CAUSES OF SCHOOL DROPOUTS AMONG CONGOLESE MUSLIM REFUGEES IN KATWE, KAMPALA, UGANDA

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Abstract

Schools dropout is being a noticeable problem in Eastern Africa. The school dropout fundamentally affected the future of children because it usually leads them to early marriage, drug use, hard work labor, and prostitution as the school dropout is being a serious issue in mostly Eastern Africa. This study is aimed at investigating factors contributing to the school dropout among Congolese Muslim refugees in Katwe, a village in Kampala. Both qualitative and quantitative approach was used in this study in order to find out how language barriers and early marriages causes dropouts among Congolese Muslim refugees in Katwe; to examine how hidden costs at school causes dropouts among Congolese Muslim refugees in Katwe; and to determine the relationship between the causes of school dropout and the actual school dropout. The results of the current research show that 30% of respondents agree that language barriers are one of the most prevalent factors causes of school dropout in Katwe. The instable school fees and earlier marriage also were found as the contributed cause of school dropout. Alternative hypothesis that stated “there is a relationship between causes of school dropout and actual dropout among Congolese Muslim refugees in Katwe, Kampala, Uganda was adopted.

Keywords: School dropout, Katwe refugees camp, Barriers.

Abstrak


Kata Kunci: Putus sekolah, Pengungsi kamp Katwe, Hambatan

Background

According to the UNECSO reports and international conferences held for imparting education has suggested that school completion rates have continually grown during much of the past 50 years due to equal education and opportunity rights for all, dropping out of school persists as a problem that interferes with educational system efficiency and satisfying
route to world educational goals for young people. The high rate of dropout is caused by diverse social economic and political problems and high poverty level in the continent\(^1\).

One of the major concerns that arise out of the Global Education Digestive report of 2012 by UNESCO is the dropout rates that do not seem to have gone down over the years. Across the world, there are high rates of students leaving school. The status of high school dropout rate in the United States in the year 2009 was 8.1\(^2\). The high level of dropout is especially pronounced high in the developing world. In South and West Asia, out of every 100 pupils who start primary school, 33 will leave before reaching the last grade; while in Latin America and the Caribbean, 17 per cent of pupils leave school before completing primary education. Sub-Saharan Africa sees the highest number of dropouts compared to the rest of the world; 42 per cent of its pupils are leaving school early\(^3\).

According to the UNHCR report of 2009 on education, Kenya has a lower drop outs rate compared to Uganda, but higher than that of Tanzania. Uganda has the highest school dropout rate in East Africa, according to a report released by the United Nations Educational, Scientific and Cultural Organization\(^4\). Meaning Uganda still has the lowest proportion of children staying in school up to Primary Seven.

In a different study by the Ugandan Government, on average at primary school level, half of the pupils who were enrolled in Primary One do not complete Primary Seven in the set time-frame. For instance, records at the education ministry show that only 444,019 pupils sat for the Primary Leaving Examination last year, out of the 890,997 who enrolled in 2003. Thus, a total of 446,978 were either dropped out or repeated a class. Data from the Ministry of Education shows that school dropouts in the country are higher at primary level than at secondary level. Previous studies show that lack of interest, pregnancy, early marriages, hidden costs at school and family responsibilities have driven thousands of students out of school\(^5\).

When it comes to forced migrants, school dropout becomes a dilemma that even the education policies in the country of asylum failed to address the issue. This is due to the post-war trauma discrimination, language and other factors of the nature. Congolese refugees in Kampala struggle to integrate into their new setting, with a language difference is being a primary issue of this integration. This means that they struggle to communicate as well as to conduct basic day to day transactions with local Ugandans. This situation has an adverse effect on education of the young Congolese that many of them dropout\(^6\).

However, In Katwe, the home of the majority of Congolese refugees, the enrolment of the young Congolese refugees is very high in the primary school level because of the easier adaptation of the language, but this does not apply for secondary school students even after they have undergone intensive English training that is offered by the charity organizations. High rate of dropouts is being registered in primary enrolled pupils before reaching grade seven and for the few secondary enrolled pupils

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\(^2\) Christine Mbabazi Mpyangu, et.al., Out of School Children Study in Uganda (Kampala, 2014) <https://doi.org/10.1016/j.jiec.2016.01.036>.


\(^5\) WHO.

