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HOUSEHOLD FACTORS INFLUENCING CHILD DROPOUT IN GOVERNMENT AIDED PRIMARY SCHOOLS

CASE STUDY: WAKISO DISTRICT

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DEDICATION

This research report is dedicated to my family for their support, my parents for their tireless efforts to educate me, and friends. May God bless you all.

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GOD BLESS YOU.

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ABBREVIATIONS

CDO	:	Child Drop Out
CSOs	:	Civil Society Organizations
EMIS	:	Education Management Information System
EPRC	:	Education Policy Review Commission
MDG	:	Millennium Development Goal
MFPED	:	Ministry of Finance Planning and Economic Development
MoES	:	Ministry of Education and Sports
NGOS	:	Non Government Organizations
OVC	:	Orphans and Vulnerable Children
PETDP	:	Primary Education and Teacher Development Project
UBOS	:	Uganda Bureau of Statistics
UK	:	United Kingdom
UN	:	United Nations
UNESCO	:	United Nations Education, Scientific and Cultural Organizations
UPE	:	Universal Primary Education
UPPAP	:	Uganda Participatory Poverty Alleviation
US	:	United States
USA	:	United States of America

ABSTRACT

The study examined the household factors influencing child dropout in government aided primary schools in Wakiso district. Universal primary education has registered tremendous enrolment figures in the past years but there is still evidence showing that not all children are able to complete the seven-year primary education cycle as there significant dropouts. Therefore, the study sought to investigate child dropout in primary schools in the context of household factors such as parental education, child gender, number of school going age children, the household head health status and employment status.

The major objective of the study was to examine the factors influencing child drop out in government aided primary schools with specific reference to house-related factors. The specific objectives include; to establish the relationship between parents' level of education and child dropout from school, to examine the relationship between child's gender and child dropout from school, to establish the relationship between number of primary school going age children in the household and child dropout in school, to assess whether health status of household members has an influence on child dropout from the school and to establish the relationship between household head employment status and child dropout from the school.

This study used primary data primary collected from the field survey and secondary data was also gathered through literature review from various publications, journals and internet. The study used a cross-sectional design that involved collecting data on various issues related to household factors influencing child drop out in government aided schools at a single period in time. Univariate Analysis capturing descriptive statistics such as frequencies, percentages and cumulative frequencies were used to describe participants' responses on the variables under consideration. Bivariate analysis using the chi square statistic was used to investigate whether distributions of categorical variables differ from one another.

A multivariate analysis using a binary logistic regression model was run to establish the relationships between the independent variables and dependent variable.

Findings from the study showed that the child gender preferred, with a base of female was statistically significant given that the p-value of 0.002 and the odds ratio 0.432 .This meant that male children had less chances of dropping out of school than their female counterparts. A positive significant relationship between the number of school going age children in the house hold and child drop was established with a p value 0.003 with the odds ratio of 0.614. This implied that an increase in the number of children in the household from 3 to 4 would significantly lead to child drop out form school.

The study recommended government to promote girl- child education, encourage manageable family sizes, improve health services, focus on creating employment opportunities and enhance household incomes to reduce poverty levels.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study is about household factors influencing child drop in government aided primary schools in Wakiso district. Chapter one presents the background information to the study, statement of the problem, objectives, hypotheses, scope of the study, justification of the study, significance of the study, conceptual framework, definition of concepts, limitations of the study and overall organization of the study. It also provides a basis on which other chapters are built.

1.2 Background to the Study

Education is a fundamental human right and a powerful means of achieving economic growth, reducing poverty and promoting human development (Breton, 2004). It empowers people, improves individuals' earning potential, promotes a healthy population, a major determinant of democracy and builds a competitive economy (Castelló-Climent, 2008; UNESCO, 2007; World Bank, 2006; Hannum and Buchmann, 2005).

A dropout is considered, a student who for any reason other than death leaves school before graduation without transferring to another school (Nidhi Kotwal, Neelima and Sheetal Rani, 2007). Child dropout from school is a global problem despite policies to improve school progression and reduce the numbers of children dropping out of school. Children enrollment in lower primary classes is usually in greater numbers than ever before but dropout rates are significant and lead to low levels of primary school completion in many countries. In Benin, for example, the primary school completion rate

in 2005 was 62 percent, although it increased steadily from 38 percent in 2000. In the Democratic Republic of Congo, the primary school completion rate in 2007 was 51 percent, which was the same completion rate for the country in the early 1990s. In Bangladesh, the primary school completion rate has remained at around 60 percent since 2000 (Alexander, R. 2008). As a result of substantial rates of drop out and non-completion of primary school, many children are leaving schooling without acquiring the necessary basic skills.

Failure to complete a basic cycle of primary school not only limits future opportunities for children but also represents a significant drain on the limited resources that countries have for the provision of primary education (Akyeampong K etal, 2007).

In an effort to promote economic growth and development, the Uganda Government appointed an Education Policy Review Commission (EPRC) to review the education system. The EPRC recommended policy reforms right from primary to tertiary education and pointed out that primary education was the only formal education that most Ugandan children could ever hope to receive. The commission also noted that primary education is a good foundation upon which the subsequent education levels are built; therefore it should be taken critically (EPRC, 1998).

The government of Uganda further decided to implement measures designed to reverse the declining trends in the quality of education over the past two decades. In a policy statement contained in the “Back ground to the budget, June 1991” government declared its sectoral strategy on primary education as follows; the focus for the new decade and

beyond will be primary education in terms of both universal and high quality. This entails shifting resources from secondary and tertiary institutions particularly where there are being used for non – instructional subsidies toward primary level (MFPED, 1991). During the same year the government appointed the white paper committee to examine the EPRC report and identify the recommendations, which are acceptable and feasible to implement and make amendment where necessary. The government white paper committee accepted the EPRC report on education and contained all the approved reforms on education system (MoES, 1998).

Consequently a programme called the Primary Education Reform Program (PERP) was created and launched in 1993. The overall goal for PERP was to improve the quality and equity of primary education and its objectives include; improving access and equity to basic education, enhancing quality through training teachers and strengthening capacity for education training and management. In order to implement PERP, a project called Primary Education and Teacher Development Project (PETDP) was designed for achieving UPE, which was to be implemented later. The adaptation of the new constitution in 1995 provided a further foundation upon which basic education in Uganda was to be developed. In Article 30, the constitution states thus; “All persons have a right to education”. The 1995 Constitution of Uganda also made it the obligation of the government to provide basic education to its citizens, Article 30 Clause XVIII states thus; the state shall provide free and compulsory basic education. The state shall take appropriate measures to afford every citizen equal opportunity to attain the highest level of education standard possible (MoES, 1998).

According to the Children Statute of 1996 (Article 28), it is emphasized that it is the responsibility of the state in providing basic education by stating that; the child has a right to educate and the states duty is to ensure that primary education is free and compulsory. The state shall engage in international cooperation to implement this right. It is therefore a combination of factors that included global movements for basic education, the policy framework, prioritizing basic education, and legal framework that have provided the basis for implementation of Universal Education in Government Aided Primary Schools in the country.

In recognition of the fundamental return value of education to its national development, the Government of Uganda therefore introduced the Universal Primary Education (UPE) in January 1997; following a political commitment by President Museveni that Government would meet the cost of primary education of four children per family. This commitment was soon extended to allow all people that wanted to access primary education to do so (Okidi *et al.*, 2004). Its main objectives included: reducing poverty by equipping individuals with basic skills, providing equitable access to affordable education in order to eliminate disparities and inequalities, providing facilities and resources to enable every child to enter and remain in school until the primary cycle of education is complete and making basic education accessible to the learner and relevant to his/her needs as well as meeting national needs (Kisubi, 2008).

Under the UPE programme, the Government of Uganda abolished all tuition fees and Parents and Teachers Association charges for primary education. As a result, primary school enrolment has been increasing tremendously from 2.7 million in 1996 to 7.6

million in 2003, and to 8.2 million by 2009 (UBOS, 2010). This amounts to an increase of 203percent (5.5 million children), compared to an increase of 39percent (0.9 million children) between 1986 and 1996. This is despite the fact that primary education was not made compulsory, or entirely free, since parents were still expected to contribute pens, exercise books, clothing, and even bricks and labor for classroom construction. This trend suggests that, in terms of access, Uganda is on the verge of attaining one of UPE Millennium Development Goals (MDG).

However, an analysis of pupil enrolment under the UPE program strongly suggests that not all is well with the program. For example, by 1997, for every 100 children who enrolled in primary one under the UPE program in 1997, only 39 of them managed to reach primary five. Of these, 19 were girls and 20 were boys (Nakanyike, Kasente and Balihuta, 2003). Although the dropout rate has been decreasing over time, the United Nations Education Scientific and Cultural Organization (UNESCO) reports that Uganda still has the highest dropout rate in the East African region. Out of 100 pupils who join primary one in Uganda, only 25percent reach primary seven compared to Kenya's 84percent, Tanzania's 81percent and Rwanda's 74percent (UNESCO, 2010). In some instances, the problem is even worse in some districts, where the dropout rate is higher than the national average rate.

Wakiso District is one of the districts with a high child dropout rate in government-aided primary schools. According to the Education Management Information System (EMIS, 2010), the district has 675 primary schools of which 256 are government-aided under the UPE programme. The Wakiso District Inspectorate Report (2005) reported that by the

end of the year 2004, out of 186,200 children who enrolled under the UPE programme and sat for that year's end of first term examinations, 10percent (9,200/92,000) of boys and approximately 15percent (14,130/94,000) of girls did not appear for that year's end of third term examinations. Whereas, girls were twice as much as boys not likely to turn for exams in third term, the dropout rate for boys in the district was twice the 2003 national dropout rate for boys.

