THE RELATIONSHIP BETWEEN PARENTS LOW LEVEL OF EDUCATION AND SCHOOL DROPOUTS IN KAMPALA DISTRICT
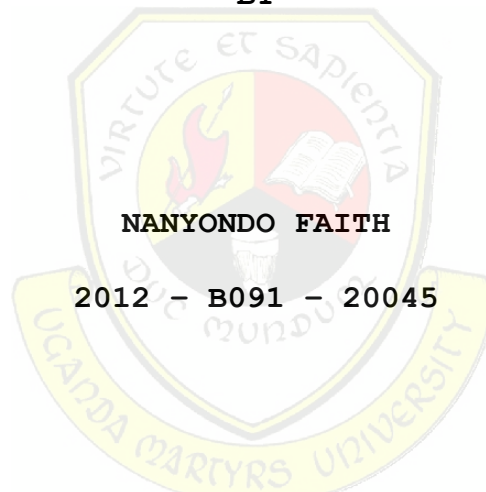
A CASE STUDY OF KATWE KINYOLO MAKINDYE DIVISON

BY

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Dedication

This piece of work is dedicated to my parents Mr. Ssentongo Henry and Mrs Nampeewo Solome in appreciation of their efforts and contribution towards my education. It also serves as an encouragement to my siblings in their entire quest for knowledge and education.

Acknowledgement

List of Abbreviation

MDGs	–	MELLINIUM DEVELOPMENT GOALS
MFPED	–	MINISTRY OF FINANCE, PLANNING AND ECONOMIC DEVELOPMENT
OECD	–	ORGANISATION FOR ECONOMIC COOPERATION AND DEVELOPMENT
UPE	–	UNIVERSAL PRIMARY EDUCATION
UNICEF	–	UNITED NATIONS CHILDREN'S EMERGENCY FUND

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Abstract

The study aimed at establishing the relationship between parents' education level and school dropouts in the area of Katwe-Kinyolo. The study was guided by three objectives which included; identifying how parental education attainment leads to school dropout in Katwe-Kinyolo area, finding out how parental involvement in school lead to school dropout in Katwe-kinyolo area and establishing other causes of school dropout other than parental educational level in Katwe-Kinyolo area

The study used across sectional survey research design where data was gathered once from Katwe- Kinyolo area. This design described the phenomena undertaken in order to ascertain and be able to describe the characteristics of the variables of interest. The study used a sample size of 50 respondents out of the target population and who in this case were; parents, children, LC Chairman, community leaders and teachers who were selected purposively.Semi-structured interview guides were the main instruments of data collection and data was analysed using frequencies and percentages, using Microsoft Excel and SPSS.

Findings indicated that parental education attainment leads to school dropout in Katwe-Kinyolo through lack of ability of parents assisting children with homework, lack of ability to read for children, lack of regular discussion about school work and lack of education experience to convey to their children.

The study findings also indicated that parents can get involved in children's education through attending parent-teacher meetings, making sure children's homework is done in time, demonstrate a positive attitude about education to your children and encourage children to read.

The other causes of school dropout other than parental educational level were identified as Pregnancy and Parenthood, Boredom, Academic Struggles, Money, Lack of Parental Support.

In conclusion, parents need to develop and work toward future goals. Doing so can help him or her stay committed to attending school. Teens contemplating dropping out or worse often feel like they have no future. Installing a look towards the future and a focus on goals lets them know that even a failing grade or extra time in school is a short term problem.

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

Earlier studies on impact of parents economic status on children's performance and influence of Single parenting on children's behavior suggest that parents' attitudes, along with their behavior and activities with regard to their children's education, do affect academic achievement in a positive way. There appears to be general agreement about the effects the family can have by being involved with their children's education (Scott et al, 2014).

Students earn higher grades, they enroll in higher education, and their attitude towards school becomes more positive if the family, the community and school all work together. In addition, parental involvement in their children's education affects their school attendance, more students graduate, and behavior of students' improves.

According to Epstein (2009), parents want their children to succeed in school and in order for them to be good partners in their children's education, they yearn to obtain more information from schools. Likewise, most students at all school levels, whether it being elementary school, middle school or high school level, want their families to be familiar and acquainted partners about schooling. The positive effects that parental involvement has on students' academic achievement appear to be undeniable. Therefore, it should be a top priority for parents and schools to establish and maintain a strong partnership between schools and homes.

1.2 Background of the study

Parental involvement in education has been a topic of interest for many years among those who are concerned with improving academic achievement for children (Hoover-Dempsey and Sandler, 2007). Henderson and Mapp (2011) indicated that student achievement is most commonly defined by report cards and grades, grade point averages, enrolment in advanced classes, attendance and staying in school, being promoted to the next grade, and improved behavior.

Alldred, (2000) recognizes the important role a strong positive bond between homes and schools in the development and education of children. Research has also shown that successful students have strong academic support from their involved parents (Sheldon, 2009).

Bryk and Schneider (2009), maintain that schools become successful when a strong and positive relationship among students, parents, teachers and the community has been established. All students are more likely to experience academic success if their home environment is supportive (Sanders, 2009). The benefit for students of a strong relationship between schools and homes is based on the development of trust between parents and teachers. According to Bryk and Schneider (in Muscott et al., 2008), this trusting relationship occurs when teachers and parents respect one another and believe in the ability of the other person and his or her willingness to fulfill their responsibilities.

In the 21st Century, public literacy is a requirement for any economy to develop. Nationals hold enough brain momentum to participate in transitional economic processes that can lead to growth and development of the state (OECD, 2010). According to Millennium Development Goals Report (2013), developing countries around the world are hindered to develop and attain a better socio-economic state because they do hold a high number of citizens at all ages who have partially or never acquired any form of education.

Parent involvement in children's education has been proclaimed for years as being a very important predictor of student achievement (Jesse, 2007). The literature and available research is consistent in showing that meaningful parent involvement results in gains in student achievement (Sattes, 2010). National organizations have placed parent involvement as a high priority within their platforms. Since seventy percent of student's waking hours, including weekends and vacations, are spent outside school the school setting (Clark, 1990) it is imperative that parents are involved in their child's education for success

According to a joint (UIS)/UNICEF global estimate, 115 million school- age children are out of school. This number is equivalent to 18 per cent or almost one in five of the children worldwide in this age group. Still there are many children who never enter primary school, more who will enter late (and over-age), and others will enter and drop out before completing full cycle of primary schooling regardless of UPE existence. This is as a result of factors such as policy problems, lack of access to schools, poor quality education, high schooling costs and low returns to education among others which gang up to push children out of UPE schools (MFPED 2011).

In developed countries where education is universal and compulsory, an analysis on the determinants of school dropout done by (Cardoso and Dorte, 2006) indicated that dropping out of UPE schools is not seen as a policy problem. It is seen as resulting from factors such as; drug use, alcohol consumption, and parents' psychiatric disorders, controlling for possible confounding factors such as socio-economic status of the family, gender, race, and age of the child. In the developing countries much of dropout cases and education failures are traced both within and outside the education policy and this informs the choice of this study to look at policy related factors that contribute to school dropout.

In most developing countries, school dropout or low survival in schools has been a subject of interest to many academicians, researchers, and policy makers for a long time. Although school dropout differ depending on the different country specific situations, factors such as; rural- urban divide, gender bias, organization and governance of the education policies, civil conflicts and war, poverty/vulnerability- costs, impact of HIV/AIDS and distance to school appear to be the most common elements that lead to primary school dropout in all studies (MFPED, 2011).

According to National Center for Education statistics (2008) in Asia, the Caucasian and Asian Americans graduating a much higher rates than their Latin males in every state dropped out at a higher rates than females in every state and favor student English language learners had disabilities or where low socio-economic status backgrounds earned diploma Despite recent efforts in improving graduation rates and reducing drop outs the

interventions are most effective with different group of students at risk of dropping our remains a challenge (Cohen and Smerdon, 2009). Additionally, during the transition students begin to make important academic and social decisions that eventually determine the likelihood of matriculating to college, going directly into the workforce or dropping cut of high school. Ninth grade students exhibit higher rates of failure in courses, dealing in test scores, and experience behavioral problems more than students from retention and dropping out of school.

