

**SOCIO-ECONOMIC FACTORS AND ENROLLMENT OF STUDENTS IN
SECONDARY SCHOOLS IN KOTIDO DISTRICT UGANDA**

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RM21/MUC/MED/007

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**UGANDA CHRISTIAN
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DECLARATION

I Munghono Michael, declare to the best of my knowledge, that this proposal titled “SOCIO-ECONOMIC FACTORS AND ENROLLMENT OF STUDENTS IN SECONDARY SCHOOLS IN KOTIDO DISTRICT” is my original work and has not been submitted to any institution of learning for any academic award before.

Signature 

Date 08/11/2024

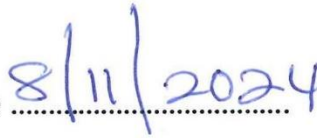
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APPROVAL

I certify that this proposal titled “Socio-Economic Factors and Enrollment of Students in Secondary Schools in Kotido District” has been conducted under my supervision and submitted with my approval.

Signature 

Date 

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DEDICATION

I honestly dedicate this work to my spouse, my children and my parents for their direct and indirect encouragement during my study. May God reward you abundantly.

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I am thankful to God, for whatever He has done for me to see me through in the entire Master's Degree program. I can never thank Him enough, for indeed this achievement was only due to His Grace and Mercy. Appreciation to my supervisor **DR. ROSE BADAZA NAKILEZA** for the immense supervision and encouragement throughout my research development and to the entire Faculty of Education, my course lecturers; I do appreciate you for the academic mantle you gave me during my study period at the Department of Education: Uganda Christian University, Mbale University College.

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ABSTRACT

The study examined the influence of socio-economic factors on students' enrollment in secondary schools in Kotido District. Three specific objectives were considered. These were: (i) to establish the effect of house hold factors on students' enrolment. (ii) to establish the effect of school based factors on students' enrolment and (iii) to determine the influence of environmental based factors on students' enrolment in secondary schools in Kotido District. The target population of the study consisted of teachers, PTA representatives, sub county chiefs, head teachers among selected secondary schools and the District Education Officer (DEO) in Kotido District. The study targeted a population of about 213 respondents, which comprised; of 138 teachers from five Secondary Schools found both in the municipality and the town council (Kotido Main), 19 Sub-county chiefs, 05 Head teachers, 50 PTA representatives and 01 DEO. The study adopted a descriptive research design with both qualitative and quantitative approaches. Quantitative data was analyzed using SPSS computer software (Version 25) to generate frequencies, percentages and mean. Qualitative data analysis was done through thematic content analysis. Descriptive statistics were used to generate tables for discussion. The findings showed that house hold factors had a significant weak positive relationship with students and they explained student enrollment up to a magnitude of 6.3%. Then school based factors had a significant effect on students' enrollment with an adjusted (R-Square) value of 0.093 which suggested that school based factors explained students' enrollment by a magnitude of 9.3%. Similarly, the study showed a significant weak positive relationship between environmental factors and student enrollment with the adjusted (R- Square) value of 0.040 which implied that environmental based factors explain student enrollment by a magnitude 4.0%. The general observation as based on the ANOVA revealed that Socio-economic factors had a significant effect on students' enrolment as evidenced by a sig value of 0.000. The study recommended that: Parents, guardians and care givers should devise means of increasing their income. The government should build the economic status of the people of Kotido. More NGOs should come on board to support education programs in the district. Head teachers and Kotido district management should come up with strategic plans on increasing students' enrolment. Strong measures should be applied by Uganda government to protect Kotido children from engaging in cattle rustling, mining activities and all forms of child labor activities.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presented the background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions, conceptual framework, significance of the study, justification of the study, scope of the study and operational definitions.

1.1 Background to the study

Formal Education is the foundation of human capital development, empowerment and behavior transformation. The Sustainable Development goals (SDG4) aims at establishing access to good education for all. But glaring disparities are seen in the education sector of Karamoja region of which Kotido district is part. The increased need to improve learners' academic achievement has mounted pressure on educational practice making both teacher effectiveness and students enrolment a national imperative (Marco and Dena, 2016). According to UNICEF 2010, we see a strong connection between enrolment and socio-economic status. This is because house hold income status is a strong predictor of school retention and dropout behaviors. According to UNESCO 2008, reasons for low enrolment are several and may vary depending on the level of the country's development. However, the report highlights that schools have the potential to empower students so as to help them handle external factors without having to dropout from school. Hanushek and Kain (2005) found out that school environment may have major impact on students' enrolment. With reference to Global monitoring report (2015), most of these low enrolment rates are common in Sub Saharan

Africa with some other developing countries of Latin America and west Asia. The report acknowledges the progress made at the lower levels of primary in enrolment and retention. However, greater disparities show up at secondary level.

In some countries, the disparities in enrolment rates are gender based for instance in European countries, female students show a 10% increment rate of enrolment compared to the boys' enrolment rate (Ivosevic,2010). However, most continents just have a slight advantage in overall enrolment compared to Africa, in most cases they present a ratio close to having one male student to one female student in terms of enrolment. Contrary to this, countries such as Lichtenstein and Tajikistan show that less than one third level of enrolment for their female students. In Central Asia, Mongolia and Kyrgystan states present higher levels of enrolment and graduation for the females compared to the males. Overall, most of the European countries show a 100% level of enrollment with 55% for male students and 45% for the female students at high school level. (Ivosevic,2010).

Education being the foundation for human capital development, empowerment and behavior transformation and with reference to the SDGs 4 which aims at ensuring access to good education for all, the Ministry of Education and Sports in Uganda started the school feeding program for learners of government schools in 1999 in less privileged areas of which Kotido forms part (with higher incidences of poverty) implemented by World food programs to improve nutrition, increase enrolment in schools. Unfortunately, glaring disparities in the attainment of education are manifested in Karamoja where Kotido district is inclusive (UNFPA Issue Brief 07, 2018). This may be attributed to several of factors, because with the introduction of free primary and secondary education, one would expect learning to be at its highest in the region. As

such, the researcher wishes to ascertain the influence of socio-economic factors including house hold factors, school based factors and environmental based factors on the students' level of enrollment in secondary schools in Kotido District.

1.1.1 Historical perspective

The term socio-economic aims at explaining the relationship that exists between societal behavior of the people and the money yielding activities that they are involved in because these activities have a direct way in which they shape social processes. In the development history of Uganda, Karamoja sub-region of which Kotido District forms part is least developed as 61 percent of the total population of 1.2 million are poor (UNHS, 2016/17). This socio-economic status makes the population to get involved in different activities such as mining, cattle raids, selling of fire arms and brewing of alcohol in a bid to get some money.

According to the Karamoja Investment profile 2016 by the Uganda Investment Authority (UIA), Karamoja is an agro-pastoralists area whose economy is based on cattle herding. Most households obtain their livelihood from livestock comprising of cattle, sheep and goat. Economically, the people obtain products such as ghee, milk, meat and skins. The report further estimated that 80% of households own livestock and that the entire region accounts for 20% of the national cattle herds. The region is also endowed with minerals such as marble, gold, iron ore, rubies and limestone that are extracted by different commercial companies such as Tororo Cement which extracts marble and limestone for the production process of cement. Kelly Hali core (2017) states that, Kotido to date is still grappling with less educational achievements, due to impoverished life style and civil conflicts. Social, cultural and economic factors have

also hindered the education progress in Kotido. The nomadic lifestyle has also affected education negatively since people there are mobile in a bid to look for pasture for their animals. They do not have permanent residents, which hampers formal education to some extent. This requires attitude and mind-set change from cattle that is frequently raided to education.

Thus, the study wished to examine how the socio-economic activities influence the enrolment rate of secondary school going students in Kotido District.

1.1.2 Theoretical Perspective

This study was derived from the Human Capital Theory of Gary Becker (1964). This theory is based on the ideal that investment in Human Capital is directly related to the future economic benefits. That is the knowledge and skills attained by an individual through education which builds a stock of productive capital and earns people an income through job creation and employment. The theory can be interpreted in terms of socio-economic variables that affect enrolment in that parents who are more educated have always been responsible for the future of their children. These type of parents give a big hand in seeing their offspring succeed in education through guiding and supporting them.

1.1.3 Conceptual Background

In order to understand this study, the following key operational terms were defined as per their specific use in this particular study:

Socio-economic factors: Socio-economic factors is defined as economic and social situations that affect peoples' ability to get resources that improve their quality of life.

That is to say income, education, health and social support (Shyam,2018). However,

Tarver (2024) defined socio-economic factors as the relationship between social behavior and economics.

Socio-economic factors may also mean the high levels of financial capacity in relation to bargaining power in return to the social services like education, health, and basic needs. They also include income, and other factors (CDC, 2023).

In this study, socio-economic factors will mean the economics and social related conditions that shape the destiny of people, and society. These include income, literacy, attitude, culture among others.

Enrolment: Enrolment is defined as the total number of individuals registered as participants in a program or activity (UNESCO, 2017:1).

Similarly, Jessica, (2011) defined enrolment as the number of students enrolled for studies at different stages of schooling, ranging from kindergarten tertiary institutions. However, Deborah (2018) defined enrolment as the quantity of learners registered in a learning institution.

In this study, enrolment will be defined as the act of bringing learners on board for purpose of acquiring knowledge and skills in a formal learning institution.

The study examined the influence of socio-economic factors on the enrolment of students in secondary schools in Kotido District. The socio-economic factors or behaviors served as the independent variable (explanatory variable) as such they were conceptualized as house hold factors, school based factors and environmental based factors. The dependent /outcome variable (Enrolment) was conceptualized through number of students and regular attendance in school or classes. Moreover, the study investigated how the independent variables impact on students' enrolment.

1.1.4 Contextual background

Karamoja sub region as a whole experiences high levels of early marriage, defilement, alcoholism, drug abuse, raids, petty thefts, domestic violence, assault cases, student absenteeism, hence contributing to low enrolment rates in secondary school in the region. There are efforts by different organisations to curb this vice through NGOs such as Rupa Community Development Trust (RUCODET), Irish Aid through Straight Talk Foundation and Forum for Women Educationists Uganda Chapter (FAWE U), Corporation and Development (C&D) Office of the Prime Minister through projects, the area Woman Member of Parliament, the sub counties, and Kotido District Area Member of Parliament. Besides, the Catholic Church sponsors students in Secondary Schools to increase enrolment and maintain those enrolled in school but these efforts are futile. It is on this basis that the study wished to find out why there was still disparities in enrolment even after all such efforts by different staked holders have been put in place. Apart from NGOs supporting education in the district, the government of Uganda has also strengthened the need to improve educational services in the District, through Universal Secondary Education Policy which started in 2001 in a bid to widen accessibility to quality post primary education for helpless families “Lisa Huylebrock 2015”, teacher recruitment, WFP.

