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Full Length Research Paper

Parents' Contribution to Girl-child Dropout of School in Nsinze Sub-county, Namutumba District, Uganda

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ABSTRACT: This study aimed to determine how stakeholders influenced the dropout rates of female students in Uganda's Nsinze Sub-County, Namutumba District schools. The sample consisted of 278 individuals, representing 442 individuals, including principals, teachers, parents, and students. In this instance, a cross-sectional research technique was employed to formulate and collect answers to the study's research questions. To enable triangulation of results, the study employed a hybrid approach consisting of both quantitative and qualitative research techniques. For each objective, a descriptive method incorporating the use of mean scores to guide analysis was employed. The findings on the role of parents as stakeholders on girl-child school dropout found that parents did not feed their children a nutritious diet, which negatively impacted their ability to concentrate. In addition, parents rarely attend school meetings and thereby lose out on important classroom viewpoints. Finally, many parents failed to provide school materials for their children. In conclusion, teachers do not perform their duties flawlessly in the classroom and school environment in order to reduce the rate of girl-child dropouts. Similarly, parents have abandoned their fundamental obligations of caring for their children in order to assure their enrollment in and completion of school. This is exacerbated by the automatic promotion policy, which has disturbed the old educational system in which neither parents nor teachers have significant responsibility for children. According to the recommendations, teachers should devise mechanisms and create an enabling environment for girls to enroll and remain in school until they complete the primary cycle. This includes avoiding discrimination and establishing a relationship with parents and administrators to collaborate on gender-sensitive issues. It is also suggested that, when politicians are unavailable, the government should strive to involve parents in community-based programmes.

Keywords: Dropout, stakeholders, Namutumba District, Nsnze Sub County, Girl-Child

INTRODUCTION

According to a 2019 UNESCO report, the right to education supports the Education 2030 Agenda and the approval of Sustainable Development Goal 4 by the worldwide community (SDG4). According to Marco (2019), SDG4 is a rights-based programme that seeks to ensure the full enjoyment of the right to education as a precondition for achieving the Sustainable Development Goals (SDGs). This creates a precedent for the efficacy of policies and legislative frameworks geared at the education of females, such as Muhindo (2017) information on Article 26 of the Uganda Constitution of 1995, which stipulates that everyone has the right to an education. According to Mark (2018), the UNESCO and SDG4 frameworks help to ensure high enrollment and graduation rates among male and female students at the primary, secondary, and postsecondary levels.

According to Kristen and Allisa (2018), rising girl-child school dropout rates are as high as 33 percent in the United States, 49.2 percent in some European nations, 43.4 percent in the Middle East, and 68 percent in a number of African countries (2018). These instances illustrate that Africa has the highest percentage of girl-child dropout compared to any other continent, prompting research into the global causes of this phenomenon.

In the majority of nations, the causes of higher dropout rates among girls are poorly understood. According to Shahidu and Karim (2015), poor accomplishment levels contributed to 72 percent of dropouts, while poor academic performance or results contributed to 83.6 percent of girl-child dropout rates in primary and secondary schools (2015). According to Teodora and Vansteenkiste (2016), 67.2% of girl-child school dropouts in Europe are the result of peer pressure, whereas 73.3% of dropouts in the Middle East are the result of the low socioeconomic level of parents who are unable to provide academic resources to female learners.

According to Sateesh (2017), 77.1 percent of girl-child dropouts in various countries are due to the low educational levels or illiteracy of parents, which causes parents to see no value in education, and 66.4 percent are due to social factors and effects of universal education, such as a lack of ability to concentrate in class.