According to young and smith (2007),since the 1970s the average of educational level of parents has been increasing. This is an indication that there is a change in the family's ability to support and encourage education for their children. For example, recent statistics show the percentage of fathers with less than a high school education decreased from 439 in 2000 to 1970 in 2004.

In Uganda though there is no single factor that can explain why children drop out of UPE schools in Uganda; socio-economic, gender based and policy factors gang up altogether to push children out of school. Socio-economic factors take into consideration social beliefs and economic reasons for dropout. Indifferent regions of Uganda its indicated that; lack of school requirements contributed to (32.7%); loss of parents (18.4%) and parents 'inability to provide children with school requirements (14.3%) with the remaining 34.6% of other minor causes(Nakanyike et al. 2011).

According to Bategeka (2015), parents abandon to take their children to school for different reasons but the most common one are lack of interest, family responsibilities unemployment and

their low level of education contribute to high levels of schools dropouts in Katwe Kinyolo Makindye Division. This follows that fact that many parents do not know the values of education and therefore they end-up neglecting children's opportunities to study hence leading to increased school dropouts in the area.

1.3 Statement of the problem

Despite the great work done by both private and public schools in the provision of educational services to the nation's children, a high rate of school dropouts of over 34% are outside school due to a number of issues such as; poor academic backgrounds among their parents, financial constraints, socio-cultural settings and others which normally hinder the success of students mainly to cover their academic segments in Uganda(Kasente et al,2015).

It has been realized that parents' low levels of education attainment in Katwe Kinyolo Makindye Division hinders most the child's academic performance as parents lack the ability to assist their children with home work, lack the ability to read for children, lack regular discussions about school work and therefore lack the education experience to convey their children. Therefore, the low levels of education amongst the parents have resulted to not taking care of their children's education attainment. Parents usually mind less about children's education which leads to increasing dropout rates since they also never attained highest level of education. Thus this study is meant to increase the understanding on the relationship between the parent's low levels of education and school dropout in Kampala district.

1.4 Objectives of the study.

1.4.1 General Objective

The main objective of the study is to establish the relationship between parents' education levels and school dropouts in the area of Katwe-Kinyolo.

1.4.2 Specific Objectives

a) To identify how parental education attainment leads to school dropout in Katwe-Kinyolo area.
b) To find out how parental involvement in school leads to school dropout in Katwe-Kinyolo area.
c) To establish other causes of school dropout other than parental educational level in Katwe-Kinyolo area.

1.5 Research Questions

a) How does parental education attainment leads to school dropout in Katwe-Kinyolo area.
b) How parental involvement in school does leads to school dropout in Katwe-Kinyolo area?
c) What are other causes of school dropout other than parental educational level in Katwe-Kinyolo?

1.6 Scope of the study

The scope of the study refers to the depth and extent of the study. Therefore, it includes time, content and geographical scope.

1.6.1 Time scope

The study focused on the period between June 2010 July 2016 because of the researcher was in position to get more recent data needed by the study.

1.6.2 Geographical Scope

The study was carried out in Katwe-Kinyolo which is located in Kampala district, Makindye; 3 kilometers from Kampala because it's a ghetto place with so many school dropouts due to parents negligence/ low levels of education.

1.6.3 Content Scope

The study explored the relationship between parents level of education and school dropouts in Katwe-Kinyolo, the study focused on assessing how parents' expectation leads to school dropout in Katwe-Kinyolo, identifying how parental education attainment leads to school dropout in Katwe-Kinyolo area and finding out how parental involvement in school leads to school dropout in Katwe-Kinyolo area and other causes of school dropouts in the same area.

1.7 Significance of the study.

Theoretically, the study may also promote educationists to do more researches in the area having contributed to literature, methodology and holistic understanding of such future studies

The study would also help students understand the problems hindering their academic performance, hence can be able to develop mitigating strategies.

Also it can help policy makers and educational planners understand factors that hinder students' academic performance hence can be in position to develop intervention programmes to enhance academic performance.

The study will be significant in the way that it will help the Ministry of Higher education to identify the factors that may be positively or negatively affecting academic performance in the

District, hence they may be in position to develop relevant policies and intervention programs that positively influence the academic performance of the students.