Similarly, the Ministry of Education and sports implemented school feeding programme in public schools in May 1999 in less fortunate areas, implemented by World Food Programme to improve nutrition, increase enrolment in schools.

Due to the district being covered in the Vicious Circle of “poverty”, most families have barely one meal per day. Hence, making it hard for the parents to enrol their children to secondary schools. Deep rooted belief in pastoralism, prompting cattle raiding as an

activity takes a large proportion of the secondary school age going youth. Specifically, Female Genital Mutilation in Katike Kile is perceived as maturity stage for girls to marry and parents gain bride price, than wasting time at school and lose value. This may be a contributing factor for low rates of enrolment in secondary schools in Kotido District. Negative attitude towards education that it keeps “one longer in schools without immediate yield” compared to mining and raiding with instant benefits has brain washed the youths who would enrol. The researcher picked interest in carrying out this research in Kotido district because it is evident that Kotido has a big number of loitering school going youths who are not in school. Secondly, no specific research has been carried out in Kotido district on this topic. It is on this basis that the researcher picked interest to examine the influence of the socio-economic factors or behaviours on enrolment of students in Kotido District.

1.2 Problem Statement

School enrolment with reference to Karamoja sub-region is still low as compared to other regions of Uganda. The Karamoja Secondary and Tertiary Net Enrolment Ratio is very low with 19 and 2.6 percent compared to Kampala with 69 and 13 percent respectively (UNFPA Issue Brief 07, 2018). Students’ enrolment in Kotido has been on a declining trend since 2019(District Status Report, 2023). In 2019, the students’ enrollment was 4311, in 2020 it was 4285 and 2021 had the lowest enrollment of 2671. However, in 2022 there was a slight increase in enrollment of 0.4% (2682). The year 2023 showed further decrease in enrollment of 3267 (DEO and MIS office, 2023). Government introduced feeding program and Universal Secondary Education in order to increase enrollment in rural areas (Victoria & Marion, 2017). Despite the governments’ effort to

improve enrollment in secondary schools, the enrollment has not improved. This study focused on finding out the effect of socio-economic factors on the enrollment of students in secondary schools in Kotido.

1.3 The objectives of the study

The study was based on the following objectives:

1.3.1 The general objective

The general objective of the study was to establish the effect of socio-economic factors on the enrollment of students in secondary schools in Kotido District.

1.3.2 The specific Objectives.

- (i) To establish the effect of house hold factors on students' enrolment in secondary schools in Kotido district.
- (ii) To establish the effect of school based factors on students' enrolment in secondary schools in Kotido district.
- (iii) To determine the influence of environmental factors on students' enrolment in secondary schools in Kotido district.

1.4 Research Questions.

- (i) What is the effect of house hold factors on the enrolment of students in secondary schools in Kotido district?
- (ii) What is the effect of school based factors on the enrolment of students in secondary schools in Kotido district?
- (iii) What is the relationship between environmental factors and the enrolment of students in secondary schools in Kotido district?

1.5 Scope of the Study

The scope of study covered geographical, content and time aspects.

1.5.1 Content Scope

The study investigated the influence of socio economic factors on the enrolment of students in secondary schools in Kotido district. As such the study conceptualized economic factors in terms of House hold factors, School based factors and Environmental factors. Enrolment was conceptualized through numbers of students and regular attendance.

1.5.2 Geographical Scope

Kotido district, located in the Northern region of Uganda is one of the districts that form Karamoja. It is bordering Kaabongo to the Northern side, The Republic of Kenya to the East, Amudat to the southern side, Nakapiripirit to the Southwestern side, Napak to the Western side and Moroto to the Northwest. It (district) sits on about 1370 metres (4490ft) above the sea level with geographical coordinates $2^{\circ}31'48.0''N$, $34^{\circ}40'12.0''E$ latitudes: 2.5300; longitude:34.6700. The population of the district in accordance to the 2014 national census stood at 14196 people, while in 2020 UBOS estimated the mid-year population of the town at 16300. The district and the entire Karamoja sub region survives on cattle raring, mining and simple trading of agricultural products like sorghum.

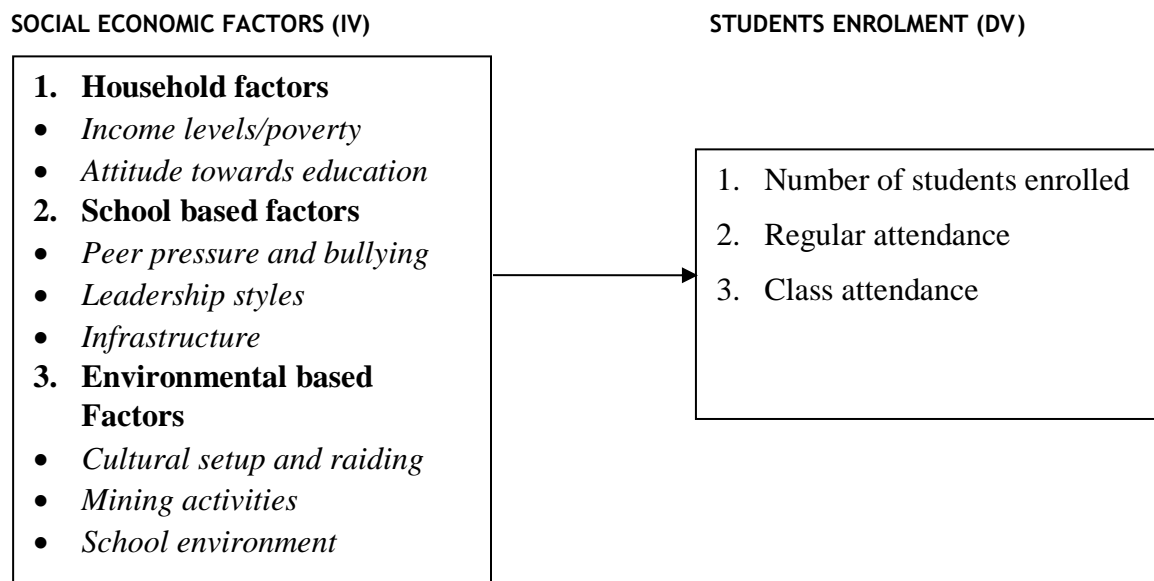
1.5.3 Scope of Time

The scope of time covered the school calendar between April 2021 and December 2023 period in time and also considered the time when the government enacted the

resettlement policy frame work (RPF) after the disarmament of the Karamoja region in 2016 to date.

1.6 Conceptual Framework

Figure 1.1: Conceptual framework showing the relationship between socio-economic factors and enrolment of students in secondary schools in Kotido district.



SOURCE: Adopted from Agosin. M. & Mayer, R. (2000), with adjustments on the study variables.

The conceptual framework literally refers to a diagrammatic illustration showing the correlation between the different variables under study and how they are interconnected for the purpose of research. According to Amin (2005). It presents the concepts of the study and illustrates the connection to one another. With reference to this study's conceptual framework, the dependent variable will be Enrolment which will be conceptualized through the number of students and the regular attendance in the school or classes. These trends shall be studied as measures of enrollment based on the Uganda Education Act of 2008, which outlines the roles of a head teacher and enrolling learners is one of his roles in the school management.

The independent variables (social economic factors) on the other hand was conceptualized in three major factors i.e. House Hold Factors, School based factors and Environmental based factors. This framework therefore acted as a guide in this study to get answers to the set objectives and perhaps guide policy implementations for Kotido as a District and Uganda at large

1.7 Significance of the study

This study would be of use to the management of all post primary schools (secondary) in Kotido District, and Uganda as whole because they will be able to understand the socio-economic factors affecting enrollment in post primary schools. Similarly, improvements in enrollment will be made in regard to the findings of this study. Schools in Kotido district and municipality may benefit when the Education Ministry adopts the findings and, or recommendations of this study. The study will also be a hub of knowledge in the field of education with reference to poor regions of Uganda and beyond. Furthermore, forthcoming researchers may carry out similar studies basing on the study findings and, or recommendations.

1.8 Justification of the study

Enrolment rates of students in Kotido district is still low and yet education is a very important tool in development (Kibuuka, 2015). Education is also a pathway to human capital, for which the district may take long to attain due to low enrolment. Human capital consists of acquired skills which are useful in attaining gainful and lifetime earnings since education is an investment (Adam Smith, 1952). Numerous studies have been in Kotido and Karamoja as a whole but no particular research has been done on enrolment in secondary schools. Knowledge about enrolment is scanty, hence creating the need for this research.

1.9 Limitations

Limitations denotes to the circumstances that are not within our control as researchers. They may hamper the success the study and application (Phair, 2022).

The study may also be hampered by failure of respondents to return the research tools to the researcher, or some of the tools like questionnaires might be incomplete, limited time, limited funding and equipment. The other limitation is the insecurity due the raiding activities by the cattle wrestlers. Some parts of Kotido are insecure like Panyangara and Kacheri where the two schools already mentioned above are situated, for data collection.

In this therefore, the study experienced the following limitations; there was delayed return of questionnaires, it was not easy to fix appointments with interviewees due to their tight schedule especially the District Education Officer and Head teachers.

It was also costly in terms of transport because of long journeys and isolated schools like Kacheri Secondary School which is around 35 kilometers away from Kotido town.

1.10 Delimitations

In as far as delineations are concerned, the study was limited to the five government owned post primary schools in Kotido district and Kotido main (Municipality). The privately owned post primary schools (secondary) did not participate because by then, Kotido did not have operational Secondary private school.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presented a review of similar works or literature on the connection between socio economic factors and students' enrollment. The literature was lined in accordance to the major themes underpinning this study. That is literature in line with House hold factors and enrolment, School based factors and enrollment as well as Environment based factors and enrollment.

2.1 Effects of House Hold Factors on students' Enrollment

In order to assess how factors within the house hold influence on enrollment, the researcher sourced for literature relating to parental involvement, house hold head level of education, income differences and parental occupation. The parental participation in teenagers' schooling is seen as an imperative aspect connected with their study life (Tyson, 2009). Well educated parents tend to have the capacity and enthusiasm to support their children than the non or less educated ones (Kharn,2024). As such, children from these families have a high propensity to enroll than those whose parents have not gone to school or earned much from education.

