cases girls got married when they were still teenagers. It was also found that parents' level of education had a strong bearing on pupils' school dropout in that less educated parents did not motivate their children, which discouraged them from aiming higher. The study further confirmed that early pregnancy contributed significantly towards school dropout in UPE schools in that teenage mothers were subjected to psychological torture, stigmatization and isolation made it difficult for them to remain in school. The study recommends that the government and other stakeholders in the education sector should seek to increase the funding for UPE to cater for all the school monitoring requirements in order to cushion pupils from poor economic background from dropping out of school.

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CHAPTER ONE

INTRODUCTION

1.0.Introduction

This chapter covers the back ground of the study, statement of the problem, purpose of the study, objectives of the study, research questions, Scope of the study, the significance of the study, limitations and delimitations of the study.

1.1. Background of the study

Education is an important catalyst in any country's social, economic and political development. Globally it is recognized as a basic human right, thus a form of investment that contributes to the development of both an individual and society. Basic education strengthens individuals' capacity, families and communities to access health, higher education, economic and cultural opportunities and services (UNESCO, 2007). International human rights conventions recognize the right to education. The right to education has been ratified in a succession of UN Conventions, starting from the Universal Declaration of Human Rights in 1948 to the Convention on the Rights of the Child in 1989, which received the status of international law in 1990. According to Article 28 of the Convention, governments have the responsibility of making primary education compulsory and available freely to all. Education is recognized as crucial not only to human development and to the eradication of poverty but also to enable all people to live in dignity (Wils et al., 2006). The Education for All (EFA) movement and the Millennium Development Goals (MDGs) have resulted in more attention being paid to issues of both participations in and completion of education. Universal primary education is goal number two of both EFA (Jomtien, 1990; re-affirmed in Dakar, 2000) and the millennium development goals (MDGs), and was adopted by UN Member States in 2000 (UNESCO, 2005). Many governments might fail to meet Education for All (EFA) Goal 3 which aims at promoting learning and life skills for young people and adults if dropout rate among learners is still rampant. If learners are dropping out of school, there is no way their learning needs can be catered for. School education was introduced in Uganda by the White missionaries mainly for the children of chiefs and to provide for functionaries needed by the British colonial government. So, right from the onset, this school system was not for all and it therefore grew to become highly selective and competitive with fewer and fewer students continuing to the next level of education. As a result, many Ugandans remained illiterate with

literacy rates standing at 65% with the primary education ‘reaching only 50 percent of the age group’ (Ministry of Education & Sports, 1999). It is against this background that in December 1996 President Yoweri Kaguta Museveni launched a policy of Universal Primary Education (UPE) in accordance with the government White Paper on Education (Ministry of Education and Sports, 1992). Under this policy, government was to provide ‘free’ education to a maximum of four children from each family. This changed because President Museveni said that “all children of school going age should benefit from Universal Primary Education (UPE)” (Olupot, 2002). In 1987, the NRM government instituted the Education Policy Review Commission (EPRC) under the Chairpersonship of Professor Senteza Kajubi to look at the state of education in Uganda with terms of reference to recommend policies at all educational levels. After consulting with stakeholders, it recommended primary education to be universalized. In defense of its recommendations, the commission emphasized that unless every child is enrolled at the right age and does not dropout before completion, it will be impossible to ensure that all citizens have necessary basic education for living a full life (Kakuru, 2003). In 1989, the Government appointed a White Paper Committee with the task of examining the EPRC report and to identify the feasible recommendations for implementation as well as making amendments where necessary. After consultations, in 1992, the Government published and accepted the major recommendation of the EPRC on primary education reform, modifying only the implementation time frame from 2000 to 2003 (Kakuru, 2003). Launching of UPE had been postponed until May 1996 during the first direct presidential elections where President Museveni made it a campaign platform issue in his manifesto and promised free primary education to four children per family if he was elected. On being elected President in December 1996, he fulfilled his pledge and announced that UPE implementation was to begin in January 1997. This marked the breakthrough in the quest to achieve UPE in Uganda (MoES, 1999).

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

enrolment levels from 2.8 million in 1996 to 8,485,005 in 2014. Unfortunately, low quality education evidenced by low learning achievement (literacy and numeracy), low survival rate standing at 32.1% for grade seven, repetition at 10.91% and teacher absenteeism (NPA, 2015) have persisted as challenges to the education sector in Uganda.

In Uganda, although dropouts occur across the primary school cycle, the highest rates occur during transition from Primary One (P1) to Primary Two (P2) and from Primary Six (P6) to Primary Seven (P7), resulting into low survival and completion rates for primary school education estimated at 33% (NPA, 2015) and has been mainly attributed to lack of interest (43%) by learners. This implies that the current school environment is not very attractive to the majority of pupils with other causes including teenage pregnancies, early marriages, child labour and poor sanitation. Facilities (particularly for girls). The majority of other factors affecting school dropout rates lie outside the direct influence of the school and education policy but within communities and households (NPA, 2015). Other researchers have been concerned about the reasons for increasing cases of school dropout in Uganda but their impacts on primary school pupils has not been given attention; thus the motivation for the researcher to conduct the study in Nawire Sub-county, Tororo District, to bridge the research gap.

Theoretical perspective

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

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

completion rates (output). Using the theory, the study seeks to unearth the factors that affect dropout of primary school pupils in Nawire Sub-county, Tororo District.

1. 2. Statement of the Problem

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

1.3.Purpose of the study

The main purpose of the study was to examine the socio-economic factors explaining pupils' dropout rates in UPE schools in Nawire SubCounty, Tororo District.

1.4. Objectives of the study

- i. To establish the effects of family income levels on pupils' dropout rates in UPE schools in Nawire SubCounty, Tororo District.
- ii. To examine the effects of parents' literacy levels on pupils' dropout rates in UPE schools in Nawire SubCounty, Tororo District.

iii. To establish the effects of community perceptions of pupils' pregnancy on pupils' dropout in UPE schools in Nawire SubCounty, Tororo District.

1.5. Research Questions

- i. What is the effect of family income levels on pupils' dropout rates in UPE schools in Nawire Subcounty, Tororo District.
- ii. What is the effect of parents' literacy levels on pupils' dropout rates in UPE schools in Nawire Subcounty, Tororo District?
- iii. What is the effect of community perceptions of pupils' pregnancy on pupils' dropout in UPE schools in Nawire SubCounty, Tororo District?

1.7. Significance of the Study

The study findings helped in identifying the causes of school dropout in Nawire Subcounty, Tororo District. These findings will help policy makers, future scholars, parents and pupils.