Child dropout in government-aided primary schools in Wakiso District is a serious problem with dire consequences. It is likely to result in wastage of the district's financial and human resources such as doubling of UPE costs, failure of children to master basic knowledge and skills (Nakanyike *et al.*, 2003). McNeal (1995) notes that school dropouts are usually associated with chronically high unemployment levels, low earnings and poor healthy outcomes. Taken together, these individual-level consequences of primary school dropouts may fail the District in its bid to attain its overall objective of eradicating poverty and subsequently transforming Wakiso District into a developed society.

Researchers such as Nakanyike *et al.*, 2003, McNeal 1995) have investigated the factors influencing child dropout in school and they have revealed various factors including school-related factors, government-related factors, community-related factors and child-related factors. This study will seek to investigate child dropout in primary schools in Wakiso District in the context of household factors. This is because besides the fact that little has been done to study this problem in Uganda in the context of such factors, the decision to enroll a child in school very much depends on household factors such as parental education, gender and number of children in a household, health status of

parents, and labor market position of the parent. Parents' schooling level and work situation might influence the degree to which schooling is valued in the household. The number and gender of the children in the household might influence the distribution of scarce resources available for education among them. Likewise, the health status of the parents might influence a child's allocation of time between schooling and caring for the sick household members. The above indicates that educational participation of children may depend on a number of household factors. Because these factors are not independent of each other and may exert their influence at the same time, there is need of studying them simultaneously to determine their relative importance.

1.3 Statement of the Problem

The introduction of the UPE programme in 1997 has tremendously increased enrollment from 2.7 million in 1996 to 7.6 million in 2003, and to 8.2 million by 2009 (UBOS, 2010). One of the major objectives of the programme is providing facilities and resources to enable every child to enter and remain in school until the primary education cycle is complete. Despite the increase in enrollment figures, there is evidence suggesting that not all children who are enrolled into the programme are able to complete the seven-year primary education cycle as there some significant dropouts. By 2010, only 25percent of every 100 children who enroll in primary one reached primary seven compared to 84percent in Kenya, 81percent in Tanzania and 74percent in Rwanda implying that Uganda's dropout rate is relatively high (MoES Education Management Information System report, 2010). In some districts Wakiso inclusive, the rate of child dropout in government aided primary schools is worse than the national average rate. In some areas by the end of the year 2004, out of 186,200 children who enrolled under the UPE

programme and sat for that year's end of first term examinations, 10 percent (9,200/92,000) of boys and 15percent (14,130/94,000) of girls did not appear for end of third term examination (Nakanyike *et al.*, 2003).

Although, girls were twice as much as boys not likely to turn for exams in third term, the dropout rate for boys in the district was twice the 2003 national dropout rate for boys (Wakiso District Inspectorate Report, 2005). There is concern that if child dropout in government-aided primary schools goes unchecked, in future it may result into wastage of the district's financial and human resources, a doubling of UPE costs, failure of children to master basic knowledge and skills, high unemployment levels and low earnings, poor health outcomes, the District's failure to attain its overall objective of eradicating poverty and subsequently transforming households into a developed communities. Much as the situation described here causes concern, it is not yet known why child dropout in government-aided primary schools in the District is high. Therefore based on the above scrutiny, this study seeks to establish the factors that influence child dropout in government-aided primary schools in Wakiso District at household.

1.4 Objectives of the Study

1.4.1 Major Objective

To examine the factors influencing child dropout in government aided primary schools in Wakiso District with specific reference to household-related factors.

1.4.2 Specific Objectives

- i. To establish the relationship between parents' level of education and child dropout from school.
- ii. To examine the relationship between child's gender and child dropout from school.
- iii. To establish the relationship between number of primary school going age children in the household and child dropout in school.
- iv. To assess whether health status of household members has an influence on child dropout from the school.
- v. To establish the relationship between household head employment status and child dropout from the school.

1.5 Hypotheses

- i. There is no significant relationship between parents' level of education and child drop out from the school.
- ii. The gender of the child has no significant effect on Child drop out from school.
- iii. There is no significant relationship between number of primary school-going children in a household and child dropout from the school.
- iv. The health status of household members has no significant effect on child drop out from school.
- v. Parents' employment status has no significant effect on child out from school.

1.6 Scope of the Study

1.6.1 Content scope

The content scope includes household related factors such as parental education, parents' gender, number of primary school going age children in the household, health status of the household head, and parents' employment status, and their impact on child dropout rate in government-aided primary schools.

1.6.2 Geographical scope

Wakiso District Local Government was the proposed study area. The district is located in Central Uganda and encircles Kampala, Uganda's capital city. It borders Nakaseke District and Luwero District to the north, Mukono District to the east, Kalangala District in Lake Victoria to the south, Mpigi District to the southwest and Mityana District to the northwest. It lies approximately 20 kilometres (12 miles) northwest of Kampala. The district comprises 2 municipal divisions, Entebbe A and Entebbe B; 4 town councils, Nansana, Wakiso, Kira and Kakiri; 15 sub-counties; 148 parishes; and 704 villages.

1.6.3 Time scope

This cross sectional study was covered in the period between February 2012 and June 2012.

1.7 Justification of the Study

Due to the high registered high enrollment rates in government aided primary schools coupled with levels of drop out for both girls and boys of school going age, the study was therefore conducted to examine the effects of household related factors in government aided primary schools of Wakiso Local Government on child dropout.

1.8 Significance of the Study

The study is significant in two ways. First, it will enable the researcher to make recommendations to Wakiso District Local Government and the Central Government education policy makers on what policies and strategies they can employ to improve and minimize the problem of child dropout in government-aided primary schools.

Secondly, since little has been done to research on household factors affecting child dropout in government-aided primary schools in Wakiso District, leading to scarcity of this type of information. This study is to be a source of reference for other researchers intending to study child dropout in government-aided primary schools other districts in Uganda.

The study will help parents and teachers understand their impact or influence on the ability of children to stay in school and use the recommendations to adjust.

It will help CSOs in the Education sector to understand the household factors that tend to affect efforts geared towards ensuring high enrollment and completion of primary education for all school age going children in the country.

1.9 Conceptual Framework

This study is about the household factors affecting child dropout in government-aided primary school in Wakiso District. Child dropout is the dependent variable while parental education, child gender, number of school going age children in a household, health status of household members, and parents' employment status are the independent variables. The intervening variables are the government policies and the school environment. The relationship between the dependent and independent variables as well as the intervening variables is diagrammatically represented in figure 1.1.

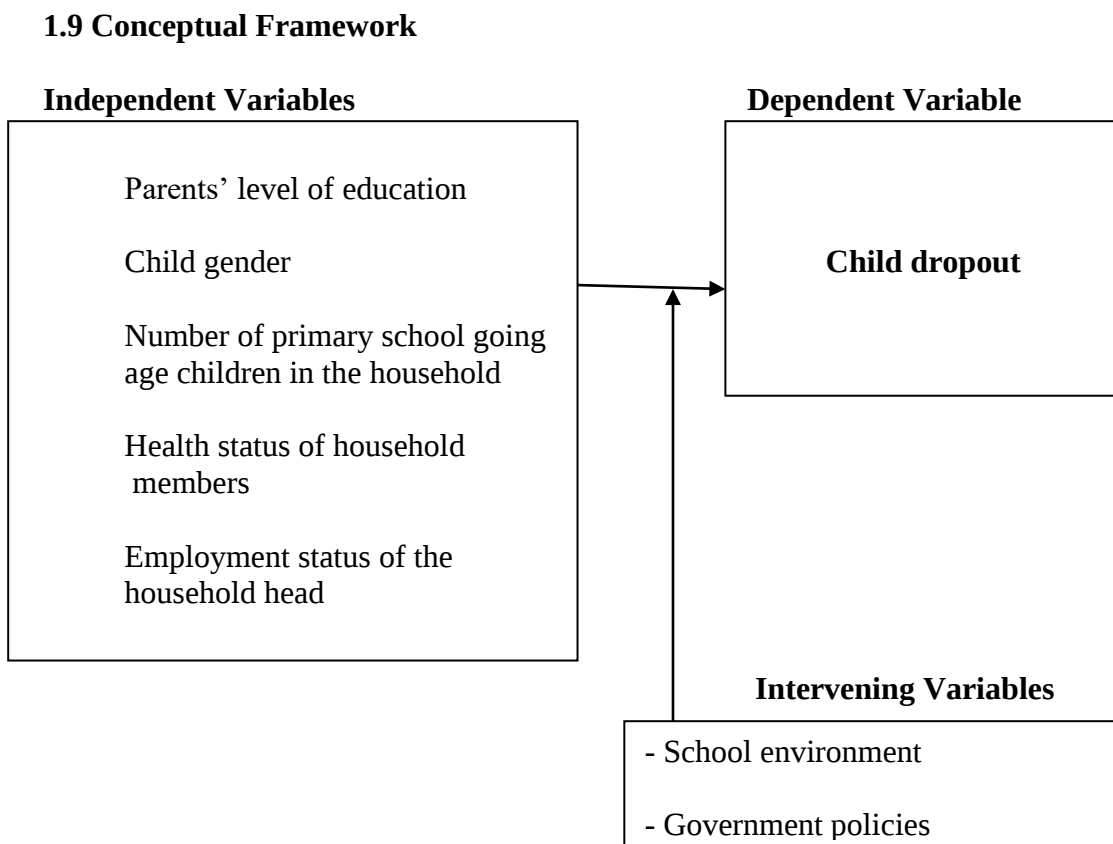


Figure 1.1: Conceptual framework

1.10 Definition of concepts

- a) Household:** It refers to the people living together in one roof.
- b) Child dropout:** The pupils enrolled in a given grade or levels of education in a given school year who have left school either voluntarily or otherwise.
- c) Dropout rate:** The percentage of pupils enrolled in a given grade or cycle or level of education in a given school year that have left school either voluntarily or otherwise before complete the primary education cycle.
- d) Completion rate:** The proportion at which children enter and remain in school until the primary education cycle is complete.
- e) Enrollment:** Number of pupils enrolled at a given level of education, regardless of age.

