EFFECT OF SOCIO-ECONOMIC STATUS OF PARENTS ON PUPIL RETENTION IN PRIMARY SCHOOLS IN MBALE DISTRICT UGANDA

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DECLARATION

I, Musoke Paul declare that this dissertation titled Effect of Socio-Economic Status of Parents on Pupil Retention in Primary Schools in Mbale District has never been submitted to any institution of higher learning for any award.

Signature: .... **Date** 26/7/2024

MUSOKE PAUL

APPROVAL

This research dissertation by Musoke Paul titled Effect of Socio-Economic Status of Parents on Pupil Retention in Primary Schools in Mbale District has been prepared under my supervision and it is now ready for submission.

Signature ……………………………….. **Date** 26/7/2024……………………………

Dr. NAMBALE MOSES

SUPERVISOR

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ABBREVIATIONS

DEO District Education Officer

SES Social Economic Status

ABSTRACT

The study intended to find out the effect of socio-economic status on pupil retention in primary schools in Mbale District. This study focused on effect of Socio-Economic Status of Parents on Pupil Retention in Primary Schools in Mbale District, Uganda. The researcher focused on effect of family income, parent education and family on pupil retention. This study intended to use the descriptive research design. The population for this study included the head teachers and teachers in primary schools in Mbale district. The researcher used the cluster sampling techniques to cater for gender balance among the teachers in the selected schools. The head teachers were selected using purposive sampling technique. The sample size for this study was calculated using Slovene's formula. The researcher used both questionnaires and interview guides as methods of data collection. This study used self-administered questionnaires and interview guides to collect data. Validity was got through a validity test using the Content Validity Index. Reliability of instruments for data collection was tested in a pilot study which was carried out in a school which was not part of the study. A reliability test was run using Cronbach's alpha. The quantitative data was analyzed using descriptive statistics which included measures of central tendency like mean, median, and mode, while measures of variability include included standard deviation. The quantitative data was analyzed and presented in frequency tables and percentages. Qualitative data underwent thematic analysis. The results of the first objective indicated that family income predicts the outcome of pupil retention as reflected by sig 0.398. This indicates the statistical significance of the model that was run of which, $p < 0.010$, which is less than 0.05, and indicates that the overall regression model statistically predicts the outcome of variable to be 0.398 which is insignificant. This implied that when family income is employed, there are likely pupil retention in primary school. As pupils in the school come from families with low income as many families have single source of income. The results of the second objective indicated that parent education significantly predicts the pupil retention in primary schools as reflected by sig 0.166. This indicates the statistical significance of the model that was run of which here, $p < 0.000$, which is less than 0.05, and indicates that the overall regression model statistically predicts the outcome variable reflected by sig 0.166 which shows that it was insignificant. This implied that parents with qualifications enable them to earn a reliable source of income to keep their children in school. The results of the third objective indicated that family set up predicts the outcome of pupil retention in primary schools as reflected by sig 0.852. This indicates the statistical significance of the model that was run of which here, $p < 0.010$, which is less than 0.05, and indicates that the overall regression model statistically predicts the outcome variable reflected by sig 0.852 which shows that it was insignificant. The researcher recommends that implementing early intervention programs that target at-risk students from low backgrounds. These programs can include additional academic support, mentoring, and social emotional learning interventions to help students stay in school.

CHAPTER ONE

INTRODUCTION

1.0. Introduction

This chapter covers the background to the study, statement of the problem, objectives and research questions. It also presents the conceptual framework that guided the study.

1.1. Background to the Study

One of the most crucial measures in education is student retention. To put it simply, the number of students that re-enroll from year to year is how schools calculate the student retention rate. Pupil retention is the technique of keeping students in school longer by doing all within the school's power to impact this rate and discourage them from dropping out of school early. Over time, assessing if a school is increasing the retention rate has evolved to be a means of evaluating its efficacy based on its ability to impact student retention rates (Hawkins, 2015).

Regarding student retention, there are two extremes. A stayer, or retained student, progresses normally when they enroll every term until they complete that level. A student who enrolls in school, quits before finishing, and never returns, either to that institution or any other, is known as a leaver. Students who start their education at one school and subsequently go to another; fall somewhere in between these two extremes. Transferring is considered typical progress by the student (Hawkins, 2015).

Over a given period of time, the parents' socioeconomic level shows the influence of multiple elements that originate from the community and the homes/families of the students.

Socioeconomic parameters, according to Houle (2014), are metrics of status based on financial data like income or consumption expenditure. Socioeconomic status and income are correlated due to structural causes.

Socioeconomic factors are metrics related to household poverty levels. The neighborhood and the students' homes and families are the sources of the factors. A broad classification of the socioeconomic elements would be the student's learning, the student's family history, the student's personality, and community-based factors. These variables have a direct impact on students' retention by influencing their decision to continue their education or their parent's decision to pull them out of school (Houle, 2014).

Children who have low-income parents tend to work for free alongside their parents to pay for school supplies, which lowers school retention. The impoverished social class has a lower school retention rate than other classes, which may be related to the financial limitations of their parents and external circumstances (Kiernan & Mensah, 2011).

A family's socioeconomic position can include business and farming wealth as well as the educational attainment of its parents. It is a person's place in society determined by a range of economic, educational, and occupational factors. Numerous classification schemes have been proposed, ranging from a straightforward division based on occupation—which is typically closely related to income and educational attainment—to more intricate schemes based on particulars like educational attainment, income, occupation, family structure, and occasionally other factors like whether the primary residence is owned or rented and its ratable value (Akanle, 2008). The process of keeping students enrolled in school until they finish the primary cycle is known as pupil retention, and it is an indicator of how well an institution is doing in terms of raising completion rates. School dropout rates are still statistically significant in Europe, despite continuous increasing trends in education. The average retention rate for the European Union is 10.2%, with the greatest rates on the continent being found in Spain and Romania (16% and 16.4%, respectively).

According to Shao et al. (2022), South Africa has historically good retention. A large number of young students drop out of school every year. Some of the reasons for this include inadequate instruction, poorly maintained facilities, inadequate sanitary facilities (some schools still use pit toilets), irregular learner transportation, an out-of-date curriculum, and, most recently, unequal access to technology and other teaching aids like internet connections and devices. COVID-19 regulations on schools have also caused disruptions to the education system. All these reasons create an education system that is unattractive and that does not create a setting that is helpful for instruction and learning. The average percentage of learners who drop out of grade 10 between 2011 and 2021 is 49.8%. Roughly half of students who enroll in the system never finish it. Gross enrollment decreased between 2005 and 2006, rising from 106.90% to 107.05% before declining to 105.58 in 2006, according to an Institute of Statistics analysis conducted between 1970 and 2009 (Shao et al., 2022).

In Uganda, rural areas have poorer enrollment and retention rates (Factsheet: Education in Uganda, 2015). Only over 29% of the 1,598,636 students who enrolled in government-aided primary schools in 2006 took the primary one leaving exams in 2012, according to Ministry of Finance figures. Uganda has the lowest primary school completion rate in East Africa at 74 percent; Kenya, Tanzania, and Rwanda had completion rates of 84 percent, 81 percent, and 74 percent, respectively. According to a survey by the education and community department, early marriages and teenage pregnancies prevented almost 45% of females in the Mbale region from finishing their education in 2018. Records from the Uganda Youth and Adolescents Health Forum show that women in the age range of 13 to 24 are either mother already or are at risk of becoming pregnant. Due to early marriages and pregnancies, many girls in Busiu, Busano, and Busoba, among other sub-counties, do not attend school (Watala, 2018). This suggests that student retention in schools is low.

1.2 Statement of the Problem

The retention of pupils in primary schools has generally been low over the years as seen in Table 1.1.

Table 1.1: Retention Rates (%) in Mbale District

Year	P.1-P.2	P.3-P.4	P.5-P.7
2019	96	97	99
2020	98	92	96
2021	78	69	87
2022	81	91	97

Source: DEO's office, Mbale district

This can be observed through school enrolment and completion rates in schools. Some children who start primary one are not able to reach primary seven and sit Primary Leaving Examination. School-age going children are sometimes seen doing domestic work, garden work or casual labour in communities during school time. There are some who are engaged in business in trading centers instead of being at school. Some of these children end up as delinquents when they are not in school. This may be caused by many factors like socio-economic status, poor school environment, bad peer groups, poor teaching methods and lack of scholastic materials (Harry, 2020). Research indicates that children from families with lower socio-economic status are significantly more likely to drop out of school due to financial constraints, lack of educational resources, and parental education levels. Low household income and limited access to educational materials directly correlate with increased dropout rates, illustrating the challenges faced by these families. Socio-economic conditions create barriers that disproportionately affect rural students, leading to higher instances of school absenteeism and dropout (Mwebaza & Rwabutaka, 2022). This study intended to find out how socio-economic status affects retention of pupils in schools. There are families with low socio-economic status while others have high socio-economic status. This situation is very worrying considering the financial and material investment made by the government and other stakeholders to provide education to pupils in Mbale District. There is no known study which has been done on effect of parental socio-economic status on pupil retention in Busano Sub County, Mbale district. This study therefore examined the effect of socio-economic status on pupil retention in primary schools in Mbale District.

1.3 General Objective

The general objective of study was to find out the effect of socio-economic status on pupil retention in primary schools in Mbale District.

1.4 Specific Objectives

i. To explore the effect of family income on pupil retention in primary schools in Mbale District.
ii. To establish how parent education affects pupil retention in primary schools in Mbale District.
iii. To find out how family set up affects pupil retention in primary schools in Mbale District.

1.5 Research Questions

i. What is the effect of family income on pupil retention in primary schools in Mbale District?

ii. How does parent education affect pupil retention in primary schools in Mbale District?

iii. What is the effect of family set up on pupil retention in primary schools in Mbale District?

1.6. Scope of the Study

1.6.1 Content scope

This study focused on effect of Socio-Economic Status of Parents on Pupil Retention in Primary Schools in Mbale District, Uganda. The researcher focused on effect of family income, parent education and family set up on pupil retention. This is because parents in the area of study have different levels of income, parent education and family set up that have varying bearing on education of children.

1.6.2. Geographical scope

This study was carried out in primary schools in Mbale District. Mbale lies on grid reference 01°04′50 ″N 34°10′30 ″E. Mbale's neighbours include Bududa and Manafwa in the east, Tororo in the southeast, Butaleja in the south, Butebo in the west, Bukedea in the northwest and Sironko in the north (Maphill, 2011).

