

**IMPACT THAT INFLUENCE GIRL CHILD EDUCATION IN PRIMARY SCHOOL,
A CASE STUDY OF NAMAYINGO SUB-COUNTY, BUSIA DISTRICT UGANDA**

BY
BARASA LIVINGSTONE
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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION OPEN
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DECLARATION

"This research report is my original work and has not been presented for a degree or any other academic award in any university or institution of learning".



BARASA LIVINGSTONE



Date

1161-07174-04853

APPROVAL

This research report was written under my supervision and has been submitted for the award of the degree of Bachelor of Education primary with my approval as University Supervisor.



.....

NAGAMI FARIDAH
UNIVERSITY SUPERVISOR



.....

DATE

DEDICATION

I dedicated this research report to my family Wife and children for the support, patience, encouragement and understanding.

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ABBREVIATIONS

AEO	Area Educational Officer
UPE	Universal Primary Education
PAF	Poverty Alleviation Fund
PTA	Parents Teachers Association
SES	Socioeconomic Status
SPSS	Statistical Package for Social Sciences
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter highlights a contextual background to the study, statement of the problem, objectives of the study, research questions, the scope of the study and the significance.

1.1 Background of the Study

The Government of Uganda is committed to deliver quality education in which it emphasizes Girl Child Education (GCE). This is emphasized by the Ministry of Education and Sports. Mission which state, “To Provide Quality Education to All”.

In 2000, the DfID framework for action to which Uganda is a signatory re-affirmed the Mission as set out in the Jomtien, Education For All (EFA) declaration setting the goal among others, ensuring that by 2005, all children particularly girls children in difficult circumstances and those belonging to ethnic minorities, have access to and complete the free and compulsory Primary Education of good quality. All efforts to eliminate gender disparities in Primary Education have been adopted by Government of Uganda by 2005 and achieving gender equality in Education by 2015, with a focus on ensuring girls full and equal access to and achievement in Basic Education and good quality (Ministry of Education and Sports enhancing UPE 2004). The millennium development goals states among others.

To ensure that, by 2015, Children, every boys and girls alike, will be able to complete a full course of schooling and to eliminate gender disparity in Primary Education preferably by 2005 and in all levels of Education not later than 2015. (*Ministry of Education and Sports, 2004*).

The introduction of Universal Primary Education in 1997 has led to increased enrolment of girls as more girls gained access to Primary Education, Today in P.1 – P.5, Girl Pupils’ equal to boy pupil with 50%. Before Universal Primary Education (UPE), girls were fewer than boys all years. UPE policy has made schools more girl’s friendly than ever. In Kasagga Primary

School in P.6, the girls are 47% and 43% on P.7 pupils. (*End of Year 2006 Head Teacher's Report*). However, this is still better than before, UPE pulled in girls by sensitizing parents.

According to the Universal Primary Education (UPE) News Letter Volume 2. No. 2 January, 2001, equity in the classroom is important because of "increase the girl's classroom participation and competition of Primary School and ensuring equitable and effective Education for all Education.

Girl Child is so important and should be emphasized to see that girls do not drop out of schools before completing and many strategies should be put in place to confirm their retention in schools until completion. However, so many factors seem to affect and influence Girl Child Education.

1.2 Statement of the Problem

The Government of Uganda has developed strategies to ensure that girls complete their Primary Cycle and other levels of education; the rate at which they drop out of school is high compared to that of boys in the same schools / institutions. it is alleged that there are a lot of girls loitering in the village during the time of school, some of them get married at an early age (below 18 years) others get pregnant when still at their parents homes, this may be the cause of their quitting out of studies. Since (Kasagga Parish in Nakaseke Sub County) started experiencing this, many questions have been raised up without answers. The study therefore thought to throw light on the unclear scenario and establish the factors affecting girl child education in the area.

.3 Objectives

.3.1 General Objective of the Study

The main purpose of this study is to examine the factors affecting Girl Child Education in selected primary schools in Namayingo District.

3.2 Specific objectives of the Study

To find out the causes of girl child education in Namayingo District.

To review the problems faced by girl child education in Namayingo District.

To suggest the possible solutions for the girl child education in Namayingo District.