\(^6\) Xavier, Rapid Assessment of Refugee Education in Kampala With a Focus on Access to Primary and Secondary Education amongst Congolese Refugees (Kampala, 2012).
students only two out of the ten enrolled can finish A level.

Almost three out of every five enrolled students drop out before completion at both primary and high school level. According to research conducted by refugee charity organization in Kampala, the high level of school dropout is the of some different causes, but the major ones are said to be lack of interest, failure to integrate in the new life settings, early marriage, unwanted pregnancy, hidden costs at school, and language barriers among others.

This study used mainly descriptive and correlation research designs with both qualitative and quantitative research methods of data collection. The descriptive research allows the researcher to describe the nature of school dropouts among Congolese Muslim refugees and its causes. Besides, the researcher uses correlation design to determine the relationship between causes of school dropouts in Katwe village and qualitative method is used to explain the views, opinions, feelings, and suggestions of the respondents. The primary data are collected by using questionnaire distributed to 144 respondents through random sampling.

The researcher used random sampling technique to select 144 respondents from the available 226 parents from each of the 226 households. This will give each parent equal chance to participate in the study. The researcher also uses purposive sampling technique by purposely collecting data from one parent from each of the 144 selected households. This will ensure that data is only collected from the intended respondents and views of the households are not mixed by involving more than one respondent in each household.

Therefore, this research was guided by the following questions: (1) How do language barriers cause school dropout among Congolese Muslim refugees in Katwe? (2) How does early marriage cause school dropout among Congolese Muslim refugees in Katwe? (3) How does hidden costs cause school dropout among Congolese Muslim refugees in Katwe?

Islam Background in Uganda

The first Muslims to come to Uganda arrived at the palace of King Ssuuna II Kalema Kisinjo (d. 1856) of the Buganda Kingdom (d. 1856) during 1844 (Kasozi 1986, 1996). These Muslims were Arab traders who hailed from the Arabian Peninsula and elsewhere, whose main objective was to pursue trade and profits; spreading Islam was not among their priority goals. Although King Ssuna showed an interest in Islam, it was his son and heir, King Mutesa I (d. 1884), who accepted Islam and ordered its doctrines to be taught in the palace (Kulumba n.d.). In 1877, the first group of Christian missionaries came to Uganda and introduced the king to their religion. At that time, there was a standoff between the king and some Muslims, who insisted that he must be circumcised. But since Buganda traditions stipulated that a king is not permitted to voluntarily spill his blood, he opted to adopt Christianity, as it did not require that he be circumcised currently 13.7 percent Ugandans adhered to Islam.
Current Related Studies about School Dropouts and Refugees

The table 1. Shows the previous research done related with our research.

<table>
<thead>
<tr>
<th>Author</th>
<th>topic</th>
<th>objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al-Hroub</td>
<td>Perspectives of school dropouts’ dilemma in Palestinian refugee camps in Lebanon: An ethnographic study</td>
<td>explores the perspectives of students, administrators, teachers, and parents on the UNRWA school dropouts’ dilemma in Palestinian refugee camps in Lebanon9.</td>
</tr>
<tr>
<td>Adelman</td>
<td>School Dropout in Central America and Promising Interventions</td>
<td>an analysis of school dropout, focusing on secondary dropout, in Central America10.</td>
</tr>
<tr>
<td>Andrei et al</td>
<td>Characteristics and causes of school dropout in the countries of the European Union</td>
<td>an analysis tries to emphasize the differences that exist between EU countries in relation to size of school dropout11.</td>
</tr>
<tr>
<td>Suárez</td>
<td>Risk Factors for School Dropout in a Sample of Juvenile Offenders</td>
<td>to examine the relation between individual (defiant attitude, irresponsibility, alcohol abuse, and illegal drugs use), family (educational figure absent and parental monitoring), and school factors (truancy and school conflict) and school dropout12.</td>
</tr>
</tbody>
</table>

Causes of Student’s Dropout in Congolese Muslim Refugee

A student is pushed out when adverse situations within the school environment lead to consequences, ultimately resulting in dropout. These include tests, attendance and discipline policies, and even consequences of poor behavior. However, students can be pulled out when factors inside the student divert them from completing school14. The second most cited reason, parental indifference, is three times more likely to be cited for boys (26.6%) than girls (8.0%). On the other hand, a similar proportion (14%) of boys and girls cite expensive costs of schooling as the reason for not attending school15.

a) Language barrier

Language barriers appear to be one of the most challenging issues for international students like Congolese Muslim refugees in Katwe camp16. Many second language learners are afraid that they do not have a strong enough command of the language to express their needs, feelings, and experiences. This can lead to a lack of motivation and engagement in the educational process.