1.6.3. Time scope

The study covered the period from 2017-2023. This was the period when pupil retention was low in primary schools in Mbale district. The researcher would like to find out whether socio economic status of parents contributed to low retention levels.

1.7. Significance of the study

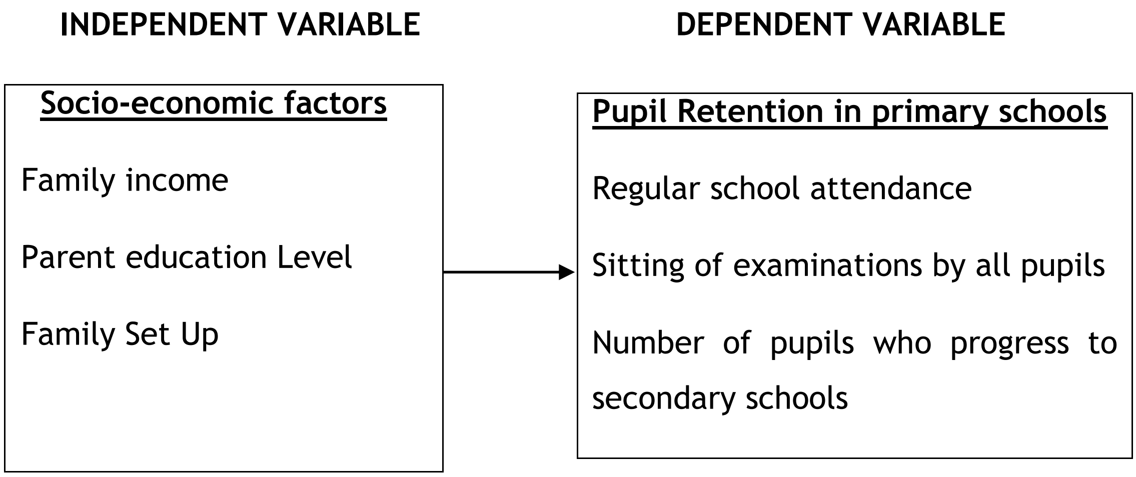
The study on socioeconomic factors can be found useful to both educational and policy makers in giving guidance to the Government on necessary course of action to enhance pupil retention.

It may also enable the parent to understand the critical roles they play for their children to stay in school. The findings may be useful feedback to curriculum designers into kind of experiences in primary schools needed to aid in pupil retention.

The study may help the future researchers in identifying priority areas in which to carry more research in levels of pupil retention in primary schools. This study may be useful to head teachers who will be equipped with knowledge on how to enhance pupil retention in primary schools. Head teachers may re-examine and appraise their own leadership styles and make adjustment where necessary. The school inspectors may use the information in determining strategies of increasing pupil retention in primary schools.

1.8. Conceptual Framework

According to Kombo and Tromp (2006), a conceptual framework is a tool intended to help the researcher to develop and present the context for studying the research problem. It acts as a map for understanding the relationship among the variables in the study.



S*ource: Agosin M. & Mayer, R. (2000)*

Figure 1.1: Conceptual Framework

Figure 1.1 shows the conceptual framework for the study. The independent variable is socio-economic factors. The indicators are family income, parent educational level and family set up. The dependent variable is pupil retention in primary schools. This is to be observed through regular school attendance, sitting of examinations by all pupils and number of pupils who progress to secondary schools. The study attempted to establish if the pupil retention in primary schools was affected by socio-economic factors.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter covers literature from different scholars whose studies were related to the current study. The literature is in line with the specific objectives of this study.

2.1. Effect of Family income on Pupil Retention

In a study conducted in Western Uganda, Harry (2020) makes the claim that child labor and family income have an impact on students' attendance and retention in school. Family wealth affects survival rates and contributes to absenteeism. Lack of funding for education causes absenteeism, which lowers performance on national exams. Additionally, children from low-income homes are more likely to drop out of school far early. The inability of low-income families to pay for their children's education and to provide for their basic educational needs causes absenteeism and dropout rates among the students. This study was done in a different location than the present study, which created a geographical gap that it was meant to bridge.

According to a study conducted in Denmark by LaRocque, Kleiman, and Darling (2011), some of the inputs deemed to be parental participation included parents visiting the school to discuss their children's academic progress and demonstrating an interest in learning. Additionally, parental history affected how involved they were in their children's education. According to Harry (2020), wealthy parents who were involved in their children's extracurricular activities were better able to mentor and counsel their children in collaboration with the head teachers and teachers, which increased the likelihood that their children would stay in school compared to students whose parents were not as involved in school activities or visited their children infrequently. Students whose parents keep an eye on and control their behavior, offer emotional support, support their ability to make autonomous decisions, and are generally more involved in their education are less likely to drop out of school. Regardless of how much money a family makes, it can affect a student's education throughout their whole academic career. Given that they are young, their family's finances may have an impact on their schooling

Though Kleiman and Etal, conducted a research on parents and their involvements in their childrens accademics in which they used a total of many research articles to reach on the finding (621) However the studies conducted above in Denmark, there is also need to conduct the similar in Mbale District in order to establish whether the same situation do impact positively or negatively in the area under operation, hence both geographical and variable gaps were cited.

In their East Asian study, Kim et al. (2019) suggested that poverty may be the root cause of low student retention. When it comes to tuition, poor households are typically less in demand than wealthy households. Despite the benefits of education, it is more difficult for them to afford it than for families with greater incomes (Colcloughet al, 2000). Children from low-income families face pressure to drop out of school because of the added expenses. Before any conclusions on the subject matter are drawn, these results will be compared with the results of the current investigation to see if they are comparable.

According to Godfrey et al. (2023), grades and student retention have the tendency to stigmatize repeat offenders, damage their feeling of self-worth and community in school, and contribute to their disengagement from the learning process. This study looked at the relationship between parental involvement and student retention in South Western Uganda's Rwamucucu Sub-County and Rukiga District's primary schools. Since the beginning of formal education systems, there has been interest in the retention of students in primary schools (Brighton et al., 2023).

Njeru and Orodho (2003) concur that limited access to and low participation in education in Kenya are mostly caused by poverty. Due to their incapacity to meet numerous standards, impoverished households have been unable to keep their enrolled children in primary school or have chosen not to enroll them at all. This is a result of high levels of poverty at the household level. This has led to low-quality education, a high dropout rate among the impoverished and insufficient enrollment facilities.

Socioeconomic poverty is closely correlated with having a large family. Based on research conducted in Arid and Semi-Arid Lands in Africa, Victoria et al. (2023) found that parental involvement in each child's academic progress is limited in large families. This causes the youngster to participate in school activities less and may ultimately result in the child1 quitting school early. Compared to locations with significant potential, these areas have less access to education. Therefore, there are two approaches to addressing poverty. The first is the incapacity to pay for the indirect costs of education, which include uniforms, meals, transportation to and from school, school supplies, and instructional aids (Victoria et al., 2023).

Kelly (2019) reports that a study carried out in Malawi revealed that children's incapacity to pay for these expenses keeps them from engaging and staying in school. Accordingly, children from the wealthiest homes send 76% of their children to school, while only 40% of the poorest households send their children to school; children from the poorest households send their children to school far less frequently than children from the wealthiest households.

Adeyemo and Babajide (2012) demonstrated how a parent's socioeconomic status affects the involvement and persistence of their child in school. This is particularly true for developing nations, as the majority of children from low-income families do not have access to sufficient educational resources and are not motivated to attend school. They have a higher dropout rate than kids from wealthy homes even if they attend.

2.2. Effect of Parent Education on Pupil Retention

To be involved in this type of parental involvement, parents are encouraged to attend parent-teacher conferences where they can hear about school policies and programs as well as receive phone calls regarding their child's progress. On the other side, learning at home concentrates on ensuring that families have access to knowledge on how to help their children's education. When parents participate in this way, their children do better academically, see their parents as collaborators in their education, and have higher levels of self-efficacy, which leads to school retention (Newman et al., 2019).

In addition, the term "decision-making" also refers to motivating parents to serve as representatives and committee heads. It is recommended that parents be made aware of Parent-Teacher Associations and encouraged to get involved in order to facilitate this type of parental involvement. Parental education level and student retention have been found to be significantly correlated through empirical research and Meta-analysis, with the majority of findings suggesting a favorable relationship (Erdem & Kaya, 2020).

According to Shao et al. (2022), excellent student performance and engagement are correlated with sufficient parental participation. According to the literature, parental engagement also refers to behaviors, events, attitudes, and activities that parents take within or outside of the school setting to help their children succeed academically or behaviorally in the school where they are currently enrolled (Naite, 2021). Parental education has been found to contribute to retention because primary pupils are more independent than teenage students (Oswald et al., 2018).

Tumwehe W. (2023), carried out a research on Parent's involvement and Pupil's retention in primary schools in Rwamucucu sub county Rukiga district in Western Uganda which he used a research approach of both quantitative and qualitative approach, while at the same time using both a questionnaire and interview technique. He analyzed data by use of descriptive statistics and inferential techniques. His study shown that parent level of income needs had a positive and significant with pupil retention rate. However, in arguments given by the above researcher, seems to be of a great importance, his study was conducted far away in Western Uganda in which he used descriptive statistics and inferential techniques compared to the current study where researcher who has carried a study on effect of Socio-Economic Status of Parents on Pupil Retention in Primary Schools Mbale district-Uganda. He used descriptive statistics in analyzing quantitative data, hence this pre-empted the researcher to carry out a similar research in Eastern Uganda.

The low student retention rates in many Ugandan public day primary schools, particularly in Ndorwa County, are a cause for worry. Many schools, including the primary schools in Ndorwa County-Kabale District, continue to record poor student retention despite the expensive interventions made by the Ugandan government, educators, and school partners to enhance retention (Princewill, 2019). Since education is the responsibility of the family, community, and government, it can be pursued in the settings of the home, school, and community. Education is a lifelong process.

Parents must listen to their children without passing judgment, try to understand the issues and struggles they face, celebrate their successes, and be there for them when they make errors (Hatting et al., 2007). In order to retain students, it refers to parents as members of the school staff; nevertheless, this can occasionally rely on the parents' educational background. It encompasses more than just parents asking about a student's attendance in class; it also refers to parents actively encouraging their kids to continue their education (Clinton & Hattie, 2013).