1.4 Research Questions

1. What are the causes of girl child education in in Namayingo District.?
2. What are the problems faced by girl child education in Namayingo District.?
3. What are the possible solutions for the girl child education in Namayingo District.?

1.5 Scope of the Study

1.5.1 Geographical Scope

The research study will cover area of in Namayingo District. It will cover two Primary Schools in Namayingo District..

1.5.2 Content Scope

The study concentrates on the factors affecting Girl Child Education in in Namayingo District..

1.5.3 Time Scope

The study will cover a period of 2 months from January to February after the Government's introduction system of Universal Primary Education (UPE) which led to the increased number of Girl Child in primary schools.

1.6 Significance of the Study

1. It may create awareness among parents, teachers, pupils and stakeholders in education to know the factors affecting Girl Child Education.
2. It may also help stakeholders to chat out practical measures to address problems facing Girl Child Education.
3. The findings helped the future researchers to acquire knowledge on how to improve their research skills as this acted as a reference.
4. The research study may add on the existing literature for academicians in the institute of Adult and Distance Education of Makerere University.
5. The study also may enable the researcher to graduate, since it is the partial fulfillment of the requirements of the award of a diploma in youth and development studies.

CHAPTER TWO

LITERATURE REVIEW

This chapter is relevant to the study area which is analyzed and reviewed. The areas reviewed include, causes of girl child education dropouts, problems of girl child education dropouts, to suggest the possible solutions for the girl child education.

2.0 Education Policy Review:

The Government White Paper on the Education Policy review Commission Report published in 1992, illustrate that there is a dire need to promote girl-child education. Government, in Professor Senteza Kajubi's White Paper of 1989, endeavored to highlight an education system that is built on the foundation of females educated persons. This followed government implementing an offer of 1.5 points as a free additional marks to girls who have excelled at A' level to get better courses at the University and to pull up those who may have got borderline marks to access university education today, the population of Uganda is growing at a rate, the highest of its kind in Uganda's history.

This implies that the children being born, those growing to youth age and into adulthood are still increasing. But with Uganda's employment capacity, it goes without saying that even those who acquire full education will not be able to get jobs and the most imminent resort will be vocational working.

From clinically accepted facts, it has been proved that the human's potential future brain development and wiring called synapses for intelligence, sense of self, trust and motivation for learning is developed during childhood years in which the mothers of today who were the girls of yesterday play a crucial role in modeling. It's a fact that without an intelligent parenting (mothering) the result can be lower IQ, poor verbal and mathematical skills, health problems as adult and even behavioral problems. Then, from the foregoing it's invariably fundamental to devote priority attention in girl child education (Kajubi, 1989)

Causes of Girl Child Education

Education of girls has been a high priority with the Government of Uganda. The National commitment to provide free and compulsory education to all children in the 6-14 years age

group is now a Fundamental Right of every child in Uganda after the passing of the Constitution (86th Amendment) Act in December, 2002.

According to Jessica, (2003), saddened observed the widespread neglect and mistreatment of women and girls because of bias and conflict, have lost nearly all aspects of their protective environment - particularly education and health care. She argued that youngsters, for example, are being raised in camps for displaced people and have lost years of schooling as a direct result. This, obviously will impact not only the lives of these children, but also the lives of their children's children (United Nations Children's Fund Goodwill Report).

Statistically many countries are already devoting a good share of their budgets to education, much of the investment, according to UNICEF, is misdirected. And with the miserly less than 2 per cent of the Ugandan National Budget spent on education in years past, it is doubtful if Uganda will attain the UNICEF's goal of Education for All by 2015.

In a recent analysis of household surveys from 21 African countries, carried out by the World Bank, it is stressed that priorities should be placed on rural girls who are always the victims of discrimination where formal (or western) education is concerned. This is very true of the Uganda situation. A June 2003 workshop entitled 'Investment Options in Education For All' organized by UNICEF and the World Bank with Norwegian support, and held in Burkina Faso, aims to help countries achieve the Millennium Development Goal of eliminating gender disparity in primary and secondary education, among others (Jomtien, 2000).