1.11. Limitations of the Study

Measurement scales both ordinal and nominal, were used in the study and these were adopted from previous studies carried out in both developed and developing countries. However, the scales were adapted to suit the context of Wakiso District.

In addition to that, some respondents feared to respond to the questionnaire because of a possible feeling that the much sought information was for prosecution purposes. To alleviate this fear, the researcher secured an introduction letter from the University which, among others, sought to assure respondents that the much sought for information was to be used for strictly academic purposes and confidentiality was ensured.

1.12 Organization of the Study

The paper is organized in five chapters. The first chapter captures the background to the study, major and specific objectives, scope of the study, justification of the study, significance of the study, conceptual frame work definition of key concept and limitations of the study.

This is followed by chapter two which reviews empirical findings of various scholars on the relationship between child drop out in primary schools and household and socio-economic factors. It contains a thorough and critical review of the facts and issues that were explored and studied theoretically, conceptually and empirically on child drop out.

Chapter three encompasses the methodology adopted which describes the research design, study population, sample size and sampling techniques, data types and data collection methods, validity and reliability of the instruments and finally the data analysis techniques which include univariate analysis, bivariate analysis and multivariate analysis.

Chapter four presents the findings and discussions of the results from the study. It deals with data analysis in three sections. The first section spells out the univariate analysis using descriptive statistics using frequencies followed by bivariate analysis using the chi square test establishing the relationship between the independent variables and the dependent variable. The study finally presents a summary of the findings, draws conclusions and makes policy recommendations in chapter five.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In almost all developing countries, child drop-out in school has been a subject of interest to academicians, researchers, and policy makers for a long time. Past research into the factors influencing child dropout in schools reveals differing opinions on the matter depending on a particular country. This section presents a theoretical perspective and a review of the findings of some of the studies pertaining to child dropout in schools at primary level.

2.2 Theoretical Perspective

The theoretical basis of this study is the human capital theory by Schulz (1960), Becker (1964) and Mincer (1974). According to human capital theory, participation in education is an investment in human capital made because of the expected returns later in life (Becker, 1964; Mincer, 1958). In the case of young children in developing countries, parents are expected to have a large say in this decision. They are expected to weigh off the future benefits of schooling against the immediate costs. Those benefits can be for the children themselves, but also for the parents, because in the absence of a pension system, children may provide the old-age security. The costs of schooling include direct costs of books, school fees, uniforms and travel costs as well as opportunity costs of children not being able to help at home, in the household or in the family business, or to earn money in the labor market (Admassie, 2003).

The direct and opportunity costs of going to school and the value attached to education by parents and children are influenced by many factors, including the household contextual factors like parents' schooling level and work situation might influence the degree to which schooling is valued in the household, the number and gender of the children in the household might influence the distribution of scarce resources available for education among them. Likewise, the health status of the parents/siblings might influence a child's allocation of time between schooling and caring for the sick household members. The above example makes it clear that educational participation of children in developing countries might be influenced by many household factors. Because these factors are not independent of each other and may exert their influence at the same time, there is need of studying them simultaneously to determine their relative importance.

2.3 Conceptual review

Globally, one of the challenges of the Millennium Development goal (MDG) is achieving Universal Education in Government Aided Primary Schools by 2015. According to MoES (2001), Universal Education in Government Aided Primary Schools in the literal sense, means that everyone in a population having a full primary school education. Closely examined, Universal Education in Government Aided Primary Schools means that all children of the target population of age 6-12 years (UNESCO, 1996) have access to schooling. Worldwide, several studies have analyzed the concept of school dropout. LeCompte and Dworkin (1991) defined a "dropout" as pupil of any age who leaves school, for any reason other than death, before graduation or completion of a program of studies and without transferring to another elementary or secondary school.

Harbison and Hanushek (1992) based on a study of rural Universal Education in Government Aided Primary Schools in Brazil, found a significant association between child dropout, and the occupation of the father (being a farmer), age of the child (being over age), the education of the mother (being illiterate), pupil poor academic performance at school, and the characteristics of the school (if there was not enough school facilities provided). Islam (1996) looked at primary school dropout as a dependent variable largely influenced by the societal, cultural, and economic, personality, and the physical environment.

Taylor and Munhall (1997) based on several case studies in rural areas cited low parental income levels, meager financial contributions to schooling from non-government, single parents with less or no formal education, living in homes near schools in rural areas which are often ill-equipped to meet the needs of children to study, as the principal causes of school dropouts.

Universal Education in Government Aided Primary Schools started in Uganda in 1997 as Government Policy aimed at providing education to all Ugandan children of school going age. It originally provided free education to four children per family (two of whom were girls). By the end of September 1999, six and a half million children aged 6-15 had enrolled for primary school education, which was close to one third of Uganda's total population then. In January 2000, the government of Uganda finally implemented Article 26 of the Universal Declaration of Human Rights aimed at providing education to all Ugandan children of school going age.

Internationally, Universal Education in Government Aided Primary Schools is defined as provision of free and compulsory basic education to all children of school going age in the country by the government. In Uganda however, UPE was initially defined as provision of basic education to four children per household. In the provision of this education, both the government and the parents have financial obligations to meet. The government obligation is mobilization of resources, paying tuition fees through capitation grant, training of teachers while the parents are to provide scholastic materials, school uniforms and basic requirement for survival. With time however, the definition of Universal Education in Government Aided Primary Schools has been reviewed to reflect the changing circumstances. It is now defined as the provision of basic education to all Ugandan children of school going age. Thus Universal Education in Government Aided Primary Schools in Uganda is not free because both the government and the parents have financial obligation to meet the education of the children. It is not also compulsory for parents to send their children to school, as there is no act of parliament to make it mandatory.

Education is a necessary condition for development in the widest sense, because empowering people, especially the poor with basic cognitive skills is the surest way to render them self-reliant. The ability to read and write, for example, is crucial in the acquisition and application of modern production and marketing skills. In agriculture for instance, the farmer's capacity to adopt new yield-raising methods depends largely on his or her ability to at least read the message directed to him or her. Studies show that mother's education is an important factor in improving, nutrition, family planning and reducing infant mortality. It has been noted that primary education in particular has a

significant impact on economic growth of a country and enhances earnings of individuals who have benefited from it.

According to Psacharopoulos (1977), social rates of return for those who have completed primary education are very high at 27% as compared to 17% for secondary and 13% for higher education. The history of advanced countries shows that the development of the base of the education pyramid, that is, primary education, always comes before development of secondary and higher education. Therefore, ensuring universalization of education is recognized as both a desirable goal and a development challenge. It is not surprising therefore those countries like USA, United Kingdom, France and Japan have long recognized the value of basic education and made deliberate effort to achieve Universal Education in Government Aided Primary Schools.

The emphasis on basic education was demonstrated at the world conference on Education For All held in Jomtien, Thailand (1990) which ensured that all participating countries commit themselves to providing every child, youth and adult the opportunities to achieve an acceptable level of learning. It therefore represented the world leaders and organizations' commitment to basic education globally. It also guaranteed donors' support to countries that could adopt basic Education For All policies. The World Education Forum held in Dakar, Senegal, in April 2000, reaffirmed the vision of Jomtien but called for a new level of commitment, designed to achieve targets that have been stated regularly but rarely delivered. This forum came up with the Dakar framework of action 2002, which states that; "Governments must make firm political commitments and allocate sufficient resources to all components of basic education" and that "no countries

seriously committed to Education for all will be thwarted in their achievement of this goal by lack of resources. Funding agencies should coordinate their effort to provide flexible development assistance” (World Education Forum, 2000).

The Millennium Development Goal to Achieve Universal Primary Education to ensure that all children, boys and girls alike will be able to complete a full programme of primary education and eliminate gender disparity in primary and secondary education at all levels by 2015 is a national and global challenge that cannot become yet another unkept promise. Zimbabwe has attained gender parity nationally in primary education and seeks to maintain this achievement while pursuing its goals of Universal Primary completion and the provision of quality basic education. Over the last few decades, securing universal access to basic education has become one of the universally recognized human rights and a major aspect of the United Nations effort to protect the rights of all children. An educated child is a child with less probability to be exposed to exploitation, violence, and poverty and more likely to succeed socially, economically and politically. In situations of socioeconomic crises, the numbers of girls out of school tend to increase as they become more socially disadvantaged. Educating girls and women is key to breaking the cycle of inter-generational poverty. Investments in girls' education, particularly those directed to quality of education also benefit to the boys Zimbabwe National Strategic Plan (2005-2010).

2.4 Household factors influencing child dropout

2.4.1 Parents' Education Level and Child Dropout

Both in developed and developing countries, children with educated parents are more likely to stay in school than those having parents with less or no education at all. There is ample evidence that children from better educated parents more often go to school and stay in school (Buchmann and Brakewood, 2000; Colclough et al., 2000; Tansel, 2002; UNESCO, 2005; Ersado, 2005; Smits, 2007; Huisman and Smits, 2009, Breen and Goldthorpe, 1997) and this is because these parents monitor and regulate their activities, provide emotional support, encourage independent decision making and are generally more involved in their schooling therefore less likely to drop out of school (Astone and McLanalan, 1991; Rumberge et al., 1990; Rumber 1995; Odaga and Heneveld, 1995; and Russel, 2001). Parents with low levels of education are more likely to have children who do not attend school. If they do, they tend to drop out in greater numbers (Blick and Sahn, 2000) and engage in more income generating activities than children of parents with high level of education (Dunyea, 2003; Ersado, 2008).