To the policy makers

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

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

To parents

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

To the future researchers

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

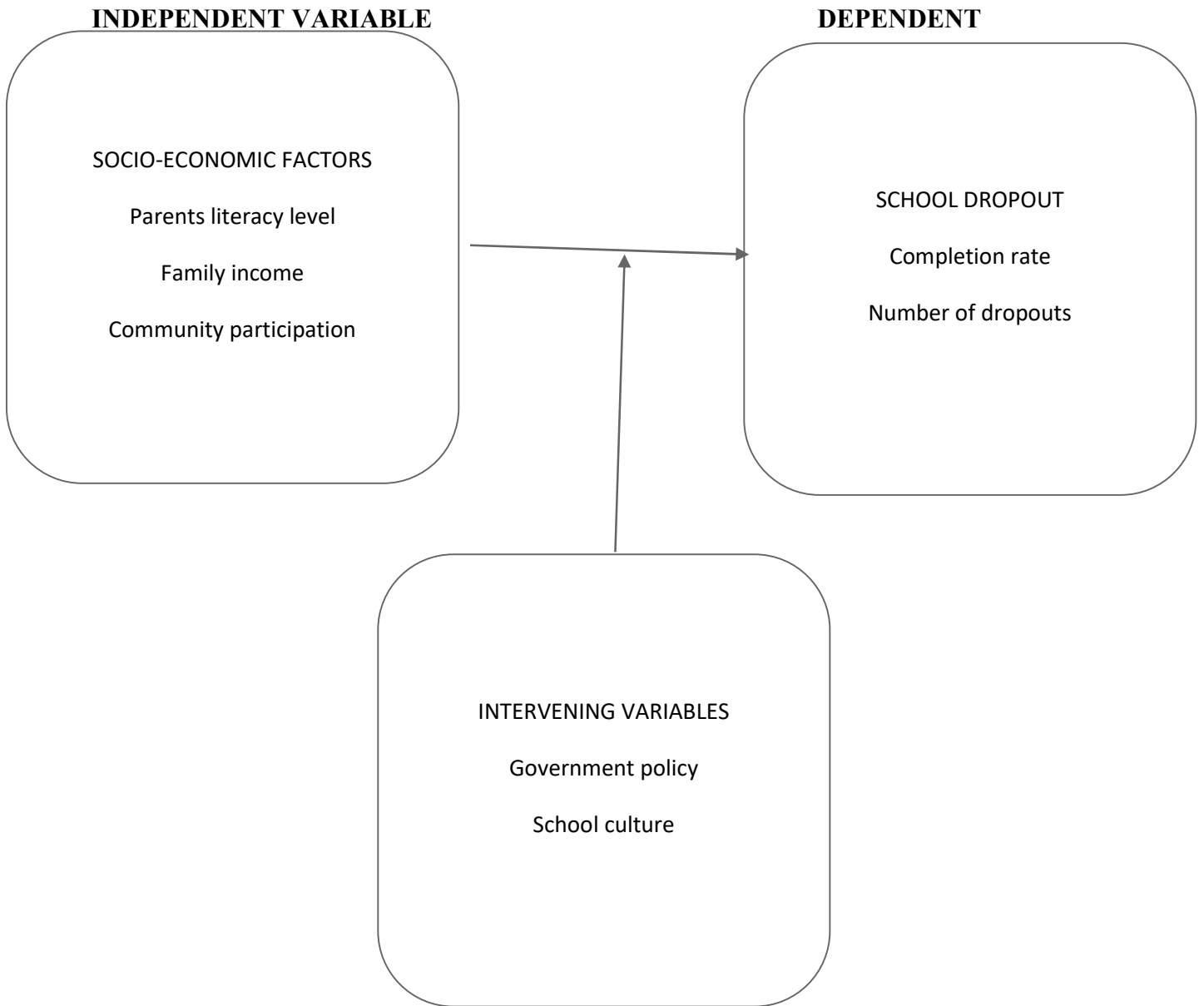
1.8. Conceptual Framework

This study was conceptualized within a framework that specifies component parts of a school

system as performing specific roles (independent variable) that are necessary if the school has to achieve its desired goals (dependent variables). These components are the parents, the students, the school environment and the community and must play their respective roles effectively to ensure the pupils participate in schooling and complete their primary education successfully. The roles performed by the four components are complementary to one another. In the event of one of them malfunctioning, the whole system most likely will not achieve its intended goals. The end result is wastage and missing out on the opportunity to achieve the educational goals. In this conceptual framework, socio-economic factors are the independent variables conceptualized into family income, parents' literacy levels and community perception of pupil pregnancy; while pupils' dropout is the dependent variable conceptualized into Pupils' completion rate, class attendance rate and number of dropouts; and the possible intervening variables include government policy, learners' attitudes, school culture and management style.

CONCEPTUAL FRAMEWORK

Figure 1.1. Illustration of the conceptual Framework



Source: Primary data

1.9. Definition of key terms

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

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

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

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

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter highlights the review of literature scholars who carried out studies on topics related to the one under study

2.1. Poverty and pupils' dropout in UPE schools

Poverty stands out as the major reason which limits children from enrolling in school. Household poverty had a lot of repercussions on the child and the family where the child comes from (Mbabazi, Ocen & Onyango, 2014). Data from the 2009/2010 household survey indicated that the incidence of income poverty in Uganda was estimated at 24.5% of the total population (UBOS, 2010). However, despite this reduction in poverty levels, there are still significant contrasts with Uganda's performance on other MDGs. For instance, out of the 17 targets, which were reported in Uganda's 2010 MDG report, progress on 10 was considered insufficient to meet the adopted target, including two cases where the situation was actually deteriorating (Ministry of Finance, Planning and Economic Development, 2010). Specifically, progress towards targets in health, education and environmental sustainability were considered off-track. In this way, the Uganda MDG report affirms that progress in education is off-track, citing its relations with poverty. Participation of children in schooling has increased over the last decade; however, access to education remains strongly associated with household wealth (Lewin & Sabates, 2012). In their analysis, Lewis and others found out that in most countries, the differences associated with urban and rural residence and sex are smaller than those associated with household wealth. The UPE programme was implemented in Uganda to support children in school. However, primary education was not made entirely free. Parents are therefore expected to contribute toward other costs like pens, exercise books, school uniform, and meals at school, among others (Tamusuza, 2011). Due to poverty, some parents have failed to raise these other requirements, and this may cause school dropout.