In this case, households that have strong relationships with schools in which their children study and where parents take part in the study life of their children and participate in school activities are more likely to have most of their children to enroll. This is supported by Fernandez, 2022, who contends that parental involvement increases students' success. In his research in San Diego, Fernandez further asserts that

almost invariably, students who enroll at school have parents or guardians who take on a hands - on approach to their education.

Scholars such as Gonzalez (2013) and Tyson (2009) further explain that aiding young ones in assignments enhances learning outcomes as they are encouraged by their mothers and fathers. It is also a form of role modeling to them (children) in study life.

Learners of working class parents do better than those of no formal employment in schooling, Mudassir and Abubakar (2015). Basing on such literature, this study would wish to ascertain the degree to which parents within Kotido secondary schools are involved in supporting their children so as to encourage them to enroll from one level to another.

Prospects from fathers and mothers shape and predict interests of children towards studies (Walker, Shenker & Hoover-Dempsey). 51 studies looking at the connection between maternal and paternal participation in school and, or educational success of young children showed that parental participation is connected with both younger and mature learners (Jaynes, 2012).

Parents also act as role models to which children look up to. It is of greater influence because children admire what they see. Gibson (2003) referred to it as having a “mentor.” Thus when children emulate from those figures who have succeeded through education, it will motivate them to work hard so as to be like them, hence improve on the enrollment rate and the willingness to go to school. This is supported by Samms - Vaughan (2006) who contends that young people in our localities who grow up in communities’ role models, like scholars and working class tend to get inspired to go to school.

Kajal Sharna, (2019) also contends that normally, we appreciate personalities with good attributes in life when we are growing up in life. He further says that it is the parent or guardian that we look at in life to imitate in our lives. He says a role model influences us in doing everything better in life. He/she influences us what to do and how we eventually turn out in later life.

Financial disparities in communities is also related educational attainment (Katz, 2016). Financially disadvantaged areas result into to financially isolated schools that attract learners from home-grown families (Johnson, 2012; Mayer, 2002). Financial disparities are linked to poor rates of educational attainment (Ann, 2018).

Besides, there exists a solid positive relationship between housing revenue and academics; particularly in English language studies and mathematics tests (Katz, 2015). This literature reveals that an imbalance in the country's development has significant influence on educational attainment, a situation that is very apparent in the researcher's area of jurisdiction.

Sohaib (2023) contends that a learner's educational achievement is based on several factors, including family background, and socio-economic status (SES), that parents with humble economic status are less interested in educating their children. He further elaborates that children from humble economic background prefer looking for simple and unskilled jobs other than pursuing formal education.

The type of job of parents determines the societal situation by labelling job features, mental consciousness in decision making in society. Jobs of parents influence the nature and destiny of children's education (Akujieze, 2003).

Ononuga (2005) asserted that the type of job a parent or guardian does determines the earning and income status. Ogunshola and Adewale (2012), explain that parents of diverse employment status usually have varying approaches of child upbringing and children's future.

Several scholars have discovered that household history justify the varying trends in the learners' educational attainment and take a big part than educational institutions (schools). It also influences school enrolment enrollment. (Lawson and Farah, 2017).

2.2 Effects of School based Factors on students' Enrollment

The report from UNICEF (2022) indicates that despite of Ghana's efforts of improving the education system, the country is still grappling with the quality of education and enrolment in school ranging from kindergarten, primary and secondary level. This is attributed to low economic status of parents, childhood marriage, especially young girls and women in Ghana.

The UNESCO Report of (2008) observed that over aged learners are more likely to shun schooling, repeat classes, and also drop out of school. The report indicated that this vice is highest in the sub-Saharan Africa, when compared to other developing countries like Latin America, and the Caribbean.

Peer pressure and Bullying are also influential factors in students' enrolment in schools (Constantine's 2009). The international journal of Adolescence reported that student peers may have more weight than the parent or the teacher. The student who feels isolated by others may engage into risk behavior in order to fit in the group. Bullying can cause injury on someone, which include physical, psychological, and educational injury (Gladden, 2014, p.7).

Studies in the bullying have discovered people's understanding on bullying behaviors. Findings from these studies have been helpful in assisting scholars appreciate the behaviors that people recognize as bullying. Students from Waseem (2014) termed bullying as an attempt intended to harm someone physically or mentally and make someone feel endangered.

However, schools need to find ways to reduce or do away with this problem of bullying. This includes bring the teaching staff on board plus top school administrators to curtail cases of rampant bullying since it may affect schooling life of students (Mahoney, 2012). Since bullying is exhibited various forms, for instance threats, fighting and teasing, the administration should learn and know these forms of bullying and curtail them.

The school leadership through the head teacher's and management styles has got a cardinal inference on the enrolment of students. According to Mapesa (2008), one of the roles of the head teacher as an accounting officer of the school is to ensure a learner friendly environment. He further suggests that the head teacher as an administrator should integrate all function and satisfy the economic needs of the students through the provision of reading and learning resources. Other scholars such as Simwa, Kadenya and Mosigo (2007) argue that school leadership styles have influence on retention and enrollment.

The head teacher as a top administrator should always show devoted concern about staff welfare and satisfy the economic needs of the students too. This enables smooth learning and teaching process since both the learners and teachers are key stake holders in the entire process.

According to Gichobi Grace Wanjiku (2012), school heads have a duty to avail the teaching materials like text books to the teachers and learners to aid in the teaching and learning process to perfect instructions and motivation in learning.

School heads ought to provide learners with welfare, learners' wellbeing as well. They ought to foster proper and professional leadership skills and governance (Victoria, 2018).

It is the role of school heads to provide infrastructures like classrooms, library, and sports field for extra-curricular services. This motivates learners to join school. Discipline management is yet another crucial obligation of school heads to avert vices related to hooliganism and bullying, which affects schooling negatively. It is upon such literature that this study wishes to ascertain how such factors influence enrollment using Kotido as the area of study.

2.3 The relationship between Environmental based Factors and Students' Enrolment

Literature with regards to this variable is in line with socio- cultural set up, peer pressure and youth based economic activities and how they may influence enrollment. Socio- cultural behaviors may influence the enrollment of students in schools. By nature, the Karamoja sub - region is characterized by pastoralists who commonly engage in cattle raids and movements from one location to another in hunt of grass. This cultural engagement makes them to move from place to place spending allot of time without being home. Bass (2004) contends that even if the activity does not stop teenagers from joining school, it may reduce the schooling time and also reduce the commitment on learning hence, reducing the school enrolment.

The region is also endowed with a number of mineral deposits which have attracted both the adults and children to get involved in mining activities to earn income. Ankutse. B, (2015) States that, ‘‘Many Children in Africa especially in West and Central Africa are estimated to work full- or part time, paid or un paid in mining work. This environmental endorsement has caused many of the children to get involved in hazardous, harmful and strenuous activities, such as digging underground pits, carrying sand from mine pits and washing sand, crushing and grinding of mineral bearing rocks in mines in order to earn an income. Even if the work itself is not hazardous, many working children are denied access to education or drop out of school due to remoteness and time consuming nature of their work. And perhaps an opportunity cost to their parents enrolling them to school. However, some children divide between work and school to help them earn income which may enable them continue with their schooling. Others work to assume very profound economic role in their families and many other work also to earn income to buy basic necessities they need. In some the same context, children develop a sense of meaning and responsibility from their work and the contributions they make to the family. Whatever the push and pull factors may be, the educational attainment and development of children in terms of enrolment, performance and retention are always affected. It is therefore the researcher’s interest to investigate how this environmental endorsement of minerals has influenced academic enrolment in Kotido district. Similarly, Thorsen (2012), states that most children directly involved in mining work full -time five to seven days a week and often eight to ten hours a day. In Kono District, Sierra Leone, 70 per cent of the child diggers worked for six to seven days a week and 44 per cent of them worked eight to ten hours a day. In Democratic Republic of Congo, children working in the old mining sites

abandoned by large-scale companies usually worked five hours a day because security men barred their access on Saturdays and Sundays. These children walked 6-12 kilometers to reach the mining site all of which is valuable time for learning hence such children end up being taken by the economic activity rather than enrolling in schools.

Peer pressure and socio grouping among youth is another socio behavior that affects them from attending school more so when they are in bad company. Social groupings or gangs have far reacting effects on student enrollment.

According to the American Academy of Child and Adolescent Psychology (2018), peers can have a negative influence. They can encourage each other to skip classes or even leave school, steal, use drugs or alcohol, or get involved in risky behaviors. The majority of teens with substance abuse problems began using drugs or alcohol as a result of peer pressure. The pressure can happen in person or in media depending on the location.

In a report by the American journal of Public Health, 2014, it was found out that students who joined gangs were at the risk of not finishing schooling and receiving illegal income. As such, the current study would like to investigate how such groupings are affecting enrollment in Kotido district using selected secondary schools.

The environment in which the school is located also influences on enrolment based on the ideal that a school should be located in a conducive environment free from both physical and psychological pollution. Brand et al., 2003 revealed that the environment of educational settings can also have a significant impact on the academic and social adaptation of students. They further express that learners' understanding of the learning environment, may influence learning either positively or negatively including performance, enrolment and retention (Brown & Medway, 2007).

This literature was related to school environment and students' perception with enrolment. However, this study would like bridge the knowledge gap by relating school environment to how it may influence enrolment.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presented an explanation of the methods and techniques the researcher utilized to carry out the study. This consisted of the research design and population of the study, sample size, sampling techniques and data collection instruments. It also looked at the reliability and validity of instruments and data analysis methods.

3.1 Research design

William Sigmund (2018) describes research design as a major strategy stipulating the approaches and techniques for gathering and examining the required data. It may also be defined as a framework used in collecting and analyzing the same data.

The descriptive research design was employed consisting of the qualitative and quantitative methods as a way of triangulating the findings of the study (Amin, 2005; Creswell, 2009).

The descriptive correlation design was used because the researcher was in position to determine and describe features of variables of interest and their relationship. That is to say the relationship between socio-economic factors and enrollment of students in secondary schools in Kotido District. The qualitative method aided the researcher to get a vivid analysis of the problem under study.

3.2 Population of the Study

Population is a well-defined set of people, characters, elements or group of things or homesteads that are being studied to come with accurate and reliable results (Ngechu, 2004). The target population of the study included teachers, parents, sub county chiefs and head teachers among selected secondary schools in Kotido District. The district was divided into Kotido main with 19 sub counties and municipality with four divisions: The study target population was of about 213 respondents, comprising of; 138 teachers from five secondary schools found both in the municipality and the town council (Kotido Main), 19 sub-county chiefs, 50 PTA representatives, 05 Head teachers and 01 DEO. The district local government officials (sub county chiefs), District Education Officer (DEO) and head teachers were used as key informants in the study.