1.8 Conceptual Framework.

Independent variable   **Dependent variable**

```
┌─────────────────────────────┐          ┌──────────────────────────────┐
│ Parent's levels of          │          │  School dropouts             │
│ education                   │───────▶  │                              │
│                             │          │  • Poor Performance          │
│   • Low expectation         │          │  • Loss morale               │
│   • Low education           │          │  • High rate of              │
│     attainment              │          │    absenteeism               │
│   • Low involvement in      │          │                              │
│     school running          │          │                              │
└─────────────────────────────┘          └──────────────────────────────┘
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Intervening variables

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        ┌──────────────────────────────┐
        │   • Free education           │
        │   • Material support         │
        │   • Accessibility to         │
        │     schools                  │
        └──────────────────────────────┘
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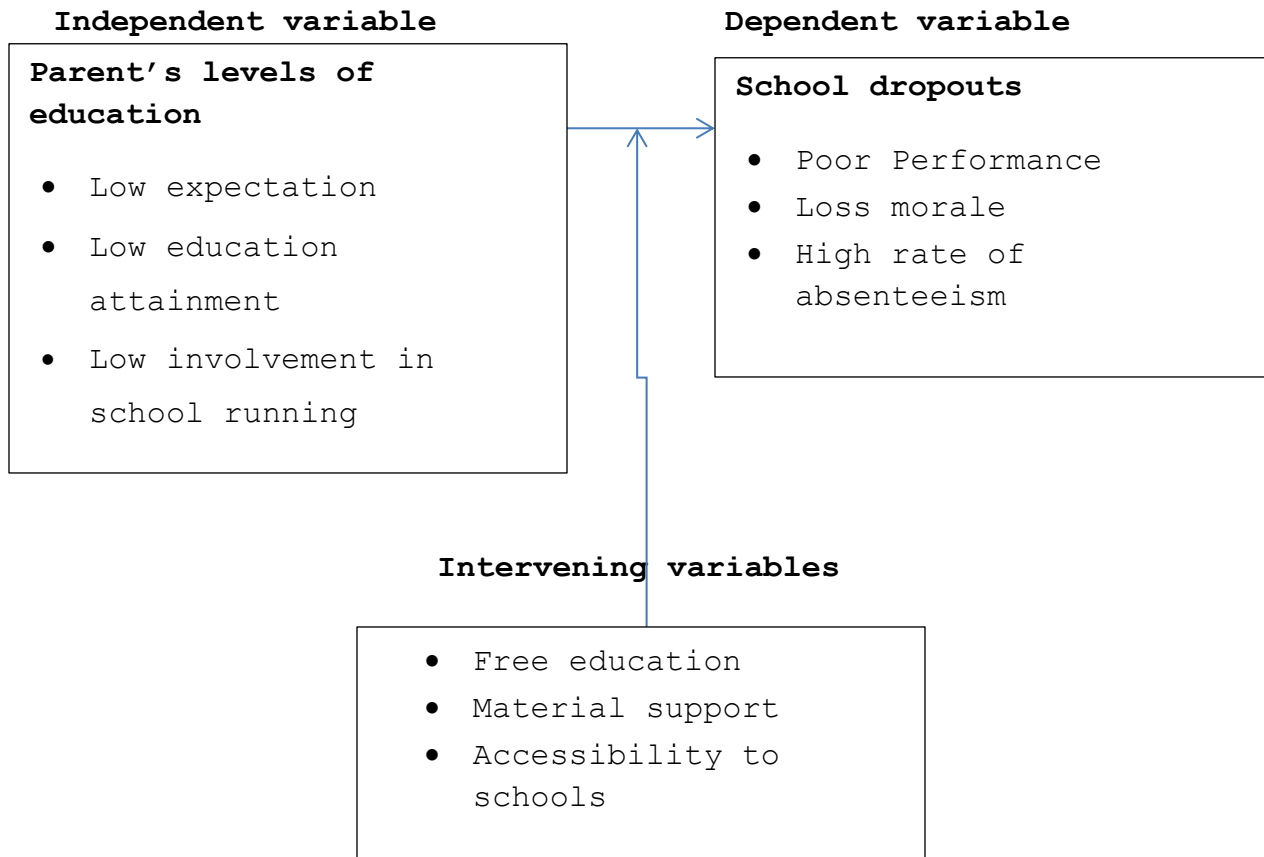
Figure 1.1: The conceptual framework

The figure above represents parent's levels of education as an independent variable which includes low expectation, low education attainment and low involvement in school running while school dropouts is the dependent variable and entails; poor performance, loss of morale and high rate of absenteeism. However the two variables are intervened with the following factors like free education, material support, and accessibility to schools.

The two variables influence each other in the way that if parent's level of education is low, they rarely involve in student's learning activities and low expectations from their children definitely makes children to dropout of school due to poor performance, loss of morale and the high absenteeism rates. However with free education provided by government, material support from both government and private sectors, in addition to accessibility to schools can lower the school dropout rates brought about by low parents' levels of education.

1.9 Definition of Key Terms

Parent: The definition includes not only biological parents, but step-parents, grandparents, foster parents, guardians, and any other concerned person who may carry the primary responsibility for the child's development, education, and general well-being. (Lamb Michael,2009).

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves(Juuko and C.Kabonesa, 2007).

A **school:** is an institution designed to provide learning spaces and learning environments for the teaching of students (or "pupils") under the direction of teachers. Most countries have systems of formal education, which is commonly compulsory. In these systems, students' progress through a series of schools. (Dodge, 2013).

Parent's education attainment: Refers to the highest grade levels completed by parents measured form high school to professional school

Dropping out: means leaving a school, college, university or group for practical reasons, necessities, or disillusionment (Mikiko et al, 2008).

Parental Support: It refers to situation where parents are able to support their children in everything that they do. (Rumberger,2004).

Student success: The definition goes beyond "the gaining of wealth, fame, etc "to "a favorable result" which will include friendship, respect, happiness, and a general feeling of self-satisfaction (Allens worth, 2005).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review on parents' level of education and school dropout. The literature review provides a foundation for the study by examining the factor that influence students to drop out it also attempts to identify the existing gaps left by other scholars who conducted a study about parents level of education and school drop-out.

This section sought to know what other researchers have found out about parents level of education and school drop out

A review of literature was conducted by gathering most relevant research, data, journals, articles and empirical studies. The purpose of the present review of literature was to explore why students are dropping out of school and here addressed and effective intervention and prevention strategies school counselors can implement to prevent students from dropping out of school were explored.

2.2 How parents' expectation lead to school dropout in Katwe-Kinyolo

Expectations parents have for their children's school attainment influence their children's expectations and achievement, and early expectations tend to persist throughout the child's school years. (Entwisleet al,(2005)has shown that parental expectations for children's academic achievement predict educational outcomes more than do other measures of parental involvement, such as attending school events.

Parents' expectations influence child outcomes through multiple pathways. Parental expectations are more likely to affect their children when parent-child relationships are characterized by

closeness and warmth. Parental expectations directly affect the amount of parent-child communication about school. In addition, families with high educational aspirations for their children provide more out-of-school learning opportunities for them. Students who reported their parents expected them to attend college had better attendance and more positive attitudes toward school(ReddZet et al, 2004). Parental expectations also affect the child's own aspirations and expectations; for instance, ReddZet *etal*,(2004),suggest that parents' expectations for their children's academic attainment have a moderate to strong influence on students' own goals for postsecondary education. Further, both sets of expectations are moderated by characteristics of the parent, child, and community (ReddZet ell, 2004).

Research findings suggest that parents' attitudes, along with their behavior and activities with regard to their children's education, do affect academic achievement in a positive way (Hui-Chen Huang and Mason, 2008). There appears to be general agreement about the effects the family can have by being involved with their children's education.

Students earn higher grades, they enroll in higher education, and their attitude towards school becomes more positive if the family, the community and school all work together (Henderson and Mapp, 2011). In addition, Henderson and Berla (2009), Claim that parental involvement in their children's education affects their school attendance, more students graduate, and behavior of students' improves.

According to Epstein (2009), most parents want their children to succeed in school and in order for them to be good partners in their children's education; they yearn to obtain more information from schools. Likewise, most students at all school

levels, whether it being elementary school, middle school or high school level, want their families to be familiar and acquainted partners about schooling. The positive effects that parental involvement has on students' academic achievement appear to be undeniable. Therefore, it should be a top priority for parents and schools to establish and maintain strong partnership between schools and home.

According to National Center for Education statistics (2008) in Asia, the Caucasian and Asian Americans graduating a much higher rates than their Latin males in every state dropped out at a higher rates than females in every state and favor student English language learners had disabilities or where low socio-economic status backgrounds earned diploma. Despite recent efforts in improving graduation rates and reducing drop outs the interventions are most effective with different group of students at risk of dropping our remains a challenge (Cohen and Smerdon, 2009). Additionally, during the transition students begin to make important academic and social decisions that eventually determine the likelihood of matriculating to college, going directly into the workforce or dropping cut of high school. Ninth grade students exhibit higher rates of failure in courses, dealing in test scores and experience behavioral problems more than students from retention and dropping out of school.

According to young and smith (2007), Since the 2000s the average of educational level of parents has been increasing. This is an indication that there is a change in the family's ability to support and encourage education for their children. For example, recent statistics show the percentage of fathers with less than

a high school education decreased from 439 in 2000 to 1970 in 2004.

2.3 Parental education attainment and children's education

Higher levels of parent educational attainment are strongly associated with positive outcomes for children in many areas, including school readiness, educational achievement, incidence of low birth weight, health-related behaviors including smoking and binge drinking, and pro-social activities such as volunteering. Children of more educated parents are also likely to have access to greater material, human, and social resources (Jeynes W.H, 2007).

