

BISHOP STUART UNIVERSITY



CULTURAL ATTACHMENT AND INTENTION TO DROP OUT OF SCHOOL IN PRIMARY SCHOOLS IN KAZO DISTRICT

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19/BSU/MEAP/009

**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF GRADUATE STUDIES,
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STUART UNIVERSITY**

JULY, 2022

Approval

This research dissertation has been examined by the supervisor and is submitted with our approval.

Declaration

I, **Robert Agume**, declare that this dissertation is original and to the best of my knowledge, it has never been presented to any University or Institution for any award.

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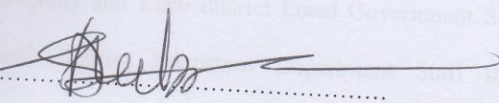
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Dedication

I wish to dedicate this piece of research study to my beloved family members, staff of Bishop Stuart University and Kazo district Local Government Staff, mostly to Chief Administrative Officer and District Education Department Staff that supported me in the study.

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I thank The Almighty God for the capabilities granted to me throughout this research and the entire life before up to now.

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List of Acronyms

| | |
|-------|---|
| UDHR | Universal Declaration of Human Rights |
| SDG | Sustainable Development Goal |
| LBOTE | Language Backgrounds Other Than English |
| SDG | Sustainable Development Goal |
| MOES | Ministry of Education and Sports |
| UPE | Universal Primary Education |
| EPRC | Education Policy Review Commission |
| NER | Net Enrolment Ratio |
| EMIS | Education Management Information System |
| COBET | Complementary Basic Education Project |
| DEO | District Education Officer |
| UNHCR | United Nations High Commissioner for refugees |

Abstract

The study investigated the relationship between cultural attachment and intention to dropout of school among children in primary schools in Kazo district. It was guided by three research objectives, which included; 1) To establish the level of cultural attachment among children in Primary schools in Kazo District; 2) To establish the level of intention to dropout of child is in Primary schools in Kazo District; and 3) To establish the relationship between cultural attachment and intention to dropout of school among children in Primary schools in Kazo District. Two questions; 1) What is the level of cultural attachment among children in Primary schools in Kazo District? 2) What is the level of intention to dropout of children in Primary schools in Kazo District and a hypothesis; The researcher employed different techniques to select participants. Children were selected by using simple random sampling. Under this, the researcher first used stratified sampling by dividing teachers and children according to gender. After this, fish bowl method was used to get equal number of respondents from different gender strata (Botev & Ridder, 2017). Selection of head teachers and the DEO were selected using purposive sampling technique because they have key information concerning cultural attachment and the intention to dropout of school in respective schools. There is no relationship between cultural attachment and intention to dropout of school among children in Primary schools in Kazo District guided the study. The researcher used a cross - sectional survey design in the primary schools in Kazo district. The study population was conducted among 209 participants, including 201 children, a District Education Officer and 7 head teachers. The study findings showed that low cultural attachment and intention to dropout of school among children in primary schools in Kazo district and children no statistically significant relationship between them ($p = .242$). It was concluded that cultural attachment and drop out intention were actually low with limited relationship between them. Strategies to keep cultural attachment and intentions to dropout low such as free education are paramount

Chapter One

Introduction

1.0 Introduction

This chapter introduces the study. It begins with the historical, theoretical conceptual as well as contextual aspects of background to the study. Chapter One also includes problem statement, objectives, hypotheses, scope of the study significance and conceptual framework.

1.1 Historical Background

The Universal Declaration of Human Rights (UDHR) (1948) article 26 of the UDHR states that everyone has the right to education, which shall be free and compulsory. All are entitled to all rights without discrimination of any kind such as race, color, sex, birth or any other status. Some Cultural artifact attachment education negatively, not accommodating education as a right. Since education and culture relates, culture is therefore a way of lifestyle of people and cultural attachment are therefore values, beliefs. Attitudes and practices, which are prevalent in a community. Cultural attachment in community will more than often have an impact on a local school.

According to the children Act (2002), children are entitled to education. However, in Somali, cultural norms see people or children with disabilities has bad omen to the family and societies, therefore need to be expelled and eliminated in their families' home. These children are not given any attention to survive. According to UNICEF (2003) indicates that every girl should have a right to education and the child Act (2002) supported this where the fundamental rights to

education were being ratified so that every child should get access to quality education. In India, the development in the education system has provided a stimulus towards the socialization of deprived and destitute people. With this influence, there has been a tremendous change in their lifestyle, there has been a feeling of unity and with the invention of machines and technology, an individual is having more and more leisure time.

Worldwide, there is a growing concern about how to educate all people and understand the intricacies of human learning (Eilam, 2022). Given this fact, Cultural attachment has become a preeminent factor in understanding human learning. Education has a major role to play in an individual's life. Education helps an individual to understand the world and the environment to live his life adequately. It makes the individual aware of different values, norms, customs and traditions which are essential for his existence and development and It provides to the individual all kinds of knowledge, information and materials, which he needs to learn in order to progress (Torres & Bosio, 2020). Education is the vital configuration of the social system, shaping the personality of younger generation and their culture raising them for life and preparing them for the kind of society they live in and they should live in. In other words, through the means of education, an individual learns how to abide by the cultural values.

Children from Asian backgrounds, for example, are seen as having such a cultural advantage, while others, such as Pasifika children, are perceived as culturally prone to under achievement. There are assumptions about Asian values of strong family and hard work (Robinson, 2000) and myths about how Asian children have greater (natural) abilities in Math and the sciences which are recycled in the media (Duffy, 2001). These myths treat ethnicity as a fixed, even biological category, and see educational achievement as a result of the inherent qualities of particular groups of children from language backgrounds other than English (LBOTE).

In today's world, an Indian is getting exposed to more of technology and scientific facts of others and not racial customs and traditions. As Sue & Okazaki (1990) demonstrate, the success of Asian children has often been explained, inadequately, in terms of hereditary differences in intelligence, or in terms of cultural values. Similarly, Rosenthal and Feldman (1991) critique claims that a simple notion of cultural difference could be used to explain the contrasts in educational performance between Chinese and Western children in Australia and the US, and that the importance of family environment was due to a complex combination of socio-cultural factors.

Cultural attachment may have a positive or negative impact on education programs thus hindering the learning in primary and ECDES Centre's. As a result, it leads to low level of achievement in education. According to Sustainable Development Goal (SDG), education is crucial to both human and economic development.

This study documents the different reasons for dropout and non-enrolment, which vary widely according to the region, district, demographic and socioeconomic background. Strømme Foundation, UNICEF, Save the Children, UNHCR, and ERIKS Development partners have joined hands to collaborate with the Ministry of Education and Sports (MoES) in developing a study aiming at providing such a voice to parents and children, anticipating that a better understanding of the perceptions, feelings and opinions of parents and children may lead to improving the education dropout system to put more emphasis on out-of-school children, with specific attention to the vulnerable groups of children and their families (Don, 2015). Whereas this lack of evidence makes remedial measures experimental instead of systematic and directed, it also does not guide on further program design. From other related research in the Ugandan context, it is clear that there are push and pull factors that influence whether children enroll and stay in school. Push factors may be the prevalence of cultural norms that create barriers to girls' enrolment and completion, while pull factors may be strong issues in the family that prevents children from going to school such as familial commitments and searching for money

(Choo, 2016). Taken aggregately, these individual-level consequences of intention to dropout of school are undermining national development by undermining national human capital development efforts.

1.2 Theoretical Background

This theory relied on socio-determination theory (SDT). SDT when applied to the education is concerned with fostering an interest in children to learning, valuing education, and confidence in personal capabilities (Deci et al., 1991). According to SDT, children become actively engaged in educational activities to the extent that classroom endeavours affirm their competencies and prove themselves interesting and relevant to their lives. The needs of competence and self-determination explain the motivational source underlying experiences of child of becoming interested in school and internalizing school-related values.

As needs, self-determination represent energizing states that, if nurtured, facilitate interest enjoyment, engagement, and well-being (Ryan & Deci, 2000). Competence represents the need for seeking out optimal challenges and for perceiving oneself as efficacious in mastering those challenges; self-determination represents the need to experience choice in the initiation and regulation of one's behavior such that the student's choices rather than environmental events determine his or her actions (Yarahmadi et al.,2010). Thus, to promote an interest in learning, a valuing of education, and an affirmation of personal capabilities, educational climates need to find ways to support students' needs for competence and self-determination.

SDT is regarded as motivational theory in terms of personality, development, and social processes examining the extent to which social contexts, including socio-cultural, socio-economic and socio-demographic contexts, and individual differences enable different types of motivation, especially autonomous motivation and controlled motivation, and in turn predict learning,

performance, experience, and psychological well-being (Duda & Appleton, 2016). Moreover, SDT centers on the “why” of a particular behaviour, considering its determinants and consequences of more or less autonomous and controlled reasons for participation (Ryan et al., 2021), in this case dropout in Kazo district. In the aspect of this study, Cultural attachment vis-a-vis dropout rely in SDT consideration for attaching value to education. Besides, dropout intention (behaviour) and Cultural attachment (determinants) are considered in this study. It is from this perspective that in this study, SDT was purposively selected to examine the extent of intention to dropout of school intention as a proxy measure of dropout in the primary schools in Kazo district is explained by the cultural context.

1.3 Conceptual Background

Intentions to dropout of school was the dependent variable. It consisted of a child’s consideration for dropping out of school, determination to drop out of school and not sure to continue in school (Khalkhali et al., 2013). A child was considered to have intentions to dropout of school if he or she reported consideration for dropping out of school, determination to drop out of school and lack of assurance to continue in school.

Cultural attachment was the independent variable. It included common activities reported to influence dropout in Kazo district. These included cattle keeping, trade, crop farming, early marriage and domestic work. This was also in line with the cultural aspects referred to as knowledge, behaviour and attachment (Barkan, 2011; Slideplayer.com). Cultural attachment refer to customs and beliefs of the people. It is reflected in parents’ attitudes families, cultural beliefs social economic status gender marriage and religious beliefs (Ogawa, 2007).

1.4 Contextual background

In Uganda, was one of the first African countries to introduce Universal Primary Education (UPE). Many more schools were built, teachers trained and fees abolished. UPE however, has

never been truly free. UPE is the provision of basic education to all Ugandan children of school going age i.e. between 6 to 16 years. In order to provide basic education, the following must be guaranteed: access, equity, quality and relevance of this education which should be affordable by the government and the majority of the people. Therefore, there is a contribution by the parent and government (Abboud & Kim,2005).

The current Ugandan education structure has been in place since 1963 and came as a result of recommendation made by the Castle Commission. The country's formal education system starts with seven years of primary school (ages 6-12), which is supposedly compulsory and free according to the current Universal Primary Education policy/program. It is followed by six years of secondary education for ages 13-18. This level is succeeded by three to five years of University or tertiary education depending on the profession selected by the individual (Kakuru 2003). Primary education is central to the whole system and to the life of citizens in general. It enables individuals to acquire literacy, numeric and communications skills, as well as developing cultural, moral and spiritual values (MoES 1999). It is for this reason that primary education has been made- free through UPE program.

Formal education was first introduced in Uganda during the colonial period in the 1880s by Voluntary Missionary Organizations. In the early 1920s and 1930s, education was only available to a small group of people mainly children of the aristocrats, clergy and tribal chiefs. With time, the Governments role in education has been expanding to include more people into the system though not everybody can access and succeed in it (Kakuru 2003). To address this problem, several commissions were formed by the government to look at the education system in Uganda.

In 1987, the NRM government instituted the Education Policy Review Commission (EPRC) under the Chairpersonship of Professor Senteza Kajubi to look at the state of education in

Uganda with terms of reference to recommend policies at all educational levels. After consulting with stakeholders, It recommended primary education to be universalized. In defense of its recommendations, the commission emphasized that unless every child is enrolled at the right age and does not dropout before completion, It will be impossible to ensure that all citizens have necessary basic education for living a full life, (ibid).

