



UGANDA MANAGEMENT INSTITUTE

**PSYCHO-SOCIAL FACTORS AFFECTING STUDENT DROP OUT
IN KASENYI SECONDARY SCHOOL, MUBENDE
DISTRICT-UGANDA**

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DECLARATION

I Diana Bukenya Nalubega hereby declare that the contents of this dissertation are my original work and have never been presented to any University or institution for an academic award before.

Signed

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DATE

APPROVAL

We certify that this dissertation was conducted under our supervision and has been submitted for examination with our approval.

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Date.....

DEDICATION

To my father Mr. Bukenya Erusam who partly sponsored me for Masters in Institutional Management studies degree course. I am very grateful to my brother Dr. Micheal Bukenya and sister Bukenya Florence who guided me and gave me encouragement to go on with school and lastly to my son Peter Mulungi Rock.

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LIST OF ACRONYMS

BOG	:	Board of Governors
DOS	:	Director of Studies
EFA	:	Education For All
ESSP	:	Education Sector Strategic Plan
GOU	:	Government of Uganda
KSS	:	Kasenyi Secondary School
PTA	:	Parents Teachers Association
SWT	:	Senior Woman Teacher
MDG	:	Millennium Development Goals
UNSA	:	Uganda National Students Association
USE	:	Universal Secondary Education

ABSTRACT

The study investigated the relationship between psycho social factors and students' dropout in Kasenyi Secondary School in Mubende district, Uganda. Specifically the study investigated the relationship between counseling and guidance, teacher-student academic relationship and co curricular activities and students' dropout in Kasenyi secondary school. The study used a cross sectional descriptive study design that collected data from a sample of 50 respondents using questionnaire, interview guide and focus group discussion guide. Data was analyzed using the qualitative and quantitative methods. In the quantitative data analysis, data collected was coded first to enable the researcher group respondents into the limited number of classes in order to ease analysis and later data was tabulated and treated for further analysis by use of tables which were done by Computer Statistical Package for Social scientists. For qualitative data analysis content analysis was used to test the authority of the information given by respondents and this was by use of questionnaires. The results showed a positive significant relationship of: counseling, teacher-student academic relationship and co-curricular activities visa-vi students' dropout. The study concluded that counseling and guidance, teacher student academic relationship and co curricular activities strongly influence student dropout, the study recommended under counseling and guidance that schools should have more than one counselor to handle large numbers of students, for teacher-student academic relationship: regular quizzes should be put in place to allow students ask for questions and provided with answers. In addition for co curricular activities; Ministry of Education and Sports should facilitate and reward sports for the best participant, schools should provide appropriate medical treatment in case of injury, and games and sports should be timetabled.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study was about psychosocial factors influencing student drop out in Kasenyi Secondary School in Mubende district of Uganda. This study generated knowledge of the different psycho social factors that secondary schools can come up with to reduce student drop out. The independent variable in this study was the psycho social factors and the dependent variable was student dropout.

This chapter presents the background of the study, the statement of the problem, the purpose of the study, the specific objectives, research questions, and the scope of the study, the significance of the study and operational definitions and concepts.

1.1 Background to the Study

Education is the building block of development owing to its far reaching significance. Education empowers individuals and maximizes national intellectual resources in order to sustain socio and economic progress for the benefit of all. It creates choices for people, reduces the twin burden of poverty and diseases and gives people stronger voice in society (Wambuzi, 2002). Literacy for all is the heart of basic education for all and is essential factor for achieving the goals of eradicating poverty, reducing child and maternal mortality, curbing population growth and ensuring sustainable development, peace and democracy (Swanson, C. 2004). The background however, is presented under the historical background, theoretical back ground, conceptual background and contextual background.

1.1.1 Historical Background

Dorn, (1996), reports that the notion of the “dropout” and the pejorative nature of the term is relatively new, having developed in the early 1960s in response to what was believed was a substantial increase in the number of students leaving high school before graduation. Initially, the term was the complement to high school graduation and referred to those without a high school diploma. Over time, however, it came to reflect societal views regarding dependency, delinquency, and the importance of the high school as a societal institution.

According to Eric Gonzalenz et al, (2009), the dropout rise in the 1960s reflected the establishment of shared value of importance of high school graduation and the definition of the dropout as a social problem affecting individuals and society. By 1960 there was wide spread attendance in high schools and high schools had come to be seen as comprehensive not selective institutions, Conant, (1959). Graduation from these institutions became widely held social expectation and in fact, more students than ever were graduating from high school. In this context, high school dropout was receiving a great deal of attention, labeled as source of delinquency, social dependency and economic liability. Increased attention created the view that high school dropout was accumulation of masses as social dynamite, (Conant, 1961).

Today school dropout is called a global crisis. Haycock and Huang (2001) say that teenagers drooping out of high school before completion has been a challenge for educators, parents and employers for at least 30 years. According to Swanson (2004)

each year almost 1/3 of public high school students fail to graduate from high school. Among the developed countries the high school completion rates are generally high compared to developing countries, though the nature of the secondary programs varies considerably. Rates of dropout in other countries lag behind those in developed countries, according to National Service Delivery Surveys (2004) this is so because of differences in demographic and socio economic factors such as high cost, long distance, orphaned, marriage insecurity, lack of interest and calamity in the family. In Israel the dropout rate was 5.2% for the Hebrews and 9.2% for the Arabs between 2010- 2012, Central Bureau of Statistics

Earlier in 1987, the Ugandan government established the Education Policy Review Commission (EPRC). After reporting in 1989, the commission set out to examine a wide range of issues and problems affecting educational performance and proposing priority actions for reform. The EPRC recommendations' formed the basis for the government white paper of 1992 which stipulated reforms in education system and specifically formulating of goals to achieve USE by year of 2007 (Carasio et al 1993). Using the research findings of agencies like the Education Statistical Abstract (2002), the Uganda Education Data Survey (2001) retention and survival rates of learners were considered to be the major setbacks of Universal Education Policy.

However despite the above initiative, Uganda dropout rate is still a very big problem and it has persisted for a long time. In Karamoja it has reached alarming proportions, in Moroto the low turn up is worrying and adding onto the already very high rate school drop out in the region. A report from United Nations Educational Scientific and Cultural Organization UNESCO (2011) shows that Uganda has the highest school dropout rate for females in East Africa, According to UNICEF (2005) girls were more likely to drop out of schools than boys, in another study by MoEs (2001) the rates of dropout in all government aided schools for girls and boys were almost equal that is the total number of male dropout for 2001 was 164,986 (50.60%) while that of females was 160,932(49.4%) giving a national total of 325,918.

1.1.2 Theoretical Background

The study was informed by the Behavioral theory of BJ (2011). The model points that, three elements must converge at the same moment for behavior to occur, that is motivation, ability and trigger. When behavior does not occur, at least one of the three elements is missing. In relation to the study, if students are dropping out then one of the three elements is missing. Behavior is as a result of the three specific elements coming together at a moment. When students are motivated the chances to complete the cycle are high. Behavior model is a guide, designers can use to identify what stops people from performing behaviors that designers seek, that is, if students are not performing a target behavior for example attending classes to completion then the model can predict that one of the elements is lacking.

The study was also underpinned by the Institutional theory of Scott (2004). The theory looks at institutions as processes by which structures including schemes, rules, norms, and routines become established as authoritative guidelines of social behavior. These processes greatly affect stake holder's attributes or motives which in turn influences the stay of students in secondary school. These guidelines in organizations are sometimes adopted from other organizations operating under different social, economical and political factors. This directly exerts a fundamental influence on the human resource

management practices, whereas Scott (1995) indicates that organizations to survive must conform to the rules and believe in the system prevailing in the environment because it earns the organization legitimacy, this may constrain the general operations of different structures. This theory was related to the study in that a number of studies have attributed school dropout to psychosocial factors like those in the school environment which the researcher considers the principle ideal offered by some leading theorists and how they relate to attendance and completion of education cycle.

1.1.3 Conceptual Background

The key concepts in the study were drop out and psycho-social factors. According to LeCompte and Dworkin(1991) dropout is defined as a pupil of any age who leaves school, for any reason other than death, before graduation or completion of program of studies and without transferring to another elementary or secondary school. The path to dropping out is complex and multi-dimensional and focuses on family and school variables in efforts to reduce dropout. Michelle (1991) says school characteristics influence school dropout in two ways, one way is indirectly by creating conditions that influence student engagement, which can lead to students voluntarily withdrawing from school due to boredom, poor attendance or low achievement. Another way is directly through explicit policies and conscious decisions by school personnel that lead to students involuntarily withdrawing from school. Schools may enact rules and take actions in response to low grades, poor attendance, misbehavior or exceeding the compulsory schooling age that lead to suspensions and expulsions hence dropout.

According to Anderson et al, (2006), defines “psycho social factors” as those factors that affect the person psychologically. Teachers, counselors and principles identify the psychological and social aspects of student decision to withdraw from school as the perception of teacher caring, feeling of the sense of school belonging, academic valuing, participation, academic identity and future optimism. According to Thurlow, Christenson, Sinclair, Evelo and Thornstone (1995), the four intervention strategies used by projects help to prevent school dropout among high risk population these are persistence, Monitoring, relationships, co-curricular activities and problem solving skills. For the purposes of this study the variables are further broken down as follows Counseling and guidance includes career guidance and academic guidance, since the absence or and inadequacy of counseling and counseling services accelerates student dropout.