The way parents assist their children's education both verbally and physically is what is meant by their involvement in their education. However, parents' educational backgrounds shouldn't be a hindrance to this. To build social capital, parents must actively participate in their children's education and social activity planning. Good parent-child interactions also increase the usefulness of social capital (Von Otter & Sten-Åke, 2015).

2.3. Effect of Family Set-up on Pupil Retention

Immaculate E'tal (2022) conducted a study on Partnership roles played by parents to promote retention in primary schools in Busoga region-Uganda:

Children's views. In study he used a total population of 71 respondents who were in and out of school. Data was collected using focus group discussion and in-depth individual interviews. He further analyzed by use of cronbanch Alpha Test of means and frequencies, while thematic content analysis was used for qualitative. However in this study the current researcher carried a study on different problem variable where he emphasized on the effect Socio-economic status of parents on Pupil Retention in primary Schools in Mbale district-Uganda. He used total population of 1104 respondents who were directly in schools. Data was collected using a questionnaire and interview guide, thus this renegotiated the researcher

According to social psychologists, children might pick up moral principles and social norms through the socialization process, which results from parental guidance within the family. A complex two-way process involving intricate interactions between parents and their children takes place during the instillation of these ideals. Socialization takes place in various domains, each distinguished by unique features arising from the parent-child dynamic as well as from distinct underlying mechanisms. This type of conversation helps kids stay in school, particularly when both parents are present. According to Robert et al. (2019), kids raised in nuclear households anticipate protection, reciprocity, control, directed learning, and group activities.

According to Thomas, Liu, and Umberson (2017), family interactions' positive and negative values have a major impact on whether or not children continue their education after entering the workforce. Marital partnerships are among the most significant relationships affecting the context of life from a family life perspective, and this has an impact on children's well-being well into adulthood.

According to Kosgei (2021), parental involvement has been associated with children's improved academic performance and school retention. As the child's primary teachers, parents have a big influence on their learning outcomes both in and out of the classroom. By rewarding and praising their children, parents may support and uplift them. Many have claimed that the economic, social, behavioral, and compositional traits of a family influence a child's life results. Research on the makeup of families has shown that, although some academics have identified several advantages for single-parent households, the great majority of studies have emphasized the drawbacks for kids raised by a single parent. Research shows that children experience emotional anguish and despair following a divorce (Kosgei, 2021).

One of the long-term effects of growing up in a single-parent household is that youngsters are more likely to grow up to be single parents. More precisely, variations in educational achievements have been connected to family structure. Children from single-parent households and those from two-parent households have been found to differ significantly in a number of educational outcomes, such as the percentage of high school dropouts.

Nonetheless, these results are not exclusive to the US. In the 1980s, a study conducted in Switzerland examined the educational and occupational paths of children from single-parent and two-parent households. The results showed that children from single-parent households had lower educational attainment and started working earlier in life. Another European study discovered that English children who had a single parent were more likely to drop out of school. According to research by Thomas, Liu, and Umberson (2017), Swedish children who moved in with a single mother when they were just 13 years old suffered negative effects in the future, including reduced educational attainment by the time they were 21. Children from homes with divorced mothers were found to have lower school retention rates. They did not discover any distinctions between parents who live together, parents who are widowed, and intact households.

2.4 Summary of Literature Review

Student attendance and retention in schools are influenced by family income. Family wealth affects survival rates and contributes to absenteeism. Parental participation was defined as a variety of behaviors, including visiting the school to talk with their children about their academic achievement and demonstrating an interest in learning. Regardless of how much money a family makes, it can affect a student's education throughout their whole academic career. Given that they are young, their family's finances may have an impact on their schooling; the poverty that may be the root cause of low student retention. When it comes to tuition, poor households are typically less in demand than wealthy households. The inability to pay for such expenses inhibits kids from participating in and staying in school in an effective manner. Accordingly, children from the wealthiest homes send 76% of their children to school, while only 40% of the poorest households send their children to school; children from the poorest households send their children to school far less frequently than children from the wealthiest households. In Uganda, a lot of elementary schools have low rates of student retention. Despite the government of Uganda, educators, and school partners' expensive investments aimed at improving retention, numerous schools report appalling student retention. Studies reveal gaps in population, geography, and understanding. The goal of the current study was to close these gaps.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter presents the research design, population, sample size and sampling procedure, area of study, data collection instruments, research procedure, reliability and validity of instruments, data analysis and presentation plus ethical considerations.

3.1. Research Design

The descriptive research design was employed in this study. With this design, a topic was observed and data was gathered without an attempt to infer cause-and-effect linkages. Descriptive research aims to characterize the relationships, patterns, and trends found in the data while presenting a thorough and accurate picture of the population or phenomenon under study (Akhtar, 2016). Without changing anything that has to do with the subject, the description aims to convey just how the situation is, why it is that way, and who makes it that way.

3.2. Area of Study

This study was carried out in primary schools in Mbale District. This is because of the low pupil retention in the primary schools in this district. Mbale lies on grid reference 01°04′50 ″N 34°10′30 ″E. Mbale's neighbours include Bududa and Manafwa in the east, Tororo in the southeast, Butaleja in the south, Butebo in the west, Bukedea in the northwest and Sironko in the north ((Maphill, 2011).

3.3. Population of the Study

The population for this study included the head teachers and teachers in primary schools in Mbale district. The study focused 60 primary schools in Mbale district which considered being government aided Schools. The population was considered because the researcher felt that they had the right information regarding pupil retention.The target population of the study 1104 respondents. Teachers were included because that they are the ones who are charged with the responsibility of teaching pupils in primary schools. The head teachers were part of the study because they are in charge of enrolment and retention of pupils in schools.

Table 3.1: Population Size and Sample Size

Category	Population	Sample Size	Sampling technique
Head teachers	69	60	Purposive
Teachers	1035	234	Simple Random
Total	**1104**	**294**	

Source: DEO, Mbale (2023)

Sample Size

The study selected sample size of 294 out of 1104 respondents in order to represent the population with common and relevant characteristics. The sample size of the study was determined by using Slovene's formular (1960)

3.4 Sampling Procedure

The researcher used the simple random and purposive sampling techniques in selection of respondents. The head teachers were selected using purposive sampling technique.

3.4.1. Simple Random Sampling

Simple Random Sampling is a basic sampling technique in which each individual or item in the population has an equal and independent opportunity of being selected. In this method I used the Ballot papers to ensure that each teacher has the same probability of being selected. It is a probability sampling technique that is frequently applied to the study of sizable populations, especially those that are widely distributed geographically. This method was used to avoid bias in the selection of the study's teachers (Ozturk, 2019).

3.4.2. Purposive Sampling

Using a non-probability sampling technique called purposeful sampling, units are chosen for the sample based on the qualities the researcher is looking for. Put differently, purposive sampling involves the "on purpose" selection of units. Head teachers at schools with low student retention rates were chosen using this method (Foley, 2018).

3.5. Sample Size

The sample size for this study was calculated using Slovene's formula below.

n=N/ (1+Ne2)

Where: n is the sample, N is the population size and e is the margin of error to be decided by the researcher. In this case the margin of error was 1- 0.95 = 0.05 The sample size was calculated as follows.

n= 1104/ (1+1104 x 0.052)

n= 1104/ (1+1104 x 0.0025)

n= 1104/ (1+2.76)

n=1104/ (3.76)

n= 294

3.6. Data Collection Methods

The researcher used the mixed methods to collect data. The researcher used both questionnaire surveys and interviews as methods of data collection (Kumar, 2011). The surveys were used to allow the respondents to respond to similar questions that would aid in systematic analysis of findings. Interviews were held to enable the researcher have time to paraphrase questions in case respondents had any enquiries to make about the questions.

3.7. Data Collection Instruments

3.7.1 Questionnaires

Teachers' responses to questionnaires were gathered for this study. Since the respondents are literate enough to comprehend the printed information that was supplied to the relevant parties, they completed the self-administered questionnaires by answering the questions and sending them back. It is expected of informants to read the questions, comprehend them, and respond in the space designated on the questionnaire. Their consistency was their reason for use. Every respondent saw the identical set of questions. Additionally, it is a cheap, unbiased instrument (Kumar, 2011).

3.7.2. Interview Guides

The interviewer's planned topics and questions for the interview are listed in an interview guide. Thus, data from the head teachers was gathered using this tool. The study's predetermined frames did not restrict the head teachers' ability to openly express their opinions. In-depth data regarding the experiences of the participants was gathered using it (Hamed, 2022).

3.8 Research Procedure

The researcher got a letter of introduction from Uganda Christian University. Before reporting to the field for data collection, the researcher took the letter to the Chief Administrative Officer to seek clearance for data collection. The DEO's office visited for similar permission. The researcher then meets the head teachers of the selected schools for purposes of introduction to respondents, and for making arrangements for commencement of data collection. After explaining the purpose of the study, the data will be collected, and analyzed before compiling a report.

3.9. Quality Control

3.9.1. Validity of Instruments

Using the Content Validity Index, a validity test was conducted to determine validity. Expert judgment determines content authenticity, according to Amin (2006). According to him, the average index must be 0.7 or higher for the instrument to be considered legitimate. Two experts were used by the researcher.

$$CVI = \frac{\text{Very Relevant} + \text{Relevant}}{\text{Total number of items}}$$

The researcher interpreted the CVI on the basis of George and Mallery (2003) rule:

a. 1 - 0.9 = Excellent
b. 0.8 – 0.89 = Good
c. 0.70 – 0.79 = Acceptable
d. 0.60 – 0.69 = Questionable
e. 0.50 – 0.59 =Poor
f. 00 – 0.5 =Unacceptable

Table 3.2: Validity results

Experts	Very Relevant (VR)	R	Rating	Final results
Expert 1	15	7	22/26	0.85
Expert 2	17	4	21/26	0.81
Average CVI				0.83

Source: Primary data, 2024

The content validity index computed was 0.83 (83%). For an instrument to be valid 0.5 (50%) is recommended (Mugenda &Mugenda 1999). Therefore, the instrument was valid.

3.9.2 Reliability of Instruments

Reliability of instruments for data collection was tested in a pilot study which was carried out in a school which was not part of the study. A reliability test was run to ascertain reliability. The study applied Cronbach's alpha (Mohsen and Reg, 2011). This was a measure of internal consistency that shows how closely related a set of items are as a group. In general, a score of more than 0.7 is usually acceptable.

Cronbach's Alpha Formula:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N-1) \cdot \bar{c}}$$

Where:

N = the number of items.

$\bar{c}$ = average covariance between item-pairs.

$\bar{v}$ = average variance.