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15 Depio.

themselves and worry that they will be ridiculed if they try to communicate with others using the new language. This situation can cause significant emotional stress and may interfere with learning and even dropout. The children experience higher failure rates in school if the language they learn at school is different from the one spoken at home. This situation especially applies to forced migrants and refugees, which causes many of them to drop out of school. In 2008, the United Nations Educational, Scientific and Cultural Organization (UNESCO) conducted research across 26 countries showing that over 50 percent of students who dropped out of school do not speak the same language as the one used in the school where they were being educated. Further more language barrier is an obstacle to the development of interpersonal trust.Other hand refugees’ educational access and attainment are rarely tracked through national monitoring systems, meaning that refugees children and youth are not only disadvantaged, but their educational needs and achievements Other hand refugees’ educational access and achievements remain largely invisible.

b) Early marriages

Child marriage is globally considered a major barrier to retaining girls in school. The majority of the available evidence on this topic comes from Sub-Saharan Africa, particularly when looking at early pregnancy. The parents explained that before they were displaced, early marriage was closely related to income levels; those with greater income tend to get married later. In Uganda, however, early marriage is typically arranged as a hasty response to sexual relationships. Many girls end up getting married at a significantly younger age than the traditionally believed as an average age. Given the protracted nature of displacement, especially amongst Congolese refugees, this is now happening to a second generation.

Extreme poverty, harassment and threats of sexual violence often prevent girls from attending school, causing them to be increasingly vulnerable to sexual and other forms of violence in and around their homes and fields. With no other economic opportunities and no effective means of protecting girls from assault and rape, parents and young women themselves often see little alternative to early marriage. This in itself, however, can represent a form of violence, leading to ill-health from early child-bearing and continued impoverishment exacerbated by denial of educational opportunities.

Early marriages also correlate with other factors, such as the background household characteristics, family and school environment influences on schooling, sexual and reproductive health behavior, and gender normative beliefs.

Background Characteristics: According to Xavier project, the household socio-economic and socio-demographic characteristics are associated with both early marriage and school

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18 Pascoe, Hetrick, and Parker.
20 Benjamin Bader, Tassilo Schuster, and Anna Katharina Bader, Expatriate Management: Transatlantic Dialogues, Expatriate Management: Transatlantic Dialogues, 2016 <https://doi.org/10.1057/978-1-137-57406-0>.
24 N Gottschalk, Uganda: Early Marriage as a Form of Sexual Violence (Forced Migration Review, 2007).
dropout in refugees’ life. This includes poverty, parents’ education level, and whether or not the refugee been affected by conflict. In addition, the death of a parent or living with a single mother is also associated with dropout. (July, 2012)

For some parents, marriage of the girls is not an evil practice because it becomes difficult for them to ensure the security of their children in the slum areas during adolescence. It is believed to be better for girls to get married as soon as they can find someone they love and can live with a happy life. The common reason is to avoid the pain of seeing those bringing grand children from the father of the family, where even finding a living is difficult. Teen pregnancy leads to negative health and social outcomes for both teen mothers and their children.

c) Hidden costs at school

Critics also attribute the high school dropout in Uganda to the hidden cost of universal education on the parents. Under UPE, parents still have to contribute for school meals, scholastic materials and uniforms. Many children from poor families may find it hard to complete the seven-year cycle.

In Kampala, UNHCR depends on its implementing partner, Inter Aid Uganda (IAU), to take a lead in ensuring that refugee children in the Muslim areas of Kampala are attending school. A large part of their success to get children into schools has been through their advocacy program with the refugees and through their collaboration with the Kampala City Council Authority (KCCA) who implement the government Universal Primary Education (UPE) program. To date, 56 primary schools in Kampala have been identified and receive refugee children. IAU provides limited material and technical support and it also keeps records on those children attending primary school of refugee families registered with them. There is no information available on refugee families living in Kampala who are self-reliant and take up the responsibility of educating their children. Furthermore, there is no comprehensive education management and information system in place to have information and records on the coverage and quality of other levels of education, such as early childhood, secondary and post-secondary for refugees living in Kampala. Hence, it is difficult to pronounce that education for refugees is being adequately provided for this population in Kampala.