In 1989, the Government appointed a White Paper Committee with the task of examining the EPRC report and identifying the feasible recommendations for implementation as well as making amendments where necessary. After consultations, in 1992, the Government published and accepted the major recommendation of the EPRC on primary education reform modifying only the implementation time frame from 2000 to 2003 (Kakuru, 2003). Launching of UPE was being postponed until May 1996 during the first direct presidential elections where President Museveni made it a campaign platform issue in his manifesto and promised free primary education to four children per family if he is elected. On being elected President, in December 1996 he fulfilled his pledge and announced that UPE implementation was to begin in January 1997. This marked the breakthrough in the quest to achieve UPE in Uganda (MoES, 1999).

After the introduction of UPE, Government schools experience a rapid increase in enrolments from 2.8 million in 1997 to 7.6 million in 2004 (MoES, 2005). This increase was not proportionately accompanied with increase in other educational facilities like infrastructures and teachers; which to some extent contribute to child dropout. While some studies indicate that UPE policy effectively improved access to primary education for children from poor families by abolishing fees in public schools (Deigninger, 2003.), others reveal that various costs both direct and indirect charged under UPE policy affect negatively the education of the poor children, leading to their dropout (Suzuki, 2002).

According to the Uganda Education Management Information System (EMIS) report of 2009, the average primary school completion rate was reported to be 52%, retention rate in primary school being 53% for boys and 42% for girls. However, during the release of the primary seven national exams results in February 2013, it was reported that over one million children or about 71% who enrolled in Primary one under the Universal Primary Education (UPE) in 2006, were no longer in school. This big figure could be attributed to drop-out, repeating of classes, deaths or existence of ghost children in UPE. UNESCO reported that in East Africa, Uganda has a very low primary survival rate of 33%, survival rate being the number of children starting together in primary 1, progressing through the cycle with their peers still being together when finishing the primary cycle in primary 7. The primary survival rate in Kenya is 84%, in Tanzania 78% and in Rwanda 81%. A number of reasons have been advanced but no, context-specific research has been carried out to confirm and rank the causes of intention to dropout of school as well as map out strategies to address this problem (Baumann, 2022).

The comprehensive evaluation of basic education in Uganda report (2016) asserted that UPE dropout has escalated from 4.7% in 2002 to 5.1% in 2016. It further notes that Net Enrolment Ratio (NER) for boys and girls stands at 93.01%, implying that there are still children of school going age who are not enrolled in school. In addition, completion rates for both boys and girls remain low only 55% of boys and 54.6% of girls reach primary four, while 31.2% of the boys and 27.7% of girls manage to reach primary seven.

This study was conducted in Kazo district. People in Kazo District are relatively rich cattle keepers and thus unless children and parents are sensitized on the usefulness of Education, there are likely chances of higher child dropouts. These child dropouts might be due to early marriages, parents' low attitudes on education, desire for bride wealth due to the family's social-economic background, African traditional practices, which require girls to get married before they are 20

years and boys to take care of their multiplying cows as a quick means to earn money through rearing animals.

Kazo District, in Uganda, is no exception to this phenomenon of child dropout. There is thus cause for alarm and in an attempt to address this challenge, The District Education Officer of Kazo District requested for a Rapid Response Brief addressing the causes of intention to dropout of school and possible remedies to address the problem. According to the Uganda Education Management Information System (EMIS) report of 2009, the average primary school completion rate was reported to be 52%, retention rate in primary school being 53% for boys and 42% for girls. However, during the release of the primary seven national exams results in February 2013, it was reported that over one million children or about 71% who enrolled in Primary one under the Universal Primary Education (UPE) in 2006, were no longer in school. This big figure could be attributed to drop-out, repeating of classes, deaths or existence of ghost children in UPE. UNESCO reported that in East Africa, Uganda has a very low primary survival rate of 33%, survival rate being the number of children starting together in primary 1, progressing through the cycle with their peers still being together when finishing the primary cycle in primary 7. The primary survival rate in Kenya is 84%, in Tanzania 78% and in Rwanda 81%.

Some dropout to take care of their cattle in dry seasons while shifting cultivators move from place to place looking for virgin area to grow crops for a living. Further still, some children dropout of school due to unfavorable government policies for example parents are obliged to feed their children, provide scholastic materials which some absolute poor families cannot manage thus leading to the dropout. Therefore, children end up performing poorly academically, absenting themselves, late coming and eventual dropout from school. Thus, there is need to carry out a study on Cultural attachment that influence intention to dropout of school in the context of Kazo District.

1.5 Statement of the problem

There is a dire need for children to stay in school as mandated by Universal Primary Education (UPE) introduced in Uganda in 1997 to minimize rampant child dropout. However, the current situation in Kazo district shows that dropout rate of 3.4% compared to 36% in Ugandan primary schools (DEO office, Kazo district, 2020). Most anecdotal evidence has indicated that most child dropouts in Kazo district are due to cultural attachment such as early marriages and desire for multiplying cows as a quick means to earn money through rearing animals among others. Thus, there is a dire urgency of the need for intervention in order to address the problem. If such cultural attachments are left unattended to, the goals of UPE might never be achieved and consequently the contribution to Sustainable Development Goal hampered. Therefore a number of governmental and partnerships interventions that desire to reduce dropout in Kazo district need to establish the levels of cultural attachment and intention to dropout, and the relationship between them among children in primary schools in Kazo district. To bridge the gap, this is why study was conducted. This study explored the relationship between cultural attachment and intention to dropout of school in selected primary schools in Kazo District.

1.6 Main Objective

The main objective of the study was to investigate relationship between Cultural attachment and intention to dropout of school in primary schools in Kazo District.

1.7 Objectives of the Study

The objectives of the study were:

1. To establish the level of cultural attachment among children in Primary schools in Kazo District.

2. To establish the level of intention to dropout of school of children in Primary schools in Kazo District.
3. To establish the relationship between cultural attachment and intention to dropout among children in Primary schools in Kazo District.

1.8 Research Questions

1. What is the level of cultural attachment among children in Primary schools in Kazo District?
2. What is the level of intention to dropout of school among children in Primary schools in Kazo District?

1.9 Hypothesis

There is no relationship between cultural attachment and intention to dropout of school among children in Primary schools in Kazo District.

1.10 Significance

Children will benefit by being in a position to identify the cultural factors that contribute to intention to dropout of school and adjust to the environment so as to be able to accommodate stay in school irrespective the cultural problems.

The study will be beneficial to the teachers who will be in a position to identify the cultural factors that contribute to intention to dropout of school and create child- friendly environment to be able to accommodate all children with different problems.

The study will be beneficial to the head teachers and administration who will be in a position to identify the cultural attachment contributing to intention to dropout of school and create child-friendly environment to allow school completion rates amidst cultural problems.

The community will know why their children are not coping with school yet there is free education. Further, the community will understand the extent to which the dropout affects individual attainment and societal education needs.

To the Policy makers in the Ministry of Education and Sports will be able to address Cultural practice issues related to dropout in primary schools

1.11 Conceptual Framework

Conceptual Framework

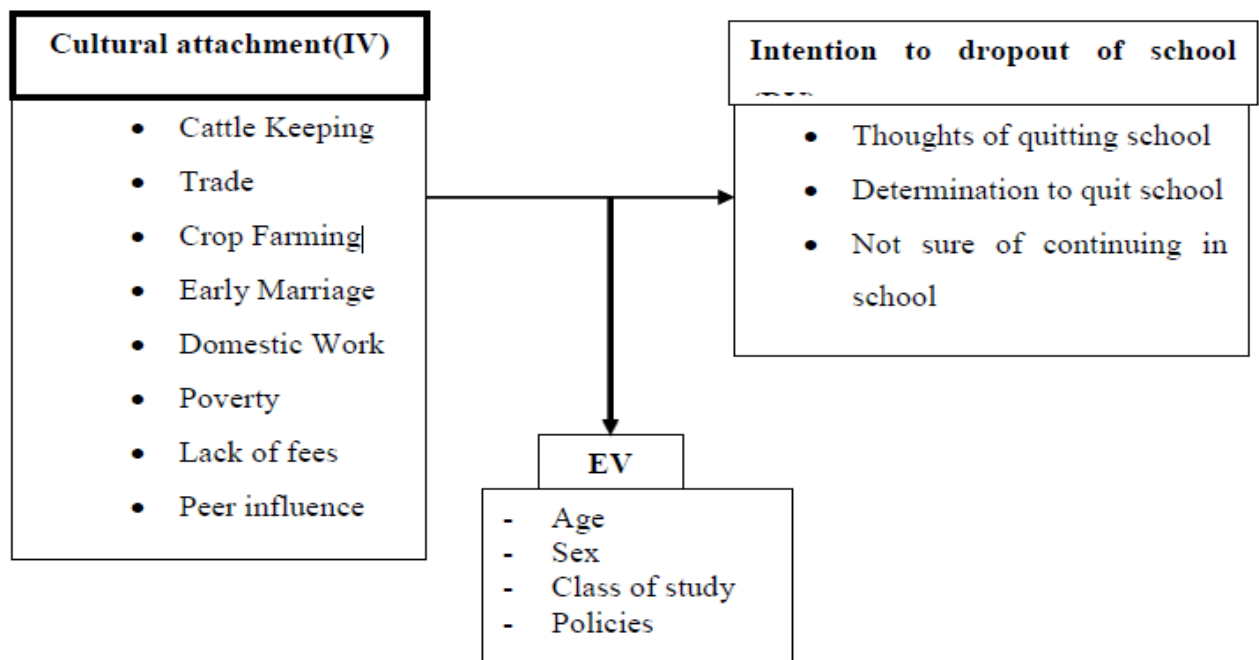


Figure 1: A conceptual framework explaining Cultural attachment and child dropout

Figure 1 shows that the intention to drop out of school is the dependent variable (DV) and Cultural attachment as the independent variables (IV). It illustrates that although intention to drop out of school is influenced by an interplay of various cultural contexts, amidst extreneous factors such as UPE policy.

Chapter Two

Literature Review

2.0 Introduction

The chapter presents the literature review. It is divided into three major sections. The first section presents a review on cultural attachment among children. The second section presents a review on child dropout. The third section presents a review on relationship between cultural attachment in relation to intention to dropout in school.

2.1 Cultural attachment among children in schools

Children presence in school is not an indication of learning in the lessons just because they are present, but depends on various knowledge from various people such as peers and parents (Pridmore, 2007). In some villages in Ghana, education is regarded as relative luxury, with many villages considering education not worthwhile. Depending on the environment, the school can open or close doors that lead to dropout (Barr, 2005). Cultural attachment differ from one community to another or from one region to another.

Of all South Pacific nations, Fiji is the most diverse country in terms of language and culture. Figures show that Fijis population is about three-quarters of a million with the two larger groups being ethnic Fijians (50%) and Fijian Indians (46%) (Fiji Guide2014). The majority of the population does not speak English as their first language, although English is the official medium of instruction for teaching and learning. The mother tongue (Fijian or Hindi) is used only for an initial period of instruction (usually about three years) to facilitate the use of English for the remainder of the Children education (Shameem, 2002). Primary schools in Fiji teach classes 1 to 8 (in some cases, classes 1 to 6) whereas primary schools teach forms 3 to 7 and junior primary schools teach forms 1 to 4.

According to the Republic of Uganda (2013) report, child labour and truancy, parental attitude, weak family support and low value put on education were common cultural attachments identified in various communities. There are also external factors that cause children to have the cultural attachment . These external factors are usually within the child's socio-cultural milieu. The external factors emanated from the home and family background and the society where the child lives. Cultural attachment might be due to illiteracy, poor socio-economic background poverty and ignorance (Republic of Uganda, 2013).