The mother's education tends to be more closely related to the child's schooling attainment than does the father's. For educated mothers, education of girls might be especially important. Mothers who have completed a certain level of education and have experienced the value of education believe that it is within the reach of girls to complete that level (Emerson and Portela Souza, 2007). Gitter & Barham (2008) measured the effect of women's power within the household as measured by the number of years she went to school relative to her husband's. They found that mother's educational level

always had a positive effect on boys' educational outcomes, but that when mother's education passes a certain threshold, there are no increases in girls' enrollment any more.

In a study by Nidhi Kotwal, Neelima and Sheetal Rani (2007), entitled, "Dropouts among Rural Girls in Kathua District in India", the results indicated that one of the major reasons for children being kept out-of-school was the lack of education of parents.

According to Glick and Sahn (2000), Handa (1996), Tansel (1997), Behrman et al. (1999), and Haveman and Wolfe (1995), parental education effects on children's schooling, In considering the determinants of children's educational choices, Haveman and Wolfe (1995) note that the most fundamental economic factor is the human capital of parents. Usually measured by the number of schooling years attained, parental education reflects a sort of intergenerational transmission of socioeconomic status.

Findings with regard to the impact of parent's education on schooling of children show that the children of more educated parents are more likely to be enrolled and more likely to progress further through school and basing on United Nations Children Education Fund (UNICEF, 1999); MOES, (1995); Government of Uganda (GOU, 1999) Horn (1992); all demonstrate that Parental decisions do affect children retention. Holmes, (2003) shows that this impact differs by gender, the education of the father increases the expected level of school retention of boys, and that of the mother's enhances the educational attainment of girls. Similarly other studies by Behrman et al., (1999) and Swada and Lokshin (2001) reported a consistently positive and significant coefficient of

father's and mother's education at all levels of education except at secondary school level.

2.4.2 Childs' Gender and Child Dropout

Taking into account of the gender dimension of dropouts, UNICEF, (2005) noted that girls are more likely to drop out of school than boys and that those pupils whose mother's have not attained any level of education will most likely dropout of school. The problem of gender bias on education is common especially in developing countries; the gender bias against the education for female begins at home. According to the UN, girls make up 46 percent of primary enrolment, which then takes a huge drop to 16 percent in secondary school enrolment. The genders gap in primary school enrolment certainly narrowed during the 1990s. The different access that boys and girls have to the education system should not be ignored because it contributes to gender differences later in life. Low levels of female education lead to legal illiteracy, creating a severe constraint to effective implementation of equitable legal provisions. The ratios of girls' gross enrolment rate to boys in developing countries increased from 0.86 to 0.92. Nearly two third of developing countries improved on girls enrolment over the decade with biggest improvement seen in Benin, Chad, the Gambia, Guinea, Mali, Mauritania, Morocco, the proportion of girls enrolment in rural areas shot up from 44.6 percent in 1997-1998 to 82.2 percent in 2002/03 (Gopal and Salim, 1998.) This is geared to attainment of one of the Millenium Development Goals to ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to vulnerable people, have access to and complete free and compulsory primary education of good quality (Zimbabwe National Strategic Plan 2005-2010).

The study by Holmes (2003) found out that overall; females receive less education than males, and they tend to dropout, or are withdrawn earlier for both economic and social-cultural reasons. The study further argues that the opportunity cost of sending female children to school in rural areas, where girls are married quite early, is high because benefits of their schooling will not accrue to their parental household. Similarly Kasente, (2004), Kakuru, (2003) explained how early marriages influence children's dropping out of school especially as regards the girl child as it is perceived by parents that marrying off the girl child is an escape route from poverty. Uganda Participatory Poverty Assessment (UPPAP, 2000) indicates that marrying off girls would benefit her family in terms of attaining bride price.

Odaga and Heneveld (1995), further note that parents worry about wasting money on the education of girls because there are most likely to get pregnant or married before completing their schooling and that once married, girls become part of another family and the parental investment in them is lost this therefore perpetuates parents discouraging the girl child from continuing with school. In addition traditional practices including heavy household workloads, domestic priorities, and gender roles greatly hinder girls' progression in education (Novicki A. M 1998).

According to Mugagga & Akumu (2010), a study, 'Consequences of child marriage in Africa,' by Nawal M. Nour, shows that over 50% of the girls in Uganda get married before 18 years, while a United Nations Population Fund State of World Population Report (2006), rated Uganda with the highest teenage pregnancy rate in sub-Saharan Africa. According to the report, child bearing and sexual activities start as early as 14

years and by 15 years; 30% of females have had sexual intercourse. By 18 years, the proportion had increased to 72% (Mugagga & Patience Akumu, 2010).

The situation is perpetrated by extreme poverty that makes parents marry off their pregnant daughters in exchange for bride price. In addition, when a girl gets pregnant before marriage, she is deemed a disgrace to her family and society, and the only way to “salvage” her reputation is to leave school and get married (Mugagga & Patience Akumu, 2010).

In another study by Chris Chapman et al., (2011) entitled, “Trends in High School Dropout and Completion Rates in the United States: 1972–2009), there was no measurable difference in the 2009 event dropout rates for males and females, a pattern generally found since 1972. Exceptions to this pattern occurred in 4 years, that is, 1974, 1976, 1978, and 2000 when males had measurably higher event dropout rates than females. The study further revealed that females aged 18–24 years who were not enrolled in high school in 2009 had a higher status completion rate (91.2 percent) than their male counterparts (88.3 percent).

Again in the US, in 2005, 11 percent of males aged 16 to 24 years were high school dropouts, compared with 8 percent of females. Although males comprise 51 percent of the population, they make up 58 percent of the dropouts in this age group (U.S. Census Bureau, 2005). “The huge dropout rates, however, indicate that children, girls more often than boys, are needed for other activities such as looking after other siblings, domestic work and help with farm work. Parents play a crucial role in keeping young people in

school. The degree and nature of family support are determined by such factors as a stressful/unstable home life, socio-economic status, minority membership, siblings' completion of high school, single parent household, poor education of parents and primary language other than English" (Horn, 1992, cited in Nidhi Kotwal, Neelima and Sheetal Rani, 2007).

According to the UNESCO report (2005), the girls who were denied educational opportunities disproportionately as compared to boys suggested clear cut discrimination in household behaviour. Parental and social attitudes in most Indian cultural context tend to perpetuate the stereotypes of girls being transient members of families on their journey to marriage and boys being the mainstay of support to ageing parents. The subordination of the adult women in the household runs parallel with a subordination of the girl child, socializing the latter into the pre-ordained role that she will assume as an adult. The implications of such unequal treatment result in limiting the opportunities and choices that girl children may have both in the present and in the future (Nidhi Kotwal, Neelima and Sheetal Rani, 2007). The environment within schools can deter girl children from attending: lack of female teachers and fear of abuse does not encourage them to stay in school.

Again, in a review of data on gender issues in education, gender related stereotyping and perceptions of roles the activities of males versus females in society were cited as factors responsible for differences in attendance patterns. Both heads and teachers reported higher rates of absenteeism for girls than boys, a factor which they attributed to girls having to stay home to assist parents with care for siblings and sick family members.

Continuous absenteeism negatively affects girls' academic performance. Time taken at home to help out with domestic duties or income generating activities before and after school negatively affects girls' academic performance. While girls' completion and performance seem to be affected more by gender related factors, boys too are being negatively affected by the loss of family members, albeit in lesser degrees. Increasingly, boys too have to take on the role of family breadwinner on the death of their parents (Zimbabwe Strategic Plan, 2005).

The study by Holmes (2003) found out that overall; females receive less education than males, and they tend to dropout, or are withdrawn earlier for both economic and social-cultural reasons. The study also pointed out that the opportunity cost of sending female children to school in rural areas, where girls are married quite early, is high because benefits of their schooling will not accrue to their parental household. Similarly Kasente, (2004) and Kakuru, (2003) explain how early marriages influence children's dropping out of school especially as regards the girl child as it is perceived by parents that marrying off the girl child is an escape route from poverty. Uganda Participatory Poverty Assessment (UPPAP, 2000) indicated that marrying off girls would benefit the family in terms of attaining bride price.

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In another study by MoES (2001), the rates of drop out in all government-aided schools for girls and boys are almost equal. The total number of male dropouts for 2001 was 164,986 (50.6%), while that of females was 160,932 (49.4%) giving a national total of 325,918. In an account for the gender disparity in primary school dropout, Nyanzi (2001) put forward that marriage, pregnancy and sickness are major causes of drop out among girl children while amongst the boys, they include; jobs, lack of interest, dismissal and fees.

In Uganda, 94% of girls reported problems at school during menstruation and 61% reported staying away from school during menstruation. In Western Uganda in 2000, primary one enrolled 251,000 males and 244,000 females but in 2006 there were only 98,000 males and 86,000 females indicating a significant decline in the enrollment of girls at primary seven level. In Isingiro district, the enrollment in some selected primary schools from 2003-2009 also indicated continuous decline in girl-child enrolment as girls' progress from primary one to primary seven (Amutwatorere, 2011).

2.4.3 Number of school going age children in the House Hold and Child Dropout

The number of siblings has also been found to be negatively correlated to educational enrollment and retention both in the USA (Blake, 1989) and in some developing countries like Malaysia (Pong, 1997). This is probably due to the fact that people with more children can devote less time and resources to each individual child (Downey, 1995). However, this was not the case in all situations. For example, in rural Botswana, the number of 7-14 year old children in the household was found to be positively related to enrollment (Chernichovski, 1985). The reason for this may be that with more children,

there are also more helping hands at home, which increases the chance that at least some children stay in school. The same effect might be found in extended families, where relatives, especially grandparents, may help out in the household or contribute to the household income, making it easier for children to stay in school.