Increasing parent involvement in the education of their children is no longer a lofty hope for parents and schools, it is a federal mandate. One of the national education goals states explicitly that, "By the year 2000, all schools will promote partnerships that will increase parent involvement and participation in promoting the social, emotional and academic growth of children" (Educate America Act, 2009, p. 3).

According to Epstein (2009), parental involvement is the most powerful influence in a child's education. It can have various effects on students, both academically and behaviorally. Initially, research on family involvement generally did not aim at differentiating between the effects of specific types of involvement on definite student outcomes (Sheldon, 2009). But rather, the connections between general measures of parental involvement with students' test scores and grades were analyzed. However, recently, researchers started studying how different types of involvement connect to specific student outcomes. According to the Center for Comprehensive School Reform and Improvement (Obeidat, 2009), successful parental involvement may

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be defined as "the active, ongoing participation of a parent or primary caregiver in the education of his or her child". At home, parents can demonstrate their involvement in different ways; such as by reading for their child, assisting with homework, and having regular discussions about school or school work with their child. In addition, it is important for parents to convey their expectations to their child's education.

Research has provided ample evidence that parental involvement affects achievement in core subjects such as reading, mathematics and science, and the behavior of students, their school attendance and their attitude and adjustment to school (Sheldon, 2009).

According to Jerry Trusty (2011), student perception of their parents' involvement and expectations are also highly effective and influential in their education. Moreover, students who feel their parents' support for their education and have good communication are more likely to continue their studies past high school.

2.4 Parent's lack of involvement in children's education

Research has shown repeatedly that parent involvement is a key factor in students' success. Hickman (2009), even goes so far as to say it is the most important factor in determining a student's success in school and in their future. One must question why parents, especially at the high school level, are not more involved.

Many parents are encouraged to stay home by their children. Having ones' parents at school is potentially embarrassing, after all, how much independence does one feel with mom or dad at school? How many parents have the time to be at school? Some

may not care and the majorities trust the schools to meet the needs of their sons and daughters (Fisher, 2009). Wherry offers the following as barriers to parent involvement: time, uncertainty about what to do and their own importance, cultural barriers, and lack of a supportive environment. Epstein states that schools and families are more likely to getting touch when the student is having problems at school (Bertrand et al, 2007).

Increasing parent involvement in the education of their children is no longer a lofty hope for parents and schools, it is a federal mandate. In America, One of the national education goals states explicitly that, "By the year 2000, all schools will promote partnerships that will increase parent involvement and participation in promoting the social, emotional and academic growth of children" (Goals 2000: Educate America Act, 2009, p.3).

Mehran and White's study and Tizard, Scofield, and Hewson's study indicate that teaching effective parenting skills, training parents to provide academic help at home, for example, can lead to substantial achievement gains (Bowen, 2012). Teaching parents the importance of encouraging success in school was a primary component of another successful intervention (Bowen, 2012). Examples of activities that schools could use to promote positive parenting styles include workshops, parent education, and parent support groups (Deslandes et al, 2007)."A good role model for all children at any age is a parent who listens to the ideas ,concerns, joys, experiences of his/her children " (Epstein, 2000)". Unless educators involve parents and community members - in developing the standards and implementing the new teaching strategies, what may begin as a journey toward promising change will probably end in

frustration, failure, and community conflict" (Dodd, 2009, p. 44).

Parent involvement can be divided into two general categories: school-site involvement and home involvement (Zellman & Waterman, 2004). They focused on five measures of parent-school involvement: attendance at school events, participation on a school council or advisory committee, regular volunteer activities, employment at school, and PTA meetings. Gestwicki (1996) added parents as learners to this list, and also indicated that home involvement includes helping the child with homework, communicating with the child about school, and spending "quality" time with the child

Parental involvement is not a new concept but has evolved, in this country, from parents being concerned about their son's education and their daughter's dowry to a genuine concern for the education of both sons and daughters. It is only in the past few decades that studies, such as the Perry Preschool Project that began in 1960 (Gestwicki, 1996).Have been done to assess the effects of parent involvement on children's educational and personal success.

Research has shown repeatedly that parent involvement is a key factor in students' success. Hickman (2009) even goes so far as to say it is the most important factor in determining a student's success in school and in their future. With so much evidence at hand one must question why parents, especially at the high school level, are not more involved.

In the past every elementary school had a PTA full of enthusiastic parents and field trips were eagerly chaperoned by

moms and dads. Teachers were generally satisfied with that amount of parent involvement. With the exception of booster clubs, PTOs, and open houses, high schools across the country have kept parents at a distance (Fisher, 2009).

Teachers' fears and concerns are not the only obstacles to parent involvement. Many parents are encouraged to stay home by their children. Having ones' parents at school is potentially embarrassing, after all, how much independence does one feel with mom or dad at school? How many parents have the time to be at school? Some may not care and the majority trusts the schools to meet the needs of their sons and daughters (Fisher, 2009). Bertrand et al, (2007) offers the following as barriers to parent involvement: time, uncertainty about what to do and their own importance, cultural barriers, and lack of a supportive environment. They stated that schools and families are more likely to getting touch when the student is having problems at school.

2.5 Conclusion
Parental involvement is quite a silent issue. It is an on-going task that requires a huge amount of effort through comprehensive and multi-level planning and management. Therefore, where it is not seen quality education may not be realized. Parents provide support materially, financially, socially, morally and cognitively. In so doing learners are able to get motivated, challenged and focused that absenteeism is a bad habit and attending every day is fruitful thus good academic performance.

CHAPTER THREE:

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology employed to accomplish the process of this research. It discusses the research design used, study area, populations of the study, sample size sampling method procedure, source of data, data collection techniques, data quality control, research procedure, research ethical consideration and concludes with the limitations.

3.2 Research Design

The study used a cross-sectional survey design which was analytical and descriptive in nature. The study used a cross-sectional survey design because it enabled the researcher to collect qualitative data. The researcher used the qualitative method in order to enable all stakeholders and involved parties to understand the study findings and recommendations with easy.

3.3 Study Area

The study was conducted in Katwe-Kinyolo Makindye Division Kampala district 3 kilometers from Katwe to Kampala. This area was selected for the study because it has so many school dropouts and most of the parents there were not educated.

3.4 Study Population

This is a collection of individuals targeted by the study about whom the researcher wants to draw conclusions (Enarson, 2004). Population also refers to an entire group of persons that have at least one thing in common (Orodho, 2013). The population of the study comprised of 880 people which involved; parents, class

teachers, and children, local leaders from Katwe-Kinyolo area, LC chairman and Councilors of Katwe-kinyolo.

3.5 Sampling procedure

Patel (2011) described sampling as the process of selecting a number of people or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. The researcher used purposive sampling which is a type of non-probability sampling technique. Non-probability sampling focuses on the units that were investigated basing on the judgment of the researcher. The main goal of purposive sampling is to focus on particular characteristics of a population that are of interest, which will best enable you to answer your research questions