3.3 Sample Size of the Study

Table 3.1 Population Distribution of Respondents

Respondent (s)	Population of Respondents
DEO	01
Head teachers	05
Nakapelimoru Army SS	30
Panyangara SS	22
Panyangara Seed SS	21
Kotido SS	45
Kacheri SS	20
Sub County Chiefs	19
PTA Executives	50
TOTAL	213

Source: DEO Reports

3.3 Determination of Sample Size

Sample size refers to a set of respondents selected from the entire target population for purposes study. It may also mean a sub set of the total population under study (Kombo& Tromp, 2006). Sample size was in agreement with Best and Khan (1993) who opined that a perfect sample is one that is big enough to act as a satisfactory representation of the target population to enable the researcher generalize and small enough for purposes of affordability, time saving, and accuracy.

In case therefore, the Solvin Yamane formula (1967) was used to determine this representative sample from the population. That is to say:

$$n = \frac{N}{1 + N(e)^2}$$

Where n stands for sample size; N stands for population size and e stands for the level of precision/sampling error at 0.05.

3.4 Sampling Techniques and Procedure

Sampling is a method of choosing elements from the population in such a way that the selected elements represent the population under study (Amin, 2005). In this case, both purposive and simple random sampling methods were used. The purposive sampling method is a non-probability technique where a researcher chooses a particular number of elements that have got the characteristics of interest from the specified population under study to form part of the sample (Amin, 2005).

The study purposively selected Head teachers as key informants, since they are the primary managers of schools under study and they coordinate the administration of the Parents Teacher Association (PTA) as such they are predicted to be having knowledge about the economic status of the parents and how it can probably influence enrolment

in the schools that they head. For teachers, simple random sampling method was applied.

Simple random sampling is a probability technique of sampling where each element of the population under study has an equal independent chance of being nominated into the sample (Amin, 2005). Teachers were selected using this method because it avoids bias and enables the researcher to save time.

Table 3.2 Sample Size

Respondent (s)	Population (N) of Teachers	Population (N) of Teachers	Sampling technique
DEO	01	01	Purposive
Head teachers	05	05	Purposive
Nakapelimoru Army SS	30	28	Simple random
Panyangara SS	22	21	Simple random
Panyangara Seed SS	21	20	Simple random
Kotido SS	45	41	Simple random
Kacheri SS	20	19	Simple random
Sub County Chiefs	19	18	Simple random
PTA Committees	50	44	Simple random
TOTAL	213	197	

Source: DEO Reports

3.5 Data Collection Methods

Data collection is the process of collecting and measuring information on the targeted variables in an established and systematic method which enables the researcher to answer relevant questions and come up with findings (Lescrol, 2014). The researcher collected primary data using a mixed methodology of qualitative and quantitative approach.

Primary data was collected using Questionnaires and interview guides. The researcher used interview method to collect qualitative data through oral (verbal) interactions with purposively selected head teachers and the District Education Officer.

This technique was employed by the researcher because it gave the opportunity to the interviewer (researcher) to rephrase questions which could produce more data on aspects that could have been omitted in the questionnaire.

Questionnaires on the other hand contained several questions regarding the set objectives of the study.

The respondents would be expected to provide answers which would be rated on a five Linkert scale of 5- Strongly Disagree, 4- Disagree, 3-Not Sure, 2 - Agree and 1 for Strongly Agree.

3.6 Data Collection Tools

Research Instruments are tools that any researcher uses for collection of data required for the study (Kothari, 2003). In this study Questionnaires and Interview guides will be used for data collection as follows.

3.6.1 Questionnaire

The questionnaire is a collection of printed questions with alternative answers, for the purpose of a survey or study. This study used structured questionnaires divided into three sections; section A which solicited information on the Bio data and section B which gathered data on the variables under study on each of the objectives of the study whereas section C collected data on the dependent variable, Student enrolment. The questionnaire was rated basing on a 5-point Likert Scale with closed ended questions for the respondents to choose from for analysis. A questionnaire was used because it enabled the interviewer to cover a large sample in the short time possible and it was cost also cheaper.

3.6.2 Interview Guide

Interview in qualitative research refers to a conversation between the interviewer and interviewee, where the interviewer asks specific questions to elicit information (Creswell *et al.*, 2002). The interview guide was used to support the information from questionnaires. This method was adopted to interview the key informants. The interview guide was considered because interviews enable exploration of emerging themes (Rubin & Rubin, 2005). The interview guide allows probing and follow-up questions where necessary. The interview sessions ran for about 30-45 minutes for each respondent.

3.7 Validity and Reliability of Instruments

Validity is defined as the extent to which a measurement process actually measures what it is targeted to measure instead of measuring something different, or nothing at all (Mugenda & Mugenda, 1999). While reliability refers to the regularity with

which the measuring tool does its duties (Leedy, 1997). In simple terms, apart from producing correct results, the measuring tool must produce similar results consistently.

3.7.1 Validity of Instruments

The validity of a research instrument is the extent to which a research tool measures what it is meant to measure, Kothari (2012). To achieve this, the researcher ensured that the questions in the research tool are in conformity with the set objectives Nekesa (2014).

The conformity, wording and clarity of the research tool were done through the guidance of research supervisor and other experts from the faculty of education, Uganda Christian University. Their comments were then used to improve on the instruments for data collection. The experts were pointed out whether each item was relevant or irrelevant.

Thereafter reliability was computed by the content validity index (CVI) formula denoted as:

$$CVI = \frac{\text{Total of Relevant items}}{\text{Total of items}} = 37/45 = 0.82$$

A CVI of 0.82 was acceptable for the validity of the instrument as justified by Amin (2005), that any score above 0.7 is deemed appropriate and valid as far as the instrument is concerned.

The researcher also used more than one data collection method to foster triangulation aimed at enhancing the quality of the findings (Koul, 2009; Kothari, 2010).

3.7.2 Reliability of Instruments

According to Kothari (2012) a measuring instrument is dependable if it gives consistent outcomes about what it is supposed to measure. In case the study can be repeated under a similar technique, then the measuring instrument is said to be valid. The

research instruments were given to respondents who were not part of the sample; by dividing the test items into two. The odd items were represented by X and even items by Y. The split half reliability coefficient was used because according to Amin (2005), it is cheaper in terms of cost and is time saving since it is administered once. Test score was then tested by the use of Cronbach's Alpha coefficient using the statistical software SPSS producing a ration above 0.75 which is deemed reliable enough as justified by Amin (2005).

Table 3.3 Reliability of Questionnaires

	<i>Students' enrolment</i>	<i>Household factors</i>	<i>School-based factors</i>	<i>Environmental based factors</i>
<i>Number of items</i>	7	10	10	10
Cronbach's Alpha	0.884	0.745	0.762	0.752

Source: Primary Data, 2024

3.8 Data Analysis

Collected data during the study was analyzed as follows:

3.8.1 Quantitative Data Analysis

Data obtained from the field by the researcher using questionnaire guides, was edited and coded. Then the data was entered into the Statistical Package for Social Sciences (SPSS) version 25. Then data was presented in terms of descriptive statistics (percentage counts and mean) regarding feedback to the major variables in the study (Creswell, 2012). The Pearson product moment correlation coefficient analysis was

applied to establish the correlation between components of socio-economic factors i.e., House hold income, School based factors, Environmental factors and student enrolment. In a bid to answer the research questions, regression analysis was done in order to establish the individual effect of each independent variable onto the dependent.

3.8.2 Qualitative Data Analysis

The qualitative data obtained from interviews was sorted by sorting out incomplete or inaccurate responses. This was done to improve the quality of the responses. Then content analysis was done such that the data fitted into the major themes underpinning this study. The data was then described in a narrative form with meaningful quotations to back up the findings obtained from the questioners. This was consistent with the view of Creswell (2012) who considers short quotations as critical to qualitative research.

3.9 Ethical Considerations

The researcher found it necessary to uphold key ethical issues in research. To this end; The researcher collected an introductory letter from Uganda Christian University which introduced him to the respective data collection sites while proving to them that the study was for academic reasons only. The researcher first explained to the respondents the purpose of the study.

Then for purpose of confidentiality, the researcher did not use or declare the names and schools of the respondents who provided the data in the field, while writing the research report.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

4.0 Introduction

This chapter presented the findings of study in relation to the major themes underpinning this study. Findings were presented ranging from respondents' demography, the dependent variable as well as the independent variable. Demographic data was collected from the respondents for purposes of establishing dependability and reliability of the information being provided.

4.1 Demographic Statistics

The study analyzed some demographic characteristics of the respondents that were deemed necessary. As such, the study considered four demographic characteristics of Age, Gender, Highest qualification and the years served in the education sector. These were presented in the subsequent tables.

Table 4.1 Age Distribution of Respondents

AGE CLASS	FREQUENCY	PERCENTAGE
21-30	66	33
31-40	76	39
41-50	35	18
51 above	20	10
Total	197	100

Source: Researcher, 2024

Table 4.1 showed that majority of the respondents 39% were aged 31-40 years, 33% were of age 21-30, 18% were aged 41-50 years then and only 10% of the respondents were 51 years and above. Generally, the study respondents were mature people who could understand the problem under investigation and provide relevant information as with reference to Morgan (1998) who said that age is a key determinant to liability of data.

Table 4.2 Gender Distribution of Respondents

Gender	Frequency	Percentage
Male	145	74
Female	52	26
Total	197	100

Source: Researcher, 2024

Table 4.2 analyzed gender distribution of respondents with reference to male and female. It was shown that majority 74% of the respondents were male whereas 26% of them were female.

Table 4.3 Highest Qualification of Respondents

Qualification	Frequency	Percentage
None	19	10
Certificate	10	5
Diploma	96	49
Bachelors	72	36
Total	197	100

Source: Researcher, 2024

Table 4.3 revealed that 49% of the respondent had acquired diploma as their highest level of education, 36% of the respondents were Bachelors holders, 5% had holders and 10%of the respondents had not acquired any education. The general observation here was that the biggest number of the respondents had acquired some level of education as such; the information collected was from reliable sources just like Amin (2005), who contends that the level of respondents' literacy determines their participation in a study and subsequent quality of data.

Table 4.4 Years Served

Years	Frequency	Percent
0-2	44	22
3-5	75	38
6-8	36	19
Over 8	42	21
Total	197	100

Source: Researcher, 2024

Table 4.4 revealed that majority of the respondents 38% had been in the teaching profession for 3-5 years, 22% had served for 0-2 years, 19% had served for 6-8 years and 21% had served for over 8 years. On a general observation most of the respondents had a teaching experience of between 0 to 5 years which could enable them to understand the problem at hand and as such provide reliable information just like Lutwama (2009)

who states that experience is used to confirm the truthfulness of the results of the given study.