Uganda's poverty profile reveals that at least 45% of the country's population is below the poverty line with the vast majority of the poor living in the three northern regions. Poverty levels in the Upper West are as high as 81%, 73% in the Upper East and 56% in the Northern Region (UNDP, 2010). Regional inequality remains significant with an average of 83-8 per cent in the

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

In Uganda, a particularly vulnerable sub-group of children are orphans (Lubaale, 2010). There are a large number of AIDS orphans in Uganda. These children are particularly vulnerable to chronic poverty, which limits their chances of going to school, and accessing health care; they are marginalized by their lack of a guardian. The group discussions pointed to orphans as having greater chances of ending up as street children, or engaging in prostitution and other illegal activities as a means of survival. Although the introduction of UPE reduced the parental burden of paying school fees, there are still flaws such as irregular disbursement and inadequacy of the money from government which forces the schools to charge other direct and indirect costs such as: exercise books/pencils, food, and uniforms. Pupils from poor families always have difficulties in paying school fees and other school requirements (Uwaystan, 2013). Others cannot even afford scholastic materials like books, pens and this has greatly contributed to the rates of school dropout (Lamakio, 2014). Some parents cannot afford to pay the proposed PTA fees or even purchase school uniforms for their children, hence contributing greatly to dropout rates. According to Farrant (1980), children from poor home background usually suffer from serious diseases that lead to their poor performance at schools. In such homes parents are tempted to encourage their children to opt for early marriages which affect their performance. Families with high financial background tend to support their children's education and encourage the importance of education rather than encouraging them for marriages. Heyman (1980) emphasized the importance of family income on pupils' performance that children born and reared from wealthier homes do better in many aspects of life and have high moral reasoning and better performance compared to children who come from poor home background who face a lot of problems in their education.

In a study conducted by Sentamu in Mukono District in 2013 on the influence of family income

on pupils' performance at school, it was found that family income was the determinant of the kind of school a child attends. This was in congruence with what Combs (1985) had established in several countries that children from high parents' occupation have far better opportunities of getting into better secondary schools and university than equally bright children of ordinary workers or farmers. The researcher is in total agreement with this assertion because in Uganda, it is generally the children of the rich who flock to the academically better-performing schools. Family income, according to Escarce (2013), has positive influence on the education opportunities available to adolescence and on their chances of educational success. This is because richer parents are able to take their children to high-cost schools that generally tend to perform academically better. Bonnet (2017) states that the reason why children do not attend school is that the household cannot afford it. It cannot afford to send the children to school if the price of schooling is too high or the household income is too low. The price of schooling is high if either the direct or the indirect costs of schooling are large. The direct costs of schooling include school fees, books, uniforms and the distance to school. Of these we only observe the distance to the nearest school.

A testable implication of the poverty explanation is that the distance to the nearest school is negatively related to the probability of going to school. The household may also be forced to keep the children away from school because its income is close to subsistence level. This insufficient income aspect of poverty may be captured by variables describing the earnings potential of the head of the household, the dependency ratio, and the economic pressure on the household (Namara, 2011). The proportion of household members who are working apart from the child can be interpreted as an inverse dependency ratio or as an indicator of a need for resources. If we focus on the inverse dependency ratio interpretation, we would expect the variable to be positively correlated with the probability to go to school.

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

example, Brown and Park's research in rural China (2012) saw poor and credit-constrained children three times more likely than other children to drop out of school. Studies conducted by UNESCO (2010) found out that 90% of the illiterates in the world are concentrated in developing countries, especially in South East Asia and Sub-Saharan Africa. A number of studies conducted in some African countries by Tan (1985, 1984) concluded that schooling was perceived as a burden on the family because of both the direct cost and the loss of the child's contribution to household production and income. Todorov's (1997) findings complemented earlier studies on the effect of poverty in schooling when he concluded that there was low participation of the poor in investing in human capital due to the associated costs. About 90% of the poor people in the developing countries are said to be located on Brazil, Central America, China, Asia and sub Saharan Africa. In Latin America and the Caribbean, the poorest 10-20% of the population are found in the rural areas which are remote with low agricultural productivity while in the urban areas the poor constitute the single mothers with little or no education and young people for whom there are no jobs. Findings of studies carried out in Argentina indicated that children from poor families enter primary at an advanced age and thus suffer from high dropout rates which consequently lead to low quality of their education and restricts their ability to be gainfully employed (World Bank, 2016).

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

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

exploring beliefs about academic achievement, studied the relationship between parents' educational attainment and found that the educational attainment of parents has a relationship with educational achievement of their children.

According to Sentamu (2013), the educational attainment of parents determines the kind of schools to which their children go to. Such schools are near in kind to the ones their parents attended. This tends to lay a foundation for better performance of their children while at school. Considine and Zappala (2012) in their study in Australia on the influence of education disadvantages in the academic performance of school found that families where parents are educated foster a higher level of achievement in their children because of providing psychological support for their children. Combs (2015) found that virtually all nations, children of parents with high education have far better chances of getting into better secondary schools and universities than equally bright children of ordinary workers or farmers. In other words, the highly educated parents tend to provide a more conducive learning environment that propels their children to go to schools and succeed.

Maani (2010) and Mugisha (2011) who attempted to analyse the relationship between children's performance at school and the level of their parents' education established that the more educated the parents are, the better the children's performance at school. Mugisha actually did his study on the primary school pupils in Kampala (Uganda) which also belongs to the same education system like in Ntungamo District. According to Nabbumba (1988), parents' level of education influences pupils' performance in the sense that educated parents value education and they tend to encourage their own children to value and actively engage in receiving education. In a study conducted in Kenya by Obanya and Ezewu (1988), it was found that the higher the levels of education of parents, the more likely it motivates children to learn and perform better. Kundu and Tuto (2000) found that home background has a significant influence on the achievement of children at school because educated parents tend to offer more psychological, social and financial support to their children, thus giving them the opportunity to excel in their studies. Research indicates that the educational level of household members is particularly influential in determining whether and for how long children access schooling. Ersado (2005) notes that parental education is the most consistent determinant of learners' education. Higher parental (household head) level of education is associated with increased access to education, higher attendance rates and lower dropout rates (Ainsworth et al, 2015). A number of reasons are put

forward for the link between parental education and retention in school. Some researchers indicate that non-educated parents cannot provide the support or often do not appreciate the benefits of schooling (Pryor & Ampiah, 2013).