The nuclear family unit is less efficient than an extended family unit in providing information and vital services to family members, such as child rearing, child care, and care of older family members. Theoretically, it is widely accepted that high fertility and large family size in most developing countries constrain limited resources of households on child investment such as nutrition, health and education. However, empirical results of different studies indicate that a negative impact of large family size is neither universal nor inevitable (Eloundou-Enyegue, et al, 2006). Findings on the effect of family size on schooling are mixed in sub-Sahara Africa.

Montgomery and Kuame (1993) found the expected negative effect in urban Cote d'Ivoire but a positive one in rural areas (Eloundou- Enyegue, 2006), Gomes (1984) in Kenya, Chernkovsky (1985) in rural Botswana found positive associations. The effect of family size is conditioned by the specific cultural, political and socioeconomic settings (Sudha, 1997). A child from a larger household might have a higher probability of attending school because work is spread over a large number of household members (Rose and Al-Samarrai, 2001). In general, there is no conclusion as to how family size affects child's schooling in sub-Saharan Africa countries.

2.4.4 Health of the Household Members and Child Dropout

Children whose parents or siblings fall ill might be expected to be caregivers for these sick relatives, at times causing them to miss or drop out of school. This is especially the case for girls (Case & Ardington, 2006; Kane, 2004). A study of adolescents in South Africa showed that household members who had experienced illness in the last three months were associated with a higher likelihood of dropping out from school for boys than for girls (Hunter & May, 2002). In a 2004 qualitative review of gender issues in education revealed that girls are required to assist at home when mothers and other family members are ill. Among OVCs, frequent absenteeism poses negative effects on girls' school performances and subsequently leads to higher dropout rates. Again, The UNIFEM (2002) study in five provinces of Zimbabwe shows that more girls than boys are dropping out of school to become caregivers or heads of households in both rural and urban areas. Nyamukapa, C. and Gregson, S. (Social Science and Medicine, 2005) show that maternal orphans have lower primary school completion rates than non-orphans in rural Zimbabwe and that these patterns reflect adaptations and gaps in extended family orphan care arrangements (Zimbabwe Strategic Plan 2005)

In addition, U.S. Department of Education, 2005 indicates that students with disabilities are also more likely to drop out. The National Transition Study estimates that as many as 36.4% of disabled youth drop out of school before completing a diploma or certificate

2.4.5 Parents' Employment Status and Child Dropout

Besides household income, also the parents' labor market position is expected to play a role. Regarding father's labor market position, fathers who are in salaried employment, especially if they work in a non-manual occupation, to be more aware of the importance of education and hence to invest more in their children's education and to be more likely to motivate them to do their best and to stay in school (Breen & Goldthorpe, 1997). Also the children of those fathers themselves may be more aware of the benefits of education. For parents who are self-employed, such as (small) farmers, the opportunity costs of keeping their children in school are believed to become more important after a certain threshold, since they are more likely to expect their older children to help out in the family business. Tansel (2002) for instance found for Turkey that children from self-employed fathers are more likely to drop out of school, and Nicaise *et al.* (2000) found for Thailand that secondary education often is of minor interest for working on the farm. Parents may also have the impression that school alienates children from farm work, diminishing the motivation of farmers to send their children to school. It is plausible to suggest that children supposed to assist in the household more often drop out of school. For example, daughters of a working mother might be expected to do the household chores and be taken out of school after they received some education. On the other hand, employment of the mother might increase her power within the household, and this may increase her children's chances to get educated. Other studies indicate that if a mother

participates in the formal wage economy, it can be associated with their daughter's suppressed school attainment, perhaps because of increased household demands placed on girls (Fuller & Liang, 1999). Whereas Ersado (2005) argued that a mother working outside the home had a positive effect on child schooling.

According to the resource theory of conjugal power (Smits, Mulder & Hooimeijer, 2004), the degree to which partners can influence important household decisions depends on the extent to which they bring in valued resources. Lakwo (2007) for instance found for Uganda that women who, through their access to micro-credit, were engaged in daily income-generating activities, gained the power to do things social norms previously denied them such as paying for their children's education. This indicates that mothers who are gainfully employed and hence contribute to the household income have more influence on family decisions than women who are not employed. It seems likely that such more independent women may be better able to create the possibility for their children and especially for their daughters to stay in school. On the other hand, when the mother is forced to work because of poverty, the daughters may have to take over her household tasks and therefore have fewer chances to stay in school. The effects of mother's employment may thus differ depending on the circumstances.

Parents' attributes also influence family income, household income is found to be an important factor in determining access to education as schooling potentially incurs a range of costs, both upfront and hidden. Upfront costs include school fees, while the more hidden costs include uniforms, travel, equipment and the opportunity costs of sending a child to school. Household income is linked to a range of factors: when

children start school, how often they attend, whether they have to temporarily withdraw and also when and if they drop out (Croft, 2002). In extremely harsh economic situations, families withdraw their girls and boys from school to work in the fields so that a family could increase their chances of earning income enough for the survival of the family. Child labor is not only exploited by prospective employers but is often strewn with life threatening conditions for the children. The following are the child labor related causes of school drop-out because girls are perceived to be more trustworthy than boys; they are called upon, more often than boys, to contribute to the family income. Being away from parental protection puts girls in a much higher risk position of becoming exposed to sexual abuses and exploitation. Zimbabwe Strategic Plan (2005).

2.5 Summary of Literature Review

In summary therefore, the review of literature provides a backing for the research hypotheses outlined in chapter 1 section 1.6. That there is a significant relationship between parental education and child dropout in school, there is a significant relationship between child gender and child dropout in school, there is a significant relationship between number of children in a household and child dropout in school, there is a significant relationship between parents'/siblings' health status and child dropout in school, and there is a significant relationship between parents' employment status and child dropout in school. These relationships were tested and results presented in the analytical chapter of the report.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter outlines the methods and procedures for conducting the study. It is organized into sections which include: research design, study area, target population, sample size and sampling technique, measurement of variables, data collection methods, validity and reliability of instrument, data analysis techniques, and ethical considerations.

3.2 Research Design

The study was conducted using a cross-sectional design. This is a one-time study design which involved collecting data on various issues related to the study topic at a single period in time. In addition, the study employed a quantitative and qualitative approach for data collection and analysis. The qualitative approach gave detailed explanations of complex phenomena through evolving theories and conceptual bases where as quantitative approaches minimized the subjectivity of judgment and achieved high level of reliability of the data collected.

3.3 Study Population

Since this study focused on household factors and their influence on child dropout in government aided primary schools in Wakiso District, the units of analysis in this study were the households in Wakiso district. However, household heads comprised the units of inquiry and therefore, the target population. Together, the estimated total number of households in Wakiso District is 218,142 (UBOS Census Report, 2002).

3.4 Sample Size and Sampling technique

3.4.1 Sample Size

The sample size was based on Bailey (1994) who asserted that any research with a sample of 100 is regarded as adequate irrespective of population size. Also according to Roscoe (1975), individual respondent sample size of between 30 and 500 or more is appropriate for most studies especially multivariate research where the sample size should be several times larger than the number of variables in the study, preferably ten times or more, thus the justification of the sample of 120.

3.4.2 Sampling technique

The stratified sampling technique was used to divide the district into strata which included the rural and urban administrative units. Simple random sampling was used at different levels of the administrative structure of the district that is from the district level up to the village level. This was done using a simple random sampling technique where all households were listed and assigned numbers which were folded and placed into the container, and stirred continuously as the sample was being selected. At the village /cell level proportionate allocation was used to determine the number of households to be selected from urban and rural settings and finally the household head or spouse was interviewed.

Note: $n = 120$

$$n = n_1 + n_2$$

$$N = N_1 + N_2 = 76642 + 38223$$

$$= 114865 \text{ households}$$

$$n_1 = N_1/N * n = 76642/114865*120 = 81 \text{ households}$$

$$n_2 = N_2/N * n = 38223/114865 * 120 = 39 \text{ households}$$

Where;

n_1 = Urban sample size

n_2 = Rural sample size.

N_1 = Urban population

N_2 = Rural population

Table 3. 1: Sampling Procedure for the respondent

Sub group	Stratum	House hold Population	Sample
Urban	Kira	29,640	31
	Makindye	32,786	34
	Entebbe	14,216	14
Rural	Katabi	14,503	15
	Kasanje	6,186	6
	Bussi	2,123	2
	Masuliita	4,768	4
	Gombe	9,351	9
	Wakiso Sc	1,172	1
Total	9	114,865	120

Source: Research Survey data, 2012.

3.5 Data Type and Collection Methods

3.5.1 Data type

This study used primary data primary obtained collected from the field survey through administering a questionnaire to the 120 sampled household heads in selected administrative units of Wakiso District. Secondary data was also gathered through literature review from various publications, journals and internet.

3.5.2 Data Collection Methods

Quantitative data collection methods were employed to collect primary data through administering a questionnaire to the sampled households. The administered questionnaires constituted the preferred method of data collection for this study because, unlike self-administered questionnaire which are used only on literate respondents, these were applied to even non-literate respondents. In addition, the data collection method was deemed suitable because the population was big, yet time for collecting data was limited. The questionnaire was comprised of mainly closed-ended questions as these are easy to fill and also a few open-ended questions. The designed questionnaire also saved time and kept the respondents focused on the subject. In addition, two research assistants were employed and trained to administer the questionnaires. This helped in collecting accurate and reliable data since the study covered a wide area within a limited period of time.

3.6 Validity and Reliability of the instruments

3.6.1 Validity

Validity of instruments was ascertained by first of all discussing the questionnaire and interview schedule drafts with the supervisor. The content validity of the instrument was found worthy executing for the pilot run and thus the study. After constructing the questionnaire the researcher contacted the supervisor and three other experts in order to get expertise judgment on the validity.