Binet and Simon (2013) find that 77 percent of African American girls drop out of school as a result of self-sabotage, family factors, or low socioeconomic level. 55.1 percent of girl-child dropouts in the United States are attributed to low effort syndrome, anti-intellectualism, or a lack of social support, according to Binet and Simon (2013). This demonstrates that a range of factors contribute to the increase in the dropout rate of female students, and that the dropout rate varies depending on the reason. This predicament in the United States serves as a launching point for investigating issues in other nations. This difficulty can be attributed to a number of things. According to a 2003 World Bank report, more than 350 million people, or more than half of Africa's population, live below the daily poverty line of one dollar. Due to poverty, Africa and the Middle East account for almost 70 percent of girl-child dropouts. Due to the oral nature of the majority of this literature, there is no written description of the size of girl-child dropout rates in Nsinze Sub County, Namutumba District. It was vital to do research on the subject due to the increasing severity of dropout rates.

In South Africa, Amiena, Wynand, and Ravinder (2014) found that 92% of girl-child school dropouts are due to dependency on a second language for learning and reading, marginalisation, and a significant degree of racial discrimination. In North Africa, Mirza and Millett (2015) determined that 73.7% of the kid drop-out rate is attributable to the preponderance of male teachers over female teachers in schools.

In East Africa, the rate of female school completion is similarly unacceptable. In Uganda, the primary school enrollment dropout rate for girls is exceptionally high at 40 percent. In Kenya and Tanzania, 33 percent of girl-child dropouts occur in primary school, with learners failing to finish schooling cycles year after year (Ahmed, 2015). Studies that have attempted to reconcile this type of situation (Amiena et al.,, Wynand, and Ravinder, 2014; Clerks, 2013) have always resulted in dreadful disappointments for readers due to unchanging circumstances, thus continuing to call for new investigations into other factors such as Universal Primary Education (UPE) in an effort to obtain clear explanations for the persistent girl-child drop-outs in primary schools.

According to Korokora, (2014) girl-child education in Uganda dates back to 1975, when gender discrepancies in access to school were discovered in several sections of the country (2014). Over five million Ugandan children of school-going age have dropped out of primary school before P7 in the last two decades, according to Nuwagaba (2018). According to the 2014 census, Uganda's population is approximately 34 million. The findings of Nuwagaba (2018) imply that approximately 15% of Uganda's population consists of primary school dropouts (including 13% of females) who have not obtained a primary school certificate. In light of this, the government and policymakers must address the issue of females' illiteracy. The purpose of this study is to expand on existing knowledge, specifically by providing information in places such as Nsinze Sub County with unknown problem indications.

In 1997, the Ugandan government National Resistance Movement implemented universal primary education (Davidrunish, 2011). The implementation of UPE necessitates that no student be obliged to repeat a class, mandating automatic promotion (Mohammed, 2020). In addition, parents and guardians contribute to their children's education by purchasing school supplies like pens, pencils, and books. In 2001, the Ugandan government made elementary education free for all children attending primary school. This means highlighting the right to education for everyone pursuant to Article 34, Section 2 of the Constitution of 1995, which describes education as a right and a fundamental requirement for children (Binet andand Simon, 2013).

Amiena, Wynand, and Ravinder (2014) emphasise the effect of distance between school and home, emphasising that it is characterised by temptations, laziness, peer pressure, and numerous other concerns that might distract the student from academic pursuits. In such circumstances, Amiena et al. (2014) describe a high rate of absence and divergent thinking, which may ultimately result in school dropout. This may not be the case in Nsinze Sub County, where the dropout rate for girls continues to rise despite the fact that schools are not more than two kilometres from the home of the child who travels the greatest distance. Unless contradicted by the findings of this study, other factors, such as UPE, are required to explain the increasing rate of girl-child dropout.

Literature review

Positive attitudes toward education and learning are

powerful motivators for children's school attendance. As early as the first year of school, poor attendance habits might begin to develop. To ensure that their children attend school every day, parents must set an expectation at the start of the year (Rufino, 2016).