The World Bank (1988) argues that “there is a positive correlation between the education of children and that of their parents”. This is very important because the level of education of parents plays a major role in the education of any child. Osagi (2010) says that the education level of parents is a determinant of how long their children will stay in school and how they will perform and excel in the future. He goes on to say that learned parents are likely to motivate, inspire and be good role models to their children. These parents know the benefits of education and can therefore afford to emphasize the importance of school and hence maintain their children in school, thus reducing their sons’ dropout. Uneducated parents on the other hand do not see the benefits of education since they did not attend school and are still surviving. Bohon and Garber (2009) in their study discovered that boys whose mothers are uneducated have a 40% dropout. The uneducated parents cannot give adequate advice, guidance and counselling to their children on the importance of education and hence dropout of their sons from school. A study done by the Ministry of Education (MOEST, 2007) revealed that parents with professional qualifications ensure that their children remain in school. On the other hand, parents with low level of education have negative attitude towards education because they do not see its immediate benefits. In addition, educated parents have improved financial status and improved quality of life and therefore they act as role models to their sons and encourage them to remain in school (Polesel, Nizi & Kurantowicz, 2011). This study therefore intended to find out whether parental level of education has any effect on learners’ dropout from schools in Nawire Sub-county, Tororo District. According to McNeal (2009), education level of a parent is a significant predictor of a child's educational achievements and behavioural outcome. Parents who are educated raise children to have healthy self-perceptions when it comes to their academic abilities, engage them in intellectual activities that help them develop a healthy attitude about learning and generally have children with fewer behavioural problems that may hinder their learning experiences. According to Mattison, Scelza and Blumenfield (2014), parents with higher education levels have stronger confidence in their child's academic abilities, and they also have higher expectations of their child. They expect that their child will get good grades, behave well in school and attend college. These high expectations motivate their child to do well. The

confidence they have in their child enable the child to build his own confidence in his academic abilities, hence succeed in life.

2.3. Early pregnancy and pupils' dropout in UPE schools

According to Brown (2012) Uganda is among countries with a high prevalence of teenage mothers worldwide, and 3 in every 10 girls are having babies and disrupting their schooling. Uganda is ranked sixth, among 25 countries selected for the study carried out by the UN's special envoy for global education. The study further reveals that cases of child marriages in some countries are seen as a part of a wider economic strategy, which generates income and assets while reducing the costs associated with raising children. The aforementioned report by the former UK prime minister entitled, "Out of wedlock, into school: combating child marriage through education", mentions Uganda as a country where child marriages soar during critical periods, a phenomenon christened "drought brides". The report further reveals that the girls between the ages 15 and 19 are twice as likely to die during pregnancy and child birth compared to their older peers. More so, girls aged below 15 years are five times more likely to die. Siringi (2012) quoting the report asserts that even though the law now allows girls who have given birth or are pregnant to go back to school and continue with their education, respectively, social attitudes still create a barrier to re-entry. Stigmatization, bullying, mockery and abuse by teachers, pupils and other parents reduce their self-confidence and force them out of school.

Consequently, the pregnant girls may opt to marry or stay out of school to look after their babies, while boys continue with school even if they have impregnated someone (FAWE, 2010, p. 106). The researcher felt that this trend is experienced in most parts of the country, Tororo District included, and consequently wanted to establish the extent of the problem. The effects of early pregnancy which involve, among others, grade repetition and periods of temporary withdrawal from school lead many young women in sub-Saharan Africa to remain enrolled at the primary or junior secondary level well past puberty and into their late teens, thus increasing their risk of pregnancy-related school disruptions (Grant & Hallman, 2006). In the same breath, Chigona and Chetty (2007:2) maintain that there are some schools that do not allow pregnant girls and young mothers to attend classes in sub-Saharan countries of Africa.

According to the Forum for African Women Educationalists (FAWE), their Executive Director indicates that in Zambia alone, 2,230 girls had been forced to drop out of school for the last years

because they fell pregnant. Most studies (Natalie-Rico, 2011:10) found that dropping out of high school is a negative effect of early pregnancy. Early pregnancy is commonly associated with school non-attendance and dropout. Pregnancy and its complications often predispose youths to permanently leave school. In addition, sudden, frequent absenteeism may be a signal of pregnancy and accompanying symptoms to educators and others. Studies conducted in Canada and the United States have shown that young mothers are at a greater risk of leaving school or attaining a lower level of education, and therefore reaching professional dead-ends or missing out on job opportunities (Tipper, 1997), cited in Government du Québec (2011). The present study attempted to establish if early pregnancy affects pupils' schools' attendance in Nawire Sub-county, Tororo District. Studies conducted by Hofferth, Reid and Mott (200), cited in Kearney (2008), have shown that there is a difference between the number of years spent at school between teenagers who gave birth at high school level than those who waited until they matured by stating that teenage mothers' complete fewer years of schooling than women who do not give birth prior to the age of 30. In a conference held in Nairobi, it was disclosed that for up to 42 million children who do not attend schools in Africa, almost 60 per cent are girls and this is due to early pregnancy (Changach, 2012). Similarly, Hosie (2002) revealed that a minority of women who conceive under the age of 16 and whose pregnancy lead to a disruption of education – including formal exclusion by school authorities, had a limited range of opportunities available to them with regard to their continued education. The present study intended to find out from educators if many pregnant teenagers in the study area were not attending school as reflected in the above studies. In Kwa-Zulu Natal Province of South Africa, the governing body of a particular school expelled 30 pregnant teenagers (e-TV, 3rd Degree, 20h00, 23 October, 2002). Mokwena (2003) maintains that this attitude makes it difficult for pregnant teenagers to attend school and complete their studies. Teenage mothers are only half as likely to complete high school as their non-mother cohort (Howel, 2001:4). Chigona and Chetty (2008:4) are against this practice by sub-Saharan countries of Africa and some of South African schools of not allowing pregnant teenagers to attend school. They bring their ideas to the surface by reflecting on the Bill of Rights, as contained in the Constitution of the Republic of South Africa (RSA) 108/1996, Section 29 which affirms that everybody has the right to basic education. They further contend that it may be wrong to deny teenage mothers to continue with their schooling when they are

ready to do so.