Islamic Family background is widely recognized as the single most important contributor to success in school. Socioeconomic status, most commonly measured by parental education and family income, is a powerful predictor of school achievement and dropout behavior. Parental education influences students’ aspirations and educational support; while family income allows parents to provide more resources to support their children’s education, including access to better-quality schools, after-school and summer-school programs, and more support for learning within the home. In addition, students whose parents monitor and regulate their activities, provide emotional support, encourage independent decision making (known as authoritative parenting style), and are


generally more involved in their schooling are less likely to drop out of school. Additionally, students in single parent and step-families are more likely to drop out of school than students in two-parent families. Schools It is widely acknowledged that schools exert powerful influences on student achievement, including dropout rates.

**Solution of Student School Dropout**

There are possible recognized solutions of school dropout, as illustrated in the following. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems:\(^\text{28}\). Organize and analyze data to identify students who miss school, have behavior problems, or are struggling in their courses. • Step 2: Intervene with students who show early signs of falling off track. • Step 3: If data show high rates of absenteeism, take steps to help students, parents, and school staff understand the importance of attending school daily. • Step 4: Monitor progress and adjust interventions as needed.

Recommendaion 2. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success. • Step 1: For each student identified as needing individualized support, assign a single person to be the student’s primary advocate. (3)

**Introduction (continued)** • Step 2: Develop a menu of support options that advocates can use to help students. • Step 3: Support advocates with ongoing professional learning opportunities and tools for tracking their work.

Recommandation 3. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students’ capacity to manage challenges in and out of school. • Step 1: Directly connect schoolwork to students’ options after high school. • Step 2: Provide curricula and programs that help students build supportive relationships and teach students how to manage challenges. • Step 3: Regularly assess student engagement to identify areas for improvement, and target interventions to students who are not meaningfully engaged.

Recommendation 4. For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.

• Step 1: Decide whether the small communities will serve a single grade or multiple grades. • Step 2: Create teams of teachers that share common groups of students. • Step 3: Identify a theme to help build a strong sense of identity and community and to improve student engagement. • Step 4: Develop a schedule that provides common planning time and ample opportunities for staff to monitor and support students.

**Data Analysis of Student Dropout Research**

Data processing is the stage where a researcher organizes or transforms the gathered data into tables or figures while data analysis is a process of categorizing, ordering, manipulating, breaking down and summarizing data to obtain answers of the research questions. Due to time frame to get data, Google form was used. After getting the data. We cleaned data by removing noise, checking missing data and refill again. Later data analysis was done in two stages namely, It involves **Editing:** Detecting and eliminating errors and keeping them to a minimum in completed questionnaire. This will help the researcher to check for completeness of the questionnaire in answering question. and **Central editing:** This will be employed when the entire questionnaire will be completed as to collect errors like entering in wrong places, numerical error and

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correct answer by reviewing the information which will be required in schedule. Table 2 shows the level of Likert scale.

<table>
<thead>
<tr>
<th>Description</th>
<th>Symbol</th>
<th>Points</th>
<th>Average (mean)</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>SA</td>
<td>4</td>
<td>3.21-4.00</td>
<td>Majority</td>
</tr>
<tr>
<td>Agree</td>
<td>A</td>
<td>3</td>
<td>2.41-3.20</td>
<td>Many</td>
</tr>
<tr>
<td>Disagree</td>
<td>D</td>
<td>2</td>
<td>1.61-2.40</td>
<td>Few</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>SD</td>
<td>1</td>
<td>0.8-1.60</td>
<td>Very few</td>
</tr>
</tbody>
</table>

**Coding:** This process of assigning numerals or other symbols to answers so that responses were able to put into limited number of classes and categories. The coding was done by coding the answer from questionnaire, where they some answers.

**Classification:** This is stage of storing the data by grouping them together. This was done according the data characteristics where by each attributes had saved independently.

**Tabulation:** This involves the data being arranged in logical order for the purpose of statistical analysis and will be done by the researcher after sorting the data and know the number of tables required, the data will be analyzed using SPSS as shown in Table 2. Level of Likert scale

The researcher also used Statistical Package for Social Scientists (SPSS) because it can perform complex data manipulation and analysis and has a lot of statistical and mathematical function scores of statistical data handling capability.