It is impossible to disregard the impact of parents' attitudes as stakeholders in this presentation. A child's attitude toward specific subjects are influenced by his or her parents' attitudes, and this affects the student's ability to learn and succeed in school. Parents who struggled academically and used phrases like "math" and "science" to disparage disciplines like those can serve as an excellent illustration of this phenomenon (AllAfrica, 2014). Children's well-being in Uganda is suffering as a result of the country's modern child-rearing practises. Teens' disdain for following rules from home and school has led to an increase in the number of deaths caused by violence committed by them. Because of this, many children in Uganda are fleeing their parents' homes to join relatives or family friends, or they choose to live on the streets, and these behavioural challenges are having a negative impact on the educational and career development of children in the country (Hill and Tyson, 2009).

Econometric evidence put forward by UNESCO (2015), quoted by Uganda Inter-Agency Country Report (2014: iv-v), illustrates some of the factors influencing household decisions to involve their children in domestic work or encourage them to attend school:

a) Personal wealth. Children from the poorest households are more than eight percentage points less likely to go to school exclusively and almost three percentage points more likely to participate in domestic labour exclusively compared to children from the richest households. The results underscore that children's earnings or productivity can play an important role in household survival strategies among low-income families in Uganda.

b) livestock ownership by a household. Children belonging to households owning animals are more likely to be in employment and less likely to be exclusively attending school. One reason for this is that when a household owns livestock, there is an increase in the demand for labour within the family unit, outweighing the income effect associated with livestock ownership.

c) Education of the household head. Higher household education levels make it more likely that a child attends school and less likely that he or she is in employment.

d) Internal migrant workers. Migration has a negative impact on children's time use. Migrant children aged 6–13 years are approximately four percentage points less likely to attend school than non-migrant children, but they are approximately two percentage points more likely to work.

e) Mother and/or father's illness; The parents' temporary or permanent unavailability for work due to illness appears to push children out of school and into work to support the family income or alternatively to keep children from going to school to take care of the sick.

f) Make-up of the household. The presence of elderly household members significantly increases children's risk of employment and of being denied schooling. This result suggests that in multi-generational households, the social vulnerabilities associated with aging (e.g., loss of the ability to earn an income, declining physical health) can increase the social vulnerability of the household as a whole and can force families to rely on child labor as a coping strategy.

g) Access to basic services. Access to basic services has a dramatic impact on the likelihood of children working and attending school.

Electricity access is particularly important in this regard. Access to electricity reduces the likelihood of involvement in employment among 6–13-year-olds by almost 22 percentage points, while making it two percentage points more likely that a child attends school. Access to tap water is also very relevant. Children aged 6-13 years old from households with tap water are five percentage points less likely to work and more than four percentage points more likely to attend school.

Parents are expected to provide breakfast and a noon meal at school every day, or to bring food or donate to a feeding programme established by the school. Parents are also asked to pack lunches. Some schools don't have food kiosks or adjacent stores where students can buy food unless their parents give them pocket money because parents in remote areas don't pack lunches and don't contribute to the school feeding programme (Outreachuganda.org, 2009).

To ensure their children have the necessities for school, parents must make sure they have the following items on hand: school supplies including pencils, erasers, books, and uniforms (Von et al., 2011). Because many parents believed that the government should be responsible for their children's education because of UPE, many rural students, particularly those in the newborn section, do not meet the minimum scholastic criteria. In contrast to the widely held belief that parents should not have to pay for anything, Alon and Mwesigwa, (2015) clarify that UPE is not completely free. However, in fact they still need to purchase school supplies such as pencils, notebooks and even bricks for the construction of their classrooms. Additionally, they are required to pack or purchase a lunch for their kids. The expense is prohibitive for the poorest parents, especially those in rural Uganda, who earn less than $1 a day. Most Ugandan parents are unable to provide for their children's educational needs, and this may be the case in Nsinze

Sub County, where dropout rates among female primary school students are high.