3.6.2 Reliability

The reliability of instruments was established basing on the preliminary results derived from the pilot study. The study instruments were set for the pilot run. Results realized were discussed with the supervisor and the content reliability of the instrument was accepted.

3.7 Data Processing and Analysis

3.7.1 Data Processing

Data obtained using questionnaires was compiled, sorted, edited, classified and coded into a coding sheet and analyzed using a computerized data analysis package known as Statistical Package for Social Science (SPSS) Version 16.0.

3.7.2 Univariate Analysis

Descriptive statistics such as frequencies, percentages and cumulative frequencies were used to describe participants' responses on the variables under consideration and to summarize data in a presentable and meaningful way.

3.7.3 Bivariate Analysis

A chi square (X^2) statistic was used to investigate whether distributions of categorical variables differ from one another. The Chi Square statistic compared counts of categorical responses between the independent variables and the dependent variable child dropout and the hypothesis being tested.

The Chi Square statistic formula:

$$X^2 = \sum \frac{(\text{observed} - \text{expected})^2}{\text{expected}}$$

Decision rule:

1. If the chi square p-value is less than 0.05, then there is a significant relationship among the two variables implying that we reject the null hypothesis.
2. If the chi square p-value is greater than 0.05, then there is no significant relationship among the two variables implying we accept the null hypothesis.

3.7.4 Multivariate Analysis

In order to examine the factors influencing child dropout in government-aided primary schools in Wakiso District, the researcher also employed a Binary Logistic regression model. Logistic regression is useful in situations where there is need to predict the likelihood of presence or absence of an outcome (in this case, child dropout) based on values of a set of predictor variables. Since the dependent variable, child dropout has two possible outcomes, (a child can drop out of school or not), the binary logistic regression

analysis technique was well suited for the purpose. With logistic regression the odds ratio (OR, relative odds) which is the ratio of the probability of occurrence of an event to that of nonoccurrence gave the amount of change expected in the odds ratio when there was a one unit change in the independent variable with all of the other variables in the model held constant. The rule of thumb in interpreting the odd ratio (OR) is that:

If the $OR > 1$ then the odds of $Y=1$ increases

If the $OR < 1$ then the odds of $Y=1$ decreases

In this study $CDO=1$ which was the probability of dropping out of school and marginal effects was also computed. A marginal effect most often measures the effect on the conditional mean of a change in one of the regressors.

3.8 Model specification and Estimation

3.8.1 Model specification

A logistic regression model was used in this research following a binomial distribution with a probability lying between 0 and 1. The probability of staying in school is a discrete variable with two values. Completing the primary education cycle is equal to zero if a child completed primary school and a value of one if otherwise. Therefore, completing school and not completing school reflects a binary relationship and the logistic model suggests that the probability (P) that an individual will drop out of school can be given by:

$$CDO = \log \frac{\Pr(dropout)}{1 - \Pr(dropout)} = \beta_0 + \beta_1 X_1 + \dots + \beta_j X_j \dots \dots \dots (1)$$

Where, $X_1, \dots, X_j$ represent the socio- economic and institutional factors hypothesized to contribute to child drop out from school. $\Pr(\text{dropout})$ represents the likelihood of a child dropping out of school. On the left-hand side of the regression model, the dependent variable represents the drop out strand which is used; hence taking a dichotomous form: a value of 1 if child drops out is used and a value of zero otherwise. On the right-hand side of the model, are the independent variables thought to contribute to child drop out in this study which included child gender, parents' level of education, number of children in a household, household head health status and employment status. If the disturbance term is taken into account, the logit model becomes:

$$CDO = \log \frac{\Pr(\text{Dropout})}{1 - \Pr(\text{Dropout})} = \beta_0 + \beta_1 X_1 + \dots + \beta_j X_j + \mu_i \dots \dots \dots (2)$$

Therefore, the model that was estimated is specified below:

$$CDO = \log \frac{\Pr(\text{Dropout})}{1 - \Pr(\text{Dropout})} = \beta_0 + \beta_1 PLE + \beta_2 CG + \beta_3 NOPSC + \beta_4 HS + \beta_5 EMP + \mu_i \dots (3)$$

Where;

- CDO = Child Drop Out (CDO)
- PLE = Parents' Level of Education
- CG = Child gender
- NoPSC = Number of primary school going age children
- HS = Health status of household members
- EMP = Employment status of household head
- β_i = Are variable coefficients
- μ = Error term

3.9 Justification of the variables

3.9.1 Parents level of education

The relationship between parental education and child dropout is expected to be negative. It is expected that the more educated the parents (that is, the more years of schooling that the father and mother have) the lower the chances of child dropout from school. It is assumed that educated parents know the benefits of schooling and would therefore do anything possible to ensure their children complete schooling.

3.9.2 Child gender

The relationship between girl child gender and drop out is expected to be positive because some parents, particularly in rural areas, view investing in girl child education as a wastage of resources since at some point they have to get married and become members of another family, it is expected that the chances of boys dropping out of school will be low compared to that of girls.

3.9.3 Number of primary school going age children in the household

The relationship between number of school-going children in a household and child dropout is expected to be positive. That is, the higher the number of school-going children, the higher the chances of child dropout. This is because many school-going children with numerous school requirements may be a constraint to the fixed household budget.

3.9.4 Health status of the household members

The relationship between health status of household members and child dropout is expected to be positive. If household head and other members fall ill frequently, this may mean that a school going child within the household may be compelled to forego school and look after the ill household members.

3.9.5 Employment status of the household head

Finally, the relationship between employment status of parents and child dropout is expected to be negative. If parents are gainfully employed, they are in position to earn income which they can use to provide the child with all the necessary school requirements.

3.10 Ethical Considerations

The researcher sought for written permission from the concerned officials of Wakiso District Local Government before conducting the research. In addition, respondents were reassured that the study is strictly academic and that utmost confidentiality will be observed. The data used in this study was anonymously coded, making it impossible to ascertain the original respondents.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents and discusses the findings of the study in three sections addressing the specific objectives of the research in detail. The first section of this chapter presents the univariate analysis of the demographic characteristics of the respondents and how this impacts on the topic under study, the second section a bivariate analysis establishing the relationship between child dropout and the independent variables is discussed and the last section presents the multivariate analysis which discusses and describes the determinants of child drop out in government aided primary schools.

4.2 Background characteristics of the respondents

This section presents the univariate analysis of the background characteristics of the household which included sex of the respondent, age of the household head, marital status, parents' level of education, place of residence, child gender, number of school going children, cases of chronic illness in the household and employment status in the household.

4.2.1 Sex of the respondents

Table 4. 1: Sex of the household respondents

Sex	Frequency	Percent	Valid Percent	Cumulative Percent
Male	54	45.0	45.0	45.0
Female	66	55.0	55.0	100.0
Total	120	100.0	100.0	

Source: Survey data, 2012.

From the table above, 45% of the respondents were male while the female were 55%.

This was an indication that the study was gender sensitive which included both men and female.

4.2.2 Age of household head

Table 4. 2: Age of household head

Age group	Frequency	Percent	Valid Percent	Cumulative Percent
Below 18	4	3.3	3.3	3.3
18-28	25	20.8	20.8	24.2
29-39	47	39.2	39.2	63.3
40 and above	44	36.7	36.7	100.0
Total	120	100.0	100.0	

Source: Survey data, 2012.

A good number of respondents (39.2% responses) were between the age brackets of 29-39 years, while 36.7% of the respondents were aged 40 and above. In addition, 20.8% of the respondents were aged between 18-28 years and 3.3% of the respondents were below

18 years. The results from the findings show that all respondents were mature to give dependable information for the study.

4.2.3 Marital status of the respondents

Table 4. 3: Marital Status of respondents

Marital status	Frequency	Percent	Valid Percent	Cumulative Percent
Married	66	55.0	55.0	55.0
Single	42	35.0	35.0	90.0
Divorced/Separated	3	2.5	2.5	92.5
Widowed	9	7.5	7.5	100.0
Total	120	100.0	100.0	

Source: Survey data, 2012

More than half of the respondents (55% responses) were said to be married, these were followed by those who were single as indicated by 35% responses, while 7.5% of the respondents were widowed and 2.5% of the respondents were divorced and had separated with their spouses. With the high percentage of married respondents in the study implied these household had children of school going age and study was in position to establish whether these children attend school and also complete the primary education cycle.

4.2.4 Place of residence of the household head

Table 4. 4: Place of residence of the household head

Place of residence	Frequency	Percent	Valid Percent	Cumulative Percent
Urban	37	30.8	31.1	31.1

Rural	83	69.1	68.9	100
Total	120	100	100	

Source: Survey data, 2012.

From the table most respondents (69.1%) were living in rural settings and 30.8% were living in urban settings. This implies that most of the respondents who constituted part of this study were based in rural areas. The study incorporated challenges experienced by both the town dwellers and the rural residents all with their unique characteristics associated with child drop out.

4.2.5 Parents level of education

Table 4. 5: Parents level of education

Education level	Frequency	Percent	Cumulative Percent
Primary	35	29.2	29.2
Secondary	44	36.7	65.8
Tertiary	23	19.2	85
None	18	15	100
Total	120	100	

Source: Survey data, 2012.

The study found out that majority of the respondents had completed secondary and tertiary education at 55.9% compared to 15% who had not attained any level of education and only 29.2% had primary education. This implied most of the respondents knew the value of education and would adhere to the government policy of Universal Primary Education by ensuring that all school going age children attend school and complete the education cycle as required.