Thus, respondents’ demographic information will be analyzed using descriptive statistics whereby the information was be converted into frequency and percentage tables. Objective 1 and 2 was analyzed using descriptive statistics whereby the quantitative objective data was converted to frequency and percentage, mean and Standard Deviation tables while objective 3 and the assumption was determined using inferential statistics by running Pearson’s moment of correlation.

**Result of Student Dropout Research**

**a) Respondents’ Demographic Information**

The study assessed the respondents’ bio data in terms of gender, age, marital status, occupation and level of education. The purpose of studying the bio data of respondents was to find out whether there were any variations in the respondents’ background and whether these had effects on the responses respondent what?

The result of the demographic data found in Table 3.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>67</td>
<td>47.5</td>
</tr>
<tr>
<td>Female</td>
<td>74</td>
<td>52.5</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-25</td>
<td>60</td>
<td>42.6</td>
</tr>
<tr>
<td>26-35</td>
<td>53</td>
<td>37.6</td>
</tr>
<tr>
<td>36 and above</td>
<td>28</td>
<td>19.9</td>
</tr>
<tr>
<td>Marital status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>60</td>
<td>42.6</td>
</tr>
<tr>
<td>Married</td>
<td>49</td>
<td>34.8</td>
</tr>
<tr>
<td>Divorced</td>
<td>16</td>
<td>11.3</td>
</tr>
<tr>
<td>Separated</td>
<td>16</td>
<td>11.3</td>
</tr>
<tr>
<td>Occupation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td>25</td>
<td>17.7</td>
</tr>
<tr>
<td>Not employed</td>
<td>50</td>
<td>35.5</td>
</tr>
<tr>
<td>Self employed</td>
<td>64</td>
<td>45.4</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>11</td>
<td>7.8</td>
</tr>
<tr>
<td>Secondary</td>
<td>45</td>
<td>31.9</td>
</tr>
<tr>
<td>College</td>
<td>30</td>
<td>21.3</td>
</tr>
<tr>
<td>University</td>
<td>55</td>
<td>39.0</td>
</tr>
</tbody>
</table>

Table 3. shows that the gender of the respondent in which 67 (47.5%) were male this means that the views of female are dominant; it also shows the age of the respondents whereby 60 (42.6%) were aged between 18-25 years; 53 (37.6%) were aged between 26-35 years; and 28 (19.9%) were of the age from 36 and above. The table also shows the marital status of the respondents; we found that 60 (42.6%) were single; the married population was 49 (34.8%); the divorced people were 16 (11.3%); and the
separated people were 16 (11.3%). The above table also shows the occupation of the respondents; 64 (45.4%) are self-employed; 50 (35.5%) are unemployed; and 25 (17.7%) are employed. This clearly shows that a big number among Congolese Muslim refugees of Katwe are self-employed. Last but not least, the above table shows the education of the respondents in which 55 (39.0%) reached university education; 30 (21.3%) reached college level; 45 (31.9%) completed secondary level; 11 (7.8%) completed primary education; this therefore shows that the majority are educated.

Table 4. How Hidden Cost Cause SWchool Dropout

<table>
<thead>
<tr>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>UPE schools are charging fees</td>
<td>2.8440</td>
<td>.79538</td>
</tr>
<tr>
<td>If parents do not contribute an amount of money in government schools children are chassed out</td>
<td>2.8936</td>
<td>.83411</td>
</tr>
<tr>
<td>there are fees that are charged specifically to refugees parents/guardians are not able to contribute to the education of children the charged money in schools is too high Hidden cost</td>
<td>2.7376</td>
<td>.94601</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>2.9674</td>
<td>.58438</td>
</tr>
</tbody>
</table>

b) Language Barriers Cause School Dropout among Congolese Refugees In Katwe, Kampala, Uganda

The first objective of the study was to find out how language barriers cause school dropout among Congolese Muslim refugees in Katwe village. The findings are presented in the sub section of the report.