The present study sought to establish how early pregnancy has influenced the rate of learners dropout in the study area. Clarke (2005) states that teenage mothers are less likely to complete their high school education. Due to limited education the teenage mothers will not have the required level of education or sufficient skills to enter the open labour market and she will remain dependent both on the state and or her parents. To add on this, Marule (2008) maintains that two out of three pregnant teenagers drop out of school. Studies on schoolgirl pregnancy by Grant and Hallman (2006),

Manzini (2001), Mokgalabone (1999), Gordon (2002) and Chigona and Chetty (2008) cited in Runhare and Vandeyar (2011), focused on how teenage motherhood is a contributory factor to school dropout, poor performance and grade repetition. Recent research has revealed that early pregnancy is the reason why young women drop out of school and fail to finish their education and has highlighted that many young women have either been officially excluded from school or have effectively disengaged themselves from education (Hosie, 2002). Almost half of childbearing mothers fail to complete their high school education, thus increasing the probability of persistent economic and social disadvantage (Barnet, Arroyo, Devoe and Duggan, 2004).

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

CHAPTER THREE

METHODOLOGY

3.0. Introduction

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

3.1. Research Design

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

3.2 scope of the study

3.2.1 Time scope

The research activity was carried out between a period of February to April 2024

3.2.2 Geographical scope

The study was carried out in Nawire sub county, Tororo District.

3.2.3. Content scope

The study aimed at the impact of teacher learning on the academic performance of pupils in Nawire sub county, Tororo District.

3.3. Study population

According to Omari (2011) a population is the totality of any group of units which have one or more characteristics in common that are of interest. The study population comprised of teachers, head teachers, officials in education department of Tororo District and parents who were members of the school management committee and PTA. The respondents were chosen because they had so much to tell the researcher as per the study objectives. The study was conducted among selected schools of Nyabihoko Sub-county, Ntungamo District. For purposes of this study, a total of 5 UPE schools will be used. The study used PTA and school management members to represent parents in the schools visited. This population was chosen because of having adequate data concerning the factors explaining school dropout in the study area.

3.4. Sample size and sample selection

3.4.1. Sample size

Omari (2011) also defined a sample as a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is carefully drawn. Sample size is a representation of the whole population that seeks to present the qualities of the whole population (Kothari, 2005). The sample size used was 60 respondents from the target population. The sample size was determined using the formula forwarded by Yamane (1967).

$$n = N/1 - N(e)^2$$

where:

n=sample size

N=population

e=is a constant (0.05) ²

Category	Sample size	Sampling technique
Headteachers	5	Purposive
Chairman SMC	5	Purposive
Parents	20	Simple random
Teachers	20	Simple rando
Total	50	

Source: Primary data, 2024

3.3.2. Sampling technique

Sampling is a process or technique of choosing a sub-group from a population to participate in the study. It is a process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected (Orodho, 2002).

The researcher employed both probability and non-probability sampling techniques. Probability sampling is one in which every unit in the population has a chance (greater than zero) of being selected in the sample, and this probability can be accurately determined. The combination of these traits made it possible to produce unbiased estimates of population totals by weighting sampled units according to their probability of selection. The study used both simple random sampling and purposive sampling.

3.3.2.1. Simple random sampling

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

3.3.2.2. Purposive sampling

This is a non-probability sampling technique where the elements in the sample are selected from the population because they conform to a certain characteristic that the researcher is looking for (Bailey, 2008). Omari (2011) defined purposive sampling as process which involves picking units most relevant or knowledgeable in the subject matter and study them. It is a technique whereby the researcher judges who is to be included in the sample to give the right information which is not easily obtained from any other respondents. This was based on the researcher's judgement in view of the purpose for which the information was sought. Purposive sampling was used because it involves identifying and selecting individuals or groups of individuals that are knowledgeable about or experienced with a phenomenon of interest (Cresswell, 2011). Purposive sampling was applied when selecting district education officials and head teachers of selected primary schools in Nawire Sub-county, Tororo District. Kombo and Tromp (2006) state that, "the power of purposive sampling lies in selecting participants who provide the richest depth analysis related to the central issue being studied". The main objective of purposive sampling was to arrive at a sample that can adequately answer the research objectives. The selection of a purposive sample is often accomplished by applying expert knowledge of the target population to select in a non-random manner a sample that represents a cross-section of the population (Cresswell, 2011).

3.4.Data collection instruments

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

3.4.1. Questionnaire

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

3.4.2. Interview

The interview method of data collection involves the presentation of verbal and non-verbal

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

3.5.Research procedure

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

3.6.Data Analysis

Qualitative and quantitative data was analyzed as follows.

3.6.1. Quantitative data analysis

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

the social sciences (SPSS) version of 23 was used to aid the processing and summarizing of information got from the questionnaires.

3.6.2. Qualitative data analysis

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

3.7. Ethical Issues Consideration

Saunders, Lewis and Thornhil (2003) define research ethics as the appropriateness of the researcher's behavior in relation to the rights of those who become subjects of the research project, or who are affected by it. The researcher adhered to appropriate behavior in relation to the rights of the respondents. The respondents will be allowed to give consent to participate and were asked not to write their names or those of their schools on the questionnaire. Mugenda and Mugenda (2003) argue that ethical considerations such as confidentiality, anonymity and avoidance of deception are very important issues in social research. For the purpose of this study, permission was first be sought from relevant authorities and a letter granted to allow the researcher to carry out the research. Furthermore, the researcher explained the purpose of the study to the respondents and assured them of confidentiality of their responses and identities. In an effort to safeguard the respondents in this research, the researcher followed four ethical doctrines. The first one was deliberate consent which was necessitate that the respondents are not forced to participate in a research. Respondents were educated about the nature of the research before they participated. The respondents also were informed that participation is voluntary and the respondents had the right to pull out of the study if they were not contented.