4.2.6 Number of school going children in the household

Table 4. 6: Number of school going children per house hold

Number of children	Frequency	Percent	Valid Percent	Cumulative Percent
1-3 children	75	62.5	62.5	62.5
4-6 children	30	25.0	25.0	87.5
7 and above	15	12.5	12.5	100.0
Total	120	100.0	100.0	

Source: Survey data, 2012.

Respondents revealed that they had 1-3 children who were in school (62.5% responses), 25% of the respondents revealed to be having 4-6 children in school and 12.5% of the respondents had 7 and above children. The results show that majority of the respondents had school going children.

4.2.7 Child gender

Table 4. 7: Child gender preferred to attain education

Child Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Boys	61	50.4	50.8	50.8
Girls	59	49.6	49.2	100.0

Child Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Boys	61	50.4	50.8	50.8
Girls	59	49.6	49.2	100.0
Total	120	100.0	100.0	

Source: Survey data, 2012.

From the table above, 50.4% of the respondents preferred boys to girls to attain education whereas 49.6% of the respondents were in for girls. This was an indication that the study would be able establish the value attached to education by child gender whether it's the boys who complete the schooling life cycle or it's the girls that drop out due to socioeconomic factors.

4.2.8 Health status of the household head

Table 4. 8 : Household head suffering from any illness

Household head cases of any illness	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	66	55.1	55	55
No	54	44.8	45	100
Total	120	100	100	

Source: Survey data, 2012.

Findings from the study indicated that most household heads suffered from an illness in the last 12 months at 55.1% compared to household heads who were not affected by any

illness. Thus household heads who had experienced a severe illnesses were more likely to have high child dropouts because the children were expected to be care givers to the sick person causing them to miss school. A Study of HIV/AIDS affected families in Kenya showed that children's reduced chances of completing school from the affected families (Akunga et al, 2002).

4.2.9 Household member who normally falls ill

Table 4. 9: Household member who normally falls ill

Household member who normally falls ill	Frequency	Percent	Valid Percent	Cumulative Percent
Household head	39	32.5	32.5	32.5
Children	81	67.5	67.5	100.0
Total	120	100.0	100.0	

Source: Survey data, 2012.

Table 4.9 above reveals that 32.5 % of the household heads normally fell sick and 81 % are children in the household also normally fall ill in the period of the last 12 months. This gives an indication that households with a high percentage of children falling were more likely to experience high child drop outs compared to those with minimal

experience of their children normally falling sick. Most of the household were found to be suffering severe illnesses such as HIV/AIDS, cancer, malaria, typhoid and others.

4.2.10 Provision of adequate health care to the sick household member

Table 4. 10: Provision of adequate health care

Adequate health care	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	34	28.3	28.3	28.3
No	86	71.7	71.7	100.0
Total	120	100.0	100.0	

Source: Survey data, 2012.

According to the study, 28.3 % of the household members that had fallen ill were provided with adequate health whereas 71.7% had not received the essential health care. Implying that household heads who received adequate health care services had fewer chances of their children dropping out of schools than those with inadequate health care services

4.2.11: Employment status of the household head

Table 4. 11: Employment status of the household head

Employment level	Frequency	Percent	Valid Percent	Cumulative Percent
Formal employment	47	39.2	39.2	39.2
Informal employment	55	45.8	45.8	85.0
Unemployed	18	15.0	15.0	100.0
Total	120	100.0	100.0	

Source: Survey data, 2012.

The study revealed that close to half of the household heads (45.8% respondents) were engaged in informal employment, 39.2% of the respondents had formal employment and 15% of the respondents were unemployed. The results in the table above showed that the majority respondents who were employed were in position to take their children to school by catering for scholastic materials required such as buying uniforms, meals and books to ensure that the children are retained in school.

4.3 Bivariate Analysis

A bivariate analysis using the chi square test was undertaken to establish the relationship between the independent variables and child dropout from government aided primary schools.

4.3.1 Parents' education and child dropout from school

Table 4. 12: Education level of parents and the level of school dropouts of their children

	Value	df	Asymp. Sig. (2-sided) P - value
Pearson Chi-Square	21.764	3	.000
Likelihood Ratio	27.978	3	.000
Linear-by-Linear Association	20.291	1	.000
N of Valid Cases	120		

Source: Survey data, 2012

From table 4.12 above, there was a significant relationship between the education level of parents and school drop outs with a p-value of 0.000 which is less than 0.05 (the level of significance). This implied that as the parents level of education increased, there was a high likelihood that child drop out reduced with time. This finding is supported by Huisman and Smits (2009) who points out that both in developed and developing countries, children with educated parents are more likely to stay in school than those having parents with less or no education at all. There is ample evidence that children from better educated parents more often go to school and stay in school.

4.3.2 Child's gender and child dropout from school

In order to establish the relationship between child's gender and child dropout from school, the researcher first asked respondents to establish the gender of children preferred to be sent to school. The results obtained were as follows;

Table 4. 13: Gender of child preferred to go to school

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided) P - value
Pearson Chi-Square	44.047	1	.000		
Continuity Correction	41.362	1	.000		
Likelihood Ratio	49.565	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	43.680	1	.000		
N of Valid Cases	120				

Source: Survey data, 2012

From table 4.13, using chi square test, there was a significant relationship between child gender and school dropout (P- value = 0. 000) since the p-value is less than 0.05.

4.3.3 Number of children in a household and child dropout in school

Under this objective, the respondents were asked to indicate the number of children they had and the results obtained were as follows;

Table 4. 14 : Numbers of school primary going children in a house hold and dropout

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	32.395	1	.000	.000	.000
Continuity Correction	30.098	1	.000		
Likelihood Ratio	39.766	1	.000		
Fisher's Exact Test					
Linear-by-Linear Association	32.125	1	.000		
N of Valid Cases	120				

Source: Survey data, 2012.

Results from the study revealed that there was a significant relationship between number of school going children per house hold and level of school dropouts with a p- value = 0.000 that was is less than 0.05.

4.3.4 Health status of household head and child dropout from the school

Table 4. 15: Household head suffering from any illness and child dropout from the school

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	32.395	1	.000	.000	.000
Continuity Correction	30.098	1	.000		
Likelihood Ratio	39.766	1	.000		
Fisher's Exact Test					
Linear-by-Linear Association	32.125	1	.000		
N of Valid Cases	120				

Source: Survey data, 2012.

Using the chi square test there was a significant relationship between health status of household head and child dropout from the school as indicated by the p- value = 0.000 (p-value < 0.05).

4.3.5 Employment status of household head and child dropout from school.

Table 4. 16: Employment status of household head and the level of school dropouts

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.041	2	.000
Likelihood Ratio	30.968	2	.000
Linear-by-Linear Association	2.361	1	.124
N of Valid Cases	120		

Source: Survey data, 2012.

The findings show that there is a significant relationship between household employment status and the level of child dropout (P value = 0.000). Households with unemployed household head, have higher chances of their children dropping out than those with employed household heads. The implication for the above finding is that the status of employment of the household head influences him or her to keep her or his children in school.

4.4 Multivariate Analysis

A multivariate analysis using the binary logistic regression model was run to establish the factors that contribute significantly to child drop out (whether a child drops out of school or not). The child dropout variable was regressed on household related hypothesized variables, parents' level of education, child gender, number of children in the household, cases of illnesses and employment status of household head. The results of the binary logit model with odd ratios are presented in the table 4.15 below.

Table 4. 17: Binary logistic regression results

Categories	B / Marginal effect	S.E.	Wald	df	Sig. p-value	Exp(B) / odds ratio
Constant	6.312875	2.896887	4.748881	1	0.029317	551.629
1. Parents Level of Education (Base: No Education)						
Primary	-19.23314	0.000136	0	1	0.999102	0.915
Secondary	-18.31756	1.358868	1.82E-06	1	0.998924	0.824
Tertiary	-1.031876	1.50796	0.468247	1	0.493795	0.773
2. Child Gender (Base: Female)						
Male	-6.68581	2.240326	8.90607	1	0.002842	0.432
No. of children (Base: 4+ children)						
1 to 3 children	-1.09423	0.610965	8.759402	1	0.00308	0.614

3. Household Health status (Base: ill)						
Healthy	-0.17128	0.751975	0.051879	1	0.819826	0.843
4. Household Employment status (Base: Employed)						
Not employed	0.152759	1.86094	0.006738	1	0.934578	1.165

Source: Survey data, 2012.

4.4.1 Child gender and child dropout

Results from the study show that the child gender preferred, with a base of female is statistically significant with a p-value of 0.002 which is less than 0.05 the critical value. The odds ratio 0.432 which is less than one, There are 0.432 chances of the male child dropping out of school then their female counter parts. This concurs with the study by Holmes (2003) who found out that overall, females receive less education than males, and they tend to dropout, or are withdrawn earlier for both economic and social-cultural reasons. Similarly Kasente, (2004), Kakuru, (2003) explain how early marriages influence children's dropping out of school especially as regards the girl child as it is perceived by parents that marrying off the girl child is an escape route from poverty. In addition parents do not want to send girls to school during menstruation, sometimes for cultural and religious reasons, but often due to lack of running water and safe sanitation. In Nigeria, for example parents withdrew their daughter s from school because they had to defecate in the open (Amutwororere, 2011). The findings are also consistent with the earlier results of a report from UNICEF (2005) which concluded that girls are more likely to drop out of school than boys. More to that another report from UN (1998) also

revealed that two thirds of the world's children who never go to school or who drop out before completion are girls.