Lack of interest on the part of children and the inability of teachers to project themselves are a few of the many contributing school factors to the mass underachievement and disaffection, which lead to truancy and enhanced cultural attachment (Pridmore, 2007). Another study indicated that lack of knowledge due to child neglect and information from peer relationships were indicators of cultural attachment (Choe, 2021). In a study in Kenya regarding male children retention in primary schools showed that negative attitude and perceived low returns from education stood out as key cultural attachments (Koskei, 2021). Michieka (1993). Okumu, (2009) pointed out that children in Kisii District in Kenya were found to have parents and the communities that were misinformed about the value of schooling. Such cultural attachments among children in schools have been to vary from one context to another, thus the level of cultural attachment in Kazo district as a case study in Uganda was established in this study. Children

2.2 Level of dropout in Primary schools

Rumberger (2007), suggest that dropping out represents one aspect of three interrelated dimensions of educational achievement; first, academic achievement, as reflected in grades and

test scores; second, educational stability, which reflects whether Children remain in the same school (school stability) or enrolled in school at all (enrolment stability) and third, educational attainment, which is reflected by years of schooling. Several researchers have suggested that educational attainment is dependent on both educational stability and academic achievement. That is, Children who either interrupt their schooling by dropping out or changing schools, or who have poor academic achievement in school, are less likely to graduate or complete that segment of schooling. They also posit that engagement and educational achievement are influenced by Children' background prior to entering school including their educational aspirations and past achievements. The factors that can contribute to children drop out include school, family, community and individual. The likelihood of a child dropping out of school increases as the combination of these factors become more multifaceted.

Schools focus on teaching Children to pass national examinations. This can lead to teacher-centre pedagogies, which discourage the independence that can lead to self-directed learning. Fijian parents place great emphasis on the academic achievement of their children, and the Children study hard to meet the expectations of their parents. Children often attribute their academic success and failure to their efforts in their studies. The teacher is the authority in the classroom and has the moral responsibility of caring for the Children and cultivation of moral values. The internal factors are attributed to the school environment and educational policy. These factors include poor dropout; the media of communication used in school, distance to school, teachers' attitude and lack of teaching and learning resources were the most potent as far as the causes of intention to dropout of school was concerned (Sitati,2013). External causes may be cited, such as parental illiteracy, malnutrition, parents land holding, rural or urban residence, all spring from the one main cause, the parental low socio condition. Many

such parents have little understanding of the need to enroll and ensure attendance of their children, and such children become the first drop-outs. Children who trust their parents trust their teachers, they are more motivated and as a result perform better in school compared to the children who are not motivated (Heck, 2009).

Sottie and Awasi (2011) examined factors that affect intention to dropout of school at the basic level of education in Uganda. The study focused on experiences of Children, parents, teachers and welfare workers. Weak family support, poor dropout, poor school quality and low value of education, is identified as important to children stay in school. It is observed that some children prevail against odds and remain in school while others drop out. Resilience is identified as an important factor that could enhance the capacity of at-risk Learner to stay in school despite adverse circumstances. The study recommends research on the underlying processes that foster personal resilience in school age children from disadvantaged backgrounds in Uganda.

The Children Act (2001), that provides for education as the right to all children has given further impetus for child education. The government is also enforcing the re- entry policy and school girls who get pregnant are allowed back after giving birth (Okumu, 2010). On the other hand, many of the barriers that girls face in striving to stay in school are either directly or indirectly related to reproductive health such as lack of gender appropriate facilities in school like proper latrine, and sanitary towel to use during menstruation period. When a girl is denied such facilities, it is like denying quality education which can increase her vulnerability to abuse, exploitation and disease.

Besides the factors deliberated above, research has shown that child labour affects the schooling of children and leads to child dropout. According to UNESCO (2004) explains that labour participation by persons below the age of 15 Uganda is not only widespread but it is also escalating at alarming rate. In terms of region, rural areas have a higher proportion of 19.7% compared to 9% urban areas, the proportion of working children are Western (19.8%), Rift Valley (19.7%), Eastern (19.1%) and Coast (19%). As the government continues to deal with these education concerns, in some rural areas of the country, the introduction of the lucrative motorcycle business has to a greater extent affected access and retention of boys in schools. Many boys are being lured out of school to engage in the business (Republic of Uganda, 2010).

The educational level of parents has an impact on children retention in schools. Grant & Hallman, (2006) shows that higher household education level increase Children access to education and attendance and ultimately decreases drop out. They understand better on the school needs and works towards it. They are role model to their children who emulates them and hence retained in school. Some parents neither provide enough educational support nor recognize the value of education (Pryor & Mariah, 2003). In such a case it will affect the child in one way or another and may eventually lose hope and drop out causing wastage. The higher the educational level of parents, the higher their children perform at school and are likely to pursue further studies. Bathaatar et al, (2006) argued that in South Africa when children do not get enough results they are sometimes encouraging to drop out. Mrutu et al (2005) explains that in Tanzania, Standard 6 children who had both parents completed all of primary education and who therefore put emphasis on their child s education, the children become successful and proceed on with school. Those over age children in Standard 6 may also be those who are

successfully absorbed within the Complementary Basic Education Project (COBET) and whose parents are studying in adult education class.

Griffin (2002), States that many people beliefs that stereotype threat increased dropout rates and leads to frustration, misconceptions, and misunderstandings among children and teachers. Studies confirm that children tend to cluster in groups made of gender. In some slums areas of Nairobi while some parents think that schooling is more important for boys rather than girls. Overall education was found to have an inverse relationship with fertility. Women with primary education had fewer children than those with primary or with no education. Government efforts for improving school access, retention and achievement will not be successful unless accompanied by early and continuous health interventions to tackle nutritional deficiencies and other health related illness and conditions that impact on children's school absenteeism and their overall cognitive development (Pridmore, 2007).

According to Mutai (2010), studies on social, cultural factors and gender disparities among girls in Keiyo district found out that harassment from the teachers, lack of role model and early pregnancy among girls are the main causes of wastage. Some children believe that teachers have misguided expectations and standards of certain groups of children. The children believe that teachers are biased, when making decision in children' discipline; they jump into conclusions and give up without proper investigation on some issues which may lead child dropout. Hale (2007), explains that when these standards and stereotypes are not fulfilled conflict and frustration occurs of these, the economic and social condition of the family is the single most crucial variable affecting dropout.

Family size influences children's schooling cycle greatly. In comparison to children with fewer siblings, children with more siblings tend to enroll in school later, repeat grades more often and dropout of school earlier. Consequently, with larger family size, the financial burden is greater; children are less likely to attend school and often dropout (Enyegue, Parfait and Eloundou, 2000). In a study in India, Chugh (2011) found that having a large number of siblings, children were associated with a 36 percent increase in the odds of dropping out of school, in comparison to the odds for smaller families. Theoretically, it is widely accepted that large family size in most developing countries constrain limited resources of households on child investment, health and education. According to Boyle (2004), the number of children within a household is important in many cases and is a significant determinant of access to education.

Research indicates that the educational level of household members is particularly influential in determining whether and for how long children access schooling. Ersado (2005) notes that parental education is the most consistent determinant of Children education. Higher parental (household head) level of education is associated with increased access to education, higher attendance rates and lower dropout rates (Ainsworth et al., 2005). A number of reasons are put forward for the link between parental education and retention in school. Some researchers indicate that non-educated parents cannot provide the support or often do not appreciate the benefits of schooling (Pryor & Ampiah, 2003). Brown (2002).

But research differs on the impact of household size on access and dropout. Some studies indicate that with large household sizes (and in particular the number of children) the financial burden or potential workload is greater; children are less likely to attend school, and often dropout. However, with more children in the household, jobs can be spread between them and

siblings more likely to attend school. 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 & Al-Samarrai, 2001). The effect of family size is conditioned by the specific cultural, political and socioeconomic settings (Sudha, 1997).

In societies where less attention is given to women and girls, fewer girls enroll in school and more girls than boys drop out of school. Ananga (2010), in Ghana reveals among others that specific work-related tasks, for example, full time childcare and work in peak agricultural times often clashes with schooling times and this finally leads to child dropout. The payment of school related costs therefore acts as a barrier to enrolment and retention (Colclough et al, 2000; Mukudi (2004). Thus household poverty may be regarded as affecting dropout through its interactive effects with other factors that trigger events that result in dropping out of school. In exploring the conditions outside the school that influence dropout, this study sought to highlight how poverty shapes school attendance and wastage. Children dropout due to early pregnancy is on an increase among adolescent girls, (Njau & Wamahiu, 1994, Ferguson, 1998).

In South Africa in 2002, 66000 teenage girls could not attend education institution due to pregnancy. The figure rose to 86,000 in 2004 and dropped slightly to 71000 in 2006. This means that in 2002 about 12% of South African teenage girls who did not attend educational institution reported pregnant as the main reason raising to 17% in 2004 and declining to 14% in 2006. The intentions to dropout of school among pregnant girls cuts across all ages in Uganda. The girls who are forced to withdraw because of pregnancy could have continued being in school had they not become pregnant, (Meeker & Ahmed, 1999).

The absence of social opportunities for girls and the demand placed on them with gender inequities is known to exist within the educational system. There are practices such as teenage pregnancy that affect the opportunities of girls to complete primary school. (Kane, 2004). This may include pregnancy and early marriages that may cause the children to drop out of primary school. Teenage reproductive dropout may be endangering to school completing in that many of the same factors lead to dropout and early childbearing. These practices are said to disrupt the education of adolescent girls and those children regarded by parents as vulnerable to sexual harassment (Colclough et al., 2000; Nekatibeb, 2002). The results are unsatisfactory school experience and preference for early motherhood. Holmes, (2003), states that female receive less education than men and they tend to dropout.

Mensch (2001), explains that Uganda a gender-neutral atmosphere in school appeared to reduce the risk that girls will engage in premarital sex and early marriages have negatively affected the girls. The Girls are at greater risk of such abuse when they are not in school than the boys. School provide the best environment for learning, it can instill in them a sense of self-esteem power, and hope for the future. The next section looks at the gendered decision that influences child dropout.

Beside the school and the family, the community and peer can also influence Children withdrawal from school. Poor communities may influence a child and adolescent development through lack of resources or negative peer influences. In support of this assertion, Odaga and Heneveld (1995), using the logistic model analysis in Uganda on the socio-economic determinants of primary intention to dropout of school factors such as communal factors,

children. Personal characteristics/background, as well as the parental or family background have various degrees of impact on the probability of a child dropping out of school.

Colclough et al, (2003), states that there are gendered Cultural attachment such as teenage pregnancies that cuts across a wide range of constraints that lead children to drop out of school.

According to (Kiellan &Tova 2006), it is believed that cultural pressure undermines perception of the long-term value of education especially for the girls and boys who are employed in the neighborhood to herd Cows and Goats. The herding of cows and goats are traditional and schooling should be given the first priority. Mensch (2001), found out that gender-neutral atmosphere in school appeared to reduce the risk that girls will engage in premarital sex and hence, cases of dropping out of school due to pregnancies reduces. Early marriages influence intention to dropout of school specifically, it has negatively affected the girls from attending school sessions. Gender disparities in nomadic/ pastoral areas preferring to support boys' education instead of girls, especially if the resources are limited, the girl is then given out for early marriage, causing dropout and disadvantage to the girls education (Ministry of Education, 2012). Most primary GER of boys exceeded that of girls in most years and especially after 2003, the gap was enlarged (Ministry of Education 2005d, 2008b, 2009b). The possible reason was the government of Uganda has implemented the FPE policy since 2003; households are still burdened by fees for education, which discourages girls enrolment in poor households (World Bank, 2011; Ministry of Education, 2012).

It can be considered that among several siblings in a family, some parents tend to choose boys for schooling and may prefer to keep girls at home for house chore despite existence of FPE. Gender and disparities still exist (Mokoro, 2010; World Bank, 2004a) and the enrolments rates

of boys was higher than of those of girls in most of the years (MoES, 2005, 2005b, 2009b, RoK, 2012). In the Implementation Completion and Results Report of Uganda Education Support School Program (KESSP) issued by the World Bank, the results of improvement of equity in access was rated unsatisfactory as the target primary NER of 96% could not be achieved as of December 2009 (World Bank,2011).