3.6 Sample size

Patel (2011) defines sample size as the number of students, families or electors from whom you obtain the required information. Sample size determination is the act of choosing the number of observations or replicates to include in a statistical sample. The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample. The researcher selected respondents who in this case were; parents, children, LC Chairman, community leaders and teachers who were selected purposively.

Table 3.1 Sample Size

Category	Sample Size	Sampling Technique	Data Collection Instrument
Parents	18	Purposive Sampling	Questionnaire
Teachers	15	Purposive Sampling	Questionnaire
Children	12	Purposive sampling	Questionnaire
Local leaders (LC1 chairman/chairpersons, councilors)	5	Purposive sampling	Interview guide
Total	**50**		

Source: Primary data

3.7 Sources of Data

Primary data is data collected by the researcher themselves which include interviews and questionnaires.

Secondary data is data that has been collected or generated by other and they include dairies, mass media, letters, previous report and official status. They can also include datasets, case materials, and computer manual government organizations.

To achieve the objectives of this study, both primary and secondary data were gathered. However, primary data formed greater percentage of information because the research mainly collected firsthand information from the local communities themselves who are the beneficiaries of policy being implemented.

The Researcher obtained data from Uganda Martyrs University library, text books and newspapers. Data obtained from those sources were compared with firsthand information from primary sources so as to arrive at conclusions.

3.8. Data collection methods

This refers to a process of obtaining information from targeted sources and archives using tools or instruments that are considered relevant by the researcher. It consists of qualitative, quantitative, primary, and secondary. Quantitative data collection this is on numbers consists of questionnaires were by Paper-pencil questionnaires were dropped to the parents, teachers and children by the researcher and picked after a day or two.

3.8.1. Questionnaire

These are set of questions which are usually arranged systematically and logically to achieve to achieve specific research objectives. Questionnaires were used to collect data from some of the staff who knew how to read and write. The researcher delivered questionnaires to the randomly selected respondents and they were picked after some duration. This saved the researcher's time and money to move. The advantage of this method was that; a lot of information was collected from a large number of people in a short period of time and in a relatively cost effective way.

The self-administered questionnaires were used in the study. This mostly involved close-ended and open-ended questions in order to allow the researcher get clear, accurate and detailed information. Questionnaires were preferred because they gave respondents confidence to give their own opinion about the topic

under investigation. This instrument was applied on the parents children and teachers.

3.8.2. Interviews

An interview is a conversation where questions are asked and answers are given. In common parlance, the word "interview" refers to a one-on-one conversation with one person acting in the role of the interviewer and the other in the role of the interviewee.

Face to face interviews were conducted with the key respondents such as teachers and local leaders. These interviews were done to solicit the views of the key informants on establishing the relationship between parents' education level and school drop outs. Interviews were used to collect qualitative data regarding the proposed study. This method allowed the researcher to develop a distinct advantage of enabling her to establish rapport with potential participants and therefore gain their cooperation.

The interview guide was used for the case of local leaders to get information from key informants. This method was used because it brought out detailed and in-depth information and allows further probing into the problem.

3.8.3Focus group Discussion

A focus group discussion is a good way to gather people from similar backgrounds or experiences to discuss a specific topic of interest. FGDS were used to explore the meanings of survey findings that could not be explained statistically and it was a good method to employ prior to designing questionnaires.

3.8 Data Management Process

3. 8.1 Data Analysis

According to Patel (2011), these are the steps taken to gather process and encode the acquired data. After collecting the responses from the field, the researcher embarked on data processing and data analysis. Data collected was carefully edited centrally for completeness, accuracy, explained for easy presentation and understanding.

3.8.1 Editing

According to the Oxford Advanced Learner's Dictionary (2006), editing is to prepare a piece of writing for publication. Data editing involves thorough checking to establish errors and gaps. This was useful because it enabled the researcher to eliminate the errors detected in the data that was collected. For instance, questionnaires were thoroughly checked before and after being dismissed from the respondents that were in the field and away from the field.

3.8.2 Tabulation

Oxford Advanced Learner's Dictionary (2006), defines tabulation as the presentation of information using tables. Data tabulation were involved using tables which present some data. Hence various tables were used for easy interpretation and understanding of the data collected.

3.9 Quality Control Methods

3.9.1Triangulation

The study used a combination of methods to collect data because each method has its own strength and weaknesses. Methods of data

collection that were used include questionnaire, face to face interviews and observations. This was to ensure validity and reliability of data collected.

3.9.2 Validity

Validity can be defined as the degree to which a test measures what it is supposed to measure. There are three basic approaches to the validity of tests and measures as shown by (Mason and Bramble ,2014). He suggests that if a questionnaire model is "valid", then the decisions made with the questionnaire model should be similar to those that would be made by physically experimenting with the system.

Validity of the questionnaire was obtained by presenting it to at least 6 professionals, including the researcher's supervisor because according to Mason (2014), content and construct validity is determined by expert judgment. The validity of the questionnaire was calculated by using the Content Validity Index. Bramble (2014), states that building valid and credible questionnaire is an important aspect of a researcher's representation of the actual system being studied.

3.9.3 Reliability

Reliability is defined as "the quality or state of being reliable; specifically: the extent to which an experiment, test, or measuring procedure yields the same result on repeated trials". Reliability, according to Mason & Bramble (2014), has to do with the extent to which the items in an instrument generate consistent responses over several trials with different audiences in the same setting or circumstances". Reliability was considered reliable when measured at least 0.7 (70%). The

reliability of the instruments and data was established following a pre-tested procedure of the instruments before their use with actual research respondents.

3.10 Ethical considerations

To ensure that research ethical principles was kept; permission was sought and obtained from all persons before undertaking this study.

The researcher ensured physical, psychological and emotional safety security of the respondents.

The researcher ensured that all the data collected from respondents was clear, logical consistent and relevant.

Plagiarism (giving credit to authors/ owners of the ideas) like quotations and cited work from authors is credited and respected accordingly.

3.11 Limitations and Delimitation of the study.

Respondents were sometimes unable to avail the researcher with the required information due to a defensive attitude and lack of time to meet the researcher. In this case the researcher ought to seek to the importance of the study to the respondent.

The researcher also faced financial problems in terms of photocopying, secretarial services, transport costs. However, this was addressed through acquiring more funds for the study and also spend according to the budget.

Poor weather conditions due to heavy rainfall also interrupted movements of the researcher to fulfill the appointment time with the targeted respondents. This also involved too much sunshine and dusty streets that seemed to be unfair to the respondent thus leading to difficulty in conducting the research.

Bias from the respondents whereby some respondents were unwilling to provide the required information to the researcher; however, I was able to overcome this by telling them that the study was purely academic reasons therefore they should feel free.

4.0 Introduction

This chapter presents and analyses the findings of the study. The findings were organized in a systematic way beginning with the respondents Bio data and the findings according to the research objectives.