4.4.2 Number of Children of primary school going age and child dropout

The number of children in a household positively affects the rate of drop out of children in school. With a p-value of 0.00308 which is less than 0.05, it shows that the number of children in a household significantly affect child drop out. This meant that as the number of children in a household increased, there were high chances of a child dropping out of school. The odds ratio for household with children between 1 and 3 is 0.614 indicating that there are 0.614 chances of dropping out than their counterparts with a number of children more than 3. The reason for this is that households with a smaller household size have enough or more resources to adequately cater for the basic needs of their children and also have the capacity to take children to school and ensure that they complete their primary education cycle because they can access and afford to provide all the necessities and meet all the school requirements. This is related to a study by Downey (1995) who stated that people with more children can devote less time and resources to each individual child in a household.

4.4.3 Parents' level of education and child dropout

From the above table, all education level dummies are not significant at 5% level of significance. The p-value for primary education is 0.99, secondary level of education stands at 0.998 and tertiary education is 0.494 which is greater than 0.05, the significance level. This implies that we fail to reject the null hypothesis hence concluding that there is no significant relationship of parents' level of education and child drop out. The odds

ratio for primary education (0.91), secondary education (0.82) and tertiary (0.73) are all less than one and reducing as the parents advance in their education level. This means that the more a parent is educated, the less chances for a child dropping out of school. This is further confirmed with findings with regard to the impact of parent's education on schooling of children which showed that the children of more educated parents are more likely to be enrolled and more likely to progress further through school (UNICEF, 1999).

4.4.4 Health status and child dropout

Table 4.15 above shows that the p-value of 0.82 is greater than 0.05, the significance level. Thus health status of the household head does not significantly affect child drop out therefore we fail to reject the null hypothesis. With the odds ratio 0.843 which is less than one means that the chances of child dropping out of school reduce when the household healthy. The healthier the household head, the less chances of the child dropping out of school. This implies that a healthy household head is capable of taking care of the child and ensure that the child is retained in school till completion of primary seven level because he can boost his socio-economic welfare through improved standards of living and a good quality of life. In support of these findings, Hunter & May (2002), in a study of adolescents in South Africa showed that household heads that had experienced illness in the last three months were associated with a higher likelihood of dropping out from school for boys than for girls.

4.4.5 Employment status and child dropout

With a p-value of 0.934 at a 95% confidence level, we fail to reject the null hypothesis meaning that employment status does not significantly affect child drop out within a

household. This meant that households with unemployed household head have higher chances of their children dropping out than those with employed household heads. This could be explained by the existing universal primary education scheme that educates children for free. Further, with the odds ratio 1.165 which is greater than one means that the chances of a child dropping out of school increase by 1.165 when staying in a household where the household head is not employed compared to children living in households with employed household heads. In support of these findings, Breen & Goldthorpe (1997) pointed out that parents who are in salaried employment, especially if they work in a non-manual occupation, to be more aware of the importance of education and hence to invest more in their children's education and to be more likely to motivate them to do their best and to stay in school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of findings, conclusions and recommendations of the study in relation to the research problem that was investigated. Recommendations are provided to reduce child drop out in Wakiso district and Uganda as a whole.

5.2 Summary of findings

The research study aimed at determining the household factors influencing child drop out in government aided schools in Wakiso district. Results from the bivariate analysis using

the chi square test revealed that there was a significant relationship between number of school going children in a house hold and level of school dropout with a p- value = 0.000. A significant relationship was also established between the health status of household head and child dropout from the school as indicated by the p- value = 0.000. There was also a significant relationship between household head employment status and the level of school dropouts (P value = 0.000). There was a significant relationship between parent's education and child drop out from the school (p- value = 0.000). The study also revealed a significant relationship between number of primary school-going children in a household and child dropout from the school with a p-value = 0.000 less than 0.05 level of significance. The health status of household heads basing on the effect of cases of illness and who normally fell sick in the household were also showed a significant relationship with child drop out in Wakiso district . Child drop out from the school also reflected a significant relationship on the household's employment status (p-value = 0.000).

A further analysis using the multivariate analysis with respect to the binary logistic regression results from the study showed that, there was a significant relationship between child gender preferred and child drop out. The child gender preferred, with a base of female was statistically significant with a p-value of 0.002 which is less than 0.05 the critical value. The odds ratio 0.432 which is less than one, meant that the chances of a male child dropping out of school reduced by 0.432 as compared to their female counterparts. Therefore, a male child had low chances of dropping out of school than female child. The number of children in a household positively affected the rate of drop out of children in school. With a p-value of 0.0038 which is less than 0.05, it revealed that the number of children in a household significantly affected child drops out. The

odds ratio for household with children between 1 and 3 was 0.614 which indicated that they were less likely to drop out.

The study further showed that there was no significant relationship between parents' education and child dropout, the same applied to the health status of the household head and the employment status of the household head with p values greater than 0.05 the significance level.

Results on parents' level of education showed that education level was not significant at 5% level of significance. The p-value for primary education is 0.99, secondary level of education stands at 0.998 and tertiary education is 0.494. The odds ratio for primary education (0.91), secondary education (0.82) and tertiary (0.73) were less than one this indicated that the more a parent acquired more levels of education, the less the chances a child dropped out of school.

Results from the health status of the household head, showed that the p-value of 0.82 was greater than 0.05, the odds ratio 0.843 was less than one. This meant that the chances of a child dropping out of school reduced when the household was healthy.

The relationship with household head employment status and child drop out revealed that the p-value was 0.934 at a 95% confidence level, the odds ratio 1.165 which was greater than one implied that the chances of a child dropping out of school increased by 1.165. This meant that a child with an unemployed household head had more chances of dropping out school than a child staying with an employed household head.

5.3 Conclusions of the study

Based on the above findings using the chi test, all the independent variables; child gender number of school going age children, parents level of education health of household members and household employment status portrayed a significantly relationship with child dropout rate in government aided primary schools in Wakiso district.

The multivariate analysis using the binary logistic regression model demonstrated that the child gender preferred had an odds ratio (0.432) which was less than one. This meant that the chances of a male child dropping out of school reduced 6.6 times. This implied that male children had less chances of dropping out of school in government aided primary schools than their female counterparts.

The findings also showed a significant relationship between the number of school going age children in the house hold and child drop out in school. The odds ratio for household with children between 1 and 3 was 0.614 and the probability of a child dropping out of school in a household with three or less children reduced by 1.094. This implied that an increase in the number of children in the household from three to four or more would significantly lead to child drop out form school

5.4 Recommendations of the study

Child gender was a significant factor in determining child drop out in government aided primary schools. Therefore, the government should promote girl- child education.

Consequently, parents and communities would be sensitized on the importance of girl-child education for national development.

The government should emphasize on encouraging manageable family sizes since the children from big families are more likely to drop out of school. This will contribute to family's capacity to provide basic necessities.

The government should focus on availability, accessibility and affordability of health services to the community.

The government should design programs geared towards creating employment opportunities and enhancing household incomes to reduce poverty levels among the households

5.5 Areas of further research

One of the areas of further research would be the study on the relationship between the family size and child drop out in primary government aided schools.

Another area of further research would be examining factors influencing the girl child education in government aided primary schools.

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Appendix 1: Questionnaire

Dear respondent,

This study is about Household Factors Influencing Child Dropout in Government Aided Primary Schools in Wakiso District. You have been selected to participate in this study and this study is purely for academic purposes for the information provided will be treated with utmost confidentiality. Respond by ticking the most appropriate response, your information will be treated with confidentiality.

Section 1: Background Characteristics of Respondents

1. Sex of respondents: 1. Male ☐ 2. Female ☐
2. Age of household head:
 1. Below 18 years ☐
 2. 18-28 ☐
 3. 29-39 ☐
 4. 40 years and Above ☐
3. Marital status of respondents
 1. Married ☐
 2. Single ☐
 3. Divorced/ Separated ☐
 4. Widowe ☐
4. Place of residence
 1. Urban ☐
 2. Rural ☐

Section 2: Parents' education and child dropout from school

5. What is the education level of parents?
 1. Primary ☐
 2. Secondary ☐
 3. Tertiary ☐
 - None ☐

Section 3: Child gender and child dropout from school

6. Which gender of children is preferred to go to school?

1. Male ☐

2. Female ☐

Section 4: Numbers of children in a household and child dropout in school

7. What is the number of school going children in your household?

1. 1 – 3 Children ☐ 2. 4 – 6 Children ☐ 3. 7 and above ☐

8. Do all children under your household attend school?

1. Yes ☐

2. No ☐

9. If yes in question 8 above, are they attending school in government aided primary schools?

1. Yes ☐

2. No ☐

12. Are there children in households who have dropped out of from the government aided primary school?

1. Yes ☐

2. No ☐

13. If the answer is yes in 12 above, what are the reasons for school drop out?

.....

Section 5: Health status of household head and child dropout from the school

14. Has the household head had any cases of illness in the last 12 months?

1. Yes ☐

2. No ☐

15. What illness is the household head suffering from?

.....

.....

Who normally falls sick the household?

Household ☐

Child/children ☐

16. Does the household receive adequate health care?

1. Yes ☐

2.No ☐

Section 6: Employment status in the household and child drop out

17. What is the employment level of the household head?

1. Formal employment

2.Informal employment

3. Unemployment

18. What is your source of income? -----

19.What is your main type of economic activity? -----

20. Are the children in the household engaged in any of the economic activity?

1. Yes

2. No

Thank You for Your Time

Appendix II: Code Sheet for the independent variables and dependent variables

Variable	Type of Variable	Measurement of Variable
Child dropout	Dummy	A child was reported to have dropped out school before completing primary seven, Yes = 1, No = 0
Child gender	Dummy	Male = 0, female = 1
Parents level of education	Categorical	Primary and none = 0 Secondary and Tertiary =1
Number of school going age children in a household	Dummy	Number of school-going children 1-3 children = 0 4+ children = 1
Household head health status	Dummy	1=if a household head is suffering from a chronic illness , Yes= 0, 1=otherwise
House head employment status	Categorical	Formal employment = 0 Informal employment =0 Unemployment =1