4.2 Status of Students' Enrollment

Enrollment served as the dependent variable with reference to this study as such it was analyzed based on number of students' enrolled and regular attendance to class as discussed descriptively in table 4.5. The general analysis of the entire variable was based on the overall average mean response rate.

Table 4.5 Descriptive Statistics on Student Enrollment

Item	SD	D	N	A	SA	Mean	Comments
Absenteeism is common in Kotido schools	4	8	1	41	46	3.66	High
Enrollment is done throughout the year	6	14	7	57	16	3.63	High
Student attend classes regularly	16	56	7	20	1	2.35	Moderate
Students stay in school till the end of the term	18	53	6	19	4	2.33	Moderate
Enrollment of students is done only in senior one and senior four	17	64	10	6	3	2.14	Moderate
Student report to school promptly	37	50	3	10	0	1.87	Low
The number of students who enroll at senior one is maintained up to senior four	46	41	4	8	1	1.81	Low
Overall Average Mean						2.54	Moderate

Source: Researcher, 2024

Legend: 0-1 Very low, 1.1-2 low, 2.1-3 moderate, 3.1-4 high, 4.1-5 very high

In order to determine the students' enrolment, seven indicators of students' enrolment were investigated and the results are shown in the table 4.5.

Regarding absenteeism being common in schools, the findings of the study revealed that 87% of the respondents agreed with the opinion that absenteeism is very common in Kotido schools whereas 12% of the respondents objected the opinion (Table 4.5). Only 1% of the respondents uncertain certain whether absenteeism is common in Kotido schools or not. The calculated average mean of $M=3.66$ implies that absenteeism in Kotido schools is at high level.

Table 4.5 also revealed that enrolment is done throughout the year. It was discovered that 73% agreed with the opinion that enrolment is done throughout the year whereas 20% were in disagreement with the opinion and only 7% were not certain.

The calculated mean of $M=3.63$ implies that enrolling students throughout the year is at high level in Kotido schools.

When respondents were asked whether students attend classes regularly, their responses varied (Table 4.5). Majority of the respondents (72%) disagreed whereas 21% of the respondents agreed with the opinion that students attend classes regularly and 7% of the respondents were not certain. The calculated mean of $M=2.35$ implies that regular school attendance is at moderate level in Kotido schools.

Regarding whether students stay in school till the end of term, 71% of the respondents did not agree with the opinion whereas 23% of the respondents agreed and 6% were not certain whether students stay in school till the end of the term or not (Table 4.5). The mean of $M=2.33$ implies that students moderately stay in stay in school till the end of the term.

Many of the respondents (81%) disagreed with the opinion that enrolment of students is only done in senior one and senior five whereas 9% of the respondents agreed with the opinion and 10% of the respondents were not certain (Table 4.5). The calculated mean of $M=2.14$ implies that enrolling students in senior one and senior five is done at moderate level in Kotido schools.

When asked whether students report to schools promptly, 87% of the respondents disagreed with the opinion then 10% of the respondents were in agreement and only 3% were not certain whether they report to school promptly or not (Table 4.5). The calculated mean of $M=1.87$ implies that students rarely report to school promptly.

Findings from the study showed that 87% of the respondents disagreed with the opinion that the number of students who enroll in senior one is maintained up to senior four whereas 9% were in agreement with the opinion and only 4% were not certain (Table 4.5). The calculated mean of $M=1.81$ implies that the number of students who enroll in senior one is rarely maintained up to senior four.

The overall average mean of $M=2.54$ implies that the status of students' enrolment in Kotido schools is moderate.

4.3 Socio-economic factors

The socio-economic factors served as the independent variables in this study. It was conceptualized in terms of House hold factors, school based factors, environmental factors and how they influence student enrollment. Analysis for each of the independent variable was done in terms of descriptive statistics followed by a statistical model summary.

4.3.1 The effect of household factors on students' enrolment

Ten indicators of household items were investigated. The results are detailed in the table below.

Table 4.6 Descriptive statistics on House Hold Factors and Students' Enrollment

Item	SD	D	N	A	SA	Mean	Comments
Student participate in local brewing to get fees	2	4	3	65	26	4.10	Very High
Parents are living under the poverty line	5	8	5	50	32	3.97	High
School going children are involved in cattle rustling	8	8	11	59	14	3.63	High
Girls are forced into early marriages	6	12	14	50	18	3.61	High
Parents attend school meetings	10	39	7	40	4	3.12	High
Parents give their children school requirements	7	39	9	41	4	2.97	Moderate
Students are involved in mineral mining	8	31	31	25	5	2.88	Moderate
Parents participate in school activities	15	40	10	28	7	2.70	Moderate
Parents pay school fees promptly	28	60	5	6	1	1.92	Low
Parents have a steady source of income	29	59	10	2	0	1.86	Low
Overall Average Mean						3.08	High

Source: Researcher, 2024

Legend: 0-1 Very low, 1.1-2 low, 2.1-3 moderate, 3.1-4 high, 4.1-5 very high

Results of the study showed that 91% of the respondents agreed with the opinion that students participate in local brewing to get fees. Only 6% disagreed with the opinion and 3% were not certain (Table 4.6). The calculated mean of $M=4.10$ implies that students always participate in local brewing to get fees.

When asked whether parents are living under the poverty line, 82% of the parents in were agreement with the opinion whereas 13% of them disagreed and only 5% were not certain (Table 4.6). The calculated mean of $M=3.97$ implies that parents living under the poverty line is at the high level in Kotido schools.

The results revealed that school going children are involved in cattle raids where 73% of the participants were in agreement with the opinion whereas 16% disagreed (Table 4.6) and only 11% of the respondents were not certain whether school going children are involved in cattle raiding or not. The calculated mean of $M=3.63$ implies that school going children getting involved in cattle raiding is common.

Many of the respondents (68%) were in agreement with the opinion that girls are forced into early marriages whereas 18% of them (respondents) disagreed with the opinion, 14% were not certain whether girls are forced into earl marriages or not. The calculated mean of $M=3.61$ implies that girls are forced into early marriages.

Considering whether parents attend school meetings, there were mixed opinions from respondents. The respondents who agreed with the opinion were represented by 44% and those who were in disagreement by 49 percent of the respondents. Only 7% of the respondents were not certain (Table 4.6). The calculated of $M=3.14$ implies that parents attending school meetings in Kotido schools is at high level.

Results of the study showed that 45% of the respondents were in agreement with the opinion that parents give their children school requirements whereas 46% of them disagreed. The calculated mean of $M=2.97$ parents moderately give their children school requirements.

When asked whether students get involved in mineral mining, 30% agreed whereas 39% disagreed and 31% of them were not certain whether students get involved in mineral mining or not (Table 4.6). The calculated mean of 2.88 implies that $M=2.88$ implies that students are moderately involved in mineral mining in Kotido schools.

The results further showed that 55% of the respondents were in disagreement with the opinion that parents participate in school activities whereas 35% of the them(respondents) agreed with the opinion and 10% of the respondents were not certain (Table 4.6). Basing on the calculated mean of $M=2.70$, parents moderately participate in school activities.

Considering whether parents pay school fees promptly, 88% of the respondents were in disagreement with the opinion whereas 7% of them were in agreement with the opinion and only 5% were not certain. The calculated mean of 1.92 implies that parents rarely pay school fees promptly.

Many of the respondents (88%) were in disagreement with the opinion that parents have a steady source of income whereas only 2% were in agreement with the opinion and 10% were not certain (Table 4.6). The calculated mean of $M=1.86$ implies that parents do not have a steady source of income.

The overall average mean of $M=3.08$ implies that house hold factors are at high level in Kotido schools.

Having established descriptively that respondents had a moderate response on the contribution of household factors on student enrollment, the study did a regression analysis to ascertain the actual effect of this variable (House hold factors) on student enrollment.

Table 4.7 Model summary on House Hold Factors and Student Enrolment

Model	R	R Square	Adjusted R Square	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
1	.260 ^a	.067	.063	.067	14.113	1	195	.000

The correlation value(r) of 0.26 implies a weak positive correlation between house hold factors and students’ enrolment. The coefficient determination, adjusted (R-Square) value of 0.063 implies that household factors explain students’ enrolment with a magnitude of 6.3%. The P-value of 0.000 implies household factors are significant on students’ enrolment.

However, the results from the qualitative analysis also agree with the quantitative results. Majority of the respondents interviewed agreed that students participate in local brewing as a source of livelihood.

Several of the respondents said that:

“Yaa, the household features that have made parents not to take children to school is poverty. In fact, the majority of people here are poor, more especially the typical warriors who are not educated and they are the majority since time immemorial they depend on cattle wrestling and yet they government does not allow it. So since they are barred from that vice, they have no economic activity. Hence, they are engulfed

in poverty making it hard for them to take their children to secondary schools.”
“Secondly, these parents don’t have a steady source of income. The source of income is from local beer, known as ‘ebbutya.’ And those who cannot manage to brew it remain starving and failing to educate their children.”

Similarly, another interviewee noted that:

“Oh my God! Poverty is another issue that hinders parents from taking their children to school. Some people are too poor to take their children to school.”

“Then other households look at owning large heads of cattle as being more important than taking their children to school.”

The same interviewee noted that:

“Yes, children of school age are being involved in cattle wrestling in Kotido District for reasons of getting school fees. Others completely drop out of school because of accumulating raided heads of cattle as a form of wealth. This life style has ended up reducing enrolment in schools since they assume they have already succeeded in life. Others are killed during the raids.”

“Wow! I am sorry to report you that that most households if not all live below the poverty line and the percentage is about 80 percent. They are actually on daily survival of selling charcoal and water in Kotido town and trading centres like Um-Um, Kadocha, Panyangara and Lokomebu among others.”

When the key informant was asked on the same objective, he said the following:

“Ideally, parents do not promptly pay school fees for their children, even those who pay who try to pay are always reluctant in completing the balance. This has been

attributed to low income levels and unending conflicts from homes between the father and mothers” “To make matters worse, the men do not bother to look for school fees and food. It is the role of women to look for money and food. But remember these women do petty jobs like working in people’s gardens, selling water, firewood or charcoal.” “It is also evident that many Karamojong parents are not employed, so they do not have any source of income while others prefer drinking alcohol to taking their children to school.... just imagine, sir!” As if that is not enough, families here live communally; they are extended families in nature with no value for education as such many of the parents do not have any desire of taking their children to school.”