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

From the results of the piloting, Cronbach's Alpha method was used to obtain reliability indices of r = 0.735, 0.722, 0.72 and 0.729 which yielded an average reliability index, r = 0.74, which indicated high internal reliability since the closer an instrument's reliability coefficient is closer to 1.000, the more reliable it is taken to be. The researcher had confidence to continue with the research process having made sure that the instruments were good enough for the study. The researcher processed the quantitative data by using the Statistical Package for the Social Sciences (Karamurugan and Govindarajan, 2022).

3.10 Data Analysis

While the qualitative data underwent thematic and content analyses, the researcher used statistical software in Excel to apply a correlation test. The quantitative data was analyzed using descriptive statistics, which included mean as a measure of central tendency and standard deviation as a measure of variability (Ross and Willson, 2017). The findings were also presented in frequency tables and percentages.

3.11 Ethical Considerations

Before using data collection tools and maintaining a high degree of secrecy with the information gathered from the respondents, the researcher asked for consent from the respondents. The names of the participants and their schools cannot be identified because the researcher respected the respondents' right to privacy and private treatment. Put differently, the respondents maintained their anonymity.

To conduct the study, the researcher asked the head teachers for permission to enter their schools. In order to prevent prejudice, the researcher conducted the research method objectively. The researcher protected the participant's right to privacy by acknowledging all of the work that was cited.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0. Introduction

This chapter presents the presentation, analysis and interpretation of the findings to the different responses to some key questions was also done in this chapter following the research objectives.

4.1. Back ground information of the respondents

This section shows the gender of the respondents. This variable was put into consideration to ensure that both female and male respondents are represented during the time of data collection.

The findings are in the figure below.

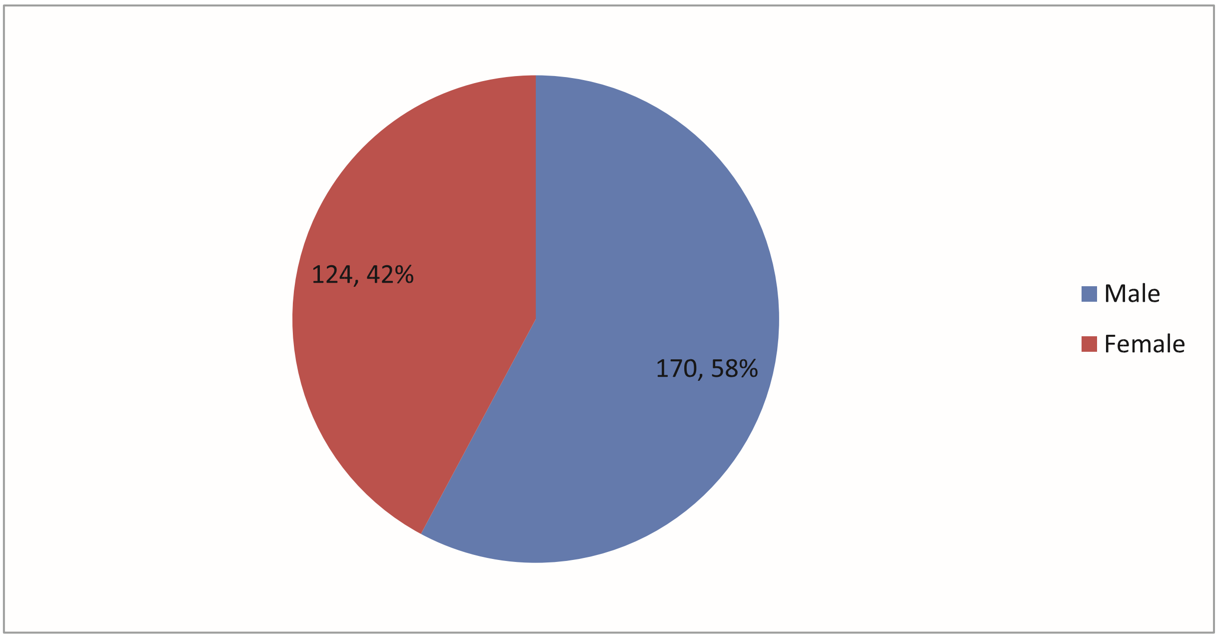


Figure 1: Gender of the respondents (Source: Primary Data, 2024)

The findings revealed that 58% of the respondents were male while 42% of the respondents were female. This showed a slight gender disparity between the respondents. However, this did not influence the analysis of results.

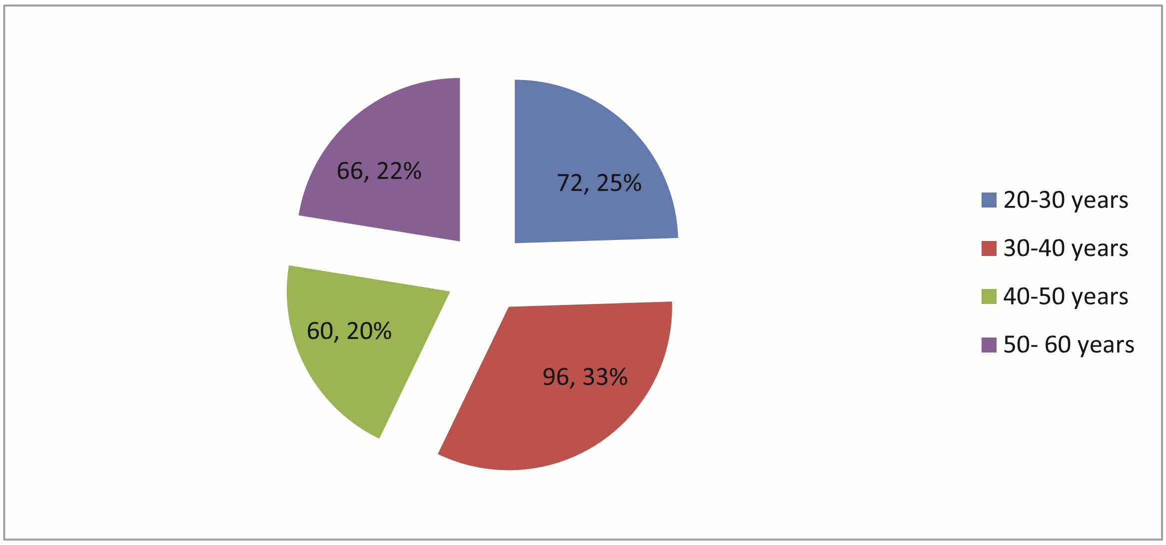


Figure 2: Age Bracket (Source: Primary Data, 2024)

The study revealed that 25% of the respondents aged between 20-30 years, 33% of the respondents between 30-40 years, 20% of the respondents between 40-50 years, and 22% of the respondents between 50-60 years. The findings imply that majority of the teachers were in their thirties which was an indicator that they still have the zeal to teach and study trends of retention in the school. Those who had stayed longest in the schools were 22%, an indicator that they could have the experience of retention of pupils by understanding different underlying factors.

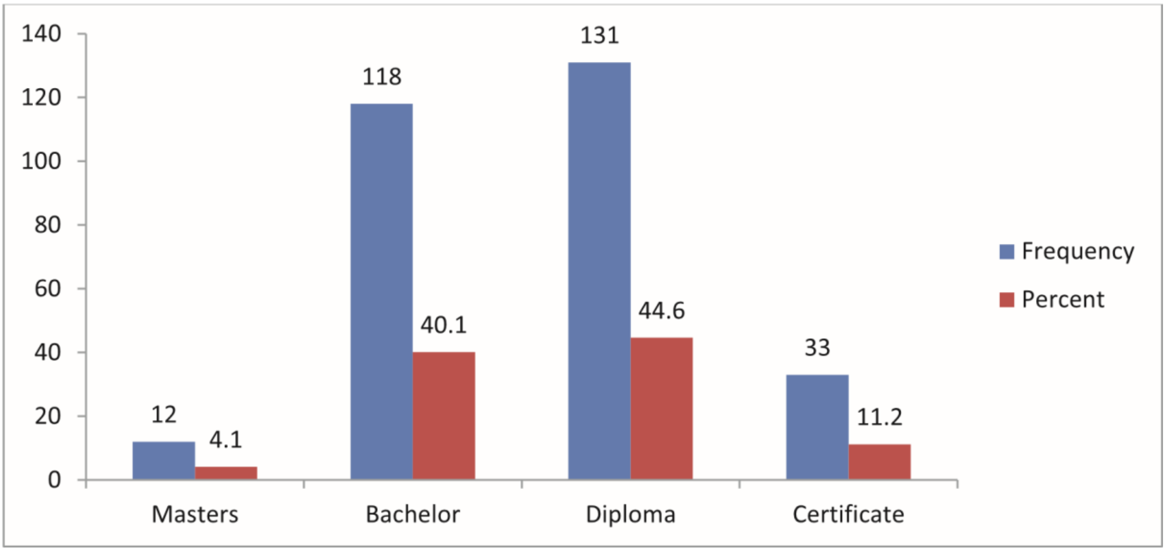


Figure 3: Education Level (Source: Primary Data, 2024)

The field study indicated that 4.1% of the respondents had masters, 40.1% of the respondents had bachelor's degree, 44.6% of the respondents had diploma, and 11.2% of the respondents had certificate level of education.

It was a clear indicator that the teachers were qualified and could sufficiently respond to the questions about the study.