4.1 Bio-data of the Respondents

The background information of the respondents was deemed necessary because the ability of the respondents to give satisfactory information on the study variables greatly depended on their background. The background information of respondents solicited data on the sample and this has been presented below and categorized into tables; gender, age, marital status and education levels.

4.1.1 Sex of the Respondents

The study scrutinized the sex of the respondents and the results were as follows;

Table 4.1: Category of Respondents by Sex

Sex	Frequency	percentage
Men	23	46
Female	27	54
Total	50	100

Source: (Primary data 2016)

Table 1 above shows the categories of respondents who were involved in the study by sex.

It is revealed from the table that out of the 50 respondent in the study, (46%) were males and (54%) were females. This means that females were more willing to be involved in the study since there were the ones mostly affected by low levels of education and feel more the consequences of child dropouts.

4.1.2 Respondents age

The study examined and described the age details of the respondents in this study and the results were presented in the table below.

Table 4.2: Respondents categorized by age

Age bracket	Frequency	percentage
20-30	15	30
31-40	15	30
41-50	12	24
51-60	8	16
Total	50	100

 Source: (primary data 2016)

The table above presents the categorization of the respondents by age and the information here indicates that 15 (30%) of the respondents were aged between 20-30 years, 15 (30%) were between 31-40, 12 (24%) were 41-50 and the least were between the age range of 51-60 with 8 (16%). This implied that majority of the

respondents were parents and it helped the researcher to get more viable data for the study.

4.1.3 Marital Status of Respondents

The respondents were asked about their marital status and the responses were;

Figure 4.1: a pie chart showing the marital status of the respondents
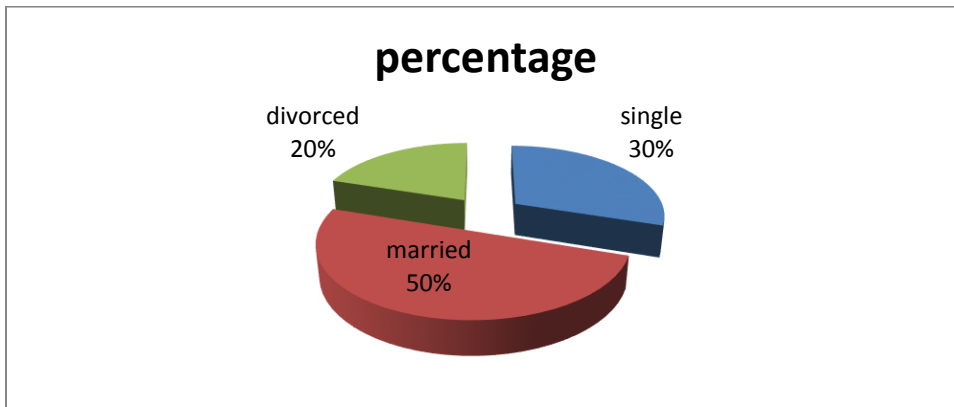
Source: (primary data 2016)

The results in figure 4.1 showed that only (50%) of the respondents were found to be married and with stable families. (30%) respondents were found to be single during the time the study was conducted.

The study also found out that (20%) of the respondents had been divorced. The marital status of respondents was relevant to the study in the way that it enabled the researcher to compare the different views that were put forward by the married, single and divorced respondents.

4.1.4 Education level of respondents

The study examined the level of education of the respondents and the findings were presented in the pie chart below;

Figure 4.2: A pie chart showing education levels of respondents

level of education

Others 20%
Primary 12%
Secondary 18%
Tertiary 50%
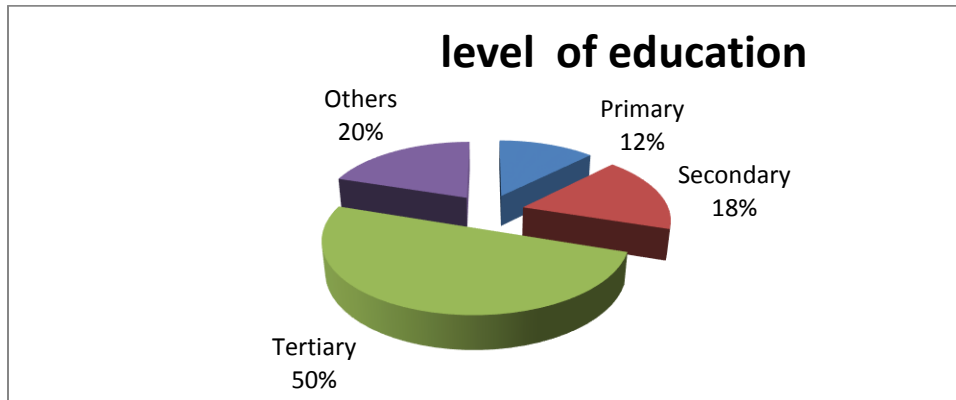
Source: (primary data 2016)

In the table above respondents' education background is shown as given by the respondents themselves. The findings of the study revealed that (12.5%) of the respondents had only attained basic elementary (primary) education, (17.5%) had gone higher than primary levels and attained secondary school education. (50%) of the respondents had either attained certificates, diplomas or degrees from universities or other tertiary institutions and (20%) have either trained in different activities and others practicing though under a situation of under employment. This helped in assessing the views put forward by the different respondents as per their levels of education.

4.2 OBJECTIVE 1: To identify how parental education attainment leads to school dropout in Katwe-Kinyolo area

The researcher asked the respondents how parent's education attainment lead to school dropout and the results were stated below;

4.2.1 Do most of the parents monitor the way there children spend their time outside of school?

Figure 4.3: Response on monitoring of children
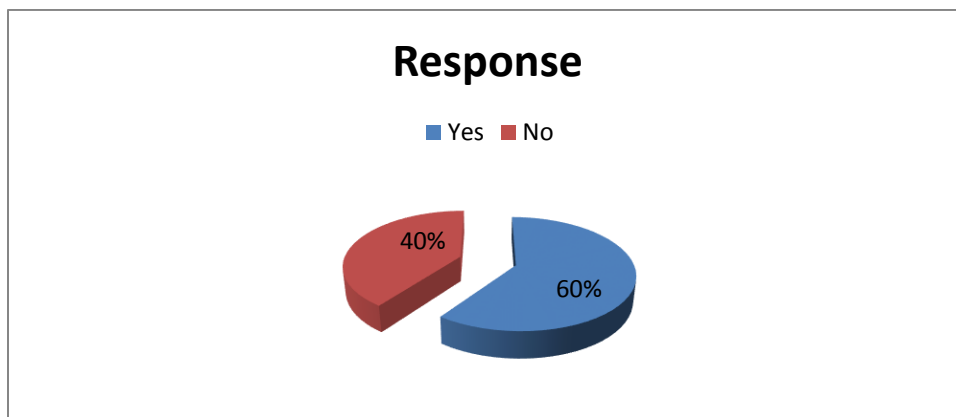
Source: (Primary Data August 2016)

According to the findings, its indicated that most of the respondents agreed that parents do monitor the way children spend their time out of school which was agreed by 30 (60%) respondents while only 20 (40%) said the never monitor their children. This means that most of the parents at list are able to monitor how their children spend their time out of school and at list this can help towards improvement of their performance at school. The findings were in line with Epstein (2009), "most parents want their children to succeed in school and in order for them to be good partners in their children's education; they yearn to obtain more information from schools". Likewise, most students at all school levels, whether it being elementary

school, middle school or high school level, want their families to be familiar and acquainted partners about schooling. The positive effects that parental involvement has on students' academic achievement appear to be undeniable.

4.2.2How do most of the parents involve themselves in children's education?

The researcher asked the respondents how parents involve themselves in children's education and the results were stated below;

Table 4.3: showing how parents involve themselves in children's education

Response	Frequency	Percentage
Paying school fees	20	40
Provision of scholastic materials	12	24
Carrier guidance and counseling	10	20
Helping children with home works	8	16
TOTAL	50	100

Source: (Primary Data August 2016)

According to the above findings, it has been indicated that most of the parents involve themselves through paying of school fees 20 (40%), provision of scholastic materials 12 (24%), carrier guidance and counseling 10 (20%), helping children with homework (16%).

Namugga Joan a teacher in Kampala Citizen stated *that;*

> "*Parents get involved in children's education through paying of school fees and provision of scholastic materials such as pens, books, pencils, text books among others*".

During the focus group discussion, respondents indicated that;

> "*Parents can get involved in their children's education through providing their children with career guidance and counseling because most of the children take education issues lightly and end up dropping from school therefore career guidance and counseling is very important to children.*"

The findings were in line with Obeidat(2009)who agitated that;" Parents can demonstrate their involvement in different ways; such as by reading for their child, assisting with homework, and having regular discussions about school or school work with their child."

4.2.3 How does parents education attainment leads to school dropout?

The researcher asked the respondents how parents education attainment leads to school dropout and the results were stated below;

Table 4.4: showing how parents educational attainment leads to school dropout

Response	Frequency	Percentage
Lack of Ability to Assisting children with home work	20	40
Lack of Ability to Reading for children	15	30
Lack of regular discussions about school or school work	10	20
Lack of education experience to convey to their children	5	10
TOTAL	**50**	**100**

Source: (Primary Data 2016)

According to the findings in the table above, its indicated that parents level of education leads to school drop in many ways which include, lack of ability to assisting children with homework 20 (40%), lack of ability to read for children 15 (30%), lack of regular discussion about school work 10 (20%), lack of education experience to convey to their children 5 (10%).

Mr. Kiram Samuel a local leaders in Katwe-Kinyolo indicated that; *"Parental involvement affects achievement in core subjects such as reading, mathematics and science, and the behavior of students, their school attendance and their attitude and adjustment to school therefore parents play a great role towards children's improvement in most subjects, those with educated parents benefit a lot than those with uneducated parents".*

Nanfuka a resident of Katwe-Kinyolo said that "*student perception of their parents' involvement and expectations are also highly effective and influential in their education. Moreover, students who feel their parents' support for their education and have good communication are more likely to continue their studies past high school*".

The above findings were in agreement with (Jeynes 2007)who said that, "Children of more educated parents are also likely to have access to greater material, human, and social resources."

4.3 OBJECTIVE 2: To find out how parental involvement in school leads to school dropout in Katwe-Kinyolo area

4.3.1 Are parents involved in children's education?
The researcher asked the respondents whether parents were involved in children's education and the results were stated below;

Figure 4.4: showing if parents are involved in their children's education

Source: (Primary Data August 2016)

38
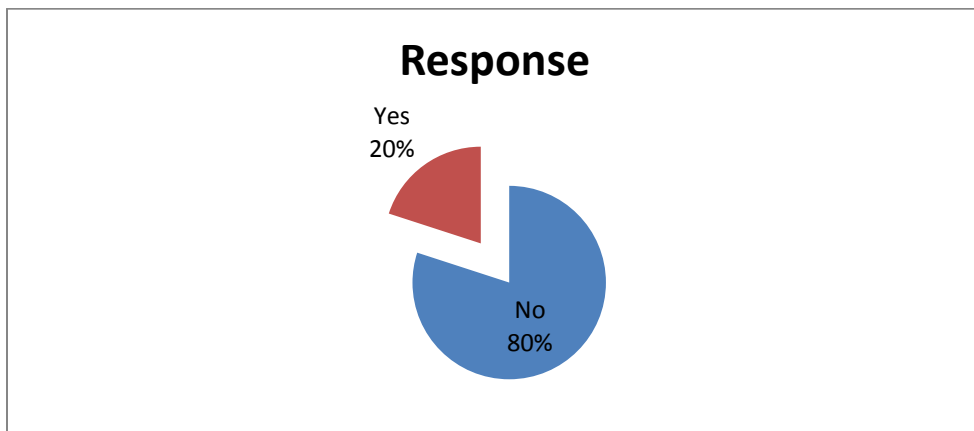
According to the above findings 40 (80%) of the respondents indicated that parents are involved in their children's education, while only 10 (20%) indicated that they are not involved in children's education at all. Therefore majority of parents were involved in children's education

The findings were contrary with Fisher, (2009) who stressed that some may not care and the majority trusts the schools to meet the needs of their sons and daughters.

4.3.2If yes how have they been involved