Attendance at school meetings: Parents have a duty to participate in school meetings in order to offer suggestions on how to improve education for their children. However, the attendance at school meetings is extremely low. Of the 400 parents in a given elementary school district, you can only register 50, the vast majority of whom are female. Ten primary schools in three districts of Uganda were visited between March and April 2011 by Roos, Berg, and Noort (2011), according to their study. The methods schools employ to incorporate parents were examined through observations in schools and semi-structured interviews with administrators, teachers, and parents. Parents and schools, according to the participants, did not work together well. Schools and parents were unable to communicate effectively. Moreover, just a few schools offered volunteer opportunities for parents. School meetings are pointless if the minority chooses for the majority. As a result of parents believing such meetings are a means of soliciting financial support for the school's educational initiatives, those who do go are vilified by their peers for having made an incorrect decision.

Parental support for their child: Parents are tasked with ensuring that their children graduate from primary school with flying colours. School officials are frustrated by parents who force their children into early marriages, child labour, or fail to provide them with the bare necessities of an education. As a long-term investment of time and money, this is prevalent in rural schools where the majority of parents do not place much importance on education.

According to Adeyemi et al. (2014), most parents in Uganda's rural areas are unaware of the importance of education and hence believe that taking their children to school is a waste of time and resources. Consequently, they do not send their children to school.

Counseling and guidance: Children's sexual and social development, as well as the pursuit of a career, are the primary responsibilities entrusted to their parents. When children are too young to attend a preschool or kindergarten, parents are their children's primary instructors. They continue to have a significant impact on their children's learning throughout school and into adulthood (Darling-Hammond, 2017). Informal education begins at home, and it serves as a stepping stone to more formal education. If a child's informal education is weak, he or she will not benefit from formal education in a meaningful way.

Children are taught socially acceptable moral ideals through guidance and counselling, resulting in a lasting impact on their behaviour. Children who lack self-control will struggle in school. Parents in Nsinze Sub County, however, may not be doing all that they can to instil moral values in their children. The education of morally bankrupt children will yield scant returns.

Objective

To establish the contribution of parents/stakeholders to girl-child dropout in schools in Namutumba District.

METHODOLOGY

Research design

The surroundings surrounding UPE at the time of this study were kept static using a cross-sectional design. Teachers' methods for handling day-to-day tasks were not changed but were reported exactly as they were; parents' actions under the UPE policy at the time of the study were also reported exactly as they were; and respondents' opinions on the impact of automatic promotion were reported exactly as they were. According to Wayne and Manijeh (2016) publications, the study used a hybrid method in which both quantitative and qualitative inquiry approaches were used to offer triangulation of data (2016).

Study population

The participants in this survey were divided into four groups: head teachers; teachers; parents represented by PTA and SMC leaders (one per school); and primary seven students. In this study, head teachers served as administrators, accounting for the income and expenditures of school resources sent under UPE. Teachers are in charge of daily classroom instruction, and without them, students have no hope of becoming literate. Teachers are expected to attend school and instruct students on a frequent basis to achieve this.

However, it was considered that the introduction of UPE created holes in instructors' responsibilities. Parents, represented by SMCs and PTAs, were involved as child caretakers and direct resource givers to maintain the girl kid in school until she graduated. On the other hand, students are the primary benefactors of the UPE policy. As a result, the purpose of this study was to describe how the responsibilities of various stakeholders have changed as a result of the UPE policy.

Sampling procedure

This included devising a strategy for dividing the research population into manageable pieces in order to make data gathering easier. The sampling approach included determining the sample size and techniques for obtaining units of the sample size chosen for the study.

Sample size

A sample size, according to Little (2017), is the number of observations from a population used to make statistical inferences about the entire population. A sample size is a

Table 1: Sampling approach

Respondents	No. for the 5 schools	Sample Size	Sampling Techniques
Head teachers	5	5	Purposive
Teachers	204	127	Stratified and Simple Random
Parents			
PTA Chairperson	5	5	Purposive Sampling
SMC Chairperson	5	5	Purposive Sampling
Pupils	223	136	Stratified and Simple Random
Total	442	278	

Source: District Education Office Namutuba District.

Table 2: Sampling Techniques.