Co-curricular activities include net ball, football and entertainment

Relationships include student to student and teacher to student academic relationship

Therefore the study attempts to analyze the influence of psychosocial on student dropout in Kasenyi secondary school, Mubende District.

1.1.4 Contextual Background

To make Education accessible and affordable by all students, the government of Uganda introduced Universal Secondary Education in 2007 in the country for ordinary level. Article 30 of the Constitution of Republic of Uganda (1995) provides that all persons shall have a right to education. It asserts that provision of education and training to the child shall be the joint responsibility of the state, parent or guardian and other stake holders. In reference to the Universal Declaration of Human Rights (1948), Education For All (EFA) goals and the Millennium Development Goals (MDGs) ultimate measures are taken to ensure individuals and societies are transformed through Education. The Government of Uganda through the Education Sector Strategic Plan

(ESSP) has tried to address the challenges that affect accessibility of Education by the citizens who deserve it. However, among the unsolved problems is the high rate of pupils/ students dropout.

Kasenyi Secondary School was among the schools where the USE program was initiated. Despite the effort made by government of Uganda to provide the minimum necessary facilities and resources to enable Ugandan children of school-going age to successfully complete the cycle of education, many have entered and failed to complete the cycle.

Secondary Schools in Uganda including Kasenyi Secondary School, to some extent have failed to promote the efficient and happy lives of students by counseling and guiding them to adjust to social realities. This has resulted in conflicts in schools ending up into suspension and absenteeism. Schools have failed to determine the characteristics of adolescent sexual behavior and design a dialogue on sexuality; this has resulted into love affair related misbehavior which directly or indirectly makes learners dropout of school without completing the cycle. The effect mainly being unwanted pregnancy, abortion, defilement cases, infections all these associated to dropout.

More to that, all the stake holders in Kasenyi Secondary school like the Board of Governor, (BoG), Parents and Teachers Association (PTA), Teaching staff particularly the careers masters/mistress, the Director of Studies (DOS), Senior Woman Teacher (SWT), Senior Man Teacher, the Counselors, the Disciplinary committees, and the Prefects Body have had realistic ambitions in addressing students challenges that constitute to dropout by engaging the big numbers of 1460 students in planned co-curricular activities like football, net ball and entertainment through inter house competitions so as to enjoy the school. Despite all that effort, majority of the school administrators of Kasenyi Secondary School have failed to possess personal qualities like enthusiasm, innovativeness, spontaneous, creativity and a lot of patience in withstanding and helping the students to attend and complete the Education cycle.

1.2 Statement of the Problem

In Uganda every child has the right to education that develops their personality, talents, mental and physical abilities to their fullest potential (1995 Constitution of Uganda). The Ministry of Education and Sports (2008) established the department of counseling and guidance to address psychosocial concerns and support services within the entire education sector. Besides, it also made physical education a core and a compulsory secondary school curriculum subject to improve equitability. According to the school annual report (2012), Kasenyi secondary school has 41 teachers to help 1460 students find other creative ways to learn, solve problems, demonstrate their talents and achieve success. The school also has playing ground for games and sports. Physical education is timetabled to allow all students to participate so as to raise self-esteem, improve motivation and support learning process, and build positive relationship between students and teachers. Teachers are given evening tea with something to eat so that they can help students with issues concerning homework, question approach; besides the school promotes internal seminars and inter house competitions to improve academic relationships. However despite all the effort put in Kasenyi Secondary School to reduce student dropout, the completion rate of the cycle is still low, the dropout rate in the years 2008 - 2011 was 12% (school annual report Kasenyi secondary school 2011), because of educational, psychological and social problems. Though the government has tried to address issues of dropout of students by introducing Universal secondary

education policy according to Bongonko (1992) and also providing instruction and non instructional material (Ministry of Education and sports Annual Report, 2003/2004), no research in recent years has been done regarding psychosocial factors and student dropout thus the study is truly interested and motivated in examining psychosocial factors influencing student dropout in Kasenyi secondary school, Mubende District.

1.3 General objective of the study

The general objective of the study was to examine the effect of psycho-social factors on student dropout in Kasenyi Secondary School in Mubende District.

1.4 Specific Objectives

- The study was guided by the following objectives
- To examine how counseling affects student dropout in Kasenyi Secondary School.
- To establish the effect of Teacher-student academic relationships on student dropout in Kasenyi Secondary School.
- To assess the extent to which the co-curricular activities influence student dropout in Kasenyi Secondary School.

1.5 Research questions

- The study was guided by the following research questions
- How does counseling affect student dropout in Kasenyi Secondary School,?
- What is the influence of teacher-student academic relationships on student dropout in Kasenyi Secondary School?
- To what extent have co-curricular activities influenced student dropout in Kasenyi Secondary School,?

1.6 Research hypothesis

The following hypotheses were used in the study;

- 1) Counseling and guidance have a positive significant influence on dropout in Secondary Schools in Uganda.
- 2) Academic relationships among teachers and students have a positive significant influence on dropout in secondary schools in Uganda
- 3) Co curricular activities have a positive significant influence on dropout in Secondary Schools in Uganda

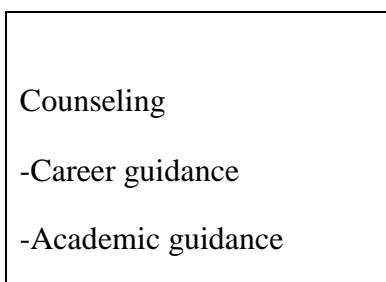
1.7 Conceptual Frame work

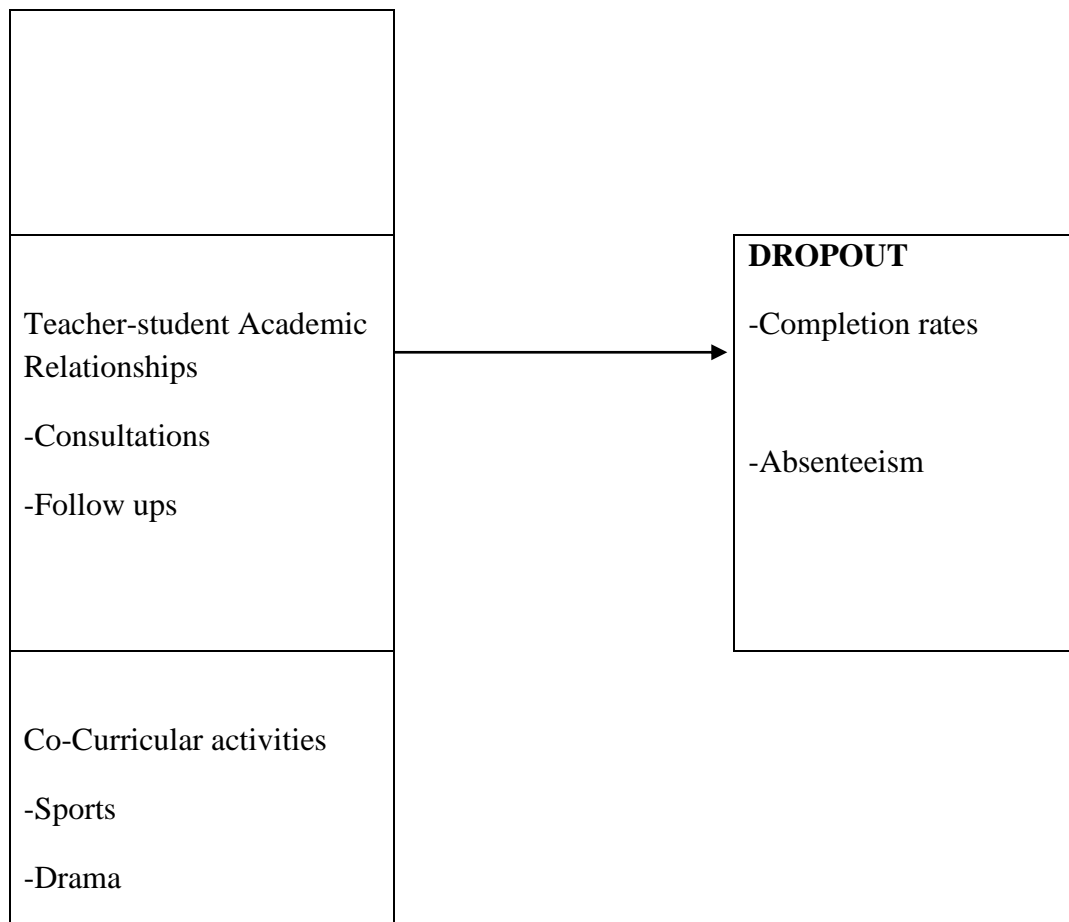
INDEPENDENT VARIABLE

DEPENDENT VARIABLE

PSYCHO SOCIAL FACTORS

DROPOUT





Source: Adopted and modified from Christenson, S. Sinclair, M. Thurlow, M. and Evelo, D. (1995)

The frame work illustrates the relationship between independent variables and school dropout as discussed below

The framework illustrates that school dropout in Kasenyi Secondary School is influenced by independent variables such as counseling and guidance, Teacher-student academic relationship and co-curricular activities.

Academic relationships these include students and teachers academic relationships, the relationships may be in class or outside class with the intention of helping the learner understand content and be able to complete the cycle. The positive academic relationships between teacher and students drive students to complete the cycle of education, however if there are negative relationships like corporal punishments, shouting at them that they are stupid, harassing them then students will drop out of school without completing the cycle.