The Ugandan Government appears to be trying in its efforts to give education to all, the obvious fact is that special provision still needs to be made for the girl-child. And, it is not enough to put her in school, the completion of the education she is enrolled for must equally be ensured added to equal opportunity in the work place, business, leadership and governance (*The State of the World's Children 2004 Reports*)

Girls' enrolment: One of the very important attributes to achieve UEE is to ensure gender equality. To measure this, girls' enrolment as a proportion of the total enrolment has been calculated since 1999-2000; 47% of the students enrolled in primary classes in 2004-05 were

girls compared to only 43.6% in 1999-2000. For upper primary, 44% children enrolled in 2004-05 were girls compared to 40.4% in the base year (1999- 2000) (Miller, 2001).

2.2 Problems Faced By Girl Child at School

Despite an increase in the proportion of girl's enrolment, girl lag behind boys in education, possibly due to some of the problems they face at school.

The scenario as explained in the background has since changed in many ways. There is no longer government sponsorship at any level of education except for excellent cases for Diploma and degree admissions at Universities / Colleges and with UPE and USE at lower levels.

According to Ministry of Education and Sports handout (2007), girls themselves a problem of unfriendly school environment. This brought about due to lack of adequate sanitation and good hygiene a school.

Facilities and equipment in schools are in poor state. Furthermore, the cost per student was high, and the entire expenditure, including students living cost is unaffordable to most parents and guardians. The education system is dominated by examinations at all stages. Without any provision for assessment of other objectives of the curriculum, such as promotion of moral values. Practical skills and participation in social and cultural activities, the teaching in schools is geared towards the achievement of good marks in examination subjects at the cost of other important educational objectives. Therefore the need to concentrate mainly only part of girls cannot be underscored.

Winsome Gordon (2000) asserts that teachers, head teachers and other people who manage the school always have negative towards girl's education. He further says that they must first realize the disadvantaged position of girls in order to find solutions to the problems.

Ministry of Education and Sports (2007) "Consultancy services for diagnostic study on causes of low Primary Education completion rates" with concern noted that girls face a problem of corporal punishments administered by teachers regardless of the area, health and other related factors.

Teachers harass girls at school by carrying them and making them big chunks of land for simple mistakes like, late coming and forces some of the children especially girls to keep away from school.

Lobban (1978) continued to observe that girls are greatly criticized for their academic failure and ignored for their academic success. Further more girls are condemned for talking at the pick of their voice. "It is un lady like" behaviours in such away that girls lead a discriminating school life and consequently become a problem as their interests in the learning environment are not catered for as well as it is the case for boy; girl's interests are totally ignored.

According to other researchers, girls face carried problems at school which always lead them to drop out of school and deny them chances of acquiring basic education.

Changes in curricula have been introduced without ensuring proper training of teachers and poor provision of instructional materials for implementation of the new curricula. The cost of education has increased considerably over the years, while government resources had remained limited. As a result, the quality of education is at stake. Many students dropout prematurely at the primary level and a good number of children still remain totally uneducated (Farant, 1980).

The curricula, both in primary and secondary schools. At present, do not cater for the social and economic needs of the country. They do not adequately equip the individuals to become productive and self-reliant. Higher education particularly has become alienated from the socio-economic realistic of life in Uganda. Not only has the quality of graduates deteriorated over the years but also most of the courses taught have not been geared to manpower needs.

These include among other, poor teaching methods, absenteeism and drop out of teachers in schools, burying and teasing by their fellow pupils, lack of scholastic materials and food at school unless these problems are solved, the education of girls will still lag behind.

Universal Primary Education (UPE) schools lack the capacity to initiate such programmes due to funding constraints and the overwhelming numbers. Teachers definitely cannot afford to reach out to every pupil even when they are willing to. Issues of space are also another constraint suffered by these schools.

For private school actors, most do not address this gap because they perform with view to maximize profits and hence resent spending on establishing workshops and laboratories which are very crucial for the success of an effective vocational system.

With increasing orphan hood, there is a commensurate school dropout levels and as such the resources that were incurred during the years the girl child spent at school get totally wasted. The project area being in proximity to the city, many find their way to the streets while the able bodied get involved in vices like smoking of toxic substances like Bhang, Rape, Theft and the like. Already pursuing an education system without vocational attributes has led to increased unemployment with most of the students completing University roaming around the city seeking white collar jobs for years. This is a disgrace to the poor parent who sacrificed for this person, frustration to the student and a loss to government.