Schools act as a site of pervasive gender socialization. This sometimes spurs Children to think beyond ideological limits laid on them. Wanyoike (2003) point out that the Children peer group if not guided can lead to devastating results like engaging in drug and substance abuse, early sex and early pregnancies. Schools act as a site of pervasive gender socialization. This leads to Children dropping out of school. However, measures have been put in place to continuously improve gender parity in access, retention and performance. Some of the strategies adopted include mainstreaming gender in education sector policies and plans, gender sensitization of education policy makers, establishing gender learning environments in schools and creating a framework for partnership with the communities, civil society and stakeholders in support of education for girls (Republic of Uganda, 2004).

In Gucha, South District and Bungoma North District, there are increasing cases of child labour among children dropping out of school to provide cheap labour at Tabaka Soapstone mines and maize plantation respectively (Education News, 2009). Drop-out represents a staggering loss. An early intention to dropout of school soon lapses to illiteracy. Re-entry to the formal school system is closed off in most cases. Paul Uganda (2011), explain that in Uganda most of the children who have enrolled and those who have dropped out- come from economically deprived households. This assertion is supported by a child labour report, which

found that child workers claimed to be working to raise money to go to school. Moreover, in a situation of extreme poverty where the family struggles at the margin of survival, education has no immediate significance. The contribution of the child labour to the family welfare is the only reality. This had been found to be true because, children from low socio-economic households and those that are vulnerable and prone to income shocks commonly face some form of demand to withdraw from school if their parents cannot afford the direct cost of education (Gubert & Robilliard, 2006).

In Uganda the presents of role model given to the children play an important role in the desire for education in schools. Modelling refers to individual changes in cognition, dropout or effects that results from the observation of others (Ryan, 2000). Observation enlightened an individual on the consequences of such dropouts and opinions on individual made. Depending on the consequences, a model can strengthen or weaken the likelihood that the observer will engage in such dropout or adopt such beliefs in future. An indication that there is need to have a role model who is successful in education, who went through the same school, comes from the same community and have achieved success in life in every schools.

Pryor and Ampiah, (2003), point out that the presents of a role model in a family is the main factor leading to children' retention in school. Also a number of children see some of their peers or schoolmates as their models. Teachers, parents and peers all provide children with suggestions and feedbacks about what they should think and how they should behave in social situations. They should make decisions based on the situation and to give feedback which is either positive or negative. These modes can be a source of Cultural attachment or lack

thereof. Parents and the communities are misinformed about the value of schooling. Parents are likely to let their children to drop out of school if they had dropped out. Others drop out due to negative attitude towards schooling. As a result of lack of Cultural attachment for most Children cannot continue to Primary School. Based on preconceived notions teachers have misguided expectations and standards of certain groups of Children.

The study was carried out in 150 government-funded primary schools across the country and according to the findings, it is estimated that 8 percent-representing 80,000 children studying in UPE schools across the country drop out of school every year. As such, many of them do not make it to upper primary. The study was carried out over a two-year period from 2017 to 2022. Further still, according to the data from the ministry of education shows that on average one million children every year enroll in primary education. However, at the end of the seven-year cycle, only 600,000 children sit for Primary Leaving Examinations. This number reduces to 300,000 at Uganda Certificate of Education and later to 100,000 children at Uganda Advanced Certificate of Education.

The type of family that a Learner lives in does affect the likelihood of dropping out of school. Family types include two-parents, single-parent, grandparents and stepparent families (Pong & Ju, 2000). Single-parent families can be further broken down into female-headed households as well as male-headed households. Divorce, separation, and death of a spouse are all variables that define change in family type from a two-parent family to a single parent family, a grandparent family or stepparent family. They further note that, children from single parent or female-headed households are more likely to drop out than are children who reside in two-parent families and children living with stepparents are also more likely to drop out

of school than children in a two parent family. When a couple divorces, the incomes of both parents becomes separate and this will in turn affect the child due to the loss of parents income which put the child in a family of poverty (Pong & Ju, 2000).

The children who are faced with the most economic deprivation are those living in single mother headed families and they have an increased chance of dropping out of school (Pong & Ju, 2000). A child's relationship with his or her parents can affect their chances of dropping out of high school. Factors that are associated with a child's relationship that negatively affect their chances of educational attainment are, the physical absence of adults in the household due to divorce, the limited amount of time parents and children spend together due to the rise in two earner families, and the corresponding parental inattention to children's activities such as monitoring school performance or instilling educational values (Lichter et. al., 1993). A child needs the attention of a parental figure. The less time that a child spends with his or her parents creates a gap in their relationship that could lead a child's attention towards a person of less nurturing and more deviant characteristics. Children of parents who are separated or divorced may be lacking the attention that is needed especially regarding their education (Lichter et al, 1993). Shonkoff and Garner (2012) notes that Children whose families have high mobility, homelessness, hunger, food insecurity, parents who are in jail or absent, domestic violence; drug abuse are more likely to dropout in school. The changing nature of the family affects schooling access, (Edet & Ekegre, 2010).

Children whose parents monitor and regulate their activities, provide emotional support, encourage independent decision-making and are generally more involved in their schooling are less likely to drop out of school (Russel, 2001). Bereavement amongst family members and in

particular parents often makes Children more vulnerable to dropout, non-enrolment, late enrolment, or slow progress (Nyamukapa & Gregson, 2005). Orphan-hood often exacerbates financial constraints for poorer households and increases the demands for child labour and hence dropout and this is more pronounced in the era of HIV/AIDS (Hunter & May, 2003). Case & Ardington (2004) agree that bereavement amongst family members and in particular parents, often makes children more vulnerable to drop out, non-enrolment, late enrolment and slow progress. In a study in in Lira district in Northern Uganda, early marriages in exchange of cattle were the biggest cause of child dropouts (Neema et al., 2021).

2.3 Relationship between cultural attachment and intentions to dropout of school

According to African Union reports, it bears out the fact that, dropout is greatest in most countries of Africa where children come from poor and deprived sections of society (Sitati, 2013). Also, poverty has been disclosed as main challenge to enrollment of students in primary school or intentions to dropout (Mallick et al., 2022). Most of the parents of this area those are hardcore poor people, prefer their children to help them in their work rather going to school due to serve poverty

In Uganda, most children who drop out of school come as a result of poverty, orphan hood, parental negligence, exposure to hazardous life, and children headed household (Save the children, 2005). Those Children who came from well-off household drop out as well due to individual reasons. Individual reasons can be caused by the Learner himself or herself. An intelligent Learner may leave school because of internal reasons, which is unknown to any one apart from one self. Most Children who live in slum area due to poverty find that school

is a waste of time and no longer appealing to them and out of their thoughts drop out (Shannon &Bylsma, 2002).

According to Kipsang (2009), causes of intention to dropout of school in Baringo District was due to poor performance, lack of money to buy school expenses and poor implementation of curriculum. Shannon & Bylsma, (2002) states that local people tend to consider school as a waste of time. It takes the young away from potential jobs. School- community collaboration recognized the value of local entities outside school such as homes, places of worship, the media, museums, libraries and community agencies in the education of children in the community where the school is situated. Safe learning environments involves a comprehensive violence prevention plan, including conflict resolution, and can include social competence, problem recognition and evaluation, goal setting, planning, expecting challenges, controlling anger, and expressing emotion.

Poverty is the main cause of children drop out in most countries of the world. The factors that account for intention to dropout of school are discussed into some details using empirical sources from Uganda and across the world. In India minority groups of low status have higher drop-out rates, as for example the Scheduled groups in India, The PROBE Team, (1999) in India found the period for agricultural activities as clashing with school times and because such activities take place in rural areas and are seasonal, they lead to seasonal withdrawals from school. Working children therefore attend school intermittently and irregular attendance predisposes children to dropping out (Hunt, 2008). The Muslim minorities of Sri Lanka, and the ethnic minorities of Viet Nam. Even in countries of the region where the medium of instruction

in primary education is in the mother tongue, for linguistic minorities, the need to master second language these was a factor leading to dropout.

Looking at the issue from how people regard schooling and its importance, a study conducted by Pryor and Ampiah (2003), in Ghana gives a bit of insight into the relationship. The results of the study sought to explain interactions between schooling, household income and child dropout. The research reveals that in some villages in Ghana, education is regarded as relative luxury, with many villages considering education not worthwhile. The family's ethnic or social status also influences dropout. The child's age and sex also affect dropout.

Ministry of Planning and Development (2005) explains that poverty is a major reason why Learner may leave school before completion because poverty interacts with other points of social disadvantages, with the interaction of factors putting pressure on vulnerable and marginalized children to dropout. It also explains that Poverty have led to intention to dropout of school due to lack of money to buy uniform irrespective of free primary education. Dropout is often a process leading to dropout and therefore has more than one approximate cause (Hunt, 2008). Internal efficiency indicators especially dropout rates in primary school is an emerging issue in Uganda and most countries of the world today. This is because the majority of people live below the poverty line and so education is not a major factor to them.

Report by Ministry of Education, (2007) indicates that 58% of the Ugandan population is living below poverty line. This consequently leads to inability of the poor to meet education cost of their children which becomes a barrier to education of children who withdrawal from school to engage in domestic work. These findings can be corroborated by the study done by

World Bank in Uganda, (2004a) which found out that poverty in some areas and lack of interest in schooling are important factors of dropping out of school.

According to Mbiti and Lucas, (2011) and Hunt (2008), 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. Addition household income interacts with dropping out of school. The studies undertaken by Brown and Park (2002), Dachi and Garret (2003); Hunter and May (2003); Porteus et al (2000) highlighted the link between poverty and dropping out from school. Porteus et al (2000), whilst describing exclusions rather than dropout per se, paint poverty as a plausible explanation of school disruption. This leads to poor health and general nutrition of the individual child may affect drop out. Also if a child is in poor health, school attendance may be affected, leading to repetition or eventually dropout. Even if a child attends regularly, the child may not be able to give sufficient attention to the classroom situation because of physical or mental fatigue due to hunger or undernourishment. Children from poor homes do not receive the nourishment they require and malnutrition and stunting of development, leading to fatigue and poor concentration probably help to determine eventual drop-out of many poor children. All the above factors, internal and external, act upon the child, upon enrolment and upon eventual completion of the primary cycle or dropping out from it.

The relationships between general deviant dropouts, association with other learner practicing deviant behaviours, lack of social bonding in school contribute to the tendency of learner dropout in school (Battin-Pearson et al, 2000). Deviant affiliation theory provides an explanation for the tendency to drop out of school based on bonding with antisocial peers.

Structure strains theory states that demographic indicators of dropout tendency are based on gender, socio-economic status and race (Battin-Pearson et al, 2000).

Financial states of the parents determine how much they raised their children (Ellion, Bartkowski, & Segal, 1998). Most Children who do not complete school do so because of family problems, especially those whose parents are not interested in education and do not support their children in studying. Education is compulsory but, despite this, some people do not take it seriously because jobs are available even if Children do not have a good education. Some families are poor and need their children to work in order to increase the income. All these problems will create young people who do not have any skills and who will not be able to improve their lives for the family and the country.

In some families, HIV/AIDs has caused some children to drop out of school so as to take care of their sick parents or to provide basic needs to the family, especially a single parent family.

Family engagement is important factors that assist to cub dropout. The family should be involved in improving factors such as Learner academic achievement, attendance, attitudes and dropouts in school, and expectations of achievement from teachers. Mentoring/Tutoring – provides Children with a caring, trusting relationship between an adult and a youth that includes a one-on-one activity that focuses on academics.

Chapter Three

Methodology

3.0 Introduction

This chapter presents the methodology that the study followed. This included the research design, study population, sample size, sampling techniques and procedure, data collection methods, data collection instruments, data quality control, procedure of data collection, data analysis, measurement of variables and ethical considerations used in the study.