Guidance and counseling of students in schools in their career and academics, equips students with problem solving skills; this enables them to stand in challenging situations. When students are counseled, they enjoy the school more, be driven to learn, and complete the cycle in school whereas if not counseled and guided they tend to drop out of school in case of any challenging situation.

Involvement of students in co-curricular activities like sports and entertainment improves student's completion of the cycle. Some students may not be academically sound but super in co-curricular activity, these activities in place alone drives students to enjoy the school and complete the cycle, however absence of these co-curricular

activities like entertainment, football and netball which are fully engaging, students will dropout from school.

1.8 Scope of the study

1.8.1 Geographical scope

Geographically, the study was carried out in Kasenyi Secondary School located in Bageza County Mubende Town Council in Mubende district. Mubende district. The district is bordered by Mityana District to the East Kiboga District to the North, Kyenjojo District to the West Mpigi and Sembabule District to the South, and Kibaale in North West. The District covers an area of approximately 4645 square kilometers.

1.8.2 Content Scope

The study was about psycho social factors influencing student dropout in Kasenyi Secondary School. The study focused on counseling and guidance, Teacher-student academic relationships and co-curricular activities which were said to be positively responsible for students' completion of the cycle.

1.8.3 Time Scope

The study focused on 2008 to 2011 academic years. This was the period when dropout was remarkably high compared to the proceeded years

1.9 Significance of the study

The findings of the study will offer an important contribution to the existing knowledge on the phenomenon of student dropout in secondary schools.

The findings of the study may be used for policy makers in the country to formulate effective policies that will address psychosocial factors that influence education for all

The findings of the study will also help Kasenyi Secondary School to develop procedures and policies in relation to enforcing attendance and completion of the cycle.

1.10 Definition of key terms

Dropout according to LeCompte and Dworkin (1991) is defined as a pupil of any age who leaves school, for any reason other than death, before graduation or completion of program of studies and without transferring to another elementary or secondary school. However according to this study drop out will mean those students who leave school without sitting for UCE examination whereby the reason is not death and have not transferred to other school. Drop out will be measured in form of completion of the cycle

Counseling and guidance means interactive process containing the counselee who needs assistance and the counselor who is trained and educated to give this assistance (Paxman J.M (2004). It takes place in a one to one relationship between an individual beset by problems with which he cannot cope alone and a professional worker whose training and experience have qualified him to help others reach solutions to various types of personal or work related difficulties.

Co-curricular activities mean activities performed outside class room. These may include; football, volleyball, basket ball, physical education, netball, board games and others (Mulindwa, 2001).

Psycho social factors According to <http://www.yalemedical> (2012) are those things that affect the person's way of thinking and behaving , however according to this research psycho social will mean those elements in the student's school environment that contribute to student completion of the cycle. The psycho social factors according to this study was measured in terms of counseling, teacher- student academic relationship and co- curricular activities

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The study examined the influence of psycho-social factors on student dropout in Kasenyi Secondary School in Mubende District. This chapter reviewed literature relating to the study. The literature reviewed was from different sources that included books, journals and other Internet articles. In particular, this chapter presents the theoretical review, the related review conducted objective by objective, and a summary.

2.1 Theoretical review

According to Zucker (1987) institutional theories assert that secondary schools are important sources of institutionalization of new action. Schools can create new departments, simultaneously creating new structures; new knowledge that is defined as expert and new sets of categories to which individuals are allocated. This is because institutional elements (structures, actions, roles) are authorized to legitimate other elements. Institutionalized aspects are simultaneously highly stable and responsible for creating new institutional element. Institutional theorists assert that the institutional environment can strongly influence the development of formal structures in an organization than market pressures. These structures that improve technical efficiency

become legitimized in the environment e.g. procedures and organizational roles. Meyer and Rowan (1977) examined the growth of three administrative services in California public schools, school health, psychology and curriculum from the stand point of institutional theory that is secondary schools from the institutional theory can adopt what is employed by other organizations and legitimize them so as to help students complete the education cycle.

Institutional theory provides a rich, complex view of organizations these include secondary schools which at times are influenced by normative pressures, sometimes arising from external sources such as the state, other times arising from the secondary school itself. Dropout of students from the school is a national cry because of its impacts like an employment, increase in theft in the community and redundancy; this creates a lot of pressure to the secondary schools because they are highly responsible for maintaining children in school. These pressures may lead the secondary school to be guided by legitimized elements from standard operating procedures to professional certification and state requirement which often have the effect of directing attention away from task performance to meeting the need of the community and the state. This is because according to Thomas and Meyer (1984) Institutional environment obtain their defining power of rationalization from accompanying state elaboration. The environments are constructed as one consequence of a much wider state project related to expansion of state jurisdiction. Institutional elements invariably come from outside the secondary school which then cause change in an secondary school, however when secondary schools respond to external institutional pressure, they protect their technical activities. In school it is basically teaching the learners and make them pass their exams through decoupling elements of structure from other activities.

2.2 Counseling and guidance versus student dropout

According to Barton (2006) in recent years, school guidance counselors have also been recognized as the primary source of psychological counseling for secondary school children, this includes counseling in areas of drug abuse and teenage pregnancy and referrals to other professionals. Young people often find it difficult to make right choices or they lack idea of what a certain occupation involves. Systematic provision of career and academic guidance can have appositive effect on school completion and attendance. It can prevent young people from taking away decisions regarding future career development. Pupils at risk of dropout often have less access to high quality guidance, moreover when dropout occurs, the links to school based guidance are severed. According to Kaufman and Frase, (1999), the school dropout assistance program me (1991-1996) funded a number of projects to test and evaluate the effect of promising strategies for dropout prevention and re-entry. The results found that counseling services were one of the key elements of promising dropout prevention initiative. According to Baker and Gerler, (2001), students who participate in school counseling programs had significantly less inappropriate behaviors and more attitudes towards schools than those students who did not participate at all in the program.

Students Poll, (2000), stated that counselors are effective in assisting secondary school students with Challenging situations such as situations of poor performance, situations of peer pressure, and situations associated with adolescents. However, school counselors are leaders and change agents who tend to work at the intersection between individual student problem and other systems. Counselors are able to identify students with problems, provide and build effective intervention programs, assist in evaluating

the effectiveness of school, improve planning centering on dropout prevention. Bearden et al, (1989) reports that studies on high school attrition indicate that preventive counseling, occurring before students are in crisis, reduces the risk of these students dropping out later. Secondary school should have a counselor who can assist students in dealing with their day to day problems that they cannot tell their parents or the leaders in the secondary school. Sometimes it may be poor grades that are hindering their progress; the counselor can guide them on how to go about it. Thus the school should discover the functions of the counselor and provide a favorable secondary school climate for him or her to do his work because according to Lapan et al (1997) students who have access to counseling programs are reported being more positive and having greater feeling of belonging and safety in their schools.

However Sutton and Fall, (1995), showed that school counselor effectiveness is influenced by school climate. Schools with effective counseling programs provide enthusiastic support for programs and encourage counselors. Annually programs should be designed for counseling and a good conducive environment should be created. If counselors are to be effective and encouraged, the administrator should pay them promptly and take them as an important human resource. According to Maslow Herzberg, (1996), he identifies two sets of factors on the basis that motivate in different ways i.e. hygiene factors like food, shelter and physical conditions that are conducive and intrinsic factors like relationship with teachers, recognition of good work and sense of achievement. These if put in place would enable the counselors to effectively do their work hence retaining students until completion.

Administrators should have good relations with the counselors in terms of goals to be achieved, they should feel that their work in the school is recognized and appreciated this will indirectly prevent drop out among the students from schools because the goal in this case is to retain the students until when they complete their education cycle. Boarders and Drury (1992) show that secondary school counseling intentions have substantial impact on students' educational and personal development. In relation to Kasenyi Secondary School, the school counselor who is also a teacher, has an office where she plays a vital role of providing support to struggling students, keeps young people engaged and on track until completion of the cycle and also creates positive personalized school environment organized in ways that support students. However because of the too much work to teach and to counsel and with the big population, she ends up inefficient and unable to help all the students.

However, it should be noted that while the above review concentrated on the influence of counseling and guidance to student dropout, it greatly omitted the impact of counseling on reducing student dropouts more especially in Kasenyi Secondary School. This created a knowledge gap that this study intended to bridge.

2.3 Teacher-Student Academic relationship and student dropout

Relationship building is paramount to improving student achievement especially among those at risk of dropping out. According to building authentic relationship with youth (2009) it involves commitment of time on the part of teachers as they build trust with students, help with academic difficulties and model positive and acceptable behaviors. Research shows that students perform better when they are in schools where they have a personal relation with caring adults. According to James et al (2004) personal

connection with an adult helps ensure that students have an advocate who understands their interests, struggles and ambitions.

Lund (2009), reports that the relationship between a teacher and student is extremely important. The relationship is important because it is much more than that of a parent and child relationship. A teacher's job is to nurture and guide a student to succeed similar to what a parental figure might do. When a student is not engaged in class work because they feel like the teacher is not helping them they begin to get frustrated. They think negatively about how well they are doing in school and how well they will be in the future.

Lee and Burkam, (2003) report that students are less likely to drop-out if they feel they have positive relationship with the teacher. Teachers should have good academic relationship with students that is listen to them , talk to them, be sympathetic and always be available to help them in case the student has not done right or has not performed well instead of shouting at them, Mitchell, (1998) suggested that what teachers do in the effective domain to establish or maintain student motivation and engagement is the key to academic achievement. In addition to this, Englund, (2008) reports that the better relationship between students and teachers, the less likely the student is drops out of school. If a teacher identifies a student as on track and having positive attitude toward school, but does not necessarily have personal interaction with the student, that student has a high chance of dropping out. Moretti,(2005).