The appalling poverty levels in the country such that very few parents can support their children up to University level; not even up to secondary school and this claims the growing numbers of school dropouts in the country especially after Primary seven level. This explains the need for skills development at primary school level to enhance practicality of education as a measure to mitigate the lack of skills with which a child can begin facing life in case of failing an office job.

The wars and civil strife during the 70s and 80s took their toll and led to the neglect of educational institutions and erosion in the quality of education at all levels. Despite the massive expansion that took place in the number of schools and enrollments both at the primary and secondary school levels during the early eighties, the expansion was without proper planning. Resources were not made available for the provision of necessary facilities, instructional materials and trained teachers for the fast- growing population of students (Jamumbya, 2003).

Disparities between rural and urban areas and regional imbalances in the provision of educational facilities have increased over the years, while the percentage of untrained teachers was unacceptably high.

2.3 Possible Solutions for the Girl Child Education

Educate a woman and you have successfully educated a nation goes the saying; thus, girl-child education has become a contemporary issue to nations in the world because girls/women are usually discriminated against in all spheres of life including education. It is on this thrust that this paper examined the girl-child marginalization and with unequal access to education in comparison to her male counterpart. The study reveals that cultural practices serve as hindrance to girl-child education and that inaccessibility of the girl-child to education makes her vulnerable to diseases such as HIV/AIDS, early marriage, denial of rights and child labour. The study concluded on the note that if girl-child education is fostered, she will be self-reliant, adequately socialize and well empowered to contribute meaningfully to her community as well as having the coping skills to problems solving to an appreciable extent. The study, therefore, recommends that education should be made accessible to the girl-child at all levels and awareness programs should be floated and fostered to redeem the image of the girl-child to make the world a better place for her to live in (MoES, 2007 - Report).

Girl-child education is a matter of concern for nations in the world. Girl-children are discriminated against thereby making it difficult for them to exercise their rights; they are victims of various traditional/cultural practices, they suffer degradation, they are objects of overt, their faces are only to be seen but their voices not to be heard, they are seen as being subservient to their male counterparts; they are the inferior set, their place is in the kitchen.

A lot of negative thoughts and actions are expressed on the girl-child. To set the girl-child free from all these negative hold, there is need for her sound education. Giving her education will give her sound mind to reason, to liberate herself from poverty, and develop herself as well as the nation in which she lives. With education, the girl child can become a self-sufficient adult who has more decision and control over her life.

Jatau in Esomonu (1999) believes that the burden of nation building rests much on women. She goes on “we need women to create a blissful home, have well-educated and well-behaved children.... it is after these that the task of nation building can be a success”. This will start from the education of the girl-child. The importance of educating the girl-child is further brought to the fore by Abacha (1997) while stating his view to support the fact that development has to be participatory and sustainable. He believed that:

Progress is only feasible if we create a Nigeria made up of a united people with a united purpose... our nation needs men and women who are bold, and imaginative, dedicated and committed, people who put honour, service and patriotism above everything else.

These men and women are not only needed in politics, they are also needed in business, in our traditional institutions, youth organizations, in academics and other professions”. The indication from the above is that society should stop looking down on women and they should be seen as first class citizen and not rated as second-class citizens. Educating the girl-child (who transforms later into a woman) will empower her to be strong and resourceful in such a way that she is able to contribute maximally to the sustenance and development of the society in which she lives.

According to Alkali (2000), if all limiting barriers against women are removed, “women can lead, lead to the battle, if necessary fight for her society and win for her people”. Educating a girl child therefore will bring about self-awareness, increased self assertiveness in the society, raising the consciousness of women to encourage their participation in national development (Awe, 1992).

Mary Olufunke et al., (2010), It is therefore important that particular and close attention to aid to the education of the girl-child. Finding the right solution to the issue of girl-child education will not only move the girl-child forward but pushes the nation to a greater height. Considering the virtues embedded in the issue of girl child education, the issue should be rated very high.