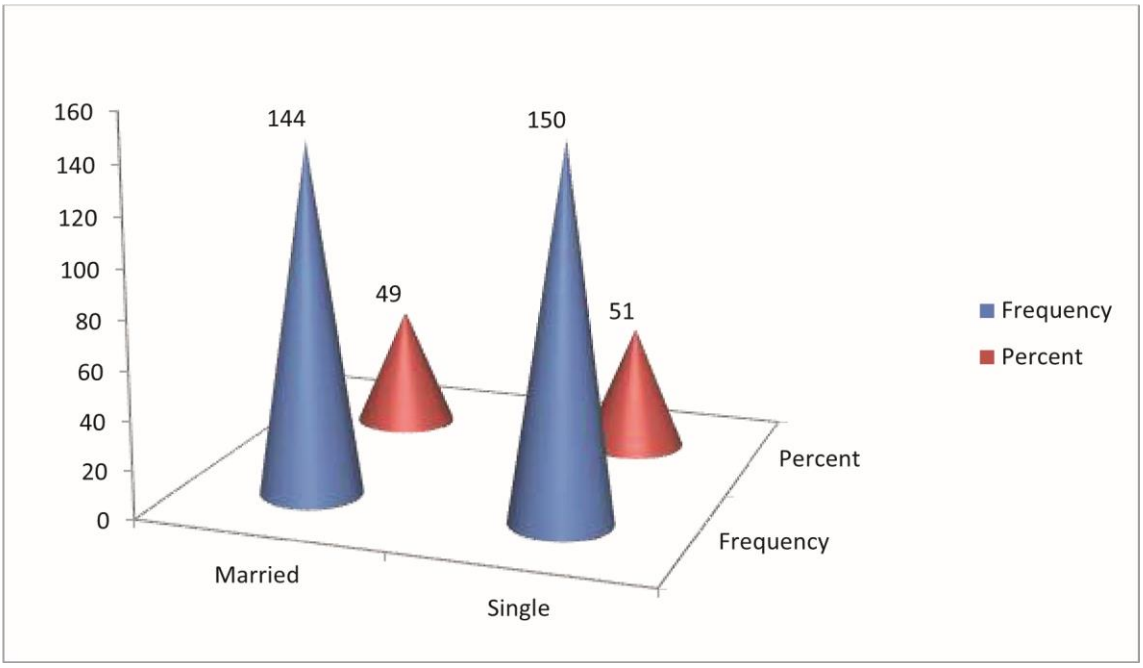


Figure 4: Marital Status (Source: Primary Data, 2024)

The findings showed that 49% of the respondents were married and 51% of the respondents were single. This implies that the respondents had responsibilities that could include caring for their children or act as guardians both at school and at home. This could also imply that they could be aware of some of the socio-economic factors and how they influence retention of pupils in school.

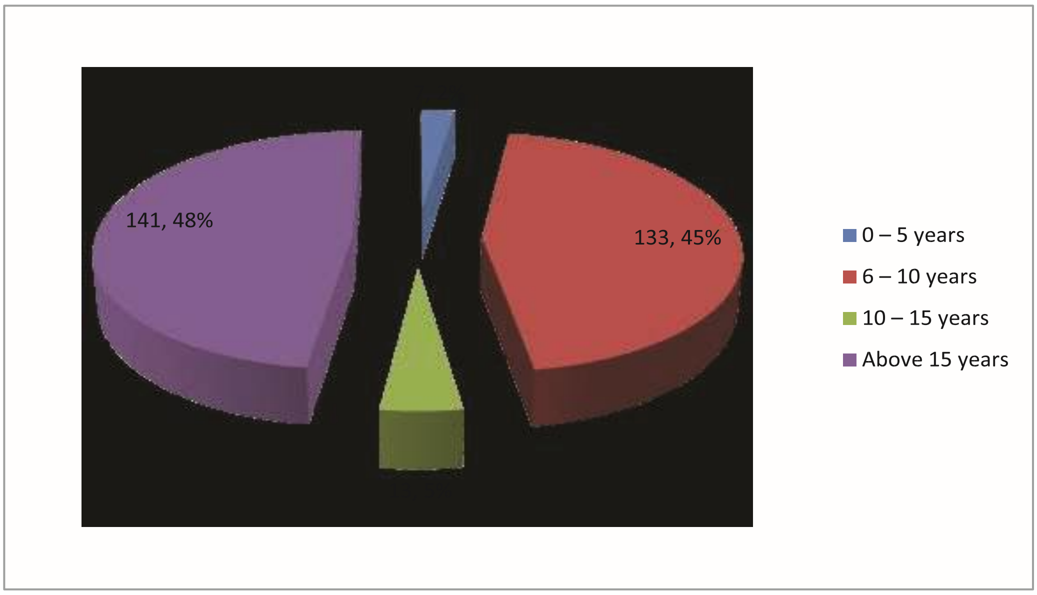


Figure 5: Work Experience of the respondents

Source: Primary Data, (2024)

The study indicated that 2% of the respondents had experience of between 0-5 years, 45% of the respondents between 6-10 years, 5% of the respondents between 10-15 years, and 48% of the respondents above 15 years. This implies that the respondents were well-versed in school affairs basing on the time they have spent in school. They could give handy information vis-a-viz the phenomenon under study.

4.2. Ways in which family income affect pupil retention in primary schools

This was the first objective under study. The researcher collected data from the respondents using the research instruments. The data obtained is analyzed and interpreted in table 4.1

Table 4.1: Ways family income affects pupil retention in primary schools

State of family income	SA	A	D	SD	Mean	Std Dev	Interpretation
Pupils in the school come from families with low income	4.8	51.4	31.0	12.9	2.33	1.115	Moderate
Most families have monthly income below 50,00/=	4.8	29.6	17.0	46.3	2.53	1.033	Moderate
Many families have single source of income	4.8	52.0	5.4	37.8	2.35	1.102	Moderate
Some families have more than one source of income	32.0	11.9	41.2	15.0	2.47	1.065	Moderate
Agriculture contribution to family income	26.5	11.6	39.8	16.3	2.52	1.142	Moderate
Family members have petty employment as source of income	36.4	12.2	10.2	10.2	2.70	1.124	High
Average mean/standard deviation					2.48	1.097	Moderate

Key

0.1 – 1.0 Very Low

1.1 – 2.0 Low

2.1 – 2.0 Moderate

2.6 – 4.0 High

Table 4.1 shows way in which family income affects pupil's retention in primary schools in Mbale District. The findings of the study show that one of these effects is that pupils in the schools come from families with low income. This was strongly agreed by 4.8% of the respondents. This could be for the reason that families with low income try very hard to see that their children are retained in school so that they can become better people in future and they take care of their families un like families with high income where they encourage their children to join family businesses and earn money instead of attending school. In addition, 51.4% also agreed with the same statement however, 31.0 disagreed and 29.0% strongly disagreed with the same statement. This is because they believe that families with no income have a lot of basic needs they are supposed to meet for example, feeding, and clothing among others and so they may not afford to retain their children in schools. This implies that low income can contribute to low retention of pupils in schools.

Similarly, the findings show that most families have monthly income below 50,000/= which is hard for them to retain their children in schools because they are not able to meet all the school requirements. This statement was strongly agreed to be 4.8% of the respondents disagreed and 46.3% of the respondents. On the other hand, 17.0% of the respondents disagreed and 46.3% of the respondents strongly disagreed. This might have been for the reason that in most families in that district are hardworking and earn above 50,000/= and can be able to retain their children in school.

This also implies that monthly income which is not sufficient enough to cater of family needs cannot support children fully at school. This negatively affects their retention.

The field findings on whether many families have single source of income show that 4.8% of the respondents strongly agreed. This could be for the reason that in some families, the income is earned by either of the two parents but not both. This makes it difficult for children from such families to be retained in schools since they may fail to meet all the school requirements. 52% of the respondents also agreed, however, 5.4% of the respondents disagreed and 37.8% of the respondents strongly disagreed with the statement because in some families in this district, both parents work and earn income which can aid in meeting all the school requirements. This means that this support can enable their children to be retained in schools.

The findings on whether some families have more than one source of income show that 32.0% of the respondents strongly agreed and 11.9% of the respondents agreed. This could be for the reason that most families in the area carry out different income generating activities hence they can be able to retain their children in school. However, 41.2% of the respondents disagreed and 15% of the respondents strongly disagreed for the reason that most families in Mbale district carry out low income generating businesses hence they cannot afford to feed the family and also facilitate children to be retained in school. It can be inferred that families with one of income which is not reliable may fail to keep their children in school.

The study also found out if agriculture contributes to family income. The findings indicate that 26.5% of the respondents strongly agreed and also 11.6% of the respondents agreed this is because families which practice agriculture in addition to other income generating activities earn much more income and they can be able to provide basic needs to their children as well as retaining them in school. On the other hand, 39.8% of the respondents disagreed and 16.3% of the respondents strongly disagreed with the same statement. This is because most families in Mbale live in rentals hence they do not have land to carry out agricultural activities from. This implies that such families earn little or no income and they cannot afford to retain their children in school.

The field findings on whether family members have petty employment as source of income show that 36.4% of the respondents strongly agreed and so did 12.2% of the respondents. This is because they do not have the qualifications to be employed in high salary paying areas like offices, banks among others making it hard for them to retain their children in schools because the income they earn is inadequate. On the other hand, 34.0% of the respondents disagreed and 10.2% of the respondents strongly disagreed since some parents from different families have attained education and have qualifications to work in different places and earn a lot of money which can aid in retention of children in school. This implies that those who have better jobs have high chances of retaining their children in school since they provide the school requirements.

Table 4.2: Model Summary: Magnitude of family income on pupil retention

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.111a	.012	.005	.939

a. Predictors: (Constant), Family Income

This table provides R and R2values. The R value represents the simple correlation and is 0.111 (11.1%) which indicates a lower degree of correlation. The R2 (0.12) indicates how much of the total variation in the dependent variable (pupil retention in primary schools), can be explained by the independent variable (family income) in this case, 1.2% can be explained, which is very small.

Table 4.3: ANOVA showing the effect of family income affects pupil retention in primary schools in Mbale District

Model	Sum of Squares	DF	Mean Square	F	Sig.
1 Regression	.638	1	.638	.724	.398[a]
Residual	51.096	58	.881		
Total	51.733	59			

a. Predictors: (Constant), Family Income

b. Dependent Variable: pupil retention in primary schools

From the table 4.3 above, indicates that the regression model predicts the dependent variable significantly well. This indicates the statistical significance of the model that was run of which here, $p < 0.010$, which is less than 0.05, and indicates that the overall regression model statistically predicts the outcome of variable to be 0.398 which is insignificant.

Table 4.4: Standardized Coefficients showing the effect of family income on pupil retention in primary schools in Mbale District

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	**46.515**	**1.522**		**24.122**	**.000**
	Family income	**.112**	**.062**	**.053**	**1.113**	**.135**

The standardized coefficient for family income, equal to .053 (see Coefficients table 4.4), indicates the change in the dependent variable (pupil retention) corresponding to .053 change in family income. Specifically, this means that for every unit increase in parenting styles, there is a corresponding increase of .053 units in pupil retention. This suggests a positive linear relationship between family income and pupil retention, where increases in family income are associated with improvements in pupil retention in primary schools in Mbale district.

"*This study collaborate the statement made from one of the Head teacher of school "A" who had to say on 24th/April/2024 at 10:00am*

That the level of income for some families is bellow reasonable doubt which greatly affects some learners to drop out of school. Most of the families earn below 50,000/= per annum hence affecting the family source of income.