According to Croninger and Lee, (2001), Caring teachers are an important source of social capital for students; this reduces the probability of dropping out by nearly a half. The researchers continued to say that collaboration of teachers and families resulted into pedagogical practices for language minority children.

Building Relationship with anti-social peers was found by Battin Pearson to be a strong and direct predictor of dropout beyond the influence of poor academic achievement Lee et al, (2003). They continue to report that students who had deviate friends were more likely to drop out of school early regardless of their achievement at school in school. Lund, (2009), reports that the relationship between a teacher and student is extremely important. The relationship is important because it is much more than that of a parent and child relationship. A teacher's job is to nurture and guide a student to succeed similar to what a parental figure might do. When a student is not engaged in class work because they feel like the teacher is not helping them they begin to get frustrated. They think negatively about how well they are doing in school and how well they will be in the future. This is true in Kasenyi Secondary School were the teachers do teach in other schools so they get no time to nurture students and besides the school has very large numbers of students of 1460 for the teacher to relate with every student.

Therefore, though the above review concentrated on teacher-Student Academic relationship and student dropout, it did not show out the impact of the relationship on realizing reduced student dropout with specific emphasis to Kasenyi Secondary School, which created a research gap that this study ought to fill.

2.4 Co-Curricular activities and Student dropout

Co-curricular activities are a component of the curriculum and integral of education program that aims at introducing students to creative activities, they educate and benefit

students in ways that classroom activities may not. These activities include sports, clubs, music, and theater; they happen during regular school but generally take place before or after school.

According to National Federation of State High School Association (1999) co-curricular activities are good educational programs and support the academic mission of the secondary school. Students who participate in the activity program tend to have a higher grade point, average, better attendance records, lower dropout rates and fewer discipline problems than students who don't. In addition to this, these activities develop the self-esteem, self-confidence, social cooperation and leadership skills which in turn help the students remain in secondary school until the completion of the cycle. Co-curricular activities allow students to blend aspects of their academic learning into personal actions Allison (1979), these activities may be one of the reasons many students stay in secondary school or find personal meaning for their middle level and secondary school years. Students involved are able to extend and enrich previously learned academic skills through competitions and real world simulations e.g. in practicing artistic, musical and team sports.

Research shows that low levels of participation in student activities are characteristic of risk students (KLesse and D'onofrio 1994). According to Zill, Nord and Loomis (1995) participation in co-curricular activities improves adolescents chances of avoiding such risky behaviors as dropping out, becoming a teenage parent, engaging in delinquency, smoking and abusing drugs and alcohol. They continue to say that students who reported spending no time in school sponsored activities were 57% more likely to have dropped out before their Senior education, 49% likely to have used drugs, 37% more likely have become teen parents, 35% more likely to have smoked cigarettes and 27% are likely to have been arrested. Students involved in activities often experience heightened interest in academic courses, have a platform on which to practice leadership and fellowship skills, have opportunities to socialize with students and interact with teachers outside the classroom which results into being recognized for their involvement and achievement of their leisure time.

Co-curricular activities in secondary schools should be goal directed, that is, develop skills in young. This fosters positive character traits. Skills can be enforced in both individual and group activities which teach students the importance of vigilance, hard work, attention to detail, practice, patience and persistence in the face of setbacks. According to Zill, Nord and Loomis (1995) group activities encourage cooperation, team work, personal sacrifices for group goals and empathy qualities that benefit young people in their studies, their jobs, their personal lives and well as help them be responsible. In addition to the above co-curricular activities, provide students with network of peers and adults who have interests and talents similar to their own who participate hence they get the chance to excel individually, be part of the group and gain life lessons about importance of team work, responsibility, commitment and hard work (Education Research Service 1999).

Nyombi. S. (2002) highlighted that schools which are learner friendly have put in place programs that meet their own turf. Recreational activities are important aspects which are given special considerations for physical, mental and social development. The minimum standards advocates for schools to promote both minor and major games in schools so as to march with the latest technological advancement, that is some school have availed facilities like internet.

Complement to the above Mulindwa (2001) reports that schools which promote co-curricular activities where the learners are exposed to holistic development, can be compared to as people want balanced diet, human development calls for both academic and talent excellence. If Uganda flag is to surface in international games, then, there is need to identify and nurture learners talents through establishment of routine programmed co-curricular activities at all levels of learning institutions and other social groups of the young talents outside school. Related to Kasenyi Secondary School the school promotes both academics and co curricular activities like sports and drama, however the school has many students approximately 1460 were by less than quarter of students are allowed to participate in case of interschool competition, this leaves out $\frac{3}{4}$ of students not participating because of limited space to engage every one.

In summary, it should be noted that while the above review concentrated on co-curricular activities and student dropout, it greatly ignored the impact of these activities such as drama and sports towards checking on drop out of students in Kasenyi Secondary School. This created a knowledge gap that this study intended to bridge.

2.5 Summary of literature Review

There is a general consensus coming out the literature reviewed above concerning the influence of counseling and guidance to student dropout, teacher-Student Academic relationship and student dropout, and co-curricular activities. However, what does not come out clearly is the impact of the psychosocial factors on student drop out in secondary schools, hence creating an information gap which this study intended to bridge.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The study examined the influence of psycho-social factors on student dropout in Kasenyi Secondary School in Mubende District. This chapter describes the methods which were employed to achieve the stated objectives. Its aim was to provide a clear and complete description of the specific steps followed. This chapter presents research design, population of study, sample size and selection, sampling technique and procedure, data collection methods and instruments, how the instruments were pretested for reliability and validity, and data processing and analysis.

3.1 Research Design

The study used a cross sectional descriptive study design that enabled studying the problem at one point in time. Amin (2005) observes that this is one of the most used methods in social research. In this design, researchers record information about their subjects without manipulating their study environment, it helps the researcher to compare responses from two groups of respondents a single point in time and data collected at one point in time from a sample selected is representative of a large population. This design favoured the collection of both qualitative and quantitative data. Qualitative data was intended to help the research understand the student dropout in depth (Punch, 2000) and quantitative data helped the researcher to explain dropout in form of numerical data.

3.2 Study Population

The target population for the study comprised the stakeholders of Kasenyi Secondary School, Mubende District. The study population included head teacher and deputy head teacher (3), director of studies (1), members of Board of Governors (12), teachers (41), student leaders (30), and senior women (2). Therefore, the target population was eighty eight respondents.

3.3 Sample size and Selection

The sample size was 60 determined using statistical tables of Morgan and Krejcie (1970) table cited in Sekaran (2000).

Table 1: Showing the Sample size

CATEGORY	POPULATION	SAMPLE SIZE	SAMPLING TECHNIQUE
Head teacher and Deputy head teacher	3	1	Purposive sampling
Director of studies	1	1	Purposive sampling
Board of Governors	12	2	Convenience sampling
Teachers	41	40	Simple random sampling
Student Leaders	30	15	Purposive sampling
Senior Woman/Male teacher	2	1	Purposive sampling
Total	88	60	

Source: Kasenyi Secondary school USE and UPPOLET head count March 2013

3.4 Sample technique and Procedure

The sampling techniques were purposive sampling and simple random sampling. Purposive sampling method is the method where a researcher picks respondents for participation in the study using his or her own judgment (Delery & Shaw, 2002). This method was used because it allows the researcher to select certain respondents for their ability to give certain kinds of required information. Purposive sampling was therefore used to select the Head teacher, two Board members, parent representatives on the PTA, and student representatives for the interview so as to tap special knowledge. The teachers were selected using simple random sampling for the questionnaire in order to avoid biased information.

3.5 Data Collection Methods

Both qualitative and quantitative methods were used to collect data. For qualitative data in depth interviews, focus group discussion were used while for quantitative data documentary review analysis was used and a questionnaire survey.

3.5.1 Questionnaire Survey

A questionnaire was a quantitative research technique consisting of a series of the questions for the purpose of gathering information from the respondents about psycho social factors and dropout. I chose it because it was cheap.

This questionnaire was well designed by the researcher so as to motivate the respondents to give accurate and complete information by the researcher. It was expected to collect data from teachers in the same school. It was used to shorten the time for the study and the respondents answered them at their own free time.

3.5.2 Interviewing

Interview was a qualitative research technique that involved conducting intensive individual Interviews with respondents to explore their perspective on a particular idea, program or situation. The interview for this study provided much more detailed information than what was available through the questionnaire. Interview schedules were designed to keep the researcher on the right track.

3.5.3 Focus Group Discussion

This was a qualitative method that enabled the researcher to get opinions about student issues. It was suited for socio behavioral research that was used to develop and measure services that meet the needs of a given population. The researcher chose this method because it helped her yield large amounts of views and information over a relatively short period of time.

3.6 Data Collection Instruments

3.6.1 Questionnaire

This instrument was a quick method of collecting data and it was convenient for respondents who were not easily available for interviews (Denscombe, 1998) This tool collected primary data, series of questions were written for which respondents had specified alternatives to choose; besides they were self-administered.

The questions were worded basing on the independent and dependent variable and objectives. Clear guidelines were added on how answers to questions were to be filled. This tool was chosen because it saved time and avoided un necessary information that the researcher did not need.