The District Education Officer, in a one on one interview revealed that:

“First of all, most parents in these schools are not good at fees payment. Most of them are very poor. They have no clear economic activity to sustain themselves and their children at school especially in secondary which is expensive. Secondly, many of our parents have a negative attitude towards education as they do not see any value in it. Instead, they take a girl child as a source of wealth, so they marry them off get quick wealth. That all I had say! Thank.

Table 4.8 Descriptive Statistics on School based factors and student enrollment

Item	SD	D	N	A	SA	Mean	Comments
Schools emphasize discipline among students	1	3	4	63	29	4.17	Very High
Meals are provided by the school management to all students	8	10	3	61	18	3.71	High
School time table allows students to participate in extracurricular activities	3	18	6	60	13	3.62	High
Schools have proper governing structures	4	18	5	62	11	3.58	High
Schools have committed teachers	5	21	6	47	21	3.57	High
Bullying culture is propagated in schools	12	30	10	46	2	2.94	Moderate
Schools have modern infrastructure	16	44	7	28	5	2.63	Moderate
School have spacious classrooms	11	51	7	27	4	2.63	Moderate
Schools have enough classrooms	13	60	4	18	5	2.43	Moderate
The books are enough for teaching and learning	19	56	5	18	2	2.27	Moderate
Overall Average Mean						3.16	High

Source: Researcher, 2024

Legend: 0-1 Very low, 1.1-2 low, 2.1-3 moderate, 3.1-4 high, 4.1-5 very high

Table 4.8 showed that 92% of the respondents agreed with the opinion that schools emphasize discipline among students whereas 4% disagreed with the opinion and 4% of the respondents were not certain. The calculated mean of $M=4.17$ implies that schools emphasize disciplines among students at high level in Kotido schools.

When asked whether meals are provided by the school management to all students, 72% of the respondent were agreement with the opinion whereas 18% of them disagreed and only 13% were not certain (Table 4.8). The calculated mean of $M=3.71$ implies school managements highly provide meals to all students.

Many of the respondents (73%) were in agreement that school time table allows students to participate in extracurricular activities whereas 21% of them disagreed and only 6% were not certain. The calculated mean of $M=3.62$ implies school time table allows students to participate in extracurricular activities.

On the opinion that schools have proper governing structure, 73% of respondents were in agreement with it whereas 22% of the respondents were in disagreement with the opinion and only 5% of the respondents were not certain (Table 4.8). The calculated mean of $M=3.58$ implies schools having proper governing structure is at high level in Kotido schools.

The study also showed that 68% of the respondents agreed with the opinion that schools have committed teachers whereas 26% of them disagreed, while 6% were not certain. The calculated mean of $M=3.57$ implies that schools having committed teachers is at high level.

When respondents were asked whether bullying is propagated in schools, there were mixed responses where 48% were in agreement with the opinion, whereas 42% of them

disagreed and only 10% were not certain. The calculated mean of $M=2.94$ implies bullying culture is being propagated in schools at moderate level.

The study revealed that majority of the respondents (60%) disagreed with the opinion that schools have modern infrastructure, whereas 33% of respondents agreed with the opinion and 7% of the respondents were not certain. The calculated mean of $M=2.63$ implies schools having modern infrastructure is at moderate level.

Considering whether schools have spacious classrooms, respondents who agreed with the opinion were 31% whereas 62% were in disagreement with the opinion and 7% were not certain. The calculated mean of $M=2.43$ implies schools having spacious classrooms is at moderate level.

When asked whether schools have enough classrooms, 73% disagreed with the opinion while 23% were in agreement with the opinion and only 4% were not certain whether schools have enough classrooms or not.

The calculated mean of $M=2.43$ implies schools having enough classrooms is at moderate level.

It was also revealed that 20% of the respondents were in agreement with the opinion that books are enough for teaching and learning while 75% of the respondents were in disagreement with the opinion and 5% were not certain. The calculated mean of $M=2.27$ implies books being enough for teaching and learning is at moderate level.

The overall average mean of $M=3.16$ implies that school based factors are at high level in Kotido schools.

Table 4.9 Model summary on School Based Factors and Student Enrollment

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. F Change
					R Square Change	F Change	df1	df2	
1	.312 ^a	.097	.093	.49841	.097	20.902	1	194	.000

a. Predictors: (Constant), School factors

Predictors: (Constant), School based factors

The correlation value (r) of 0.312 implies a weak positive correlation between school based factors and students’ enrolment. The coefficient determination, adjusted (R-Square) value of 0.093 implies that school based factors explain students’ enrolment with a magnitude of 9.3%. The P-value of 0.000 implies household factors are significant on students’ enrolment.

Qualitative data was also collected from key informants for purposes of Triangulation and supplementation of the quantitative data. As such, the views of the study key informants were a lined thematically to the second objective as illustrated in the subsequent section.

In a bid to ascertain the contribution of school based factors on student enrollment, the following views were collected:

The first key informant/interviewee said the following:

“No! The number of students who enroll keep on dropping from one class to another for a number of reasons. One of the reasons is lack of school fees. Learners keep reducing as the classes go up. Some are involved in cattle rustling... then others get

married. You see that? So at the end of it all, the number of learners keep on reducing in the school”

“Yes. For your information many of our learners come to school because they assure of food provided to schools by World Food Programme, then the academics aspect follows. This implies that if the school fails to provide food. This means that if the school fails to provide to students, they will leave school, hence affecting the enrolment in the school.”

“Not really! The only modern facility we have in this school is the science laboratory which was given to us by UPDF. We do not have enough classrooms, no girls’ dormitory, beds are not enough, no library. That is why we have a small number of students”

“Actually we even limit enrolment of girls since we do not have a dormitory for them. They are accommodated in two classrooms which accommodate only 60 girls. So in conclusion, we do not have enough and modern infrastructure.”

Another key interviewee in the study revealed that:

“Yes our school has a modern laboratory but it is not fully equipped and the ICT lab is in place but not powered with electricity. These facilities have some influence on motivating students to join this school but this effort is frustrated by such limitations”

“Definitely! I believe that when a school provides meals, children are encouraged to stay within, and when the school fails to provide food makes students to leave school in order to get something for the stomach. My school gets some few students much as it is a SEED and government school, around seventy students the whole school just because they are sure of meals provided to them since they starve at home.”

On this particular variable, this is what the District Education Officer (DEO) had to say:

“Not all schools have modern structures in my district. Some have libraries while others do not have. For instance, Kacheri SS lacks a library, computer laboratory, admiration block and so on. The Army school has the science laboratory but not well equipped, no girls’ dormitory, no school fence, insufficient classrooms, etc...And other schools have similar challenges.

“When it comes to the issue of meals, I have to stress the fact that in cases where the school does not offer meals, the enrollment rates are actually very low as these children will opt to go for petty business as a way of survival. It is even worse in primary schools where they will not step in schools if there is no food in the school.”

This view was justified by one head teacher who revealed that:

“In my school, apart from the few class rooms, we do not have modern structures. We are lacking the science lab, ICT lab, Library and administration block” “From the time the school was established by the district, government has not yet put up with additional structures. The school also does not have funds to put up modern and enough structures.”

“Not at all! The enrollment indeed rates are low and the number of learners keeps on dropping, like we started with 68 in 2020 in senior one but right now as we talk, we have only 38 who registered for UNEB this year. This means that the dropout rate of the learners in that particular class is almost fifty percent. The same trend is in other classes as well. In other words, the enrolment and class attendance is a big challenge

in my school. Surprisingly, head teachers in other schools in Kotido are facing the same challenge of enrolment and class attendance.” Thank you for the interview.

Table 4.10 Descriptive Statistics on Environmental factors and Student Enrollment

Item	SD	D	N	A	SA	Mean	Comments
Ethnic rivalry is common in Kotido schools	6	13	18	49	14	3.51	Moderate
Students are involved in cattle raid	8	15	17	49	11	3.41	Moderate
The schools have a sport field	7	33	6	41	13	3.18	Moderate
The peers encourage each other to join school	8	39	15	30	8	2.98	Moderate
The schools are conducive for learning	12	41	4	31	12	2.96	Moderate
The school is located within the trading Centre	7	36	4	38	15	2.92	Moderate
Students are involved in civil wars	17	30	18	29	6	2.79	Moderate
Classes are conducted under trees	20	47	7	20	6	2.43	Moderate
Majority of warriors are in school	45	39	6	8	2	1.83	Low
There is total peace in Kotido	60	31	3	4	2	1.56	Low
Overall Average Mean						2.76	Moderate

Source: Researcher, 2024

Legend: 0-1 Very low, 1.1-2 low, 2.1-3 moderate, 3.1-4 high, 4.1-5 very high

The study findings revealed that 63% of the respondents agreed that ethnic rivalry is common in Kotido schools whereas 19% of them and 18% were not certain (Table 4.10).

The calculated mean of $M=3.51$ implies ethnic rivalry being common in Kotido schools is at moderate level.

The study also showed that 60% of the respondents were in agreement with the opinion that students are involved in cattle wrestling whereas 23% of them disagreed and 17% were not certain (Table 4.10). The calculated mean of $M=3.41$ implies student are involved in cattle wrestling.

When asked whether schools have sports field, 54% agreed with the opinion whereas 40% of the respondents were in disagreement and 6% of them were not certain. The calculated mean of $M=3.18$ implies schools having sports field is at moderate level.

The study also showed that 38% of the respondents were in agreement with the opinion that peers encourage each other to join school, 47% were in disagreement whereas 15% were not certain. The calculated mean of $M=2.98$ implies peers rarely encourage each other to join school.

When asked schools are conducive for learning, 43% agreed with the opinion, 53% disagreed whereas 4% were not certain (Table 4.10). The calculated mean of $M=2.96$ implies schools being conducive for learning is at moderate level.

Considering whether schools are located within the trading centers, 53% whereas 42% disagreed and 4% of the respondents were not certain. The calculated mean of $M=2.96$ implies schools being located in trading centres is at moderate level.

The study also showed that 35% agreed with the opinion that students are involved in in civil wars while 47% of them disagree and 18% were not certain. The calculated mean $M=2.79$ implies students getting involved in civil wars is at moderate level.

When asked whether classes are conducted under trees, 26% of the respondents agreed with the opinion, 67% disagreed while 7% of them were not certain. The calculated mean $M=2.43$ classes being conducted under trees is at moderate level.

Regarding the opinion on whether majority of the warriors are in school or not, 10% were in agreement with the opinion then 84% disagreed that majority of warriors are in school and 6% were not certain. The average mean of $M=1.83$ implies majority of the warriors are not in school.