Respondents	Sample Size	Sampling Techniques
Head teachers	5	Purposive
Teachers	127	Stratified and Simple Random
Parents		
Parents-Teacher Association (PTA) Chairperson	5	Purposive Sampling
School Management Committee (SMC) Chairperson	5	Purposive Sampling
Pupils	136	Stratified and Simple Random
Total	278	

portion of the target or accessible population chosen by the researcher to be studied, reflecting other members of the population. For each category, a sample of 278 out of 442 was obtained using Krejcie and Morgan's (1970) table guide as follows.

The study included five public primary schools, as shown in (Table 1). One head teacher from each public elementary school was included in the group of five. A total of 204 teachers worked in the five public primary schools, resulting in a sample size of 127 students. In addition, each of the five schools has one PTA chairperson and one SMC chairperson. As a result, each of the five public elementary schools had ten (10) parent representatives, which was the direct sample size. In terms of students, the study covered 136 out of 223 students in primary seven.

Sampling techniques

A sampling methodology, according to Gaurav (2017), is a method for selecting units from a calculated sample. The sample size for this investigation was determined using several sampling procedures, as shown in (Table 2).

Table 2 shows three sampling techniques used to select the study sample. First, a purposive sampling technique was used. Foley (2018) defines purposive sampling as a strategy whereby researchers select individuals to include in the study based on personal judgment when choosing members of the population to participate in the study. In this study, the researcher determined that head teachers, PTA, and SMC chairpersons have the primary responsibility for overseeing program planning and monitoring at school following the disbursement of UPE funds.

A stratified sampling technique was also used to manage the sample size selection. Explorable.com (2019) defines stratified sampling as a probability sampling strategy that allows a researcher to divide the study population into subgroups based on common characteristics, which may not cover the entire population. Using stratified sampling, the list of primary schools in Nsinze Sub County was examined and public primary schools were selected by the help of ticking. The results showed that five out of over 20 primary schools were public, thus the study was conducted in five public primary schools. Using the approach of stratified sampling technique, a list of primary seven pupils was obtained for each public primary school, and female pupils were counted out of the list to ensure that the sample size of 136 pupils was gender balanced.

A simple random sampling technique was also used in selecting the sample size of the study. Adi (2019) stated that this is a technique where every item in the population has an even chance and likelihood of being selected in the sample. Thus, the selection of items completely depends on chance or probability. Using the knowledge of simple random sampling, names of pupils were obtained using registers and names were read randomly until the sample size of 167 was obtained from the five public primary schools.

Research instruments

Data collection, according to Quan-Hoang (2018), is the process of obtaining and measuring data on target variables in order to answer relevant research questions and evaluate outcomes. The content of data collection instruments allows a researcher to obtain the information needed to answer the study's major questions.

The results of this study were obtained using self-administered questionnaires. Each of the categories had its own set of questions (pupils, teachers, head teachers, and representatives of parents).

Quality control methods

This consisted of the validity and reliability of the instruments that were used to collect the data.

Validity of instruments

This refers to the quality of a procedure or an instrument used in the research being accurate, correct, true, meaningful, and right. Validity of the questionnaire was ensured through formulating questions according to the specific objectives of the study. This helped not only to keep on truck but also to obtain the most appropriate responses for each research question and objective.

Reliability of instruments

Martyn and Wilson (2019) define reliability as the degree of consistency of a measure, to the effect that a test can give the same repeated result under the same conditions. The tools of the study were pre-tested for uniformity in understanding. At the first attempt, many respondents did not understand seven questions. Adjustments were made in the language used to pose the questions, and then during the second time of pretest, questions were clear. Moreover, all questions were set in line with the requirements of the research objectives and questions.

Data collection procedure

Following approval of the proposal by supervisors, the researcher obtained written permission in the form of an introductory letter from the office of the Dean of School of Education. The letter of introduction served as an official confirmation to reassure respondents that the study was purely academic and that it had no intentions of hurting anyone either physically or psychologically. The researcher appointed and trained three research assistants during the piloting of tools for collecting data. Appointments were made with head teachers, teachers, and members of the school management committee who represented parents. This was to ensure that data collection did not interfere with any respondents' programmes.