3.6.2 Interview Guide

This was a self supporting tool that helped the researcher collect raw data which was reliable. The questions were designed according to the variables and objectives of the study.

Interviews were administered to head teacher, members of the board, and parent representatives; it was used to enable them express their personal experience, opinions and feelings in relation to the research questions at pre arranged time convenient to

them. This tool helped all the parties to freely interact and the most appropriate responses were recorded there and then.

3.6.3 Focus Group Discussion Guide

In this instrument, the researcher and assistant met the respondents to discuss the independent and dependent variable as stated in the guide. She conducted one focus group of 15 student leaders that explored a wide range of views. It took approximately 90 minutes.

The researcher led the discussion by asking respondents to respond to open ended questions and the research assistant took the detailed notes. The notes were hand written in the field note books and then were entered into the computer for coding and creating themes out of them.

3.7 Validity and Reliability

3.7.1 Validity

The validity of an instrument is defined as the ability of an instrument to measure what it is intended to measure. Validity was important in determining whether the statement in the questionnaire and interview guide was relevant to the study. According to Dawson (2005), Content Validity is highly advised in testing for the validity of any research in controlling statement in the instruments. The researcher used the following formula to establish validity of the instruments as seen below:

$$CVI = \frac{\text{Agreed items by all judges as suitable}}{\text{Total numbers of items being judged}}$$

$$CVI = \frac{37}{42}$$

Therefore,

$$CVI = 0.88095$$

Thus, when the calculated validity index was more than 0.8, the instruments were considered valid, as suggested by Amin (2005).

3.7.2 Reliability

In this study reliability was computed using the SPSS program. The questionnaire instrument indicated a reliability coefficient of 0.8975 which is regarded acceptable since it's above the required (Cronbach's Alpha > 0.7) (Amin, 2005) and therefore the instrument was adopted. This indicated internal consistency of responses to all items delineated in a measuring instrument.

Table 2: showing reliability of instruments

Variable	Cronbach's Alpha	No of Items
Counseling and guidance	0.908	7
Teacher student academic relationship	0.951	7
Co curricular activities	0.884	7
Dropout	0.847	5

Formula for Reliability $Z = E (\text{Cronbach's Alpha})/4$

$$= 0.908 + 0.951 + 0.884 + 0.847/4 = 0.8975$$

Thus the reliability coefficient is 0.8975

3.8 Procedure of Data collection

Before proceeding to the field to collect data, a letter of introduction was obtained from the Department of Higher Degrees of Uganda Management institute to introduce the researcher to Kasenyi Secondary School for the study. A letter explained clearly the purpose, importance and significance of study to remove any bias from respondents. The questionnaire and interviews were administered by the researcher with the help of a research assistant. Personal interviews were conducted to the convenience of the respondents within two weeks.

3.9 Data Analysis

3.9.1 Qualitative Data Analysis

Under, quantitative analysis, content analysis was used to test the authority of the information given by the respondents. This was done in such a way that similar questions were put in the questionnaire at different stages that helped to cross check the authority of the answers given by the respondents.

Qualitative data was proof read, edited, sorted and coded to ensure authenticity, uniformity and accuracy of data. Data was summarized, coded into categories, cleaned and integrated and categorized into themes and sub themes.

3.9.2 Quantitative Data Analysis

The process of quantitative data analysis involved reading through the responses, coding and classification. The data was sorted to ensure it was free from errors and it was then coded using Statistical Package for Social Sciences (SPSS). Analyzed data was presented using percentages and frequency tables which were used to establish trends in responses. In order to establish relationship between the dependent and independent variable (Kothari 2004), correlation coefficients particularly Pearson's correlation were computed. Regression analysis was carried out to find out whether the independent variable predicts the dependent variable.

3.10 Measurement of Variables

The ordinal level of measurement was also used by application of linkert scale classification system to research topic questions in the questionnaire with the following categories; 1= strongly disagree, 2= Disagree, 3= Neutral, 4=Agree, 5=Strongly Agree. Nominal level of measurement for non ranked data was also used for the background variables e.g. age, gender education duration and residence.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

The study examined the influence of psycho-social factors on student dropout in Kasenyi Secondary School in Mubende District. This chapter covers presentation, analysis and interpretation of findings. Specifically, the chapter presents the response rate, the demographic findings of respondents and the empirical findings objective by objective.

4.1 Response Rate

The response rate was computed using SPSS statistics and the findings are presented in table 2 below

Table 2: Response rate

Category of Data	No of targeted Respondents	No of Actual respondents	Response rate
Qualitative	20	14	70%
Quantitative	40	30	75%
Total	60	44	73%

Source: Primary Data

From table 2 above: out of the 40 questionnaire given out, 30 were filled and returned which gives a response rate of 75% of the respondents of the quantitative data. Out of the 20 informants planned for the interview, the researcher interviewed 14 which give a response of 70% of qualitative data. The overall response rate was therefore 44 out of 60 that is approximately 73%. According to Amin (2005) a response rate of 50% and above is considered acceptable. This implies that the results were relied on to give commendable conclusions per the objectives of the study.

4.2 Demographic Information of respondents

The demographic information of respondents was collected. The background information included gender, age of the respondents, level of education, time spent in teaching and residence of the respondents. This information was deemed vital to the study because demographic characteristics may influence the relation between psycho social factors on student dropout. The findings are presented below

4.2.1 Gender of respondents

The gender of respondents was observed by the study and the findings are presented in table 3 below.

Table 3: Gender of respondents Findings

Gender	Frequency	Percentage
Male	22	73.3%
Female	8	26.7%
Total	30	100%

Source: Primary Data

Table 3 shows that 73.3% were males and 26.7% were females. By comparison the results indicated that majority of the respondents were males compared to females. This is because the school employed more males than the females. This finding is in line

with the general belief that males dominate teaching positions in Secondary Schools. Despite the disparity in the findings on gender distribution, the study was representative because both males and females were part of the study.

4.2.2 Age of respondents

The age of the respondents was observed by the study and the findings are presented in table 4 below

Table 4: Age of the respondents

Age	Frequency	Valid percentage
Below 30 years	8	26.7%
Above 30 years	22	73.3%
Total	30	100%

Source: Primary Data

The table shows that 26.7% of the respondents were below 30 years of age and 73.3% were above 30 years of age. It was clear that the number of the respondents above 30 years was high compared to those below 30 years of age. The implication of this finding to the study was that the majority of respondents were mature enough (above 30) to understand and appreciate the study. Such people would be relied upon to give accurate and consistent information which validates the study findings.

4.2.3 Level of Education

The level of education of the respondents was observed and the findings are presented in Table 5 below

Table 5: Level of education

Level of Education	Frequency	Valid Percentage
Graduate	15	50%
Diploma	15	50%
Total	30	100%

Source: Primary Data

The level of Education of the teachers above revealed that out of the 30, who participated in the study, 50% were graduates and 50% were diploma holders. The implication of the study established that the teaching staff under the study had the academic qualifications for teaching in a secondary school. Therefore, the level of education of the respondents put them in comfortable and right positions to give responses which could be relied upon to generate commendable recommendations.

4.2.4 Duration at School

The Duration spent by respondents at school was observed and findings are presented in table 6 below

Table 6: Duration at School

Duration at School	Frequency	Valid Percentage
Less than 5 years	21	70%
More than 5 years	9	30%
Total	30	100%

Source: Primary Data

Table 6 indicates that 70% of the respondents had spent less than 5 years in Kasenyi Secondary School and 30% of respondents had spent more than 5 years in the school.

The greatest percentage of respondents in Kasenyi Secondary School had been there for less than 5 years. This implies that at least all the respondents had worked for some period of time in this school which signifies that such people possessed commendable experience which could be relied on to achieve objectives of the study.

4.2.5 Residence

The Residence of the respondents was observed and findings are presented in Table 7

Table 7: Showing residence of respondents

Residence	Frequency	Valid Percentage
At School	2	6.7%
Outside School	28	93.3%
Total	30	100%

Source: Primary Data

Table 7 reveals that out of the 30 who participated in the study 6.7 % of the respondents reside at school and 93.3% reside outside the school. The percentage of those who reside outside school (93.3%) is higher than that of those who reside inside school (6.7%). This implies that the residential status of teachers (respondents) varied since some were residing inside the school and others outside the school premises thus enabling the study to capture various informed views about the set objectives.

4.3 Empirical findings

The researcher established the views and perceptions on the various objectives of the study. This was done so as to establish the respondents' opinions on each of the items in the questionnaire. The results are presented in form of frequencies and percentages in the following tables;

4.4 Counseling and Guidance, on students' dropout

Table 8: Responses on counseling and guidance

Statement	Strongly disagree		Disagree		Not sure		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
Counseling is used to discipline students	1	3.33	1	3.33	3	10.0	13	43.33	12	40
Counseling influences student's completion.	4	13.33	2	6.67	4	13.33	14	46.67	19	63.33
Counseling is a better option than the conventional methods		0.00	3	10	3	10.00	15	50.00	9	30.00
Counseling triggers students completion of the cycle	1	3.33		0.00	3	10.00	23	76.67	3	10.00
Counseling enables students to deal with fear	1	3.33	3	10	4	13.33	14	46.67	8	26.67
Counseling earns the	1	3.33	2	6.67	5	16.67	14	46.67	8	26.67

school respect										
Teachers equip students with problem solving skills so as to face challenging situations		0.00		0.00	1	3.33	16	53.33	13	43.33

Source: Primary Data

Respondents were asked to give their opinions whether counseling is used to discipline students, the results showed that: 3.33% strongly disagreed, 3.33% disagreed, 10% were not sure, 43% agreed and 40% strongly agreed. Through an interview with the senior man teacher he said that counseling was as an alternative in case of extreme indiscipline cases.