Table 4.5: showing how parents are involved in children's education

Response	Frequency	Percentage
Attending parents, teachers meeting	20	40
Making sure children's home work is done in time	15	30
Demonstrating a positive attitude about education to your children.	10	20
Encourage children to read	5	10
TOTAL	50	100

Source: (Primary Data 2016)

The findings in the table above indicated that parents get involved in their children's education through assisting attending parents, teacher meetings 20 (40%), Making sure

children's home work is done in time 15 (30%), Demonstrate a positive attitude about education to your children.**10 (20%),** Encourage children to read5 (10%).Therefore majority of the respondents were involved in children's education because they attended parents –teachers meetings.

During the focus group discussion with Mr.Muhumuza Robert one of the parents in Katwe Kinyolo indicated that;

"Schools usually have one or two parent-teacher conferences each year. Therefore parents can also ask to meet with their child's teacher any time during the year. If there is any concern and can't meet face-to-face then parents need to send the teacher a short note or set up a time to talk on the phone".

During the study, Mr. Kimuli a teacher in Central College Katwe asserted that;

"Parents have to make sure that their child get homework done and let the child know that you think education is important and that homework needs to be done each day. One can help a child with homework by setting aside a special place to study, establishing a regular time for homework, and removing distractions such as the television and social phone calls during homework time".

The results were related to Zellman & Waterman, 2004) literature. They focused on five measures of parent-school involvement: attendance at school events, participation on a school council or advisory committee, regular volunteer activities, employment at school, and PTA meetings.

4.3.3How has parental involvement lead to school dropout

Table 4.6: showing how parental involvement leads to school dropout

Response	Frequency	Percentage
Advising children on attending school	15	30
Lack of Provision of scholastic materials	15	30
Children are always made to work a lot at home	10	20
Not meeting up with school administration about children education	10	20
Total	50	100

Source: (Primary data 2016)

Findings in the table indicates that parents involvement leads to school dropout in many ways which include; lack of ability by parents on advising their children to go to school 15 (30%), not providing children with scholastic materials 15 (30%), children made to do house work at home instead of going to school 10 (20%), not meeting up with the school teachers about children's performance 10 (20%).

According to Mukiibi Wilber; "*most parents have become less involved in their children's education to the extent that they are less concerned if their children have gone to school or not. Many parents are engaging their children in doing house work rather than letting them go to school therefore this has led to many children dropping out of school*".

During the an open interview with Mr. Kirama Samuel a local leader in the community, it was stated that "*most of the parents now days feel that they do not need to educated their children simply because they also never made it, therefore this has led parents not to provide their children with scholastic materials and at the end of it all this has led to school dropout*".

The findings were consistent with (Fisher, 2009) who confirmed that, "Teachers were generally satisfied with that amount of parent involvement."

4.3.4 What do you believe parents can do in order to prevent their child from dropping out of school?

The researcher asked the respondents what can be done to prevent their children from dropping out of school and the results were stated below;

Table 4.7: showing what parents can do in order to stop children from dropping out of school

Measure	Frequency	Percentage
Provision of scholastic materials to children	15	30
Career guidance and counseling	10	20
Assisting to children with home work/holiday packages	10	20
Liaising with teachers	5	10
Maintaining children discipline	5	10
Family involvement	5	10
Total	**50**	**100**

Source : (primary data 2016)

In order for parents to stop children from dropping out of school parents need to provide scholastic materials for their children 15 (30%), career guidance and counseling 10 (20%), assisting children with homework 10 (20%), liaising with teachers 5 (10%), maintaining children discipline 5 (10%) and family support 5 (10%).This implied that majority of the respondents said that provision of scholastic materials to children as the best way to prevent school dropouts.

As per Namubiru Joyce a teacher in New style narrated that; "*Many students who dropout feel that teacher, administrators, and others are not interested in them. Caring, knowledgeable adults can establish a climate of trust and support that lets teens know someone is paying attention. These adults can be "teachers, counselors, mentors, caseworkers, community members, who understand and deeply care about youth and provide significant time and attention*".

Nakuya Zamu a counselor in Katwe Kinyolo stated that "*Students who dropout of school face a difficult future. They are more likely to be unemployed, incarcerated, or impoverished than high school graduates. However, families can play an important role in keeping their teens in school and making sure they graduate. Family involvement is one of the most important contributor to school completion and high school success. The most accurate predictor of a student's school achievement is the extent to which his or her family encourages learning. Success is more likely if the family communicates high yet reasonable expectations for the child's future career and becomes involved in his or her education*".

The findings were in with Sheldon, (2009), he stated that;

At home, parents can demonstrate their involvement in different ways; such as by reading for their child, assisting with homework, and having regular discussions about school or school work with their child. In addition, it is important for parents to convey their expectations to their child's education. Research has provided ample evidence that parental involvement affects achievement in core subjects such as reading, mathematics and science, and the behavior of students, their school attendance and their attitude and adjustment to school.

4.4 OBJECTIVE 3: To establish other causes of school dropout other than parental educational level in Katwe-Kinyolo area

4.4.1 Are there other causes of school dropout other than parent education level?

The researcher asked the respondents whether there were other causes of school dropout and the results were stated below;

Figure 4.5: A pie Chat showing response on if there other causes to school dropout other than parents education level

RESPONSE

No
10%

Yes
90%
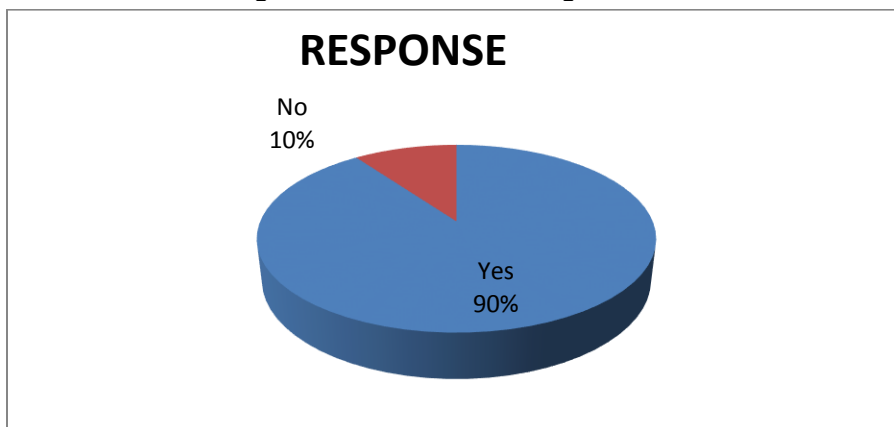
Source: (Primary Data 2016)

Figure 4.5 indicates that 45 (90%) of the respondents indicated that there are other causes to school drop out while only 10%

said No. The other causes to school drop out can be illustrated in the table below:

4.4.2 If yes please give the reasons how

Table 4.8: showing other causes to school dropout

Causes	Frequency	Percentage
Pregnancy and Parenthood	12	24
Boredom	12	24
Academic Struggles	10	20
Money	10	20
Lack of Parental Support	6	12
Total	**50**	**100**

Source: (Primary Data, 2016)

According to the information above other causes to school dropout include; Pregnancy and Parenthood 24%, Boredom 24%, Academic Struggles 20%, Money 20%, Lack of Parental, Support 12%. This implied that majority of the children break out due to pregnancy and parenthood behavior.

According to Mrs. Lumu one of the parents stated that; "*Pregnant teens may feel embarrassed about going back to school, struggle with morning sickness or fatigue, and have difficulty keeping up with their class work. Taking care of a baby is time-consuming, so many may not have the energy to complete school*".

She also indicated that; "*The lack of parental involvement is a problem that often leads to higher dropout rates, especially with students. Parents play an important role when it comes to school attendance. School dropouts often have parents who weren't engaged or concerned with their academic success. If a parent doesn't encourage her child to stay in school, show interest in classes and teachers, communicate with administration, or pay attention to homework assignments, the child might not see any reason to follow through with the coursework. When parents don't prioritize their child's school education, the child may choose to drop out*".

Mr. Kirama Sam a local leader in Katwe Kinyolo during an open interview indicated that; "*Students often dropout of school due to apathy or boredom. Students often report that academic content isn't interesting and they don't have a personal connection with their teachers*".

Nakanyike et al,(2011)explained that in Uganda though there is no single factor that can explain why children drop out of UPE schools in Uganda; socio-economic, gender based and policy factors gang up altogether to push children out of school. Socio-economic factors take into consideration social beliefs and economic reasons for dropout. Indifferent regions of Uganda its indicated that; lack of school requirements contributed to (32.7%); loss of parents (18.4%) and parents 'inability to provide children with school requirements (14.3%) with the remaining 34.6% of other minor causes.