4.3 Parent education and pupil retention in primary schools

The second objective of the study was attained through the research questions asked to the respondents. The findings are in Table 4.4 below

Table 4.5: Parent education and pupil retention

State Of Parent Education	SA	A	D	SD	Mean	St.Dev	Interpretation
Parent did not go beyond primary level	9.2	43.2	6.8	38.4	2.25	1.23	Moderate
Parent acquired secondary education	28.6	31.6	37.4	2.4	2.00	.97	V low
Parent was able to complete tertiary level	34.4	25.5	22.4	11.9	1.75	.95	Very low
Parent holds a certificate	35.7	38.4	13.3	7.1	1.87	.68	Very low
Parent earned a diploma in a certain field of study	13.9	41.2	24.5	11.2	3.13	3.61	High
Parent graduated with a degree	64.3	21.4	5.4	8.8	2.32	1.36	Moderate
Parent is a working professional	43.9	12.9	17.7	25.5	3.20	1.71	High
Average mean/standard deviation					2.39	1.47	Moderate

Source: Primary Data, (2024)
KEY

0.1 – 1.0 Very low

1.1 - 2.0 Low

2.1 – 2.5 Moderate

2.51–4.0 High

Table 4.5; shows ways in which parent education affects pupil retention in primary schools in Mbale District. First and foremost, the findings of the study indicate that one of these ways is that if parent did not go beyond primary level, it is difficult for them to retain their children in school because they also don't know the value of education. This statement was strongly agreed to by 9.2% of the respondents strongly agreed and also 43.2% of the respondents agreed. However, 6.8% of the respondents disagreed, and 38.4% of the respondents strongly disagreed. This could be for the reason that parents who did not go beyond primary level work very hard to retain their children in schools so that they can be able to achieve what their parents failed to achieve.

The findings about whether parent acquired secondary education indicate that 28.6% of the respondents strongly agreed and 31.6% of the respondents agreed, hence such parents also try their luck to see that their children at least attain the level they reached This implies that children from such families have a chance of being retained in school and when they reach at secondary level, their parents think that they are well off and stop facilitating them to be retained in school. This is a clear proof that parent's level of education determines the pupils' retention in school. 37.4% of the respondents disagreed and 2.4% of the respondents strongly disagreed with the same statement. This could be for the reason that most parents in Mbale district have gone further in their education beyond secondary level. This implies that they can be able to retain their children in school till they complete their studies.

The study findings on whether a parent was able to complete tertiary level show that 34.4% of the respondents strongly agreed and 25.5% of the respondents also agreed. Pupils from such families are facilitated by their parents to complete the tertiary level like they did; such pupils are able to earn a living to sustain themselves and their parents as well. 22.4% of the respondents disagreed and 11.9% of the respondents strongly disagreed. This clearly implies that parents' education level carries much weight on pupils' retention in Mbale district.

The findings on whether some families have more than one source of income show that 32.0% of the respondents strongly agreed and also 11.9% of the respondents agreed with the same. This is because some families in Mbale district have involved themselves in more than one income generating activities whereby they earn highly and they are able to retain their children in school. On the other hand, 41.2% of the respondents disagreed and 15.0% of the respondents strongly disagreed with the same point. This might be so because most families in Mbale district carry out single businesses and others do not have the support to do any kind of income generating activity where they earn little money for just taking care of other family needs excluding education of pupils. Therefore, this absolutely proves that pupils' retention in school can be determined by parents' education level.

Furthermore, the findings about if a parent hold a certificate indicated that 35.7% of the respondents strongly agreed and 38.4% of the respondents also agreed to the same point. This shows that pupils from those families are also able to be retained in school and also attain a certificate like their parents. However, 13.3% of the respondents disagreed and 7.1% of the respondents strongly disagreed. This is so because most parents in the area of study who have reached the certificate level are unable to get employment so as to retain their children in school. This implies that patents' education level plays a big role in pupils' retention in schools. When they are employed with a reliable income, they keep their children in school.

The field findings on whether a parent earned a diploma in a certain field of study show that 13.9% of the respondents strongly agreed and also 41.2% of the respondents agreed. The findings of the study show that parents who have earned a diploma in certain fields are able to be employed and earn a living. Such parents are able to clear all their children's school requirements, pay fees and retain them in school. On the other hand, 24.5% of the respondents disagreed and 11.2% of the respondents strongly disagreed with the same statement. This is because most parents with children in schools where the study was carried out have not studied further to the diploma level and therefore, they are unable to retain their children in school. This is therefore, implies that parents' level of education determines pupils' retention in schools.

The findings on whether a parent graduated with a degree indicate that 64.3% of the respondents strongly agreed and also 21.4% of the respondents agreed to the same point. This shows that pupils from such families know the value of education and can support their children by providing scholastic materials, paying school fees and encouraging them to work hard, be retained in school and fulfill their dreams. However, 5.4% of the respondents disagreed and 8.8% of the respondents strongly disagreed with the same statement this was so because most parents in Mbale District are below the degree level in education and therefore cannot afford to retain their children in schools.

The field findings on whether a parent is a working professional show that 43% of the respondents strongly agreed and also 12.9% of the respondents agreed with the same statement. Such parents ensure that their children are retained in school until thy finish their studies. However, 17.7% of the respondents disagreed and 25.5% of the respondents strongly disagreed with the same point. This is because some parents are not working professionals but are able to meet all the school requirements so that the children are retained in schools. This implies that retention of pupils in school does not hinge necessarily on being a working professional. It depends on whether a parent is able to value education first or other issues.

The Head teacher of school "B" on 16th/April/2024 at 2:00pm had to say, that most of the parents are below level of education as the majority are primary dropouts and may not see the value of education of their children.

Table 4.6. Model Summary: Magnitude by which parent education accounts for retention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.181a	.033	.016	.929

a. Predictors: (Constant), Parent Education

b. Dependent: Pupil Retention in Primary Schools

This table provides R and R2values. The R value represents the simple correlation and is 0.181 or 18.1% which indicates a lower degree of correlation. The R2 (0.33) indicates how much of the total variation in the dependent variable (Pupil Retention in Primary Schools) can be explained by the independent variable (Parent Education) in this case, 33.0% can be explained.

Table 4.7. ANOVA showing: Effect of parent education on retention
ANOVA

Model		Sum of Squares	DF	Mean Square	F	Sig.
1	Regression	1.697	1	1.697	1.967	.166a
	Residual	50.036	58	.863		
	Total	51.733	59			

a. Predictors: (Constant), Parent Education

b. Dependent Variable: Pupil Retention in Primary Schools

This table 4.6 indicates that the regression model predicts the dependent variable significantly well. This indicates the statistical significance of the model that was run of which here, p< 0.000, which is less than 0.05, and indicates that the overall regression model statistically predicts the outcome variable reflected by sig 0.166 which shows that it was insignificant.

Table 4.8: Standardized coefficients showing the effect of Parents Education on pupil retention in primary schools in Mbale District

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	**37.346**	**1.665**		**21.327**	**.000**
	Parents Education	**.328**	**.067**	**.252**	**3.23**	**.000**

a. Dependent Variable: Pupil Retention

The standardized coefficients for parents' education, equal to .252 (see Coefficients table 4.8), indicates the change in the dependent variable (pupil retention) corresponding to .252 change in parents' education. Specifically, this means that for every unit increase in parents' education, there is a corresponding increase of .252 units increase in pupil retention. This suggests a positive linear relationship between parents' education and pupil retention, where increases in parents' education are associated with improvements in pupil retention in primary schools in Mbale district.

4.4 How family set up affects pupil retention in primary schools

The researcher collected data from respondents using questionnaires. The findings on this third objective were obtained and analyzed through the research questions asked to the respondents during field study. Table 4.7 has the summary of the findings.

Table 4.9: How family set up affects pupil retention

Family Set-Up	SA	A	D	SD	Mean	St.Dev	Interpretation
Most homes have less than 5 people	24.8	58.5	5.4	11.2	2.35	1.45	Moderate
There are more than 2 mothers in one home, each with more than 3 children	57.1	24.5	12.2	6.1	2.43	.99	Moderate
There are many single parent families	59.2	23.1	11.9	5.8	2.27	1.26	High
There are more than 10 people in some families	58.5	12.6	19.0	9.9	2.67	1.13	High
Many homes have more girls than boys	50.3	24.5	11.9	13.3	2.37	.82	Moderate
Most families have relatives living with them	37.1	40.1	22.8	24.5	1.68	.89	Very low
Average mean/standard deviation					2.30	0.25	Moderate

Source: Primary Data, (2024)

KEY

0.1 – 1.0	Very low
1.1 - 2.0	Low
2.1 – 2.5	Moderate
2.51 – 4.0	High

The findings on whether most homes have less than 5 people revealed that 24.8% of the respondents strongly agreed, 58.5% of the respondents agreed, 5.4% of the respondents disagreed, and 11.2% of the respondents strongly disagreed. The findings about whether there are more than 2 mothers in one home or each with more than 3 children indicate that 57.1% of the respondents strongly agreed, 24.5% of the respondents agreed, 12.2% of the respondents disagreed and 5.8% of the respondents strongly disagreed. Furthermore, the field findings show that 58.5% of the respondents strongly agreed that there are more than 10 people in some families, 12.6% of the respondents agreed, and 19.0% of the respondents disagreed and 9.9% of the respondents strongly disagreed. In the same vein, 50.3% of the respondents strongly agreed, 24.5% of the respondents agreed, 11.9% of the respondents disagreed and 13.3% of the respondents strongly disagreed about the findings on whether many homes have more girls than boys. Finally, the findings on whether most families have relatives living with them indicated that 37.1% of the respondents strongly agreed, 40.1% of the respondents agreed, 22.8% of the respondents disagreed and 24.5% of the respondents strongly disagreed. The overall mean is 2.30 which are moderate.

The head teacher of school "C" had to say, in a single parent family, the pupils may not be in position to get all the basic needs compared to a pupil with both parents, sometimes they drop out of school because the parents has numerous responsibilities while those with both parents share the responsibilities in to succeed in life.