The respondents were asked to give their opinions on whether counseling influences students' completion of the cycle, the results showed that: 13.33% strongly disagreed, 6.67% disagreed, 13.33% were not sure, 46.67% agreed and 63.33% strongly agreed. The researchers' interaction with the school counselor further revealed that some students wanted to dropout for commercial sex but because of counseling they were ongoing in school.

The respondents were asked to give their opinions on whether counseling is a better option than the conventional methods of punishment. The results showed that: 0.00% strongly disagreed, 10% disagreed, 10% were not sure, 50% agreed and 30% strongly agreed. Through an interview with the deputy head master it was revealed that now counseling is intensified in Kasenyi Secondary School because corporal punishments no longer make any sense to students.

When respondents were asked whether counseling enabled students to deal with fear, they provided the following responses: 3.33% strongly disagreed, 10.00% disagreed, 13.33% were not sure, 46.67% agreed and 26.67% strongly agreed. From the response above it implied that many respondents agreed that counseling deals with fear among students. This signifies that since counseling services help in handling fear among learners, then it is a very vital ingredient in keeping students at school. However, since the service is not prioritized in Kasenyi Secondary, the vice of student drop-out has been accelerated.

When asked to give their opinions as to whether counseling earns the school respect, the respondents provided the following responses 3.33% strongly disagreed, 6.67% disagreed, 16.67% were not sure 46.67% agreed and 26.67% strongly agreed. All respondents interviewed confirmed that counseling earned the school respect.

Teachers were also asked whether they equip students with problem solving skills, the results showed that: 3.33% were not sure, 53.33% agreed and 43.33% strongly agreed. The indicator here is that the majority of the teachers responded to it as a strategy to see that students complete the cycle. Findings therefore showed that counseling and guidance influenced student dropout in Kasenyi Secondary School.

Table 9: Correlation Statistics of the Relationship between Counseling and Guidance factor and Student drop out in Kasenyi Secondary School.

		Counseling Guidance	Drop out
Counseling Guidance	Pearson Correlation	1	.897**
	Sig. (2-tailed)		.000
	N	30	30
Drop out	Pearson Correlation	.897**	1
	Sig. (2-tailed)	.000	
	N	30	30

Source: Primary Data

To test the hypothesis that counseling and guidance affect student dropout in Kasenyi Secondary School, Pearson product moment correlation was done. From the results in the table above it shows that there is a strong relationship between the variables of + 0.897 which supports the hypothesis that counseling and guidance influences student dropout. Therefore if counseling is intensified in school, students are likely to complete the cycle hence reducing dropout.

4.5 Teacher-student academic relationship on student dropout

Table 10: Responses on teacher-student academic relationship

Statement	Strongly disagree		Disagree		Not sure		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
Students consult teachers on class assignments	2	6.67%	1	3.33	2	6.67	16	53.33	9	30.00
Students consult you on private issues	3	10	1	3.33	1	3.33	16	53.33	9	30.00
Teacher follows up student when they absent from class		0.00	2	6.67	6	20.00	14	46.67	8	26.67
Academic relationship promote students completion of the cycle	1	3.33	1	3.33	3	10.00	17	56.67	8	26.67
Am always present in ongoing academic seminar	3	10.00	2	6.67	4	13.33	19	63.33	2	6.67
Students are grouped in class with an assignment		0.00	6	20.00	5	16.67	16	53.33	2	6.67
Teachers treat all students without bias when they come for consultations	1	3.33	3	10.00	2	6.67	11	36.67	13	43.33

Source: Primary Data

The results analysis of findings in the table above revealed that out of a total number of 30 respondents who were targeted 6.67% strongly disagreed and 3.33% disagreed that student's consult the teachers on class assignment while 6.67% were not sure, 53.33% agreed and 30% strongly agreed with the statement. However when the student leaders were asked in focus group guide whether the students consulted teachers on class assignments they said it was a cat rat relationship amongst them.

When the respondents were asked whether students consult teachers on private issues, 10.00% strongly disagreed, 3.33% disagreed, 3.33% were not sure, 53.33% agreed and 30.00% strongly agreed. However the focus group revealed that students do not freely present their grievances to the administration.

Of the 30 respondents 46.67% agreed and 26.67% strongly agreed that teacher follows up students when they do not complete the cycle. On the other hand 20.00% were not sure, 6.67% disagreed and 0.00% strongly disagreed. When the head teacher was interviewed he said that both the student and parents had a negative attitude toward learning when invited to talk about the child's completion they do not turn up.

When the respondents were asked whether academic relationships promote student completion of the cycle, 3.33% strongly disagreed, 3.33% disagreed, 10.00% were not sure, 56.67% agreed and 26.67% strongly agreed? This implied that academic relationship in schools encouraged students to complete the cycle. The respondents generally agreed that the teachers are always present in academic seminars that take place at school as shown by the results 10.00% strongly disagreed, 6.67% disagreed, 13.33% were not sure, 63.33% agreed and 6.67% strongly agreed.

When the respondents were asked whether students are grouped in class with a particular assignment, the results showed that 20.00% disagreed, 16.67% were not sure, 53.33% agreed and 6.67% strongly agreed. On the other hand, the following results were got when the respondents were asked if they treat all students without bias when they come for consultations the results showed that 3.33% strongly disagreed, 10.00% disagreed, 6.67% were not sure, 36.67% agreed and 43.33% strongly agreed.

Most respondents indicated limited and unsuitable rooms, the lack of reading materials and undergoing tests and examinations after a crash course as the four most important teaching and learning environmental factors that can lead to dropout. Some said that teachers tended to intimidate them. This may lead to students losing interest and as Ibrahim, Rwegasira and Taher (2007) noted, the instructor's role is considered the key component to success.

When the facilitator to student ratio is high, students are not likely to get personal attention; this affects their retention level and hence their stay at school. The concentration of students when studying and their regular attendance are affected by their learning environment. Allan (1998) reported that student withdrawal is caused by unsatisfactory experiences in school, unhappiness with the quality of the institution, inability to cope with school demands and dissatisfaction with school provisions or facilities. This coincides with the findings from the students who dropped out of Kasenyi Secondary School, Mubende

Table 11: Correlation Statistics of the Relationship between Teacher-Student Academic relationship Factor and Student dropout in Kasenyi Secondary School

		Teachers Student Academic Relationship	Drop out
Teachers Student Academic Relationship	Pearson Correlation	1	.909**
	Sig. (2-tailed)		.000
	N	30	30
Drop out	Pearson Correlation	.909**	1
	Sig. (2-tailed)	.000	
	N	30	30

To test the hypothesis that teacher-student academic relationship influence student dropout in Kasenyi Secondary School, the Pearson correlation was used as reflected in the table above. In comparison to counseling, the teacher student academic relation had a more strong relationship of +0.909.but less than co curricular activities. This implies that teacher- student academic relationships influence the student dropout. Thus alteration of teacher student academic student relationship is likely to alter of student dropout in Kasenyi Secondary School.

4.6 Co curricular activities influence student dropout in Kasenyi

Table 12: Responses on Co-Curricular Activities.

Statement	Strongly disagree		Disagree		Not sure		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
Teaching is the only activity in school	16	53.33	11	36.67	0	0.00	3	10.00	0	0.00
The school has a foot ball field and net ball pitch	11	36.67	5	16.67	0	0.00	5	16.67	9	30.00
All students have equal chances to participate in the games	3	10.00	3	10.00	4	13.33	9	30.00	11	36.67

Games and sports are time tabled	4	13.33	8	26.67	0	0.00	9	30.00	9	30.00
Games and sports influence students completion of the cycle	3	10.00	6	20.00	5	16.67	9	30.00	7	23.33
Games instill a positive competition among the students	1	3.33	4	13.33	4	13.33	12	40.00	9	30.00

Source: **Primary Data**

The above results were analyzed as follows:

The researcher established whether teaching was the only activity in Kasenyi Secondary School. The results showed that 53.33% strongly disagreed, 36.67% disagreed and 10 % agreed. To this study it implied that teaching was not the only activity done but there were other activities performed.

The researcher also sought to establish whether the school had a football field and netball pitch. The responses were as follows 36.67% strongly disagreed and 16.67% disagreed however 16.67% agreed and 30% strongly agreed. Through the interview with the deputy head master he said the school was using the field for the police institution for sports at any given time that there no any restriction.

The study sought to find out whether games and sports were timetabled, the results showed that: 13.33% strongly disagreed, 26.67% disagreed, none were sure, 30.00% agreed and 30.00% strongly agreed with the statement. From the focus group discussion it revealed that foot ball, netball are only done towards competition and for the sake of winning. This implied that some respondents were not aware of even what goes on in school they simply come and teach and go away.