Table 5. Establish of How Language Barriers Cause School Dropout among Congolese Refugees

<table>
<thead>
<tr>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children dropout because of new language in school</td>
<td>2.9291</td>
<td>.85059</td>
</tr>
<tr>
<td>Refugees are taken into lower classes compared to the class they were in when in Congo</td>
<td>3.0426</td>
<td>.73555</td>
</tr>
<tr>
<td>Free language literacy is being provided by nongovernmental organizations</td>
<td>2.9007</td>
<td>.84773</td>
</tr>
<tr>
<td>Accelerate learning is being provided by refugee charity organization to boost environment School becomes difficult when you have been studying in French and shift to English Language</td>
<td>3.1915</td>
<td>.73596</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>3.0723</td>
<td>.54525</td>
</tr>
</tbody>
</table>

Table 5 represents the result of how early marriages causes dropouts among Congolese Muslim refugees in Katwe. The findings show the average mean of 3.2184 and the standard deviation of .56310 this therefore means that because of early marriages majority of the refuge’s dropout of school before completion. The findings agree with Xavier project; saying that refugees’ socio-economic and socio-demographic characteristics are associated with both early marriage and school dropout. According to the finding that generated a mean of 3.0213 and a SD of .83211 the study agree with inter Aid a refugee based organization that said that for some parents, marriage of the girls is not an evil practice because it becomes difficult for them to insure the security of their children in the slum areas during adolescence. “It’s better for them to get married as soon as they can find someone they love and can live happy life. This to avoid the pain of seeing them bringing grand children in this family where even finding a living is difficult.
c) **How Hidden Costs at School Cause Dropouts among Congolese Muslim Refugees in Katwe**

Objective three of the study was to examine how hidden costs at school cause dropouts among Congolese Muslim refugees in Katwe. This given that parents are told that education is free but after taking their children to school they come to realize that there is a high cost that they must pay and if not so, their children are sent out of school. The finding shows the average mean of 2.9674 and the SD of .58438 which means that many children dropout of school because parents in a hard Muslim refugee life are not able to pay the fee. Hence, they are aware of the cause are by the condition of life that does not allow them to overcome it. These finding agree with The New Vision news article of November 10, 2012 says; Critics also attribute the high school drop-out in Uganda to the hidden cost of universal education on the parents of many children from poor families and forced migrants may find hard to complete in the seven-year cycle.

According to the finding that generated the mean of 3.2482 and the SD of .79423; meaning that the fees charged is too high for a guardian/parents to be able to raise and hence many dropouts. This result supports previous researchers who argued that it is difficult to pronounce education for refugees who are being adequately provided, in this case the refugee’s population in Kampala.

<table>
<thead>
<tr>
<th>Causes of school dropout</th>
<th>Actual school dropout</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>.502**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>141</td>
</tr>
</tbody>
</table>

**Table 6. The Relationship between Causes of School Dropout and The Actual School Dropout**

The finding results mean of 3.2482 and the SD of .79423; meaning that the fees charged is too high for a guardian/parents to be able to raise and hence many dropouts. This result supports previous researchers who argued that it is difficult to pronounce education for refugees who are being adequately provided, in this case the refugee’s population in Kampala.

Table 7 shows the findings where the alpha-value is 0.01 and the P-value is .502; if P-value is less than alpha-value we should reject the hypothesis and accept the alternative hypothesis. It was hypothesized that there is no relationship between causes of school dropout and the actual school dropout among Congolese Muslim refugees in Katwe, Kampala Uganda.

<table>
<thead>
<tr>
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**Table 7. The Relationship between Causes of School Dropout and The Actual School Dropout**

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Conclusion

The study was based on a general objective which was to find out the causes of school dropouts among Congolese Muslim refugees in Katwe, Kampala, Uganda. The findings show that the lack of information about school fees and earlier marriage and language barrier are the majors causes of many refugees to dropout from school. Therefore, the hypothesis of our study on school dropout has relation with the real life challenges faced by the refugees. Furthermore, the research should focused on how to minimize the challenges faced by refugees so that they can have a good education since the have willing to attend school which read them to good life in future. Lastly, Islam community in Uganda should support refugees on basics needs, Coroahan studies and Arabic language in order to strength their faith and giving hope in future.

Based on the findings and the conclusion in this study, the researcher recommends that the UNHCR and its stakeholders in collaboration with Ministry of Education and Sports of Uganda need to consider of employing refugees that have qualifications in public institutions. This is to ensure that the refugees may have influence in the decision-making process because some of school directors may or may know not favor the refugees. There is a need to sensitize the parents but also give a message of hope to the whole refugee community because being in asylum does not mean end of life, it may just be a process to the next stage of life. Hence, the whole refugee community must be counseled on this matter hence-forth encouraged to be self-reliant, hardworking and hopeful for a better future.

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