The study further showed that 6% were in agreement with the opinion that there is total peace in Kotido while 91% of the respondents disagreed with the opinion and only 3% were not certain. The calculated mean of $M=1.56$ implies total peace in Kotido is at low level.

The overall average mean $M=3.16$ implies environmental factors are at high level in Kotido schools.

Table 4.11 Model Summary on Environmental Factors and Student Enrollment

Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Sig. F Change	
				R Square Change	F Change	df1		df2
1	.212 ^a	.045	.51136	.045	9.158	1	195	.003

a. Predictors: (Constant), environmental factors

The correlation value (r) of 0.212 implies a weak positive correlation between school based factors and students' enrolment. The coefficient determination, adjusted (R-Square) value of 0.040 implies that environmental based factors explain students' enrolment with a magnitude of 4.0%. The P-value of 0.003 implies environmental based factors are significant on students' enrolment.

However, the effect of Environmental factors on student enrollment was also analyzed qualitatively by taking on the views from different key informants to supplement the data collected quantitatively from questionnaires.

One head teacher said that:

“Not conducive. To answer you I have to say that the environment is not so much conducive for teaching and learning. Worse of all, the school is situated in a remote village where warriors often scare both teachers and students when they pass in the school compound. The school is also not fenced, which makes the learners insecure and vulnerable to warriors and strangers. Sometimes warriors pass in the school compound with guns but you cannot stop them for fear of our lives. Actually as management of the school, through the Board of Governors, we are struggling to see that the school is fenced to avert this kind of situation, otherwise we shall continue losing both students and teachers because of being scared by this open environment”

“I hope I have answered to your expectation?”

Another head teacher, in a one on one interview revealed that:

“Wow! Our school is not really conducive for learning. This is because it is located near a community coral of animals, near the barracks; as such raiders keep disturbing the environment in which the school is located” “Many time worriers come at night to raid the coral where they exchange bullets with soldiers. This make students scared and also insecure since they may be shot by stray bullets. For your information some leave this school because of this experience since many of these learners are outside Karamoja region. They come from neighboring districts of Acholi, and Lango regions where such security situations are not there.

A head teacher of another school said that:

“No, No! This school is not perfectly conducive for learning. The school is located in an environment full of land grabbers who sometimes temper with the school land which would be used for school development like putting up a school farm to provide food to the school. Secondly, the near-by trading center (Umu-Umu- trading center) is a disturbance to our students where they escape and go for drinking and dodging classes”

“Often time students go to that trading Centre and come back when they are drunk. We end up suspending or expelling the depending of the gravity of indiscipline. Some come and fight teachers and fellow students. Such culprits we expel them. Therefore, the school is not hundred percent conducive for teaching and learning.

The head teacher also added that:

“Very good! I have a very big challenge of ethnic rivalry in this school. This school has many ethnic associations including but not limited to the Jie, Dodoth, Bokora, Acholi Labor, etc. These ethnic groups are from different parts of Karamoja. But what is that these groups are not friends to each much as all of them are Karamojong. This route cause of this rivalry is attributed to their long term culture and raids. On culture, the Jie believe of Kotido they are strongest people in warfare, so no other ethnicity should be stronger than them. Secondly on raids they have long term hatred on issues related to cattle raids. These students therefore continue having that conflict in the school. But we try to sensitize them much as it is not easy. In the end they discourage others from joining school.”

Table 4.12 Analysis of Variance for Socio-economic factors onto Enrollment

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.914	3	2.638	11.139	.000 ^b
	Residual	45.470	192	.237		
	Total	53.384	195			

a. Dependent Variable: Enrollment

b. Predictors: (Constant), environmental factors, School factors, Household factors

Source: Primary Data 2024

The significance (Sig.) value was the basis of interpreting results from table 4.12. As earlier observed, Sig. value is compared with the probability (P) value of 0.05 to determine the level of significance of the effect of socio-economic factors on to students' enrolment. Saunders (2003), opines that a Sig. value less than P value implies a significant effect, while that greater than it implies an insignificant effect. The results from table 4.12 reveal a Sig. value of $0.000 < 0.05$ implying that socio-economic factors have a significant influence onto students' enrolment in secondary schools in Kotido District.

Table 4.13 Multiple Regression Analysis between socio-economic factors and students' enrolment.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.589	.349		1.687	.093
	House hold factors	.252	.095	.186	2.659	.008
	School based factors	.274	.074	.255	3.681	.000
	Environmental based factors	.114	.084	.097	1.363	.175
a. Dependent Variable: Enrollment						

Source: Primary Data.

Table 4.13 shows results from multiple regression. These reveal the specific effect of each independent variable (Explanatory variable) onto students' enrolment. By observation, all the Regression coefficients for the independent variables are positive and indication that they all have an incremental effect on the independent variable (Student Enrolment), School based factors had the highest incremental effect (27.4%), Followed by household factors with (25.2%) and lastly environmental factors with (11.4%). However, based on the P-Values, school based factors presented a P-Value of 0.000 less than 0.05: This implied that school based factors presented a significant effect onto student enrolment. In the same vein, house hold factors presented a sig

value 0.008 less than 0.05 also implying a significant influence onto student enrolment. Contrary to the two independent variables, environment factors presented a sig value 0.175 greater than 0.05 which implied that environment factors were insignificant in affecting student enrolment.

Then the overall regression analysis gave a deterministic model of the form:

$$S.E = 0.589 + 0.252HF + 0.274SF + 0.114EF.$$

Model Discussion

Based on the statistical fact that correlation is not causation, the study carried out a multiple regression analysis to access the specific effect of each independent variable on students' enrollment. As such, Results from regression amounted into the subsequent deterministic model:

$$S.E = 0.589 + 0.252HF + 0.274SF + 0.114EF.$$

Interpretation of the model:

0.589: This is the value of student enrolment when all the socio-economic variables are at zero. This value implies that even at zero socio-economic influence, some level of students' enrolment is expected of up to 58.9%

0.252HF: This value suggests that when school factors and environment based factors are at zero, students' enrolment increases by 0.252. That is to say, for a unit increase in house hold factors, student enrolment increases by 25.2%.

0.274SF: This value suggests that for a unit change in school factors (SF), Students' enrolment increases by 27.4% keeping house hold factors and environment factors at zero.

0.114EF: This output implies that for a unit change in environment based factors, students' enrolment increases by 11.4% keeping both school and house hold factors at zero.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.0 Introduction

This chapter presented the discussion of the results in relation to the specific objectives. The discussion was in line with the major themes underpinning this study and in each case the discussion was relating the current findings to the literature reviewed earlier on.

5.1 Discussion on house hold factors and Student Enrollment

Descriptively, the findings showed that the respondents were highly responsive on the effect of house hold factors onto student enrollment. The study went further to establish that even with this high response, the respondents certainly agree that the house hold has a relationship with children enrollment into school. This finding resonates with Sohaib (2023) who stressed that socio-economic features of homesteads have a hand on the success of children in their education and also the level of entry into school.

The study findings also showed that there was a correlation between house hold factors and students' enrollment. This finding is similar to that of scholars such as (Bradley and Corwyn, 2002) who stated that there is a big correlation between socio-economic status and children's academic achievement. However, with respect to the study area it is true that the relationship was present but the degree by which household factors explained enrollment was actually low calling for an agent solution given the importance of education.

5.2 Discussion on School based factors and student Enrollment

On a similar observation, the study showed that the respondents were highly responsive about the contribution of school based factors to encouraging students to enroll and stay at school much as the results justify existence of a relationship. This finding is related to that of Brand, 2003 who explained that the learning institutions can also have a big influence on the school life adaptation on students. They also assert that that Students' understanding of the school environment is described as either positively or negatively. In the same vein of establishing influence, the study established through regression that there was a significant influence of school based factors on enrollment. However, this effect had a smaller magnitude of 0.097 suggested that school based factors with respect to Kotido schools explained student enrollment by a magnitude of 9.7% only.

Generally, the study revealed that both house hold and school based factors had a significant effect on student enrollment as envisaged from the P-Values much as this influence seemed to be low with in the visited schools justifying the need for the current study. In comparison, school based factors had a greater magnitude in explaining enrollment compared to house hold factors implying that schools are more encouraging with regards to children education compared to the homes that they are coming from.

5.3 Discussion on Environmental based factors and Student Enrollment

Descriptively, respondents were moderately responsive towards the contribution of environmental factors to student enrollment. As such the study went ahead to run a regression for purpose ascertaining the exact impact of the independent variables (environmental factors) on student enrolment. However, the effect of environmental factors on student enrollment was established by running a statistical model summary which revealed a significant positive relationship between environmental factors and student enrollment evidenced by a P - Value of 0.003 at 5% level of significance and a correlation value of 0.212. The coefficient of regression, adjusted R- Squared value of 0.040 implied that that environmental factors explain student enrollment by 4.5 percent magnitude. This finding is similar to that of Brand, 2003 who asserted that the school environment can also have a great influence on the academic achievement of students. They further express that learners' understanding of the learning environment, may influence learning either positively or negatively including performance, enrolment and retention (Brown & Medway, 2007). Then with higher scores in numeric and literacy studies on standardized tests is seen as a positive understanding of the school environment (Goddard, Sweetland, & Hoy, 2000).

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATION

6.0 Introduction

This chapter presented the summary and policy recommendations based on the findings of the study. These conclusions and recommendations were in relation with the specific objectives of the study as illustrated below.

6.1 Objective One: To establish the effect of house hold factors on students' enrolment in secondary schools in Kotido district.

Household factors are key determinants of students' enrolment. Although the contribution is small adjusted (R-Square 0.063, P-value 0.000), it is significant.

6.2 Objective Two: To establish the effect of school based factors on student's enrolment in secondary schools in Kotido district.

School based factors were the major determinants of enrolment in the study. Although their contribution was small (9.3%), it was still very significant adjusted (R-Square 0.63, P-value 0.000).

6.3 Objective Three: To determine the influence of environmental based factors on students' enrolment in secondary schools in Kotido district.

Environmental based factors are key determinants of students' enrolment. Although the contribution is small adjusted (R-Square 0.040, P-value 0.003), it is a significant contribution.

6.4 Recommendations

The following were the recommendations made with respect to the findings and conclusions of the study:

- Parents, guardians and care givers should devise means of increasing their income.
- The government should build the economic status of the people of Kotido.
- More NGOs should come on board to support education programs in the district.
- Head teachers and Kotido district management should come up with strategic plans on increasing students' enrolment.
- The government should put in place strict measures to protect Kotido children from engaging in cattle rustling, mining activities and all forms of child labor activities.