Concerning the statement of whether games and sports influence students' completion of the cycle, the results showed that: 10.00% strongly disagreed while 20.00% disagreed, 16.67% were not sure. In the statement however 30.00% agreed and 23.33% strongly agreed. Majority of the respondents agreed that games instill positive competition among students; the results showed that 3.33% strongly disagreed, 13.33% disagreed, 13.33% were not sure, 40.00% agreed and 30% strongly agreed. However through the discussion with student leaders it revealed that co curricular activities help them relax, continue to study and explore their talents

Table 13: Correlation Statistics of the Relationship between Co- Curricular Activities factor and student drop out in Kasenyi Secondary School

		Co-curricular Activity	Drop out
Co-curricular Activity	Pearson Correlation	1	.973**
	Sig. (2-tailed)		.000
	N	30	30
Drop out	Pearson Correlation	.973**	1
	Sig. (2-tailed)	.000	

	N	30	30
**. Correlation is significant at the 0.01 level (2-tailed).			

To test the hypothesis that co curricular activities influence student dropout in Kasenyi secondary school, Pearson product moment correlation was done as reflected in the table above. This factor like the previous factor indicated a strong relationship of +0.973. This relationship implies that when co curricular activities are emphasized there will be a likely corresponding change in student dropout in Kasenyi Secondary School. By implication co curricular activities are positively related to student dropout.

Table14: Regression Analysis showing effect of counseling, teacher -student academic relationship and co-curricular activities and student dropout.

Coefficients

In order to establish whether the independent variable had a controlling effect on the dependent variable in the study, the researcher computed a regression analysis. The results from the regression analysis are presented in the table below

Table 13 above shows B values for each independent variable, it reveals how changes

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.042	.228		.186	.854
1 Counseling Guidance	-.515	.407	-.464	-1.266	.217
Teachers Student Academic Relationship	.613	.425	.545	1.444	.161
Co-curricular Activity	.812	.102	.896	7.981	.000

a. Dependent Variable: Drop out

in independent variable affects student dropout. The regression values of counseling and guidance were found to be negative. The results show that the b-value for counseling and guidance is -0.464. Therefore an increase in counseling and guidance decreases student dropout by -0.464

From the results the b-value for teacher student academic relationship is 0.545. This implies that an increase in teacher-student academic relationship will improve student completion of the cycle by 0.545.

The regression coefficient of co-curricular activities on student dropout is 0.896 and this implies that an intensive increase of co curricular activities among students of Kasenyi Secondary School increases student`s completion of the cycle.

Table 15: Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.975 ^a	.950	.945	.25840

a. Predictors: (Constant), Co-curricular Activity, Counseling Guidance, Teachers-Student Academic Relationship

Results from regression model table 15 above reveals that the coefficient determination R square is 0.950 this implies that (95%) of the student dropout is explained by counseling and guidance, teacher-student academic relationship and co-curricular activities. The remaining 5% is due to other factors which may include errors in measuring independent variable that might have been beyond the scope of study. This 95% is also so big implying that the results are reliable and accurate.

Results revealed that in Kasenyi Secondary School, Mubende District majority of the students do not complete the cycle because of psychosocial factors. The findings indicate that increase in counseling and guidance, teacher student academic relationship and co curricular activities positively affect student dropout. Correlation coefficients of the study have shown positive relationships between the independent and dependent variable indicating that student dropout is positively affected. This has left the school at bay to put in place procedures and organizational roles to see that students complete the cycle since according to Zucker (1987) institutional environment can strongly influence the development of formal structures in an organization. The situation in Kasenyi Secondary School has caused many students to be frustrated and stressed hence dropout.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study examined the influence of psycho-social factors on student dropout in Kasenyi Secondary School in Mubende District. This chapter presents the summary of the findings, discusses the results, draws conclusions from the research findings and makes recommendations based on the findings of the study.

5.2 Summary of the findings

Regarding counseling and guidance, findings of correlation statistics were 0.897 which revealed that there is a strong positive relationship between counseling and student dropout. When counseling and guidance is intensified in school it reduces student dropout as shown from regression coefficient results of -0.464. Therefore both regression and correlation statistics indicated positive effects on student dropout

Findings of correlation statistics were 0.909 and of regression analysis were +0.545 on teacher student academic relationship. This revealed that poor relationship between students and teachers has caused many students to dropout and not complete the cycle. This implies that there is a strong positive relationship between teacher student academic relationship and student dropout. Therefore both correlation and regression statistics on teacher-student relationship have indicated positive effects on student dropout.

On co-curricular activities, results of correlation statistics were 0.973 and regression analysis were +0.896 which indicated that increase in co-curricular activities has a strong positive effect on student completion of the cycle. Therefore the relationship between co-curricular activities and student dropout was found positive an indication that co curricular activities positively affects student dropout.

5.3 Discussion of Findings

5.3.1 Counseling and Guidance and Student dropout

The study discovered that counseling influences students' completion of the cycle. This finding agreed with what Kaufman and Frase,(1999) assert that counseling services were one of the key elements of promising dropout prevention initiative. Kasenyi Secondary School counseled its students by calling old boys and girls of the school. According to Barton (2006), School counselors have been recognized as the primary source of psychological counseling for secondary school children. This tallied with the discussions held with the deputy head master Kasenyi Secondary School who revealed that the school employed a full time school counselor to assist students with academic, social and sexual issues.

According to Baker and Gerler, (2001), students who participate in school counseling programs had significantly less inappropriate behavior and more attitudes towards school than those who did not participate at all. Counseling programme in Kasenyi Secondary school was there but not fully reliable as to the respondents, there was a small room taken as the office it was hidden with proper labels but not functioning as it is supposed. The discussion held with the student leaders revealed that it was ever locked, students could not access the counseling service when needed; besides majority of the students did not know the importance of counseling to them and even where the office was. In addition, according to Poll (2000), counselors are effective in assisting secondary school students with challenging situations, but with the discussion held with the student leaders the researcher established that the students were not free with the counselor because of the old age so they could not mention their issues because of the big age difference. By implication the school counselor could not identify the problems of students and build effective intervention programs in Kasenyi Secondary School.

Use of interview guide, targeted respondents like the Senior man teacher, he was reached to give his views on counseling and student dropout, from the discussion held with him it was established that counseling enabled many students to complete the cycle, Kasenyi Secondary school did it by setting up counseling sessions were role models in the society were brought on board and teachers were involved in general counseling about relationships, hygiene and economic issues but however with the discussion held by the student leaders, as students they were interested in career guidance rather than social problems, this findings of the study concurred with Boarders and Drury (1992) that secondary school counseling intentions have substantial impact on students' educational and personal development , this meant that when the intention is clear to students that it's about career, they involve them themselves and in the end they get the morale to complete the cycle. In line with the above Barton, (2006) said that systematic provision of career and academic guidance can have a positive effect on student completion. He further explained that career guidance helps young people from taking away decisions regarding future career development especially students at risk of dropping out have less access to high quality guidance. Therefore, for counseling and guidance sessions to enable students of Kansenyi Secondary School complete the cycle, emphasis should be put on career and academics rather than over concentrating on sex counseling.

According to Sutton and Fall, (1995) annual programs should be designed for counseling but as a researcher using the documentary review, it was established that career counseling and guidance was budgeted for in the annual budget of Kasenyi Secondary School approximately 2,250,000/=(min 04/01/2013) was allocated to counseling and guidance this earned the school respect as it was shown in the findings that 46.67% of the respondents agreed and 26.67% strongly agreed with the statement, however Sutton and Fall,(1995) in literature assert that school counselor effectiveness

is influenced by the school climate, but it was established through the discussion held with the school counselor that the counseling service in Kasenyi Secondary School was challenged by the big student population of 1446, lack of space to accommodate the numbers and there was no special time allocated for counseling of students. This assertion corresponds with Okech, (2009), who notes that counseling services are affected by a high number of counselees, inadequate space, and limited time allocation.

5.3.2 Teacher- Student Academic relationship

The study showed that student completion of the cycle was positively affected by teacher student academic relationships. This is very clear that when the teacher changes positively on how they relate with students academically, this likely improves student completion of the cycle in Kasenyi Secondary School. James et al (2004) report that personal connection with adults' help students have an advocate who understands their interests, struggles and ambitions.

Lund, (2009), emphasizes that the relationship between a teacher and student is extremely important, however the researcher established that in Kasenyi Secondary School it's a cat-rat relationship between teachers and students, by implication teachers are not able to nurture and guide students to succeed similar to what a parental figure might have done. Student leaders in response to this objective revealed that teachers were part timers, hard to consult and incase approached they intimidate them; this caused many to opt for other things rather like commercial sex.

Lee and Burkam (2003) posits that students are less likely to drop out if they felt they had a positive relationship with the teacher. However, the discussion held with the student leaders revealed that some students attended class without understanding waiting to sit for UNEB and one of the leader witnessed that a friend had disclosed to him and was about to leave the school.

According to Mitchell, (1998) what teachers do in the effective domain is to establish student motivation and engagement and is the key to academic achievement. This quotation is very true but according to this study in Kasenyi Secondary School, the researcher established that teachers send notes to class for over a full month without the students seeing the teacher, besides students did not have resources e.g. textbooks from which to get notes and this left the school in a sorry state where by many students were likely not to complete the cycle because the teachers were not available and if there they were not ready to help these students. This was further explained by Englund,(2008) who said that if the relationship between the teachers and students is bad then students are likely to dropout.

According to Croninger and Lee, (2001), caring teachers are an important source of social capital for students, with the discussion held with the chairman board of governors, it was revealed that teachers are to blame when students do not complete the

cycle he cited that in 2012 over 100 day scholar students dropped out reasons because of business teachers who do not have time to relate with students they only come to school when they have lessons and then disappear. This significantly puts students in a school environment where they have no ready teachers to respond to their academic challenges / issues which create a room for dropout.