3.1 Research Design

This study adopted a cross-sectional survey research design conducted in the primary schools in Kazo district. Kothari (2004) defines research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. According to Omari (2011), cross sectional study is good when data are collected from many categories of respondents at one point in time. The design was used because the population is big, it allowed generalization of findings, data was collected in a short period hence cost effective. Therefore the design helped the researcher to collect data on Cultural attachment and intention to dropout of school from different categories of respondents in a short period of time.

3.2 Research Approach

The researcher utilized a mixed methods approach, basically concurrent triangulation was used. This design was selected on the basis of Creswell and Clark,(2011) in collecting the data and analysing it because it uses both qualitative and quantitative data to accurately define relationships among variables of interest and to overcome the limitations of a single design.

Mixed strategy approach involves collecting, analysing and interpreting quantitative data through questionnaires. This is in line with Kothari (2013) who asserts that a mixed strategy approach handles both quantitative and qualitative data concurrently.

3.3 Study Population

According to Omari (2011), a population is the totality of any group of units which have one or more characteristics in common that are of interest. Target population involved a DEO, 6 Head teachers, teachers and children from Primary 6 and 7 in the primary schools in Kazo district and in this study targeted a population of 2,822.

In Kazo district, there is one DEO, 6 head teachers in public primary schools that were involved in the study and 427 children in the primary six and seven (Deo report, 2020)

3.4 Sample Size

For quantitative data from the children, the researcher used Krejcie and Morgan (1970) Table to determine the sample size from the known target population. Therefore, since the target population of children in P6 and P7 was 420, the sample size as determined (extracted) from the table is 201 as distributed.

For the a target population of 21 key informants, 6 were selected including DEO and Head teachers and the recommendations for a minimum sample size of 4-6 was used (Muellmann et al., 2021).

Table 1: Target Population and Sample Size Representation

| Category | Target Population | Sample size | Sampling technique |
|-----------------|--------------------------|--------------------|---------------------------|
| DEO | 1 | 1 | Purposive |
| Head teachers | 9 | 6 | Purposive |
| Children | 420 | 201 | Random sampling |
| Total | 427 | 208 | |

According to the Table 1, the sample size is seen to be viable because the representation of DEO and Head teachers were selected purposively and every individual in those categories were represented in the 6 schools as they are known and cannot be subjected to random sampling. Sample size of children were obtained using simple random technique.

3.5 Sampling Techniques

The researcher employed different techniques to select participants. Children were selected by using simple random sampling. Under this, the researcher first used stratified sampling by dividing teachers and children according to gender. After this, fish bowl method was used to get equal number of respondents from different gender strata (Botev & Ridder, 2017).

Selection of unesco and head teachers were selected using purposive sampling technique. These respondents were selected using purposive sampling because they have key information concerning cultural attachment and the intention to dropout of school in respective schools.

3.6.0 Data Collection Methods and tools

In this study, primary data was collected using the questionnaire survey and interview methods as explained hereunder;

3.6.1 Questionnaire survey

In this study, close ended and open-ended questions were administered to collect quantitative data for the study from children. Close-ended questions entailed the respondents to choose from the provided responses. These questions were preferred because they are normally easy to fill in, take little time and effort, keep the subjects to the point, giving them a wide range of choice (Combo & Trompo, 2006). A questionnaire was used to collect information from teachers, head teachers and children because it is quick, easy to administer and ensures confidentiality (Combo & Trompo (2006). Items in section A assessed socio-demographic characteristics of children as the unit of analysis. Items in section B assessed cultural attachment. Items in section C contained three items on intentions to dropout of school.

3.6.2 Interviews

Interviews were useful in the study because they permit greater depth in understanding the issues at hand, permits probing to obtain more complete data and makes it possible to establish and maintain rapport with respondents, or at least determine when rapport has not been established (Omari, 2011). The researcher employed unstructured interview questions in interview guides to collect information from DEO and Head teachers. The study employed the questionnaire and interview as tools of data collection. These instruments were selected because of the nature of data to be collected, the time that was available and the objectives of

the study. Besides, these instruments were effective and popularly used tools for collecting data in research surveys (Kothari,2003).

An interview guide was employed to collect information from informants (DEO and Head teachers). This was to ensure uniformity and consistency of the information that was provided. It was preferred because it allowed the researcher to probe in addition to predetermined topics so as to elicit detailed and precise data (Sekaran, 2003).

3.7.0 Quality Control

The quality of the instruments was determined by testing validity and reliability as explained in the subsection below.

3.7.1. Validity of the Instruments

Validity refers to the extent to which an instrument measures what it is intended to measure. That is, the variable of interest. Validity was tested through pilot study. Questionnaire and interview guides were tested on language clarity, relevance of items and comprehensiveness. Four knowledgeable research experts in the area of content was approached to help check the tools and these were picked from Head teachers, teachers and SMC. The tools were tested using content related evidence of validity. After computing the levels of agreement on the items, the researcher was calculate content validity index using the formula below;

$$\text{CVI} = \frac{\text{No. of items regarded relevant}}{\text{Total No. of items}}$$

Total No. of items

The Content Validity Index was calculated as; $CVI = n/N$

Table 2: Content Validity indices for the questionnaire

| Variable | Expert 1 | | Expert 2 | | Total Relevant | Overall Total | CVI |
|----------------------|----------|------------|----------|------------|----------------|---------------|-------------|
| | Relevant | Irrelevant | Relevant | Irrelevant | | | |
| Intention to dropout | 3 | 0 | 2 | 1 | 5 | 6 | 0.83 |
| Cultural attachment | 4 | 1 | 5 | 0 | 8 | 10 | 0.80 |
| Overall | 7 | 1 | 7 | 1 | 13 | 16 | 0.81 |

All the CVIs were above the minimum recommended CVI of 0.70. If the value obtained is found to be more than 0.7, the tool was considered to yield valid findings as recommended by Sekaran (2003). Therefore, the questionnaire was used.

3.7.2 Reliability of Questionnaire

Reliability refers to the consistence of the instrument whenever it is used in measuring the variable of interest. A pilot study was be carried out to test the reliability of instruments. Instrument reliability was tested using pre-testing and Cronbach's Alpha coefficient values. Then responses were entered into the computer using Statistical Package for Social Scientists

(SPSS).

Table 3 : Reliability of the questionnaire

| Variables | Items in questionnaire | alpha |
|----------------------|------------------------|-------------|
| Intention to dropout | 3 | 0.78 |
| Cultural attachment | 5 | 0.71 |
| Overall | 2 | 0.75 |

Cronbach's alpha of 0.75 were above of 0.70 recommended (Taber, 2018). Thus, the questionnaire was considered suitable for data collection.

3.8 Data Collection Procedure

The researcher got a letter of introduction from the Coordinator Graduate School Bishop Stuart University and presented it to the DEO of Kazo District to obtain official permission to carry out the study in the district. Once granted permission, the researcher met with the respondents, inform them of the purpose of the study as purely for academic purpose and requested them to provide data required; after their consent to participate in the study. The researcher distributed the questionnaires to the respondents.

After questionnaires are filled, the researcher were picked from the respondents and thank the respondents for their vital contribution. The researcher conducted interviews on another programme as per appointments that were made with the respondents. The researcher was then begin analysing the data to finalize the report and present it for examination and award of marks.

3.9 Data Processing and Analysis

Data analysis is the process of making sense out of ones data. It involves scrutinizing the acquired information and making inferences (Kombo & Tromp 2006). The methods which were used in data analysis are influenced by whether the research is qualitative or quantitative. In this study therefore, data was analysed qualitatively and quantitatively.

Quantitative data from questionnaires were sorted, coded, edited and classified into categories as per study objectives. The data were entered into the SPSS data analysis program (Borthwick, 2009). Descriptive statistical methods were employed to describe the findings. Descriptive statistics including frequencies and percentages were used to analyze distributions of the characteristics of the study participants and presented in a table. Sum of the rated items for all the dimensions of the constructs for each of the study variables were obtained before actual analysis objective by objective was followed. Descriptive statistics, including frequencies, percentages, mean and standard deviation were used to attain level of cultural attachment and intentions to dropout. Pearson correlation (Schneider, 2010) were used to measure relationship between two variables. The correlation coefficient (r) as well the level of significance (p) at 5% margin of error were reported in tables according to study objective.

Qualitative data were analysed using thematic, content and narrative analysis methods. With thematic analysis, themes were developed basing on objectives of the study and the data were collected; content analysis-where the researcher were arranged the data from interview guides into emerging topics and sub-topics for systematic flow of the report; narrative analysis where the researcher used verbatim quotes to express respondents' views (Hsieh, 2005).

3.10 Ethical Considerations

During the study a number of ethical principles were respected. The researcher got permission from the coordinator graduate school (BSU) which introduced her to the DEO Kazo District that was introduce the researcher to the head teachers of different schools where data were collected. Head teachers were introduced the researcher to the teachers and children and a verbal consent from the participants sought by the participants about the purpose and significance of the study; that it is for academic purposes and harm the respondents at any one time. The names of the participants and information about their families remained confidential. Each participant was given adequate time to read the information concerning the study and its requirements.

Participants were given an opportunity to explain their right to ask questions and to withdraw from the study at any time they feel like whether it is in the middle of data collection

(McMillan Schumacher, 2006).

Chapter Four

Data Presentation, Analysis and Interpretation

4.0 Introduction

This chapter presents the study findings according to specific study objectives, questions and or hypothesis. The chapter starts by presenting a description of the essential social-demographic characteristics of selected primary school students in Kazo district. Such variables considered were those in a given social context in that Cultural attachment and drop out are variably affected by any social or economic phenomena (Greg, 2014). Descriptive statistics for socio-demographic characteristics were presented.

4.1 Socio-demographic Characteristics of Children in Public Primary school Kazo district

Table 4: Descriptive statistics of Socio-demographic Characteristics of Children in Public Primary school Kazo district (N =201)

| Characteristics | | Frequency | Percent |
|------------------------|--------|------------------|----------------|
| Gender | Male | 88 | 43.8 |
| | Female | 113 | 56.2 |
| Age (Years) | 11 | 2 | 1.0 |
| | 12 | 8 | 4.0 |
| | 13 | 35 | 17.4 |
| | 14 | 75 | 37.3 |

| | | | |
|-------|----|-----|------|
| | 15 | 46 | 22.9 |
| | 16 | 27 | 13.4 |
| | 17 | 7 | 3.5 |
| | 18 | 1 | .5 |
| Class | P6 | 37 | 18.4 |
| | P7 | 164 | 81.6 |

Source: Field data, 2022

Table 4 shows that of the 201 children, the majority of the respondents that participated in the study were females (56.2%). Majority of these children were aged 14 years (55.0%). Most children were in Primary six (61.0%).

4.1.1 Gender of respondents

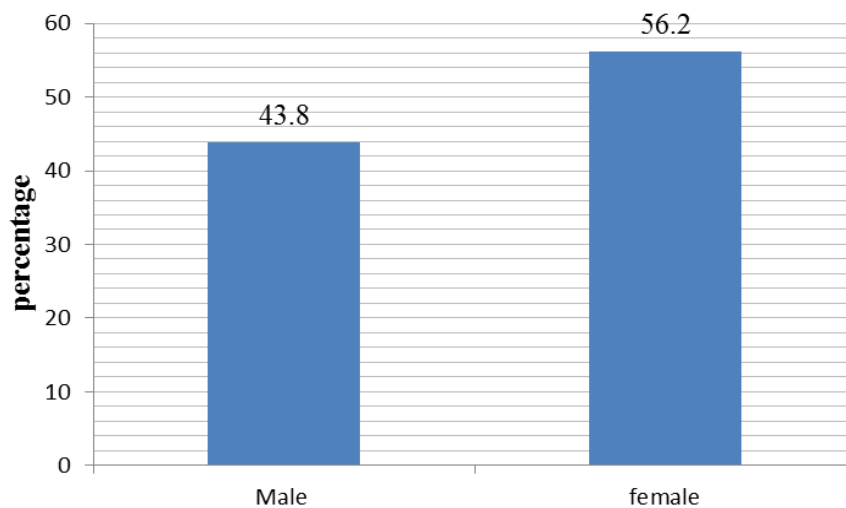


Figure 2: Gender of respondents

Figure 2 shows that of the 201 respondents enrolled, the majority of the respondents that participated in the study were females (56.2%).