Data collection was done in such a way that data was collected through research assistants who moved and distributed questionnaires to respondents while the researcher moved from one school to another to collect the respondents' sheets. Each public primary school was visited two times. The first time was when the research assistants distributed questionnaires, and the second time was when the researcher moved and collected the completed tools. The collected data was checked properly for inconsistencies, coded, entered on to a personal computer, and analyzed for reporting by the researcher. Thereafter, the questionnaires and the recorded verbal responses are safely kept for future reference.

Data analysis

The data collected was cleaned and prepared for analysis. Both qualitative and quantitative techniques were used. The Statistical Package for Social Science (SPSS) was used in the analysis of the data. Descriptive statistics were presented mainly in tables and, where appropriate, in graphs. The tabulated information was interpreted in percentages and, where possible, using mean-scores.

Ethical considerations

The researcher obtained consent from all the respondents with extreme respect, professionalism, and confidentiality while handling the respondents. Specifically, all participants were asked to offer informed consent. Assurance was given that the information gathered during the research process remained confidential and used for the designated research and academic purposes only. Issues relating to full disclosure of proper identity, like names, were based on consent, where the researcher ensured anonymity and confidentially of such disclosure. Additionally, participation was based on a voluntary basis, and the benefits of the study were clearly explained to all willing participants. Participants were free to withdraw from the study at any time they felt necessary.

Limitations

Some respondents were expected to be afraid of disclosing their identities for reasons unknown to them. However, anonymity was provided for in the opening instructions of the research instruments in order to protect the identities of the respondents or participants. At the same time, the self-administered questionnaires were made respondent-user-friendly since the ambiguities would have already been cleared after the pilot exercise.

Some respondents were anticipated to provide invalid responses in the self-administered questionnaires. In this case, invalid responses in the self-administered questionnaires by some respondents would be discarded. Fortunately, all returned questionnaires were sufficient to meet the sample size.

Some respondents and participants were anticipated to mistake this research project for a political undertaking; hence, concealment of information was anticipated. To put this right, the researcher gave an elaborate

explanation to the participants to enable them to get the background and purpose of the study so as to clear up unnecessary suspicions.

It was also probable that some respondents would fail to disclose relevant information in an effort to protect their careers/jobs. In response, there was an effort to probe the respondents to build confidence in them and provide all the necessary facts as required.

The balance of professional tasks and research activities was anticipated to make the exercise hectic. Careful planning was done at the initial stage of this research project to balance professional tasks with university programs in general and research work in particular.

The data collection exercise was too engaging and required hiring research assistants, which raised implications on finances. The researcher identified colleagues with extensive experience in academic and research issues and devised a plan with them to assist in data collection without imposing financial obligations.

For security reasons, the respondents and participants were anticipated to be skeptical or feel uncomfortable being photographed or recorded/video covered during their interface with the researcher.

RESULTS AND DISCUSSION

Influence of parents (PTA/SMC) as stakeholders towards Girl-Child Drop-out of Schools

In Nsinze Sub County, Namutumba District, fifteen elements were provided to determine parents' perspectives on their roles in preventing girls from dropping out of primary school. The results are shown in (Table 3).

In terms of holding family meetings, this is typically begun by parents in order to guarantee that their children do not become involved with harmful peer groups. Children have the opportunity to address issues they confront with their parents during academic meetings, and solutions are established by consensus. However, according to (Table 3), 93.8 percent of parents in chosen sub-counties do not have open family discussions about academic and moral matters, whereas just 6.2 percent of parents do. Failure to hold meetings is linked to a lack of concern for family members and their behaviors, which most often end in girl-child dropout.