Table 4.10. Model Summary showing: How family set up affects pupil retention in primary schools in Mbale District

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.025a	.001	.017	.944

a. Predictors: (Constant) Family Set Up

b. Dependent Variable: Pupil Retention in Primary Schools

This table provides R and R^2 values. The R value represents the simple correlation and is 0.025 or 2.5% which indicates a lower degree of correlation. The R^2 (0.001) indicates how much of the total variation in the dependent variable (Pupil Retention in primary schools), can be explained by the independent variable (family set Up). Family set up accounts for 0.1% of retention. This is dismal

Table 4.11. ANOVA showing: How family set up affects pupil retention in primary school in Mbale District

Model	Sum of Squares	DF	Mean Square	F	Sig
1 Regression	.031	1	.031	.035	.852a
Residual	51.702	58	.891		
Total	**51.733**	**59**			

a. **Predictors: (Constant), Family set up**

b. **Dependent Variables: Pupil Retention in Primary Schools**

This table 4.9 indicates that the regression model predicts the dependent variable significantly well. This indicates the statistical insignificance of the model that was run of which here, 0.852, which is greater than 0.05, and indicates that the overall regression model statistically predicts the outcome variable reflected by sig 0.852 or 85.25. Therefore, if .852>0.05, it means that family income has an insignificant effect on pupil retention in primary schools in Mbale district.

Table 4.12: Standardized Coefficients showing the effect of family setup on pupil retention in primary schools in Mbale District

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	**44.445**	**1.457**		**23.524**	**.000**
	Family setup	**.113**	**.100**	**.059**	**1.102**	**.238**

a. Dependent Variable: Pupil Retention

The standardized coefficients for family setup, equal to .059 (see Coefficients table 4.12), indicates the change in the dependent variable (pupil retention) corresponding to .059 change in family setup. Specifically, this means that for every unit increase in family setup, there is a corresponding increase of .059 units increase in pupil retention. This suggests a positive linear relationship between family setup and pupil retention, where increases in family setup are associated with improvements in pupil retention in primary schools in Mbale district.

4.5. Pupil Retention

The findings on pupil retention are summarized in table 4.10 below

Table 4.13: Pupil Retention

Pupil Retention	**SA**	**A**	**D**	**SD**	**Mean**	**St.Dev**	**Interpretation**
Pupils start P.1 then leave school when in P.3	53.7	22.4	17.0	6.8	2.25	1.23	Moderate
Pupils start P.3 but leave school when in P.5	44.9	21.8	19.4	13.9	2.00	.97	Low
Pupils start P.5 but do not go beyond P.6	34.7	25.9	27.9	11.6	1.75	.95	Very Low
Pupils start P.1 the complete P.7	41.2	29.6	16.0	13.3	1.87	.68	Very Low
Retention for girls is lower than for boys	47.6	21.8	23.8	6.8	3.13	3.61	High
Retention for boys is lower than for girls	51.4	29.6	12.2	6.8	2.32	1.36	Moderate
Boys and girls are equally retained in school	76.5	11.6	9.9	2.0	3.20	1.71	High
Average mean/standard deviation					2.39	1.47	Moderate

Source: Primary Data, (2024)

KEY

0.1-1.0 Very low

1.1-2.0 Low

2.1-2.5 Moderate

2.51-4.0 High

Table 4.10 shows pupils' retention in primary schools. The findings of the study show that 53.7%

Of the respondents strongly agreed that pupils start P.1 but then leave school when in P.3. In addition, 22.4% of the respondents also agreed with the same statement. This is because most pupils when they reach P.3 they feel they have grown, Join bad groups and join gambling to make money instead of schooling. Respondents strongly agreed. However, 17.0% of the respondents disagreed, and 6.8% of the respondents strongly disagreed with the same point. The respondent disagreed because in Mbale district, most pupils are always encouraged by their parents to stay in school and study beyond the primary level.

The findings on whether pupils start P.3 but leave school when in P.5 indicated that 44.9 of the respondents strongly agreed and 25.9% of the respondents agreed with the same statement. This is because some parents assume that when pupils reach P.5, they are able to read, write and handle family business and so they are encouraged to drop out of school to make in their family

The field findings on whether pupils start P.5 but do not go beyond P.6 show that 34.7% of the respondents strongly agreed, 25.5% of the respondents agreed with the same point. This is because pupils who start P.5 feel that they have grown and do not follow the instructions that they are given by their teachers and when their teachers punish them for not doing what is right, they tend to leave school and do other income generating activities like selling sugarcanes, carrying luggage for people in order to earn a leaving for their up keep. On the other hand, 27.9% of the respondents disagreed and 11.6% of the respondents strongly disagreed. This is because these pupils are always bright and work hard to see that they are promoted to the next class, complete P.7 and join secondary. Therefore, this implies that pupils are retained in school basing on the classes they are in.

The findings on whether pupils start P.1 then complete P.7 show that 41.2% of the respondents strongly agreed and also 29.6% of the respondents agreed. This is so because in Mbale district, pupils get guidance and counseling about the values of staying in school, working hard, and completing the primary level. Such pupils are retained in school. On the other hand, 16.0% of the respondents disagreed and 6.8% of the respondents strongly disagreed. This was so because most parents in Mbale district fail to pay P.7 registration fee and meeting all the necessary requirements in order for them to be registered. Such children have no choice than to drop out of school and involve themselves in different activities to earn money.

About whether retention for girls is lower than for boys indicated that 47.6% of the respondents strongly agreed and 21.8% of the respondents agreed this right be for the reason that in Mbale district, girls drop out of school for early marriages while boys continue with their education until they complete. This implies that retention for girls is lower than for boys. In addition, 23.8% of the respondents disagreed and 6.8% of the respondents strongly disagreed with same statement. This because all girls and boys in Mbale district are treated equally and therefore they are all retained in schools till they complete.

The field findings on whether retention for boys is lower than for girls show that 51.4% of the respondents strongly agreed and also 29.6% of the respondents agreed. This may be true as in some boys may not complete their studies but instead drop out of school to involve themselves in activities like gambling, among others in order to earn money and fit in the environment. On the other hand, 12.2% of the respondents disagreed and 11.2% of the respondents strongly disagreed. This is because of the reason that in Mbale district, all boys and girls are taken care of equally hence they all retained in school.

The findings about whether boys and girls are equally retained in school indicate that 76.5% of the respondents strongly agreed, and 11.6% of the respondents agreed. This statement is true because in Mbale district, both girls are treated equally treated by their parents, teachers, among others and so they are all retained in school until they complete their studies because all the necessary requirement are provided by their parents /guardians. However, 9.9% of the respondents disagreed and 2.0% of the respondents strongly disagreed. This was so because in Mbale district pupils are retained in school depending on their gender and how they are favored by their parents and teachers. Hence the most favored gender is retained in school. This implies that some parents educate children and keep them in school basing on the preferred gender.

"The head teacher of school D, E and F had to say on 20th/May/2024, at 03:00pm, when families face financial difficulties, children are often pulled out of schools to help parents at home, children whose parents are educated tend to value education more than those not educated, leading to high retention rates, children from suitable family environment, whether monogamous or polygamous generally have school better attendance than that of poor background.

Table 4.14. Multivariate test table

Multivariate Tests

Effect		Value	F	Hypothesis DF	Error DF	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.972	1423.441[b]	7.000	286.000	.000	.972
	Wilks' Lambda	.028	1423.441[b]	7.000	286.000	.000	.972
	Hotelling's Trace	34.839	1423.441[b]	7.000	286.000	.000	.972
	Roy's Largest Root	34.839	1423.441[b]	7.000	286.000	.000	.972
	Pillai's Trace	.456	34.224[b]	7.000	286.000	.000	.456
	Wilks' Lambda	.544	34.224[b]	7.000	286.000	.000	.456
	Hotelling's Trace	.838	34.224[b]	7.000	286.000	.000	.456
	Roy's Largest Root	.838	34.224[b]	7.000	286.000	.000	.000

a. Design: Intercept + Sex

b. Exact statistics

The Wilks' Lambda value of .972 with a significance value of .028 is less than .05; therefore, there is a statistically significant difference between males and females in terms of their overall performance. Tabachnick and Fidell (2007) recommend Wilks' Lambda for general use.

HEAD TEACHER'S RESPONSES

State Of Family Income

The level of family income varies significantly among families in Mbale District, with some head teachers noting that "a considerable number of families struggle to meet basic needs, let alone school fees." This indicates that financial constraints are a pressing issue for many households. The range of income for most families tends to be modest, often fluctuating around the national average. One head teacher remarked, "Most families earn between fifty thousand shillings and one hundred thousand shillings per month, which is hardly enough to support their children's education.” This range highlights the economic challenges faced by many parents in the district. Various economic activities contribute to family income, including farming, small-scale trade, and casual labor. One head teacher stated, “Agriculture is the backbone of many households here, but it can be unpredictable, affecting consistent income.” This underscores the reliance on agriculture while also indicating the instability that can impact educational funding.

State Of Parent Education

The levels of education among parents in this school community vary widely. Many parents have only completed primary education, while others possess secondary or even tertiary qualifications. One head teacher noted, “We have a mix of parents—some are illiterate, while a few have gone to university, creating a diverse educational environment.” This variability can influence how parents engage with their children’s education.

Family Set-Up

The family structures observed includes both monogamous and polygamous families. One head teacher pointed out, “We have many children from monogamous families, but polygamous setups are also quite common here.” This diversity in family structure can affect children's emotional and educational stability. It is common for some children to live with relatives, especially in cases where parents migrate for work or face economic hardship. One head teacher commented, “Many children stay with their grandparents or uncles, who can disrupt their schooling but sometimes provides them with more support.” This situation highlights the importance of extended family networks in education.

Pupil Retention

Family income significantly impacts pupil retention in primary schools in Mbale District. Head teachers noted, “When families face financial difficulties, children are often pulled out of school to help at home or seek work.” This underscores the direct correlation between economic stability and school attendance. Parent education levels also affect pupil retention. One head teacher remarked, “Children whose parents are educated tend to value education more, leading to higher retention rates.” This indicates that educated parents can foster a positive attitude towards schooling, enhancing their children’s commitment to education. The family setup is another critical factor influencing pupil retention. A head teacher stated, “Children from stable family environments, whether monogamous or polygamous, generally have better school attendance.” This highlights the importance of a supportive family structure in promoting consistent educational engagement.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0. Introduction

This chapter presents the discussion, summary, conclusions and recommendations about the research study.