CHAPTER FOUR

ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.0. Introduction

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

4.1. Response rate

Table 4.1: Response rate Respondents

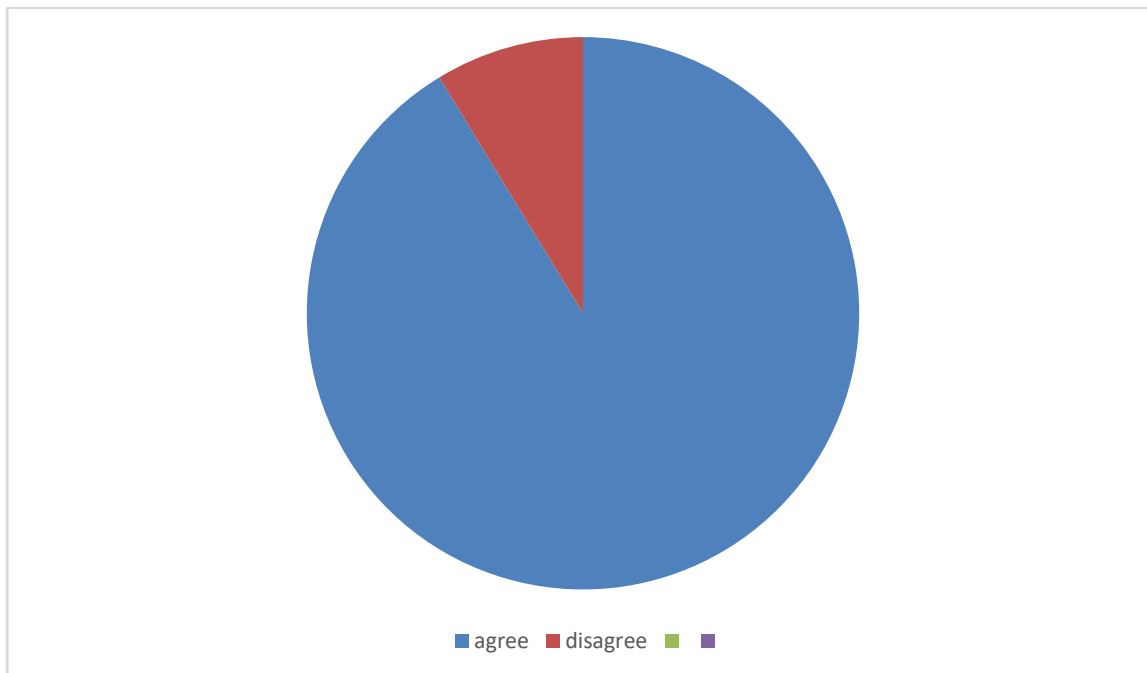
CATEGORY	SAMPLE SIZE	NUMBER OF RESPONSES	RESPONSE RATE (%)
Teachers	20	20	100
Head teachers	5	5	100
Chairman SMC	5	5	100
Parents	20	20	100

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

4.2. The effects of family income on pupil dropout in UPE schools in Nawire Sub-county, Tororo District

That the majority of the respondents (91.3%) agreed that most pupils drop out of school to look for income generating activities so as to assist their parents in raising income for the family (Mean= 4.41; Standard deviation= 0.895). This shows that it is absolutely right that most pupils drop out of school to engage in income generating activities. These findings are confirmed by one of the key informant who had this to say: “Majority of the parents in this area live in abject poverty and the worst of it all is that we are in a peri-urban setting. Most of the parents in my school are single mothers who are engaged in petty businesses which cannot sustain their families. This has forced them to engage their children in various economic activities to be able to make both ends meet. In the end children drop out of school to be able to earn a living....” (HM KII_2)

Illustration

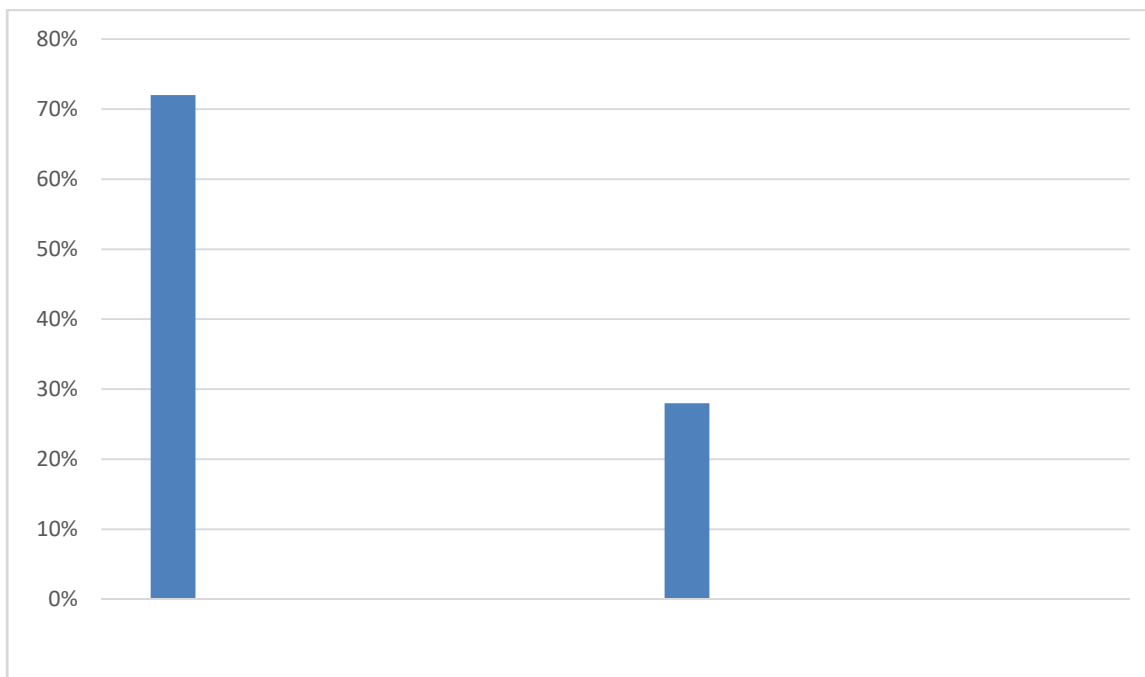


Also, all respondents (100%) agreed that most pupils drop out of school because their parents have low income such that they are unable to afford basic needs particularly food and clothes (Mean=4.51; Standard deviation= 0.904). This implies that low income of the parents greatly compromises their children's dropout of the school. This finding is supplemented by interview findings from one head teacher who said: "When a parent is poor, the possibility of his/her children dropping out of school becomes high. Such parents cannot motivate their children to strive higher and get educated, they instead discourage them by giving them examples of those who are not educated and rich in their locality..." (HM KII_1). In addition, all respondents (100%) agreed that most students drop out of school to assist in taking care of their young siblings so that the parent/guardian can go and work (Mean= 4.10; Standard deviation= 0.846). This indicates that some pupils dropped out of school to take on family responsibilities from their parents. Findings show that the majority of the respondents (89.9%) agreed that with the introduction of UPE, the financial status of households does not influence access and retention of pupils in public schools (Mean= 4.39; Standard deviation= 0.792). This implies that UPE has no influence on the retention of pupils in schools in the context of the socioeconomic background of pupils. Finally, all respondents (100%) agreed that though the user charges had been abolished in primary schools, there were other "hidden costs" hindering access to education in public primary schools (Mean= 4.30; Standard deviation= 0.664). This implies that the other charges such as exercise books, pens, pencils, uniforms, clothing, lunch, building funds and labour for classroom construction to be met by the parents had greatly contributed towards school dropout in UPE schools. This implies that abolition of school fees without putting into consideration the burden of such charges does not stop school dropout in the area considering peoples' economic status.