Parents were also questioned if they allowed their children to interact with community role models. In this context, role models can be defined as age-mates or peer groups who may be excellent or negative based on their shared interests. Children may occasionally associate with peers who share a common interest in skipping school, skipping courses, or abusing teachers. On this issue, 87 percent of parents stated that they allow their children to interact freely with any role model. On the other side, 13% of parents allowed their children the flexibility to contact with community role models. As a result, a high drop-out rate can be explained by these liberties, although high retention rates can indicate relationships with morally sound children.

Past papers and vital textbooks, such as the one in mathematics, rarely alter when it comes to providing past papers and vital textbooks to youngsters to read. This means that material learned more than five years ago can be used with current students. Parents who save old newspapers are supposed to share them with their children. Table 3 shows that 82.7 percent of parents shared past papers with their children in this fashion, whereas 17.3 percent did not discuss or provide old papers to their children. Repetitive sending of children away to obtain textbooks and other instructional materials may result in a youngster's being fatigued, resulting in low memory rates.

Parents should visit schools on a frequent basis to check on their children's progress and determine if they are performing well or not. Teachers do not often have direct contact with students' parents, which might lead to misbehavior. Parents who regularly attend schools, on the other hand, may form a close bond with their children's teachers. Table 3 demonstrates that 63 percent of parents do not visit schools on a regular basis to check on their children's progress, while just 37 percent do. In order to have honesty about their children's behavior, parents whose children regularly drop out of school do not generally attend school meetings or even attempt to be friends with teachers.

When my child makes a mistake, I need to apply appropriate parental punishment; when a child makes a mistake, parents are supposed to reprimand them. However, the method of discipline utilized and the extent to which it is used are determined by the parents and the nature of the child's behavior. The purpose of this study was to see if parents discipline their children when they do something wrong. In response, 56.8% of parents said they appropriately discipline their children when they make mistakes, while 43.2 percent said they do not. This act of punishing children allows them to model only the most proper and accepted behaviors in the community, avoiding any behaviors that could lead to them dropping out of school.

Participating in academic career-building leisure activities with children could entail going on study trips to industrial locations or even allowing youngsters to watch football. It could also mean, for example, watching educational movies with youngsters. The goal of such programs is to get a child's mind thinking about what he or she wants to do in the future. A youngster that exhibits indicators of being an engineer might be mentally prepared by accompanying them around engineering areas such as factories, so that when they observe mechanical engineers, their goals for the same vocation develop or grow. Parents reported engaging in career-development leisure with their children at a rate of 24.2

percent, while 75.9% said they were unable to do so with their children.

Involvement of children in health check-ups: It is usually encouraged that parents include their children in periodic health check-ups to keep their health flawless and sound. In fact, several families with stable financial circumstances prefer to have family doctors. Only 43.8 percent of parents include their children in normal health exams, according to (Table 3), while 56.2 percent do not include children in routine health checkups.

Participation in religious activities: Parents' views were sought on whether they encourage children to participate in religious activities. This is because godliness is surrounded by multiple constraints, including preparing children to avoid bad company, informing them about the value of education, among other positive things or advice (Anika, 2003). In response to this opinion, Table 3 shows that 61.1% of the parents reported that they encouraged their children to participate in religious activities, while 38.9% did not do the same. This could explain why some children are poorly disciplined while others exhibit good discipline in schools or even when they are in communities.

Availability of a family timetable followed by children: Given that children are expected to do domestic chores when they return home from school and yet they must spare some time to revise their books, it is incumbent upon parents to ensure that they draw a timetable which is followed by children such that after school, children need to perform some tasks before they settle down to do homework (Anika, 2003). Without such an arrangement, parents end up leaving no time for children to revise books, thus justifying the poor performance.

Provision of a balanced diet to children: A balanced diet is one where a child is able to eat foods which enrich both the body and mind. Children on a balanced diet, especially at home, tend to be much more digestive in the classroom than their counterparts without the same opportunities (UNESCO, 2015). The fact that this is an influence of parents as stakeholders, and yet it has a strong relationship with children's academic performance, it was necessary to seek parents' views. Table 3 shows that 87.7% of the parents do give their children a balanced diet while others (12.3%) do not, thus explaining the drop-out among girls in primary schools in Nsinze Sub County.