5.1 Discussion of the findings

5.1.1 Ways in which family income affects pupil retention

This was the first objective of the study and the results indicated that family income predicts the outcome of pupil retention as reflected by sig 0.398 or 39.8%. This implies that when family income is employed, there is likely pupil retention in primary school. The study agrees with Njeru and Orodho (2020) that limited access to and low participation in school are mostly caused by poverty. Due to their incapacity to meet numerous standards, impoverished households have been unable to keep their enrolled children in primary school or have chosen not to enroll them at all. This is a result of high levels of poverty at the household level. This has led to low-quality education, a high dropout rate among the impoverished and insufficient enrollment facilities.

5.1.2 Parent education and pupil retention in primary schools

This was the second objective of the study. Results indicated that parent education significantly predicts the pupil retention in primary schools as reflected by sig 0.166 or 16.6%. According to Smokoska (2020), high student performance and engagement are correlated with sufficient parental participation. According to the literature, parental participation also refers to behaviors, attitudes, actions, and events that parents take within or outside of the school setting to help their children succeed academically or behaviorally in the school where they are currently enrolled.

5.1.3. How family set up affects pupil retention in primary schools

This was the third objective of the study and the results indicated that family set up predicts the outcome of pupil retention in primary schools as reflected by sig 0.852 or 85.2%. According to social psychologists, children can acquire moral principles and social norms through the socialization process that results from parental guidance within the family, as stated in Ross and Willson's (2017) research. A complex two-way process involving intricate interactions between parents and their children takes place during the instillation of these ideals. Socialization takes place in various domains, each distinguished by unique features arising from the parent-child dynamic as well as from distinct underlying mechanisms. This type of conversation helps kids stay in school, particularly when both parents are present. Children raised in nuclear homes anticipate group activities, guidance, protection, reciprocity, and control.

5.1.4. Pupil Retention

This was the last objective and it was revealed that there is a positive and significant relationship between socio-economic status of parents on pupil retention in primary schools in Mbale District, Uganda as represented by mean 2.39 and St. Dev. 1.47. This is an implication that socio-economic status of parents is capable of influencing pupil retention in primary schools at a moderate level.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0. Introduction

This chapter contains the conclusions and recommendations that based on the study. They are in tandem with the specific objectives of this study.

6.1. Conclusions

6.1.1. Ways in which family income affects pupils' retention

The results indicated that family income predicts the outcome of pupil retention. The R-Squared value of 0.012 implies a significant relationship with household factors to a magnitude of 12%

6.1.2 Parent education and pupil retention in primary schools

Results indicated that parent education insignificantly predicts the pupil retention in primary schools. The R-Squared value of 0.033 implies a significant relationship with school based factors to a magnitude of 33%.

6.1.3 Family set up and pupil retention in primary schools

The results indicated that family set up predicts the outcome of pupil retention in primary schools. The R-Squared value of 0.001 implies of insignificant relationship with environmental factors to a magnitude of 1%.

6.2 Recommendations

The researcher recommends the following;

Implement early intervention programs that target at-risk students from low SES backgrounds.

These programs can include additional academic support, mentoring, and social-emotional learning interventions to help students stay engaged and on track academically.

Foster strong partnerships between schools and families. Encourage regular communication and involvement of parents or caregivers in their children's education. Provide resources and support to help parents understand the importance of education and how they can contribute to their child's success. Recognize and address the social and emotional needs of students from low SES backgrounds. Provide counseling services, social skills training, and other forms of support to help students cope with any challenges they may be facing outside of school.

Offer additional academic support to students from low SES families. This can include after-school tutoring programs, summer school, or targeted interventions for students struggling in specific subjects. Ensure that teachers are trained to differentiate instruction and meet the diverse needs of their students.

Ensure that all students have equal access to educational resources, such as technology, books, and school supplies. Provide financial assistance or scholarships for extracurricular activities, field trips, and other enrichment opportunities to reduce the financial burden on families.

Collaborate with community organizations, social services, and local businesses to provide support for students and families. These partnerships can help address issues such as food insecurity, housing instability, and access to healthcare, which can indirectly impact pupil retention.

Provide professional development for teachers on the impact of SES on student achievement and strategies for creating an inclusive and supportive classroom environment. Help teachers understand the challenges faced by students from low SES backgrounds and equip them with effective instructional practices to meet those challenges.

Advocate for policy changes that address the root causes of SES disparities, such as poverty and inequality. Support initiatives that provide economic opportunities, improve access to quality healthcare and early childhood education, and promote equitable funding for schools.

Implement systems to regularly monitor student attendance, academic performance, and social emotional well-being. Identify at-risk students early on and provide the necessary interventions and support to help them stay engaged and succeed in school.

Foster a positive and inclusive school culture that values diversity and promotes a sense of belonging for all students. Encourage student participation in extracurricular activities, leadership opportunities, and community service to enhance their connection to the school and their motivation to stay in school.

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APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

My name is Musoke Paul. I am a pursuing a Master of Education Management and Planning of

Uganda Christian University. This questionnaire is intended to collect data from you on this topic.

I would like you to participate in this study by completing this questionnaire. Your responses will be treated with utmost confidentiality.

Yours faithfully,

....
MUSOKE PAUL

BACKGROUND INFORMATION

Instruction: Please tick one response

1. Gender

Male (1)

Female (2)

2. Age Bracket

20-30 years (1)

30-40 years (2)

40-50 years (3)

50- 60 years (4)

3. Education Level

Masters (1)

Bachelor (2)

Diploma (3)

Certificate (4)

4. Marital Status

Married (1)

Single (2)

5. Work Experience

0 – 5 years (1) 6 – 10 years (2) 10 – 15 years (3)

Above 15 years (4)

Instructions: Tick the extent to which you agree or disagree to a given statement.

Key: 4 – Strongly Agree; 3: Agree; 2: Disagree 1: Strongly Disagree

STATE OF FAMILY INCOME

STATE OF FAMILY INCOME	**1**	**2**	**3**	**4**
Pupils in the school come from families with low income				
Most families have monthly income below 50,000/=				
Many families have single source of income				
Some families have more than one source of income				
Agriculture contributes to family income				
Family members have petty employment as source of income				

STATE OF PARENT EDUCATION

State Of Parent Education	1	2	3	4
Parent did not go beyond primary level				
Parent acquired secondary education				
Parent was able to complete tertiary level				
Parent holds a certificate				
Parent earned a diploma in a certain field of study				
Parent graduated with a degree				
Parent is a working professional				

FAMILY SET-UP

FAMILY SET-UP	1	2	3	4
Most homes have less than 5 people				
There are more than 2 mothers in one home, each with more				
Pupils start P.3 but leave school when in P.5				
There are many single parent families				
There are many than 10 people in some families				
Many homes have more girls than boys				
Most families have relatives living with them				

PUPIL RETENTION

PUPIL RETENTION	1	2	3	4
Pupils start P.1 and leave school when in P.3				
Pupils start P.3 but leave school when in P.5				
Pupils start P.5 but do not go beyond P.6				
Pupils start P.1 then complete P.7				
Retention for girls is lower than for girls				
Retention for boys is lower than for girls				
Boys and girls are equally retained in school				

Thank you for your contributions.

APPENDIX II: INTERVIEW GUIDE FOR HEAD TEACHERS

Dear Respondent,

My name is Musoke Paul. I am a pursuing a Master of Education in Planning and Administration of Uganda Christian University. This guide is intended to collect data from you on this topic. I would like you to participate in this study voluntarily.

Thanks.

…………………………….
MUSOKE PAUL

1. Gender

Male	(1)
Female	(2)

2. Age Bracket

20-30 years	(1)
30-40 years	(2)
40-50 years	(3)
50- 60 years	(4)

3. Education Level

Masters	(1)
Bachelor	(2)
Diploma	(3)
Certificate	(4)

4. Marital Status

Married	(1)
Single	(2)

5.Work Experience

0 – 5 years	(1)
6 – 10 years	(2)
10 – 15 years	(3)
Above 15 years	(4)

STATE OF FAMILY INCOME

a) Comment about level of family income for some families.

b) Comment about the range of income for most families.

c) Which economic activities contribute to family income?

STATE OF PARENT EDUCATION

a) What are the different levels of education for parents in this school?

FAMILY SET-UP

a) Do you have some children from monogamous families? What about polygamous families?

b) Do you think some children live with relatives?

PUPIL RETENTION

i. What is the effect of family income on pupil retention in primary schools in Mbale District?

ii. How does parent education affect pupil retention in primary schools in Mbale District?

iv. What is the effect of family set up on pupil retention in primary schools in Mbale District?

UGANDA CHRISTIAN UNIVERSITY,
A Centre of Excellence in the Heart of Africa
P.O BOX 189, MBALE UGANDA TEL: +25645436222 EMAIL: mbale@ucu.ac.ug
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

TO: CAO/DEO
MBALE DISTRICT

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honoured to introduce to you Mr/Mrs/Miss: MUSOKA PAUL

Of Registration Number: RMZ22/MUE/MMD/005 Pursuing a Masters' ✓

Degree/Postgraduate Diploma/Bachelor's Degree: M.ED.P.A.P. (MASTERS OF EDUCATION IN PLANNING AND ADMINISTRATION)

He/she is required to carry out an Academic Research on the topic

EFFECT OF SOCIO-ECONOMIC STATUS OF PARENTS ON PUPIL RETENTION IN PRIMARY SCHOOLS IN MBALE DISTRICT

and thereafter produce a well bound hard cover research report (MAROON) in colour for undergraduate and three (BLACK) copies for Postgraduate students as a university requirement for the award of a Masters' Degree/Diploma in the academic discipline that he/she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you,

Yours faithfully,

03 APR 2024

Mr. Akampurira Timothy
Academic Registrar

MBALE DISTRICT LOCAL GOVERNMENT

Mobile: CAO: 077 2 498 824
Email: llokuda1986@gmail.com
caombale@gmail.com

Office The Chief Administrative Officer
P.O. Box 931
Mbale

In Any Correspondence On This Subject Please Quote No: CR. 220/1:

The Republic of Uganda

2nd May, 2024

TO WHOM IT MAY CONCERN

Mr. Musoke Paul

ACADEMIC RESEARCH

The above subject matter refers.

Following your request to carry out academic research on ***"effect of socio-economic status of parents on pupil retention in primary schools in Mbale District"***, this is to inform you that permission has been granted.

The respective respondents reached are requested to accord him the necessary cooperation.

CHIEF ADMINISTRATIVE OFFICER
MBALE DISTRICT
02 MAY 2024
P.O. BOX 931, MBALE

Luke L.L. Lokuda
CHIEF ADMINISTRATIVE OFFICER

Copy to: Academic Registrar,
Uganda Christian University.