5.3.3 Co- Curricular activities and Student Dropout

Per Paxman J.M (2004), co-curricular activities are psycho-social since they enable the participant to use the brain at the same time interacting with others. The study however, found out a strong relationship between co-curricular activities and student dropout. It was indicated that co-curricular activities influence student completion of the cycle. This means that any change in this variable impacts student dropout. Nyombi. S. (2002) contends that schools which are learner friendly have put in place programs that meet their own turf. According to National Federation of state high school association (1999) Co curricular activities are good educational programs and support academic mission in secondary schools. Yet Mulindwa, (2001) reports that students exposed to co curricular activities tend to develop holistically.

According to Zill, Nord and Loomis (1995), Participation in co-curricular activities improves adolescents' chances of avoiding such risky behaviors as dropping out but this contradicted with Mulindwa (2001) who argued that as a school there is need to identify and nurture learner's talents through establishment of routine programmed co-curricular activities at all levels of learning institutions.

Per the findings of the study, students in Kasenyi Secondary School had equal chances to participate in sports and drama. It was also revealed that it was the student's free will to engage in sports and for those who participated they were given free lunch as a motivator. This signifies that when students are rewarded to participate in these activities, many involve themselves.

However, these findings above concurred with Klesse and Donofrio (1994) that low levels of participation in student activities are characteristics of risk students. However this implied that when students do not participate in co-curricular activities the chances not to complete the cycle are high. Zill, Nord and Loomis, (1995) also observed that group activities encourage cooperation, team work and personal sacrifices for group goals. According to this research this factor exerts a powerful influence on student completion but it was established through the focus group discussion that sports are only done towards the competition for the sake of winning and that the sports teacher does not even spectate during the games implying that the teachers were not supportive in games and sports, but the aspect of teacher-student matter a lot because student involvement greatly depends on how they have been involved. Zill et al further argues that co-curricular activities benefit young people in their studies, their jobs and personal lives, however it was established that in Kasenyi Secondary School majority of students

do not engage in games and sports because there a lot of strict rules attached for example “you must be in a school uniform to participate even during weekends” and in case a student is injured no treatment is provided, the school refers back home.

5.4 Conclusions

From the discussion, the following conclusions were drawn

5.4.1 Counseling and guidance

Counseling and guidance is one of the greatest elements that influence student behavior, performance at school as well as completion of the cycle of learning. However, it should be noted that absence of counseling and guidance activities in secondary schools has had an impact on students stay in school hence dropout. The study therefore draws a conclusion that increased and strengthened counseling and guidance programs among secondary schools would help reduce student dropouts.

5.4.2 Teacher student academic relationship

Teacher-Student Academic relations continue to be important towards influencing student drop out in schools. Students need to have a close relationship academically so as to be able to stay in School and complete the cycle of learning. However, absence of such academic relationships results in lack of interest and poor performances. The school administrators need to strengthen or design policies that have no barriers between the teachers and students.

5.4.3 Co-curricular activities

Co-curricular activities influence student stay in school and their completion of the learning cycle. Many students have interest in different games and sports hence this also acts as an aid towards students stay in school and reduce on the rates of school dropout. School administrations need to be instituted to the best participating students so as to avoid demoralizing them but rather encourage them. This could keep them in school and also be able to complete the cycle of learning. The study therefore draws a conclusion that the government through the Ministry of Education and Sports can help out such students to develop their talents as they keep in school.

5.5 Recommendations

From the findings, it is recommended that there is need for the following in order to address the issue of student dropout.

5.5.1 Counseling and guidance and student dropout

The management of Secondary schools should recruit more than one counselor of different ages to be able to handle big numbers of students.

The management of Secondary Schools should allocate more funds and resources for counseling and guidance in order to intensify it. These can be utilized to motivate counselors, purchasing counseling kits and other necessary materials/equipments.

All teachers in Secondary Schools should be encouraged to do counseling as they teach especially to the identified student at risk of dropping out

Secondary Schools' teaching and non-teaching staff should embrace the referral system, that is, when a teacher identifies a problem on the student beyond his/her competence, this student can be referred to the school counselor.

5.5.2 Teacher-Student Academic relationship and student dropout

Teachers should identify children at risk of dropout and provide them extra support

The management of Secondary schools should increase teacher pay so that they reduce part timing and commit most of their time to wellbeing of students to completion

The management of Secondary Schools should develop a teachers' code of conduct which should be enforced in order to discipline teachers who intimidate students.

The management of Secondary schools should encourage teachers to undergo professional development in order to address issues of sending notes to class and bettering their methods of teaching.

5.5.3 Co-Curricular Activities and student dropout

Ministry of Education and Sports should greatly facilitate and reward sports for example, offer bursaries for the best in sports in order for them to survive.

The management of Secondary Schools should provide medical treatment students involved in co-curricular activities in case of an injury.

Co-curriculum activities in Secondary School should be goal-directed, that is to develop skills in the students, say attention to details, patience, persistence and vigilance.

Games and sports should be time tabled in Secondary schools so that all students get equal opportunities to participate and develop their talents.

5.6 Limitations of the study

Some of respondents were unable to participate in the study for example some of the PTA representatives and teachers because it was during examination period however the researcher was able to get the required data using phone calls to some members of PTA and all the teachers at school that day who were invigilating exams answered the questionnaire.

5.7 Areas of further Research

Further research could be carried out on the effect of student-student relationship and student dropout in secondary schools

Further research could also investigate on relevance of referral system on student drop out in Secondary schools

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APPENDIX (I)

QUESTIONNAIRE FOR TEACHERS

Dear teachers

I am Diana Bukenya Nalubega from Uganda Management Institute. I am carrying out this research in order to accomplish studies that will lead me to an award of masters’ degree. The information you give me will be treated with confidentiality. Your participation is highly appreciated. Thank you for taking Part.

SECTION (A) BACKGROUND INFORMATION

Gender Female Male
 Age below 30 years Above 30 years
 Level of education Diploma Graduate
 How long have you spent in Kasenyi Secondary School
 >5years <5 years
 6. Residence At ol Outside ool

SECTION B (Independent Variable)

Scale	1	2	3	4	5
	Strongly disagree	Disagree	Not sure	Agree	Strongly Agree

A	COUNSELLING\$ GUIDANCE	1	2	3	4	5
1	Counseling is used to discipline students					
2	Counseling influences students completion of the cycle					
3	Counseling is a better option than the conventional methods of punishing students					
4	Counseling enables student to deal with the fear and complete the cycle					
5	Counseling earns the school respect					
6	As the teacher I equip students with problem solving skills regularly to stand in challenging situation					

B	TEACHER STUDENT ACADEMIC RELATIONSHIP	1	2	3	4	5
7	Students consult the teacher on class assignments					
8	Student consult you on private issues					
9	Teacher follows up the student when they donot complete the cycle					
10	Academic relationship promotes student completion of the cycle					
11	Am always present in ongoing seminars in school					
12	I have grouped students with a particular assignment					
13	Teacher treats all students fairly when they come for a consultation					

C	CO-CURRICULAR ACTIVITIES	1	2	3	4	5
14	Teaching is the only activity in school					
15	The school has a football field and net ball pitch					
16	All students are given equal chances to participate in games and sports					
17	Games and sports are time tabled					
18	Games and sports influence student completion of the cycle					
19	Games instill a positive competition among students					

SECTION C (Dependent Variable)

D		1	2	3	4	5
20	Dropout Roll call of students is done daily by the teacher					

21	Some students do not completing the cycle					
22	It is school related issues that influence completion of the cycle					
23	As a teacher I follow up students who do not complete the cycle.					
24	I do not know the number of students I teach and those who attend					

SECTION D

1 What measures are taken for students who miss final exams?

- i.....
- ii.....
- iii.....
- iv.....
- v.....

2 What suggestions as a teacher do you propose that can trigger student's completion of the cycle?

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.....

APPENDIX II

FOCUS GROUP DISCUSSION GUIDE FOR STUDENT LEADERS

I am Diana Bukenya Nalubega, from Uganda Management Institute. I am carrying out this research, in order to accomplish studies that will lead me to an award of masters' degree. The information you give me will be treated with confidentiality. Your participation is highly appreciated. Thank you for taking part.

What are your expectations at school? Does the school meet your expectations, how?
Do you have students who do not attend class and complete the education cycle? How many do you know and why do they do so?

What has the school done to see that students attend and complete the education cycle
Do you have a fully functional guidance and counseling program in school, if yes, what evidence is there to justify your statement? To what extent has the program motivated you to attend and complete the education cycle? Give experiences.

What kind of teacher student academic relationships exists in the school and do you enjoy them. How have these relationships triggered your attendance and completion of the education cycle?

Do you have games in this school, state them?

How often do you get involved in these games? Be more specific

To what extent have they motivated you to attend and complete the education cycle?

Give examples

APPENDIX III

INTERVIEW SCHEDULE

Dear Head teacher /Parent representative (PTA)/BOG

I am Diana Bukenya Nalubega from Uganda Management Institute, I am carrying out this research, in order to accomplish studies that will lead me to an award of masters' degree. The information you give me will be treated with confidentiality. Your participation is highly appreciated. Thank you for taking part.

SECTION A

In your school do we have some students who don't complete the education cycle
give some evidence

What are some of the steps taken by the school to ensure that students are motivated
complete the education cycle?

What are some of the challenges faced as you completion of the cycle?

What more can you contribute to this research?