Extending teacher welfare support as promptly as possible: According to findings in (Table 3) above, 87% of the parents reported that they extended teacher welfare support promptly whenever required. On the other hand, 13% of them did not extend teacher welfare support promptly. This shows that many of the parents are closely in touch with teachers, such that reports about their children are clearly communicated between parents and teachers.

The study evaluated whether parents provided lunches for their children in response to school food programmes. This inquiry arose from the observation that, after the implementation of the UPE programme in 1997, parents have delegated all scholarly tasks to the government. Almost all parents believe that the central government is obligated to respond to all issues involving primary school students' academic performance (Anika, 2003). According to (Table 3), 51.2 percent of parents said that they did not cater to their children's food routines. On the other side, 48.8 percent of parents provided for their children's food needs.

Participation in school parents' meetings; School parents' meetings are usually held once a year to engage parents of school children and explain the issues that children face at school. Similarly, through school meetings, parents can account for their children's failures to complete regular exercises assigned to them as homework. According to Table 3, 80.9 percent of parents attend school parent-teacher conferences, while 19.1 percent do not.

Examination fees must be cleared on time; some primary schools compel students to pay examination fees in order to access test papers and answer sheets at school. Examination costs also make it easier to type and print examination question sheets (Nasabu, 2014-2015). As a result, parents must enjoy being compelled to pay such a large sum of money on time. Unfortunately, the data in (Table 3) revealed that 90.1 percent of parents did not pay their examination fees on time, with only 9.9 percent of parents paying on time.

Contributing to remedial lessons; this was evaluated to show that parents genuinely care about their children's growth. Remedial lessons are given to students to assess their comprehension (Nasabu, 2014-2015). It is in this manner that students can correct where they went wrong in earlier exercises. According to (Table 3), 84% of parents did not take initiative to donate to remedial lessons for their children, whereas 16% did.

Conclusion

According to the data, parents place a great value on encouraging and supporting their daughters to attend school. In this situation, the parents' side demonstrated some general weaknesses in almost all schools, and they must be the areas that explain how parents can be blamed for girl-child dropout. In addition to failing to supply stationary for students to use in tests and at school, most parents in most schools fail to administer appropriate disciplinary cases, which primarily results in unruliness among girls, explaining drop-out rates.

Parents were also said to be hesitant to create religious foundations for their children, despite Proverbs 9:10 explicitly stating that fear of God is the beginning of wisdom. As previously stated, parents fail to fulfil their responsibility of providing a well-balanced meal to their children in order to aid with concept digestion and memory improvement.

This, along with neglecting to attend meetings when called upon, results in parents missing out on more opportunities to provide for their children, and these children suffer immensely as a result of neglectful parents. As a result, many students decide to drop out to avoid disgrace in front of their peers.

Recommendations

In general, the survey discovered that parents of students in most primary schools in Nsinze Sub County fail to provide a balanced diet for their children or provide food at the needed minimum meals per day. As a result, it is recommended that parents begin feeding their children food before they go to school, that they bring some to school, and that schools make arrangements to provide meals to students.

Another regrettable issue is that parents have been accused of failing to attend school meetings when they are called upon. In some ways, this stops them from doing what they need to do to guarantee that their children obtain a good education. In a word, irresponsible parents don't know much more than how to dodge meetings and workshops. Parents should not only attend meetings but also become involved in activities that can assist them and the school in operating the school with the goal of achieving good grades.

The study also indicated that some parents neglect to supply their children with basic essentials, particularly stationery. As a result, children are frequently sent home to fulfill their obligations, and repeated acts of this nature lead to drop-out. As a result, it is advised that parents take full responsibility for their responsibilities, particularly when it comes to nurturing children and providing all of the essential necessities for them to survive at home and in school.

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