6.5 Recommendation for further Research:

This study recommends the following topics for further research:

- Methods and approaches needed to reduce household poverty in Kotido district.
- Impact of the cultural setup on the enrollment of students in Kotido district.
- The influence of environmental factors on the enrollment of students in Kotido district.
- Socio-economic factors and retention of students in secondary schools in Kotido.
- The influence of culture on girl child education in Karamoja sub region, Uganda.

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APPENDICES

Appendix I:

Section A: Socio-Economic factors and Students' Enrollment Questionnaire.

Dear Respondent,

I am **Munghono Michael**, a postgraduate student in Uganda Christian University.

I am carrying out a research study on **“Socio-Economic factors and Students' Enrollment in Kotido District.”**

Kindly spare some timespare some time and respond to the questionnaire items with honesty.

The information you give shall be treated with extremeprivacy and shall be used only for academic purposes.

Thank you.

Section A: Background Information: Please tick the box with the most appropriate alternative.

Age: a) 21-30 b) 31-40 c) 41-50 d) 51-60 e) above 60

Gender a) Male b) Female

Highest qualification

a) None b) Certificate c) Diploma d) Bachelors
e) Masters

Number of years you have served.

- a) 0-2 years b) 3-5 years c) 6-8 years d) over 8 years

Section B: Socio-Economic Factors (Independent Variables)

In this section you are requested to select the best option that suits your choice in reference to the statements therein: **SD**=Strongly Disagree, **D**=Disagree, **NS**=Not Sure, **A**=Agree and **SA**=Strongly Agree. Please place a tick in the most appropriate box.

(Objective One)	SD	D	NS	A	SA
House Hold Factors					
1. Parents give their children school requirements.					
2. Parents are living under the poverty line.					
3. Parents have a steady source of income.					
4. Parents pay school fees promptly.					
5. Girls are forced into early marriages.					
6. Parents participate in school activities.					
7. School going children are involved in cattle rustling.					
8. Students participate in local brewing to get fees.					
9. Parents attend school meetings.					
10. Students are involved in mineral mining.					

Objective Two	SD	D	NS	A	SA
School Based Factors					
1. Meals are provided by the school management to all students.					
2. Schools have proper governing structures.					
3. Schools emphasize discipline among students.					
4. Schools have modern infrastructure.					
5. The books are enough for teaching and learning.					
6. Bullying culture is propagated in schools.					
7. School time table allows students to participate in extra-curricular activities.					
8. Schools have spacious classrooms.					
9. Schools have enough classrooms.					
10. Schools have committed teachers.					

Objective Three	SD	D	NS	A	SA
Environment Based Factors					
1. The schools are conducive for learning.					
2. Classes are conducted under trees.					
3. Students are involved in cattle raids.					
4. Ethnic rivalry is common in Kotido schools.					

5. Students are involved in civil wars.					
6. Majority of warriors are in schools.					
7. The school is located within a trading Centre.					
8. The schools have a sports field.					
9. The peers encourage each other to join school.					
10. There is total peace in Kotido					

Section C: Enrollment (Dependent Variables)

Items on Enrollment	SD	D	NS	A	SA
1. The number of students who enroll at senior one are maintained up to senior four					
2. Students attend classes regularly.					
3. Students report to school promptly.					
4. Students stay in school till the end of the term.					
5. Enrollment of students is done only in senior one and senior four.					
6. Enrolment is done throughout the year.					
7. Absenteeism is common in Kotido schools.					

Thank you for your Time

Appendix II:

Socio-Economic factors and Students' Enrollment Interview Guide.

Date of Interview.....Place/Venue.....

Time of Interview.....Duration.....

Introduction and explanation for the purpose of the research study:

Interview Questions:

1. What could be those house hold features that have made parents not to take their children in secondary schools?
2. Do parents pay school fees fully and promptly?
3. Are there cases of early marriages in Kotido district?
4. Do students get involved in cattle wrestling in Kotido district?
5. In case the school fails to provide meals to students, does it affect school enrolment and how?
6. Does the school have modern infrastructure like science laboratory, ICT Lab, Classrooms, and so on?
7. In your opinion, are the parents above the poverty line? If not about which percentage?
8. Are there insistences of ethnic rivalry? If yes, how does it affect enrolment?
9. Is the number of students enrolled maintained up to senior four or senior six?
10. In your opinion, is the school situated in suitable enrollment free from disturbances?

Thank you for your Time.

Appendix iii



**UGANDA CHRISTIAN
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DEPARTMENT OF EDUCATION

To THE HEADTEACHER I have allowed him to carry out
KACHERI S.S. the interviews with me.

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss MUNGHOMO MICHAEL
Of Registration Number; RM21/MHCIMED1007 pursuing a
Masters' Degree/Postgraduate Diploma / Bachelor's Degree
MASTERS' DEGREE IN EDUCATION ADMIN. & PLANNING

He/ she is required to carry out an academic research on the topic
SOCIO-ECONOMIC FACTORS AND ENROLMENT OF
STUDENTS IN SECONDARY SCHOOLS IN KOTIDO DISTRICT.
and thereafter produce a well bound hard cover research report (MAROON) in color for
undergraduate and three (BLACK) copies for Postgraduate students as a University
requirement for the award of a 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,

CHELANGAT K JOSHUA
HEAD OF DEPARTMENT



UGANDA CHRISTIAN UNIVERSITY, MBALE UNIVERSITY COLLEGE.
A Centre of Excellence in the Heart of Africa

DEPARTMENT OF EDUCATION

To THE DISTRICT
EDUCATION OFFICER,
KOTIDO DISTRICT

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss MUNGHOMO MICHAEL
Of Registration Number; RM21/MUC/MED/007 pursuing a
Masters' Degree/Postgraduate Diploma / Bachelor's Degree
MASTERS' DEGREE IN EDUCATION ADMIN. & PLANNING

He/ she is required to carry out an academic research on the topic
SOCIO-ECONOMIC FACTORS AND ENVIRONMENT OF
STUDENTS IN SECONDARY SCHOOLS IN KOTIDO DISTRICT.
and thereafter produce a well bound hard cover research report (MAROON) in color for
undergraduate and three (BLACK)copies for Postgraduate students as a University
requirement for the award of a 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,

CHELANGAT K JOSHUA
HEAD OF DEPARTMENT



I have allowed him to carry out the internship with us as a requirement





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UNIVERSITY, MBALE UNIVERSITY COLLEGE.**
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To THE HEADTEACHER
PANYANGARA SEED SS.

I have allowed him to carry
out an interview with us.

Just for

10. JUL 2023

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. MUNGHOMO MICHAEL
Of Registration Number; RM21/MUC/MED/007.....pursuing a
Masters' Degree/Postgraduate Diploma / Bachelor's Degree
MASTERS' DEGREE IN EDUCATION ADMIN. & PLANNING

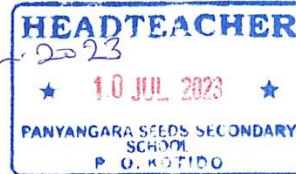
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We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

CHELANGAT K JOSHUA
HEAD OF DEPARTMENT





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DEPARTMENT OF EDUCATION

To THE SUB-COUNTY CHIEFS OF KOTIDO

I have allowed the bearer of this note permission to carry out the research. Please accord him all the necessary support.

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss MUNGHONO MICHAEL
Of Registration Number; RM21/MUC/ME/007 pursuing a
Masters' Degree/Postgraduate Diploma / Bachelor's Degree
MASTERS' DEGREE IN EDUCATION ADMIN. & PLANNING

Stamp: CHIEF ADMINISTRATIVE OFFICER, 11 JUL 2023, P.O. BOX 189, MBALE DISTRICT, UGANDA GOVERNMENT

He/ she is required to carry out an academic research on the topic
SOCIO-ECONOMIC FACTORS AND ENROLMENT OF STUDENTS IN SECONDARY SCHOOLS IN KOTIDO DISTRICT.
and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a 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,

[Signature]

**CHELANGAT K JOSHUA
HEAD OF DEPARTMENT**

Stamp: UGANDA CHRISTIAN UNIVERSITY, HEAD OF DEPARTMENT, 04 JUL 2023, EDUCATION, MBALE UNIVERSITY COLLEGE



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UNIVERSITY, MBALE UNIVERSITY COLLEGE.**
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To THE HEADTEACHER
KOTIDO SS

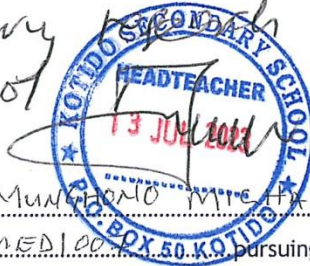
*I have allowed him
to carry out his research in my
school*

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss MUNGHANO MICHAEL
Of Registration Number; RM21/MUC/ME/100 pursuing a
Masters' Degree/Postgraduate Diploma / Bachelor's Degree
MASTERS' DEGREE IN EDUCATION ADMIN. & PLANNING



He/ she is required to carry out an academic research on the topic
SOCIO-ECONOMIC FACTORS AND ENROLMENT OF
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Thank you.

Yours faithfully,

CHELANGAT K JOSHUA
HEAD OF DEPARTMENT





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DEPARTMENT OF EDUCATION

To THE HEADTEACHER
PANYANGARA S.S.

I allowed him to conduct his research in Panyangara S.S



Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. MUNGHOMO MICHAEL
 Of Registration Number; RM21/MUC/MED/007.....pursuing a
 Masters' Degree/Postgraduate Diploma / Bachelor's Degree
MASTERS' DEGREE IN EDUCATION ADMIN. & PLANNING

He/ she is required to carry out an academic research on the topic
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 she is pursuing.

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

Yours faithfully,

[Handwritten Signature]



CHELANGAT K JOSHUA
HEAD OF DEPARTMENT



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DEPARTMENT OF EDUCATION

To THE HEADTEACHER

NAKAPELIMURU ARMY S.S

I have allowed him to meet the respondents in my class

18/07/2023
HEADTEACHER
NAKAPELIMURU ARMY
BOARDING S.S
P.O. BOX 10710
KOTIDO
DATE: 18/07/2023

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss MUNGHOMO MICHAEL
Of Registration Number; RM21/MUC/1MED/007.....pursuing a
Masters' Degree/Postgraduate Diploma / Bachelor's Degree
MASTERS' DEGREE IN EDUCATION ADMIN. & PLANNING

He/ she is required to carry out an academic research on the topic
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We shall be grateful for the help you may offer to him or her accordingly.
Thank you.

Yours faithfully,

CHELANGAT K JOSHUA
HEAD OF DEPARTMENT