4.1.2 Age of respondents

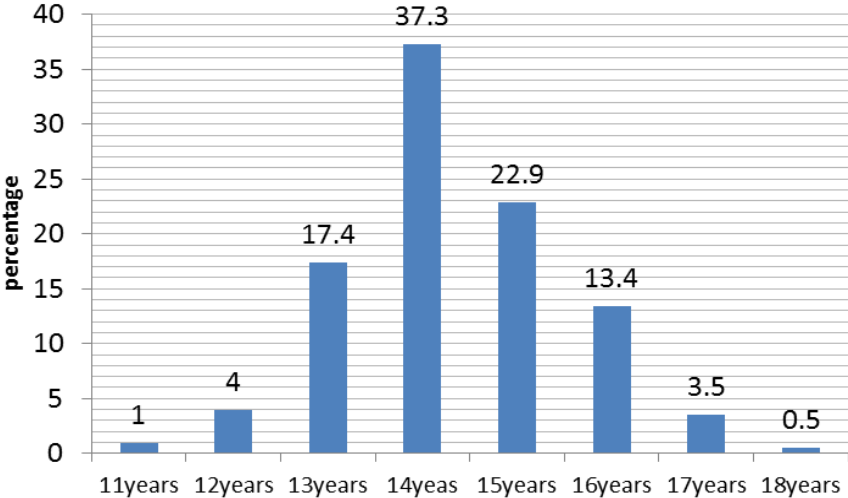


Figure 3: Age of respondents

Majority of these children were aged 14 years (37.3%).

4.1.3 Class of study

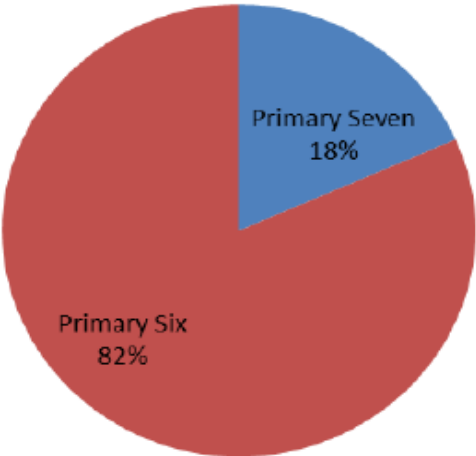


Figure 4: Class of study

The majority of the respondents that participated in the study were in primary six with 82% .

4.2 Level of cultural attachment among children in primary schools in Kazo district

The first objective was to find out the level of cultural attachment in primary schools in Kazo district. This was tested through a question that stated: *What is the level of cultural attachment among children in Primary schools in Kazo District?*. Mean and percentages were used to ascertain the level of cultural attachment. Table 5 presents the test results for the first objective and question.

Table 5 : Level of cultural attachment among pupils in primary schools in Kazo district

(N =201)

| Statement | very low | Low | moderate | high | very high | N | Mean | SD |
|-----------------------|------------------|----------------|-----------------|----------------|------------------|------------|-------------|------------|
| Cattle Keeping | 88(44.9) | 21(10.7) | 16(8.2) | 12(6.1) | 59(30.1) | 196 | 2.7 | 1.8 |
| Trade | 85(54.7) | 26(14.0) | 12(5.5) | 18(9.7) | 45(24.2) | 186 | 2.5 | 1.7 |
| Crop Farming | 74(38.1) | 16(8.2) | 17(8.8) | 23(11.9) | 63(32.5) | 194 | 3.0 | 1.7 |
| Early Marriage | 140(72.9) | 10(5.2) | 6(3.1) | 8(4.2) | 28(14.6) | 192 | 3.2 | 1.5 |
| Domestic work | 105(52.6) | 22(11.2) | 12(6.1) | 15(7.7) | 42(21.4) | 196 | 2.3 | 1.7 |
| Total | 492(51.1) | 95(9.9) | 63(6.5) | 76(7.9) | 237(24.6) | 963 | 12.4 | 5.2 |

Field data:2022

Table 5 shows that of the 963 responses from pupils, 51.1% (n = 492) ranked cultural attachment as very low while 9.9% (n=95) ranked it low. Thus, the majority ranked cultural attachment as low, 61.0% (n=587). Few, 7.9% (n=76) ranked cultural attachment as high and 24.6% (n=237) ranked it very high. Generally, few pupils, 32.5% (n=313) ranked cultural

attachment to be high. Most pupils ranked early marriage ($M = 3.0$, $SD = 1.7$) and crop farming as highest cultural attachments in azo district ($M = 3.2$, $SD = 1.5$). There was an agreement in the most information from head teachers indicated that cultural attachment was very low as well as from the DEO.

4.2.1 Attachment to cattle keeping

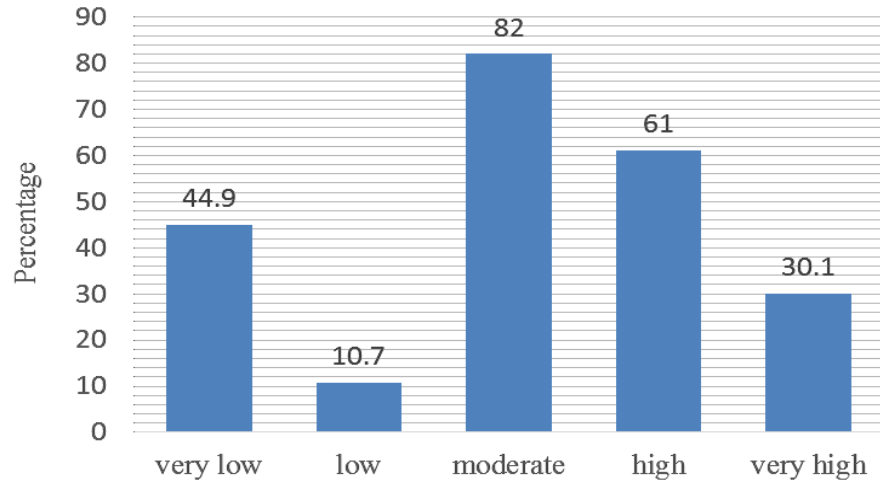


Figure 5: Level of attachment to cattle keeping

Figure 5 shows the majority of children ranked cultural attachment in cattle keeping as moderate (82%).

4.2.2 Attachment to trade

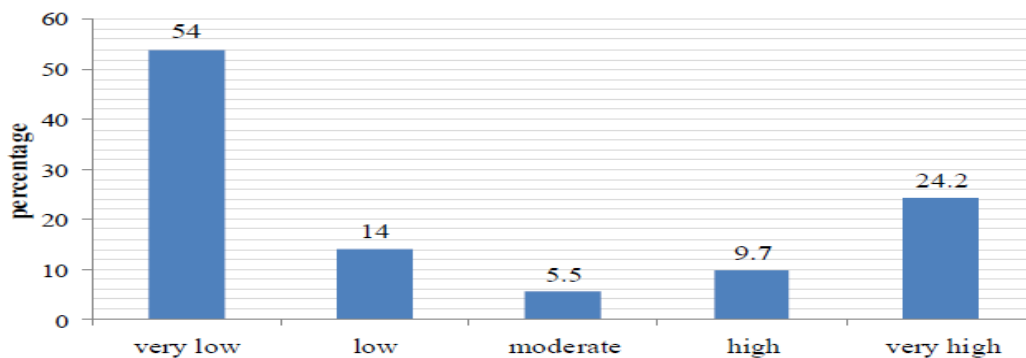


Fig 6: Level of Attachment to trade

The graph in Figure 6 shows the responses from children that the majority ranked cultural attachment in trade as very low (54%).

4.2.3 Attachment to crop growing

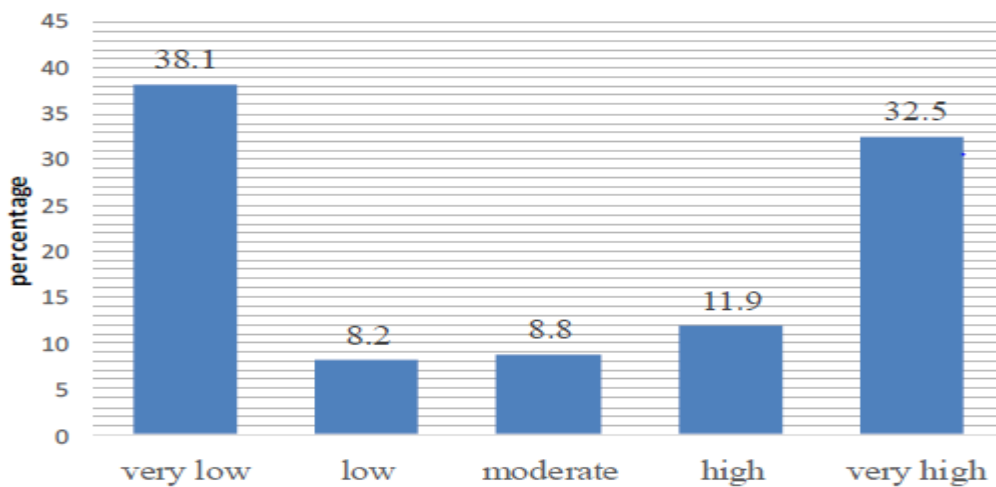


Figure 7: Attachment to crop growing

Figure 7 shows the responses from children and the majority ranked cultural attachment in crop growing as very low (38.1%).

4.2.4 Attachment to early marriage

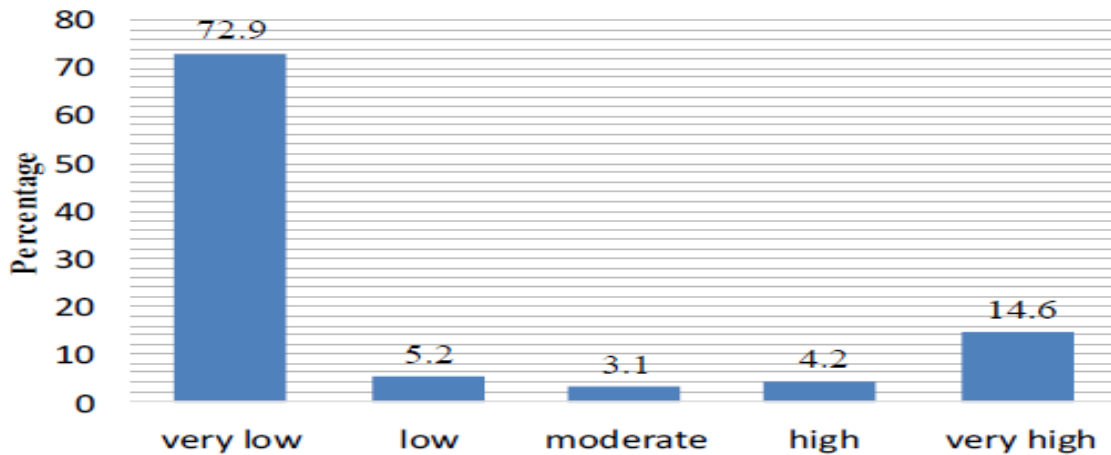


Figure 8: Attachment to early marriage

Figure 8 shows the responses from children, and the majority ranked cultural attachment in early marriage as very low (72.9%).