4.4. The effects of parents' literacy levels on pupil dropout in UPE schools in Nawire Sub county, Tororo District

Findings under this theme were sought in accordance with research objective two which sought to establish the effect of parents' literacy levels on pupil dropout in UPE schools in Nawire Sub county, Tororo District. The findings showed that 72% of the respondents who are the majority agree that the education system caters for the needs of the children. Some respondents went on to explain saying that majority of girls from poor families just want to have access to education which is the major aim of free primary education while some explained that the free education

was introduced with a campaign of educating both girls and boys and as well gender equality was emphasized. On the other hand 28% of the respondents say that free primary education does not cater for the needs of the girl children. These respondents gave reasons like the policy was introduced at the expense of gender equality and as well some said mere provision of free education could not mean that all girls can access scholastic materials, thus some remain home and lastly some respondent said that girls go to school but are not trained in domestic cores yet they are the mothers of tomorrow which forces parents to withdraw them from school. The respondents were further requested to mention whether they register high rates of dropout in girls from primary schools. The findings are indicated in the chart below:

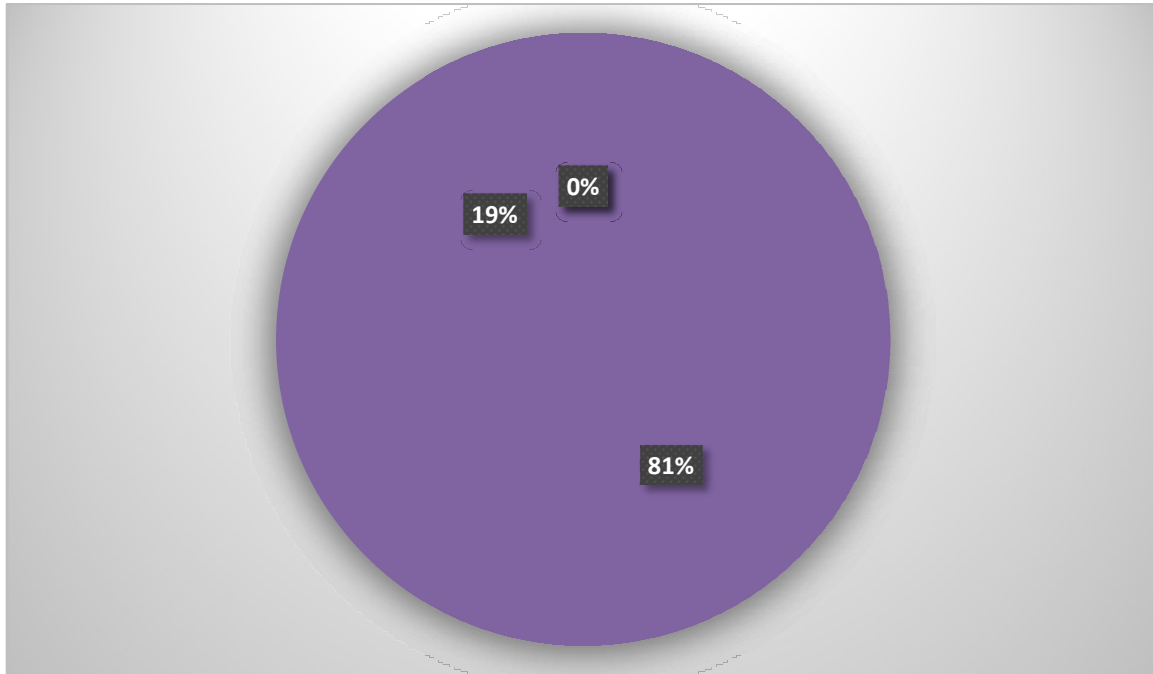


Effect Of Community Perceptions Of Pupils’ Pregnancy On Pupils’ Dropout In UPE Schools

Majority of the respondents (79.7%) agreed that pregnant learners often suffer stigmatization, bullying, mockery and abuse by teachers, pupils and other parents which reduce their self-confidence and force them out of school (Mean= 4.10; Standard deviation=0.710). This implies that pregnant girls experience psychological torture which in most cases mainly forces them out of school. This finding is in line with the views from one of the participants who had this to say: “.....pregnancy is one of the worst things to happen on adolescent girls. Our culture is somehow unique, every attributes pregnancy to promiscuity particularly among young girls. When it happens to young girl, everyone points a finger at her without thinking about the boy who is part

of this pregnancy.... this forces girls out of school even when the administration has not pronounced itself.” (CM SMC KII3).

Illustration



CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

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

5.1. Discussion

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

Results on the effects of family income on pupil dropout in UPE schools found out that pupils drop out of school to look for income generating activities so as to assist their parents in raising income for the family. This was attributed to the fact that the majority of the families have no income to avail basic needs to pupils. Findings further revealed that education of most pupils in UPE schools is being catered for by mothers as fathers have abandoned their responsibilities in favor of alcohol drinking. It was found out that most pupils are engaged in activities like coffee harvesting, stone quarrying, vending and motorcycle washing in trading centers. The practice has attracted more pupils to follow suit and this has greatly increased the rate of school dropout in Nawire Sub-county, Tororo District. These findings concur with Russel (2009) who demonstrated that communities can influence dropout rates by providing employment opportunities during school. While some researchers have found out that work can contribute to a student dropping out, others have shown that student employment begins to correlate with dropping out when the student regularly works over 14 hours per week (Mann, 1986; 1989). Other researches place the critical level for employment higher, at 20 hours per week (Winters 1986), with the likelihood of dropping out increasing with the number of hours worked. In the case of Nawire Sub-county, Tororo District, what has been observed is that when pupils get involved in economic activities and earn money at an early age, they gain independence and eventually decide to drop out of school in the long run. Thus, the involvement 60 of pupils in economic activities has a strong influence on school dropout among UPE schools not only in

Tororo District but Uganda at large. The study also established that the majority of the parents in the school were of low economic status as attested by the majority of the teachers which depicts that the parents' socio-economic status influenced school dropout. The majority of the parents were small-scale farmers and owing to their poor economic status faced challenges in catering for the extra fees not catered for by UPE. Thus the pupils were forced to be away from school before their parents paid for the extra fees. The pupils were also forced to participate in income generating activities to boost their family income and owing to their poor economic status faced challenges in catering for the extra fees not catered for by UPE. Thus the pupils were forced to be away from school before their parents paid for the extra fees. The pupils were also forced to participate in income generating activities to boost their family income. The pupils' school participation was affected by inability of the parents to cater for the school provisions such as uniform and reading materials which are very essential for learning. These findings are in agreement with Nag (2017) who reported that many poor families cannot afford to buy school uniform, meet transport expenses for their children, pay tuition fee in addition to other direct costs of education and so must keep their children at home. This was because poor families need the additional income. It has been suggested that the economic efficiency of households in peasant societies increases with greater total work input from children. The poor families value the earnings forgone and unpaid work in household and this is manifested in less demand for education among the poor who have on average more schoolgoing-age children than higher income families. In the same vein, Briggs (2010) pointed out when more sacrifices are demanded, a poor family contemplates bearing their child's cost of education or may abandon the whole exercise.

