

Household Socioeconomic Conditions and Secondary School Dropout in Namayingo District,
Uganda

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BU/GS18/EDM/08

A Dissertation Submitted to the Directorate of Graduate Studies, Research and Innovations in
Partial Fulfilment of the Requirements for the Award of a Master's Degree in Educational
Leadership and Management of Busitema University

April 2023

Declaration

I, Moses Wanje (Reg. No. BU/GS18/EDM/08), do hereby declare that this dissertation titled "*Household Socioeconomic Conditions and Secondary School Dropout in Namayingo District, Uganda*" is my original work and it has never been presented to any institution for any award in any other University or institution of learning.

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Approval

We, the undersigned, certify that we have read and here by recommend for acceptance by Busitema University a dissertation titled "*Household Socioeconomic Conditions and Secondary School Dropout in Namayingo District, Uganda*", written by Moses Wanje in partial fulfillment of the requirements for the award of the degree of Master of Education Leadership and Management of Busitema University.

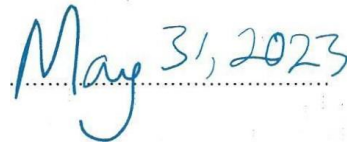
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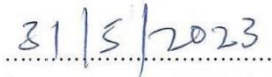
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Dedication

I dedicate this piece of work to my beloved parents; Mr. Mayende Pascal (RIP) and Aidah Nengamba Mayende for their hard to quantify and value efforts towards making me a somebody on this world. Mzee rest in peace and God bless you Mother.

Acknowledgements

I am greatly indebted to several people without whom this work could not have been a success. I am grateful to Busitema University and particularly the Faculty of Science and Education for admitting me into this rich course. I am earnestly gratified by my research supervisors, Dr. Dennis Zami Atibuni and Dr. Rachael Namulondo for their patience and willingness in providing me with academic guidance throughout the process of this study.

Exceptional thanks to my lecturers, Dr. Edward Andama, Dr. Dennis Zami Atibuni, Dr. Charles Eryenyu, Dr. Richard Charles Kasirye, Dr. Muhamadi Kaweesi, Associate Professor David Kani Olema, Dr. Fredrick Ssempala, Dr. Margaret Stella Ssuubi Ujeyo, and Mr. Leonard Wamakote, for modelling my academic career

I am grateful to my masters' course mates; Nabitula, Wandera, Masanja, Rev. Fr. Mark Odoi, Awori and Wekoye for their moral, and emotional support and encouragement.

I am greatly indebted to the head teacher Bukonte Seed SS Mr. Kyadida Addi for being there for me always. Special thanks go to the BOG and the entire staff of Bukonte Seed SS for all the support during the time of study.

May the Almighty God answer your prayers?

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List of Acronyms

AOR	Adjusted Odds Ratio
BOG	Board of Governors
COR	Conditional Odds Ratio
CVI:	Content Validity Index
MELM	Master of Education Leadership and Management
MOES	Ministry of Education and Sports
MOFPED	Ministry of Finance Planning and Economic Development
PCA	Principal Component Analysis
SES	Socioeconomic Status
UBOS	Uganda Bureau of Statistics
UMEA	Uganda Muslim Education Organization
UN	United Nations
UNEB	Uganda National Examinations Board
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
UPPET	Universal Post Primary Education and Training
USE	Universal Secondary Education

Abstract

This study examined the effect of household SES on secondary school dropout in Namayingo District. The objectives of the study were to: analyze household socioeconomic conditions in Namayingo District, examine the level of dropout in secondary schools of Namayingo District, determine the relationship between household SES and student dropout and other factors that cause dropout. The study employed a cross-sectional design using both quantitative and qualitative approaches. The study had a sample of 380 households randomly selected from 9 sub-counties of Namayingo District and 5 heads of secondary schools purposively selected, district education staff and district political leaders in the district. Validity of the instruments was measured using the content validity index and the average score was 82.5%, reliability was tested by piloting the questionnaire in two households which did not take part in the study and the value for alpha was 0.92. A questionnaire to the household head solicited quantitative data whereas an interview guide was used to solicit qualitative data from head teachers, education staff at the district and the district political executive. Quantitative data were edited, coded, and entered into Stata for electronic cleaning and data analysis while qualitative data were analyzed thematically. The objectives of the study were analyzed using descriptive, logistic regression at multivariate and chi-square at bivariate. For objective one, the descriptive results on household SES revealed that households with higher SES were able to maintain their children in schools as compared to their counterparts with lower SES. For objective two, the descriptive statistics revealed that 31% of the students dropped out of school. This implied that dropping out of school was dependent on the role of households and the SES of that household. For objective three, household SES significantly affected students drop out at ($r^2 = .2556$, $p .0001$), thus the null hypothesis that household SES index does not significantly affect student dropout was rejected; and the alternative hypothesis was accepted. The study recommends that; government should come up with more avenues for household heads to better their SES levels, there is need for sensitization of students about the importance of education in order to encourage them to endure and persist through education levels in a bid to reduce dropout rate and government should implement its policy statement of establishing a secondary school in every sub county to reduce on the distance students move to and from school

Chapter One

Introduction

The study investigated the relationship between household socioeconomic conditions and secondary school dropout in Namayingo District, Uganda. The independent variable was Household socioeconomic conditions and the dependent variable was Drop out. This chapter explores the background to the study, problem statement, purpose, research questions, hypothesis, conceptual framework, significance, and scope.

1.1 Background

Education, whether formal or informal is a tool for social, economic and personal development (Fiedler & Väljataga, 2011). It empowers individuals to achieve personal goals as well as contributing to national development agenda. Consequently, countries worldwide have embraced education as a means of poverty reduction, national economic growth, gender equity and social transformation (Klees, 2012). Furthermore, the same author ((Klees) adds that, even regional and international governing bodies do acknowledge the significant role of education in societies. Poole, et al., (2013) argue that, the (United Nations, 2013) underlined the essence of education to youth livelihood and hence included education among the Sustainable Development Goals (SDGs). Education is not only significant in eliminating poverty, but it can also significantly awaken children's cultural values which are important for their adult lives.

For the above reasons, the Ugandan education system has undergone momentous policy reforms that include the adoption of the Universal Secondary Education (USE) in 2007. The Secondary Education sector in Uganda runs for six years, from Senior One (S.1) to Senior Six (S.6). However, this study focused on the Ordinary level that is S.1 to S.4.

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