4.2.5 Overall cultural attachment

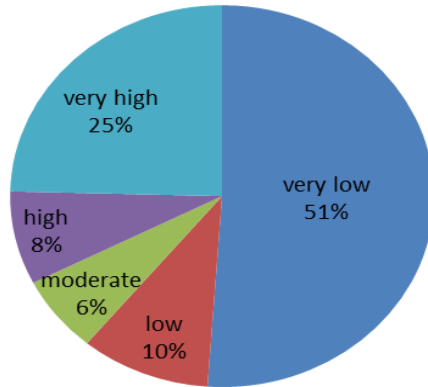


Figure 9: Overall level of cultural attachment

Figure 9 shows the responses from children and the majority ranked in overoll attachment very low (51%). Similar information was obtained from interviews. On head teacher said:

“Pupils cultural attachment is not the major cause of the school dropout in our community”

4.3.0 Level of intentions to drop out of school among children in Primary schools in Kazo district

The second objective was to find out the level of intentions to dropout in primary schools in Kazo district. This was tested through a question that stated: *What is the level of intentions to dropout among children in Primary schools in Kazo District?*. Mean and percentages were used to ascertain the level of cultural intention to dropout. Table 6 presents the test results for the first objective and question.

Table 6: Level of intentions to drop out of school among children in Primary schools in Kazo district (N =201)

| Statement | SD | D | U | A | SA | N | M | SD |
|-------------------------|------------------|----------------|----------------|----------------|-----------------|------------|------------|------------|
| I am thinking of | 148(83.6) | 13(7.3) | 3(1.7) | 4(2.3) | 9(5.1) | 177 | 1.4 | 1.0 |
| I am determined | 143(82.2) | 21(12.1) | 4(2.3) | 1(6) | 5(2.9) | 174 | 1.3 | 0.8 |
| I am not sure of | 95(51.6) | 17(9.2) | 9(4.9) | 5(2.7) | 58(31.5) | 184 | 2.5 | 1.8 |
| continuing in | | | | | | | | |
| Total | 386(72.1) | 51(9.5) | 16(3.0) | 10(1.9) | 72(13.5) | 535 | 5.1 | 2.4 |

Source: Field

data,2022

Table 6 shows that of the 535 responses from pupils, 72.1% (n = 386) strongly disagreed that they had turnover intentions and only 9.5% (n=51) disagreed. Thus, 81.6% disagreed. Few, 3.0% (n=16) were undecided. However, 1.9% (n=10) agreed and 13.5% (n=72) strongly agreed that they had intentions to dropout of school. Generally, few pupils, 15.4% (n=82) had

turnover intentions. Most pupils ranked not sure of continuing in school highest ($M = 2.5$, $SD = 1.8$). Also, information from interviews with DEO and head teachers considered dropout to be low in which DEO ranked at 7.6%. However, information from head teachers indicated that dropout ranged from 3% to 30%.

4.3.1 Level of thinking of quitting school among children in Primary schools in Kazo district

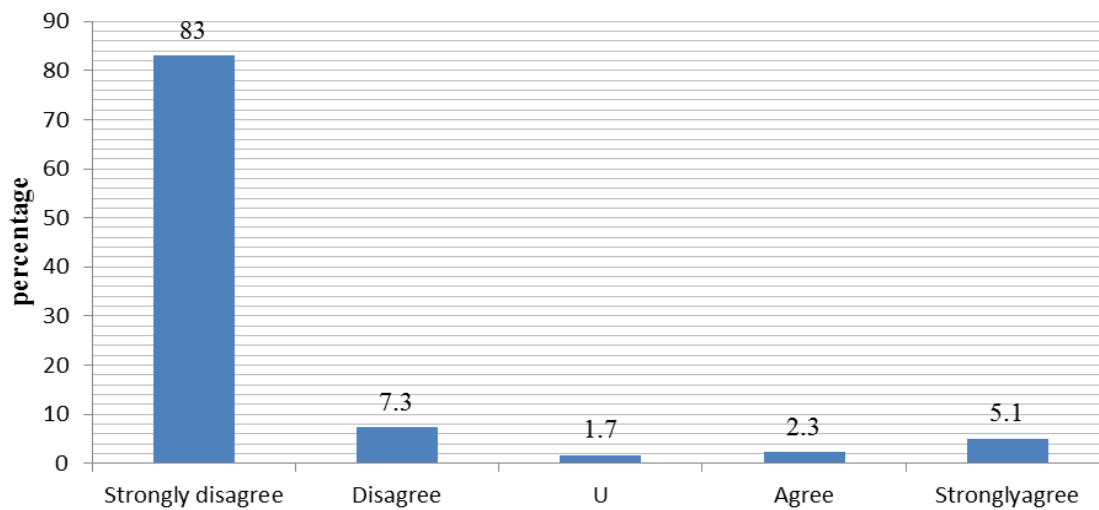


Figure 10: Level of thinking of quitting school among children in Primary schools in Kazo district

Figure 10 shows children thinking of quitting the school of which the majority strongly disagreed (83%)

4.3.2 Level of determination to quit school among children in Primary schools in Kazo district

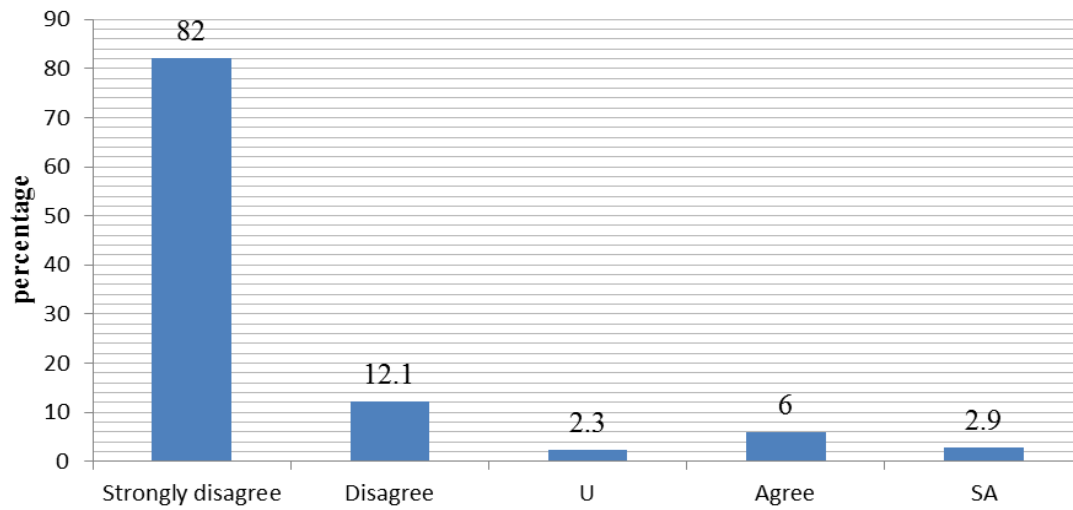


Figure 11: Level of determination to quit school among children in Primary schools in Kazo district

Figure 11 shows children who were determined to quite the school and the majority disagreed (82%).

4.3.3 Level of not sure of continuing in school among children in Primary schools in Kazo district

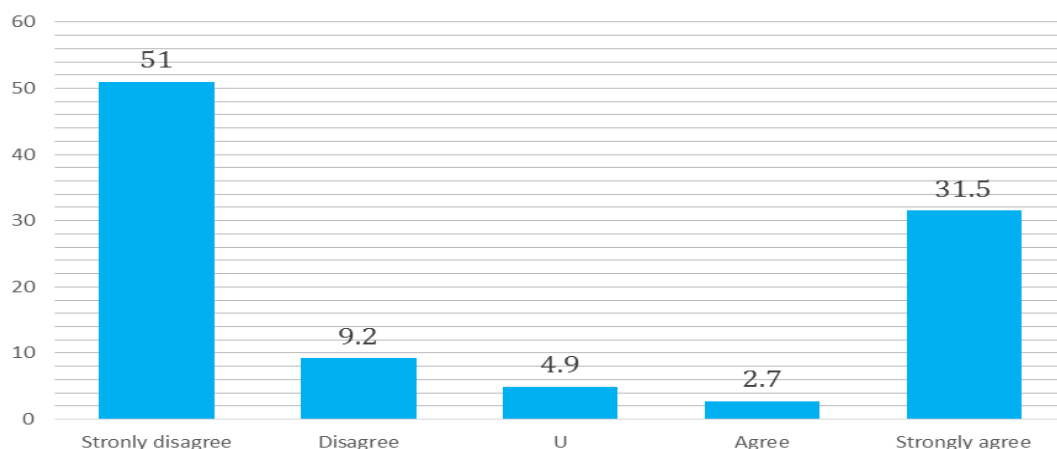


Figure 12: Level of not sure of continuing in school among children in Primary schools in Kazo district

Figure 12 shows children who were not of continuing in school and the majority disagreed (51%).

4.3.4 Overall level of intentions to drop out of school among children in Primary schools in Kazo district

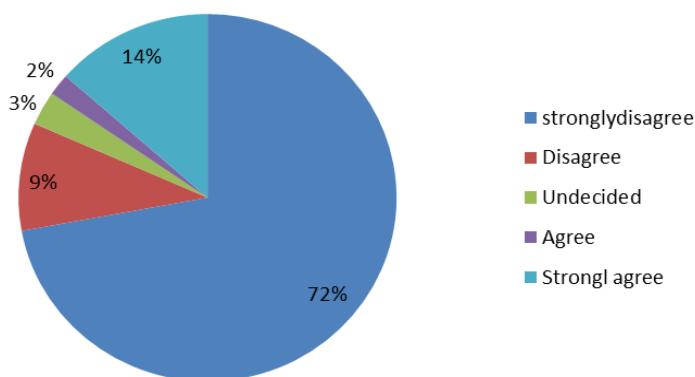


Figure 13: Overall level of intentions to drop out of school among children in Primary schools in Kazo district

Figure 13 shows level of intentions to dropout of school among children in primary schools in Kazo district and the majority of children strongly disagreed (72%). This implies a generally low level of intentions to drop out of school among children in Primary schools in Kazo district. This information from children was similar to that from interviews with head teachers and DEO. **For example, the DEO said:**

“Low 100% pupils who enrolled for primary1 in 2014, 3, 151,2821 completed primary 7 in 2020(10.47%)” DEO

One head teacher said:

“Out of 10 pupils in class you find that only one pupil has dropout of school hence the percentage rate is approximately 10% per class and the percentage drop out in the whole school ranges from 25 to 30%” Head teacher 5

4.4 Relationship between cultural attachment and intentions to drop out of school among children in Primary schools in Kazo district

Table 7: Results for the relationship between cultural attachment and intentions to dropout of school among children in Primary schools in Kazo district

| | | Cultural attachment | Turnover intentions |
|----------------------------|-----------------|---------------------|---------------------|
| Cultural attachment | Pearson | 1 | |
| | Correlation | | |
| Turnover intentions | Pearson | .095 | 1 |
| | Correlation | | |
| | Sig. (2-tailed) | .242 | |

Findings in Table 7 shows that there was a weak and positive relationship between

cultural attachment and dropout among children in primary schools in Kazo district ($r = .095$, $p = .242$). It was established that there was no statistically significant relationship between cultural attachment and dropout among children in primary schools in Kazo district as shown by significance of the correlation ($p = .242$) is greater than the recommended critical significance at .05. Because of this, the null hypothesis was accepted. Thus, there is no relationship between cultural attachment and dropout in the primary schools in Kazo district. This information from children in Primary schools in Kazo district corresponded with that from the DEO and head teachers. The DEO said: *“Low, out 3.75% dropout, about 1% could be attributed to cultural attachment and 2.75% is done to other factors”* DEO

One head teacher concurred when she said:

“Well in my school the cultural attachment is at a low level because most parents have got a small piece of land so there is nothing most that pupils are affected by cultural attachment” Head teacher

3.

Chapter Five

Discussion Conclusions and Recommendations

5.0 Introduction

The study examined the effect of Cultural attachment on intentions to dropout of school in Primary schools in Kazo District. Therefore, this chapter presents discussion of findings, Conclusions, Recommendations and Areas for further research based on the study findings.