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

Findings on the effect of parents' literacy level on pupil dropout in UPE schools in Nawire Sub-county, Tororo District, found out that parents with low level of education do not understand how to motivate children in school to enhance their completion, thus leading to some dropping out. It was revealed that instead of motivating their children to attain higher education, 61 such parents keep on making discouraging statements by citing some of the successful individuals who never went higher in education in their villages. This has motivated most pupils to drop out of school at an early age. This practice is mainly in uneducated families as opposed to their

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

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

Findings on the effect of early pregnancy on pupil dropout in UPE schools in Nawire Sub-county, Tororo District found out that pregnant learners often receive stigmatization, bullying, mockery and abuse by teachers, pupils and other parents which reduce their self-confidence and force them out of school. They therefore find it problematic to fit not only in the school but also in the whole community in general. It is such humiliation that makes it very difficult for such pupils to remain in school or even return to school after delivery. These findings are in agreement with earlier findings by Loignon (2011), cited in the Québec (2016), who maintained that teenage mothers often face consequences such as social isolation, poor life habits, low education level, maltreatment, stress, and depression. In the same vein, Hosie (2002) earlier stated that the minority of early women who conceive under the age of 16 and whose pregnancy lead to a disruption of education – including formal exclusion by school authorities, had a limited range of opportunities available to them with regard to their continued education.

5.2. Conclusions

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

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

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

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

5.2.3. The effects of early pregnancy on pupil dropout in UPE schools in Nawire Sub-county, Tororo District

Dropping out is a face of wastage. Among girls, teenage pregnancies and early marriages accounted for a large number of dropouts in the study. This was further aggravated by the lack of trained teacher counsellors and, therefore, a poor provision of counselling services. The study further confirmed that early pregnancy contributes significantly towards school dropout in UPE

schools in that teenage mother are subject to psychological torture, stigmatization and isolation make it difficult for them to remain in school. It was established that some schools that do not allow pregnant girls and young mothers to attend classes.

5.3. Recommendations

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

The study recommends that the government and other stakeholders in education sector should seek to increase the funding for UPE to cater for all the school monetary requirements in order to cushion pupils from poor economic background from dropping out of school. Measures to reduce poverty amongst households: Policy makers should encourage households in Nawire Sub-county, Tororo District to engage in commercial farming which brings for them income. Households should also be encouraged to take children of school-going age to school and not make them go to farm during school-going hours. The district should also help pupils from poor families with scholastic materials like books, pens, mathematical sets and uniforms. High birthrates amongst households should be reduced; this can be done through family planning methods in order for the household to afford fees for the few children in the household. These will greatly reduce school dropout.

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

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

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

The study recommends that the government and other stakeholders in the education sector should review the effectiveness of sex education being offered in primary schools. This is with a view to enhance it to sensitize the pupils on the negative effects of engaging in sexual activities prematurely. The government through the Ministry of Education should continue to develop and implement policies to ensure that girls who drop out of secondary school due to pregnancy

enrollment in school. The schools should create an enabling environment for girls and boys to enhance retention and smooth transition.

5.4. Areas for further Research

A similar study should be done in other areas in Uganda for comparison purposes and to allow for generalization of findings on the causes of dropout in public primary schools in Uganda. The data used could only allow us to study factors associated with school dropout at the household and community level but not at school level. Critical issues like latrines, books, teacher absenteeism, school management committees, among others; have not been included yet they can cause dropout. Therefore, future research could incorporate such issues.

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APPENDICES

APPENDIX I: Questionnaire for head teachers and teachers

Dear Respondent,

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

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

SECTION A: DEMOGRAPHIC AND RESPONDENTS PROFILE

1) Sex of the respondent

Male

Female

2) Age of the respondent

18- 30 years

51-60 years

31-40 years

61- 70 years

41- 50 years

70 and above

3) Marital status of the respondent

Single

Married

Others specify

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

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

1. Most pupils drop out of school to look for income generating activities so as to assist their parents in raising income for the family
2. Most pupils drop out of school because their parents have low income such that they are unable to afford basic needs such as food, clothes
3. Most students drop out of school to assist in taking care of their young sibling so that the parent/guardian can go and work
4. With the introduction of UPE, financial status of households does not influence access and retention of pupils in public school
5. Though the user charges have been abolished in primary schools, there are other “hidden costs” hindering access to education in public primary school

SECTION C: The effects of parents' literacy levels on pupils' dropout in UPE schools in Nawire Subcounty Tororo District

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

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

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

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

1. Pregnant learners often receive stigmatization, bullying, mockery and abuse by teachers, pupils and other parents which reduce their self-confidence and force them out of school
2. Pregnant learners are always expelled from the school by the administrators
3. Pregnant learners normally fail to complete their school education, thus increasing the probability of persistent economic and social disadvantage forever
4. Pregnant learners are threatened by their physical health conditions which do not make it conducive for them to go back to school

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

Thank You for your cooperation

APPENDIX II: Interview Guide for Chairman SMCs

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

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

Thank You for your cooperation

APPENDIX III: Interview Guide for parents

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

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

Thank You for your cooperation

Appendix III: Work Plan

Activity	Feb - March	March - April	April
Writing researcher proposal			
Data Collection			
Data preparation			
Data Analysis and Interpretation			
Submission of Final Report			

Appendix IV: Proposed Budget

ITEM	QUANTITY	COST
Pens	10	10,000=
Clip board	2	20,000=
Typing and printing		250,000=
Binding of dissertation	3 copies	15,000=
Travels		100,000=
Grand total		385,000=