CHAPTER FIVE:

SUMMARY, CONCLUSION AND RECCOMENDATIONS

5.0. INTRODUCTION

This chapter presents the summary, conclusions and recommendations basing on the findings in chapter four and these were in line with the objectives of the study.

5.1 Summary of Findings

Objective 1: To identify how parental education attainment leads to school dropout in Katwe-Kinyolo area

According to the findings, its indicated that parents level of education leads to school dropout in many ways which include, lack of ability to assisting children with homework 20 (40%),lack of ability to read for children 15 (30%), lack of regular discussion about school work 10 (20%), lack of education experience to convey to their children 5 (10%).

Objective 2: To find out how parental involvement in school leads to school dropout in Katwe-kinyolo area

The findings indicated that parents get involved in their children's education through assisting and attending parent-teacher meetings 20 (40%), Making sure children's homework is done in time 15 (30%), Demonstrate a positive attitude about education to your children.10 (20%),Encourage children to read5 (10%).

Objective 3: To establish other causes of school dropout other than parental educational level in Katwe-Kinyolo area

According to the findings other causes to school dropout include; Pregnancy and Parenthood 24%, Boredom 24%, Academic Struggles 20%, Money 20%, Lack of Parental, Support 12%.

5.2 Conclusion

In the first objective the study aimed at identifying how parental education attainment leads to school dropout in Katwe-Kinyolo area and the findings were lack of ability to assisting children with homework, lack of ability to read for children, lack of regular discussion about school work and lack of education experience to convey to their children.

The study went further in the second objective where the study aimed at finding out how parental involvement in school leads to school dropout and the findings were, parents get involved in their children's education through assisting attending parents, teacher meetings, Making sure children's home work is done in time, Demonstrate a positive attitude about education to your children and Encourage children to read.

The last Objective aimed at establishing other causes of school dropout other than parental educational level and there were identified as Pregnancy and Parenthood, Boredom, Academic Struggles, Money, Lack of Parental Support.

5.3 Recommendation
To parents

Develop a relationship with your teen that transcends school. Children who have good relationships with their parents come to them with problems and listen to their advice. Children with parents who are actively involved in school and show that they value education are less likely to dropout. Model life-long learning and encourage personal growth beyond the basics at school.

Parents need to develop and work toward future goals. Doing so can help him or her stay committed to attending school. Teens contemplating dropping out or worse often feel like they have no future. Installing a look towards the future and a focus on goals lets them know that even a failing grade or extra time in school is a short term problem.

To the school administration

Increased Staff Collaboration and Ongoing Professional Development: School staff needs administrative support and encouragement to continue to reach out to high risk youth. Typically, there are few tangible rewards for working with challenging youth. Alternatives to increase staff collaboration and professional development, suggested by exemplary programs, include:

Provide strong administrative leadership and a consistent vision of program goals, encourage a multi-disciplinary and "teaming" approach to instruction, coordinate school-wide rules and

expectations for student behavior, and provide ongoing staff development and support.

Individualized attention: When students are struggling and falling behind their peers, they may drop out of school because they feel hopeless. Teachers can prevent this tragedy by working with the student one-on-one to help him or her catch up to the rest of the class. This process may involve tutoring, assigning make-up work or offering extra credit. If the teacher doesn't have time to work with the student herself, she can also refer the student to another tutor or mentor.

Offering encouragement: Students who dropout of high school often suffers from low self-esteem. Teachers can address this problem by working to build each struggling student's confidence in his or her abilities. With a little encouragement from a caring teacher, some students find the strength to keep going until graduation.

5.4 Areas for further research

As the researcher investigated on the relationship between parents low level of education and school dropouts in Kampala district, realized that there was still need to research on the following;

How family background influences academic performance of the pupils in schools.

Why some parents have negative views towards students' education.

The relationship between the parents and teachers towards the students' performance in schools.

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APPENDIX 1: SEMI STRUCTURED INTERVIEW GUIDE

I am **NANYONDO FAITH**a student of Uganda Martyrs University, carrying out a study on *the relationship between parents level of education and school dropouts in Kampala District.*It is in partial fulfillment of one of the requirements for the attainment of the award of the bachelor's degree in social development and counseling from Uganda Martyrs University from where i am currently taking on my studies. My research project endeavors to generate knowledge to be utilized in understanding how parent's level of education has led to school dropout. This is to inform you that you have been chosen as one of the respondents and your views are of importance in my study and I would appreciate your response to this questionnaire. This is purely for academic purpose and your response will be kept confidential and anonymous.

Thank you for your time, co-operation and contribution to my study. I shall be pleased to send you a copy of the findings of the study if you desire so.

SECTION A: Bio Data

1. Gender

a) Female ( )

b) Male ( )

2. Age

a) 18 – 25 ( )

b) 26 – 35 ( )

c) 36 – 45 ( )

d) 46 – 55 ( )

e) 56 – 59 ( )

3. Marital status

a) Single ( )

b) Married ( )

c) Divorced ( )

d) Widowed ( )

e) Separated ( )

4. Level of education

a) Primary ☐   b) Secondary ☐ c) certificate ☐

d) Tertiary ☐   e) Non   ☐

OBJECTIVE 1: To identify how parental education attainment leads to school dropout in Katwe-Kinyolo area

5. Do most of the parents monitor the way there children spend their time outside of school?

   Yes ☐   No ☐

6. How do most of the parents involve themselves in children's education?
   ....
   ....

7. How does parents education attainment leads to school dropout?
   ....
   ....

OBJECTIVE 2: To find out how parental involvement in school leads to school dropout in Katwe-Kinyolo area

8. Are parents involved in children's education?

   Yes ☐   No   ☐

9. If yes how have they been involved?

   ....

   ....

10. How has parental involvement lead to school dropout?

   ....

   ....

11. What do you believe parents can do in order to prevent their child from dropping out of school?

   ....

   ....

OBJECTIVE 3: To establish other causes to children's school drop

Are there any other causes to school dropout other than parents educational attainment?

Yes ☐   No ☐

12. If yes please indicate them

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....
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....
....

END

THANK YOU FOR YOUR COOPERATION

APPENDIX 2: INTERVIEW GUIDE FOR SCHOOL ADMINISTRATORS

1. Do you experience high rate of school dropout?
2. What are the causes of school dropout among children?
3. Do you find education to be important to children? If so indicated how?

4. What are your expectations with regards to children's education?

5. Do parents have discussions with their children about education, and their interests?

6. What do you believe parents can do in order to prevent their children from dropping out of school?
7. What is your opinion of parental involvement in their child's education
8. Do you consider parents to be involved in their children's education? How?
9. What are the reasons for the parent's lack of involvement in children's education?
10. What is your opinion of parental involvement in their child's education?
11. How do you think your parent's level of education has impacted the children's success?
12. What measures can be put in place towards addressing school dropout?

APPENDIX THREE: FOCUS GROUP DISCUSSION FOR PARENTS AND LOCAL LEADERS

1. What are the causes of school dropout among children?

2. What are the expectations with regards to children's education?

3. Do parents have discussions with their children about education, and their interests?

4. What can parents do in order to prevent their children from dropping out of school?

5. What is the opinion of parental involvement in their child's education

6. What are the other cause of children's school dropout?