5.1.0 Discussion of the Findings

Discussion was made in accordance with the study objectives using the findings and interpretations from data obtained during the field study as follows;

5.1.1 Level of cultural attachment among children

This section, presents a discussion of results on the first objective of this study that sought to find the extent to which cultural attachment in selected public primary schools in Kazo district. This study revealed that that cultural attachment was low with early marriage and crop farming as highest cultural attachments in Kazo district. In congruence with positive influence of traditional cultural knowledge attachment, a study in Kenya regarding male children retention in primary schools showed that negative attitude and perceived low returns from education stood out as key impediments to low boys' retention (Koskei, 2021). These findings agree with the findings of Save the Children (2005) which found out that in Uganda most children who drop out of school come as a result of poverty, orphan hood, parental negligence, exposure to hazardous life, and children headed household. Those children who

came from well-off household drop out as well due to individual reasons. Individual reasons can be caused by the Learner himself or herself. Further still, it agrees with Shannon & Bylsma (2002), an intelligent Learner may leave school because of internal reasons which is unknown to any one apart from one self. Most children who live in slum area due to poverty find that school is a waste of time and no longer appealing to them and out of their thoughts drop out.

From the study, it was found that Child gender affects school dropout. This agrees with Mutai (2010) on social, cultural factors and gender disparities among girls in Keiyo district found out that harassment from the teachers, lack of role model and early pregnancy among girls are the main causes of wastage. Some children believe that teachers have misguided expectations and standards of certain groups of children. The children believe that teachers are biased, when making decision in children' discipline, they jump into conclusions and give up without proper investigation on some issues which may lead child dropout. Hale (2007), explains that when these standards and stereotypes are not fulfilled conflict and frustration occurs of these, the economic and social condition of the family is the single most crucial variable affecting drop-out.

In a related study, the findings agree with Sottie and Awasi (2011) who examined the factors that affect intention to dropout of school at the basic level of education in Uganda. The study focused on experiences of children, parents, teachers and welfare workers. Weak family support, poor dropout, poor school quality and low value of education, is identified as important to children stay in school. It is observed that some children prevail against odds and remain in school while others drop out. Resilience is identified as an important factor that could

enhance the capacity of at-risk Learner to stay in school despite adverse circumstances. The study recommends research on the underlying processes that foster personal resilience in school age children from disadvantaged backgrounds in Uganda.

Early pregnancies were found to be another factor that affect intention to dropout of school in primary schools of Kazo district. This concurs with the studies of Njau & Wamahiu (1994) who asserted that children' dropout due to early pregnancy is on an increase among adolescent girls, In South Africa in 2002, 66000 teenage girls could not attend education institution due to pregnancy. The figure rose to 86,000 in 2004 and dropped slightly to 71000 in 2006. This means that in 2002 about 12% of South African teenage girls who did not attend educational institution reported pregnant as the main reason raising to 17% in 2004 and declining to 14% in 2006. The implication of the findings is that cultural attachment promotes intention to dropout of school in schools and needs urgent attention by all stakeholders in the Ministry of Education and Sports.

5.1.2 Level of intention to drop out of school among children

This section, presents a discussion of results on the second objective of this study that sought to find the extent of intentions to dropout in selected public primary schools in Kazo district. This study revealed that there was a intention to dropout of school in primary schools in Kazo district was low with most children not sure of continuing in school highest. Such findings are in agreement with arguments that cultural behavioral practices described in qualitative information collected from DEO, BOG and PTA, for example, in an interview with the DEO about teachers' response towards Cultural attachment in relation to termly dropouts, it was expressed that teachers are not happy with cultural practices. Such findings concur with

previous findings, for example, in a study in in Lira district in Northern Uganda, early marriages were the biggest cultural attachment practice in which girls were exchanged for livestock and forcing girls to dropout out of school (Neema et al., 2021).

Mutai (2010) in a study on social, cultural factors and gender disparities among girls in Keiyo district found out that harassment from the teachers, lack of role model and early pregnancy among girls are the main causes of wastage. Actually, children believed that teachers have misguided expectations and standards of certain groups of Children. The children believed that teachers were biased, when making decision in children' discipline; they jump into conclusions and give up without proper investigation on some issues that may lead child dropout.

Moreover, Hale (2007) explains that when these standards and stereotypes are not fulfilled conflict and frustration occurs of these, the economic and social condition of the family is the single most crucial variable affecting dropout. Besides, family size influences children's schooling cycle greatly. Besides, gender disparities in pastoral areas with similar setting to Kazo district prefer to support boys' education instead of girls, especially if the resources are limited. The girl is then given out for early marriage, causing dropout and disadvantage to the girls' education (Ministry of Education, 2012). An implication of these findings is that just like in Kazo district, cultural behaviour attachment is a greater contributor to intention to dropout of school in primary schools.

5.1.3 Relationship between Cultural attachment and intention to dropout of school.

This section, presents a discussion of results on the third objective of this study that sought to find the extent to which cultural attachment influenced intentions to dropout in

selected public primary schools in Kazo district. This study revealed that there was a weak non-significant positive relationship between cultural attachment and intentions to dropout in the selected public primary schools in Kazo district. Such findings are in agreement with arguments that cultural attachment artifact attachment children' school attendance. For instance, in a similar way poverty has been disclosed as main challenge to enrollment of students in primary school or intentions to dropout (Mallick et al., 2022).

Children' absenteeism and late coming; Cultural artifact attachment girls' early pregnancies; Cultural artifact attachment children' early marriages; Cultural artifact attachment children' change of schools. These findings are in agreement with the studies of Russel (2001) who asserted that children whose parents monitor and regulate their activities, provide emotional support, encourage independent decision making and are generally more involved in their schooling are less likely to drop out of school. Bereavement amongst family members and in particular parents often makes Children more vulnerable to dropout, non-enrolment, late enrolment, or slow progress. Also, issues such lack of money to buy school expenses and poor implementation of curriculum lead to intention to drop out of school(Kipsang,2009).

In a study in India, Chugh (2011) found that having a large number of siblings, children were associated with a 36 percent increase in the odds of dropping out of school, in comparison to the odds for smaller families. Theoretically, it is widely accepted that large family size in most developing countries constrain limited resources of households on child investment, health and education. According to Boyle (2004), the number of children within a household is important in many cases and is a significant determinant of access to education. Finally, the findings from this research agreed with Rose & Al- Samarrai (2001), who asserted that large household

sizes (and in particular the number of children) the financial burden or potential workload is greater; children are less likely to attend school, and often dropout. However, with more children in the household, jobs can be spread between them and siblings more likely to attend school. 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. The effect of family size is conditioned by the specific cultural, political and socioeconomic settings. Research indicates that the educational level of household members is particularly influential in determining whether and for how long children access schooling. Ersado (2005) notes that parental education is the most consistent determinant of Children education. Higher parental (household head) level of education is associated with increased access to education, higher attendance rates and lower dropout rates (Ainsworth et al., 2005). A number of reasons are put forward for the link between parental education and retention in school. Some researchers indicate that non-educated parents cannot provide the support or often do not appreciate the benefits of schooling (Pryor & Ampiah, 2003). Besides, in support of the findings in this study, Mbiti and Lucas, (2011) and Hunt (2008) indicated that household income was an important factor determining access to education as schooling potentially incurs a range of costs, both upfront and hidden. These findings imply that cultural attachment to a certain extent influence intention to dropout of school in primary schools, including Kazo district.

5.2 Limitations

There was a likelihood of social desirability bias where participants and respondents might have given responses to please what the researcher want to hear. The study being subjected to social desirability bias means participants/respondents may have chosen to conceal or give false

representation of information they think was not supposed to be released to outsider or just give information to please researcher. This was minimized by validating and pretesting the key study tools.

5.3 Conclusion

There is a low cultural attachment among children in the primary schools in Kazo district with early marriage and crop farming as highest cultural attachments in Kazo district.

Intention to dropout of school in primary schools in Kazo district was low with most children not sure of continuing in school highest.

There is a weak positive non-significant positive relationship between cultural attachment and intention to dropout of school in primary schools in Kazo district. The results indicated that cultural attachment has a negligible positive influenced on intentions to drop out in the primary schools in Kazo district.

5.4 Recommendations

From the findings of the study, the researcher herein recommends the following for implementation in order to enhance child education and retention in schools in Kazo district;

Parents/guardians: mobilization and sensitization of parents on the value of education and retention of children in schools and stopping early marriages and crop farming among other causes of dropout and the government making ordinances and implementing child rights statutes by penalizing the perpetrators of the practice and giving equal opportunities to all children to access and complete the cycle education.

School community, including teachers and head teachers, they should conduct sensitization of parents and children on the value of education and retention of children in schools and cultural attachments such as stopping early marriages and over engagement in crop farming.

Policy makers: Policies targeted towards the reduction of the cost of education in order to cater for the poor and the orphans are required. This may also entail policies and programs aimed at enhancing productive capacities at household levels to help mitigate the problem of high dropouts that comes with high household poverty levels. In line with this recommendation, the government through its UPE program should ensure that education is completely free unlike the current situation where parents or children have to pay a certain amount towards education even when the child is under UPE. There is a need for education policies and programs that are gender mainstreamed with special attention for the female Children in order to reduce on their dropout rates. This may call for programs that must be designed to reach girls and their families early to increase incentives for ensuring their timely progression through school. The findings also call for policies that cover adult education in order to rule out increased intention to dropout of school that come as a result of an increase in the age of the child. There is a need for retention educational policies that mainly target specific regions in the country with high dropout rates for example in the sub counties of Nkungu, Burunga and Engari in Kazo district.

5.5 Further areas of Research

The data used could only allow the researcher to study the relationship between Cultural attachment and intention to dropout of school at community level. Critical issues like early marriages and crop farming among others; have not been included yet they can cause drop out. Therefore, future research could incorporate issues like;

1.The influence of poverty on child drop out in Kazo district

2.The relationship between early marriages and child dropout in Kazo district .

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Appendices

Appendix 1: Questionnaire for Children

Dear respondent,

I am a student at BSU carrying out research about **Cultural attachment and Intention to dropout of school in Primary Schools Kazo District** that will lead to the award of Masters of Education Administration and Planning. The objective of this interview therefore is to get your opinion(s) on how you feel about Cultural attachment and Intention to dropout of school in Primary Schools and your opinions will be treated with utmost confidentiality.

Thank you. Yours

faithfully,

Agume Robert (Principal Invisigator)

Kindly respond to the following questions faithfully and honestly

Section A: Background information

1. Gender

.....

2. How old are you?

.....

3. In which class are you?

.....

Section B: Cultural attachment in Primary Schools in Kazo District

Describe your level of attachment to each of the following cultural practices in your area

| Activity | | Level of Attachment | | | | |
|----------|----------------|---------------------|----------|--------------|---------|--------------|
| | | Very high (5) | High (4) | Moderate (3) | Low (2) | Very Low (1) |
| 1 | Cattle Keeping | | | | | |
| 2 | Trade | | | | | |
| 3 | Crop Farming | | | | | |
| 4 | Early Marriage | | | | | |
| 5 | Domestic Work | | | | | |

Section C: Intention to drop out of school (Answer according to your position)

| Item | SA (5) | A (4) | UD (3) | D (2) | SD (1) |
|--|--------|-------|--------|-------|--------|
| 1. I am thinking of quitting school | | | | | |
| 2. I am determined to quit school | | | | | |
| 3. I am not sure of continuing in School | | | | | |

Key: SA- Strongly Agree A- Agree UD- Undecided D- Disagree SD- Strongly Disagree

SECTION D:

Mention any other factor that may make you consider dropping out of school

.....

.....

Thank you.

Appendix II: Interview guide for DEO/Head Teacher

For both the DEO and head teachers consider using an Interview Schedule with the following questions.

1. How would you rate the rate of school dropout in your school/district? (Very High/ High/ Low or Very Low?)
2. What is the percentage of drop out between P.5 and P.6?
3. How would you rate children' levels of cultural attachment in your school/district? (Very High/ High/ Low or Very Low?)
4. To what extent is children' cultural attachment a major cause of drop out from school?
5. Which other factors do you think are major causes of school dropout?

Appendix III: Map of Uganda Showing The Location of Kazo District



KAZO DISTRICT

Appendix IV: Map of Kazo District Showing the Location of Sub Counties



Appendix V: Introductory letters