The Instructional Manual on the Advancement of Nigerian Women and the Role of National and International Agencies (1996) states that to promote the advancement of Nigerian women, it is important that individuals, groups, community and government at all levels have a duty to take action in the following areas:

- Reducing the rate of poverty among women.
- Making sure that girls and women have equal opportunities for training and education as boys and men.
- Making sure that girls and women have adequate opportunities for proper health care.
- Preventing all kinds of violence against women and girls
- Protecting the best interest and rights of the girl-child.

When these actions are taken, the rights of the girl-child will be fully restored through her being educated.

Kofi Annan (2001) says: “No development strategy is better than one that involves women as central players. It has immediate benefits for nutrition, health, savings and re-investment at the family, community and ultimately, country level. In other words, educating girls is a social development policy that works. It is a long-term investment that yields an exceptionally high return. The above statement represents a call for girl-child education. It is however, discovered that girl-child education is not easy to come by as it is usually proclaimed as many impediments stand in the way of the girl-child. The rights of the girl-children are always denied them and this denial leads to lack of access to education. Inaccessibility to education thus results in child labour, which deprives the girl-child of her childhood potentials, dignity and joy. The resultant effect is poverty and the only key to ending poverty among women-folk, as a whole is education of the girl-child because as the saying goes “catch them young” for the young girl-child will grow to full woman in later years. Rights of the girl-child

Every individual in the society is entitled to some rights as citizens of that particular society. The same is true of the girl-child. She is entitled to a lot of human rights but because she is regarded as being weak she is vulnerable to the violations of these rights. Like any other

person in the society, she likewise requires the right to enjoy and exercise these rights. Some of the rights of the girl-child as stated by The People's Movement for Human Rights Education (www.humanrights/girledu...) include the following:

- Right to freedom from discrimination based on gender, age, race, colour, language, ethnicity or the status of the girl-child's parents.
- Right to a standard of living adequate for a child's intellectual, physical, moral and spiritual development.
- Right to a safe and healthy environment
- Right to equal access to food and nutrition.
- Right to freedom from cultural practices, customs and traditions harmful to the girl-child including female genital mutilation.

CHAPTER THREE METHODOLOGY

3.0 Introduction

This chapter is concerned with the procedure the researcher followed in understanding the study. The section explains the research design, sample design, procedure and size, data collection sources, methods and instruments, data processing and analysis and the limitations of the study.

3.1 Research Design

The researcher used a descriptive survey research study design. This was a method for gathering data / information through the socialization from parents, teachers and pupils or documents. It involved the systematic collection of data on an entity or group of data.

3.2 Study Population

The respondents were female pupils from the schools specifically pupils in P.5 – P.7 Primary). For further information qualitative and quantitative information, teachers, head teachers, school management Committee and PTA parents were considered as part of the study.

In these schools, there are 658 girls and about 26 teachers and 36 School Management Committee members. It was accepted to take 5 years to get the required information out of scope. Uganda like any other countries in the World is involved in the implementation of Girl Child Education. This study therefore is part of this implementation effort

2 Sampling Design, Procedure and Size:

2.1 Sampling Design

The researcher adopted a random sampling method and grouped the population into the departments. The researcher, undersigned the samples in such a way that they are a presentative samples, by critically looking at the sampling methods, procedure and size to be used.

2.2 Sampling Procedure

An introduction letter was obtained from the University and presented the Head Teachers of those schools as mentioned in the background and to seek permission to carry out research.

Follow ups were made until permission was granted. Appointments were made with targeted respondents and distributed of questionnaires to the concerned respondents.

3.2.3 Sample Size

The sample size of 50 respondents was selected as mentioned below: -

Table 3.1: Sample Size

Respondent	Population
Female Pupils	26
Teachers	7
Parents	7
Head teachers	4
School Management / PTA	6
Total	50

Source: Survey Data

3.3 Data Collection Sources

Data will be collected from Primary and Secondary sources. However, the emphasis will be put on Primary Data.

Primary Source: Primary data was the main source of data. Data was collected using the methods as explained. Interviewing which may be unstructured was used to enable the researcher pro-respondents for more information. Self ministered questionnaires were used to collect data from various respondents chosen from the population.

Secondary Source: Secondary source involves information from related factors affecting child in in Namayingo District. Relevant text books, journals, periodicals, newspapers and Internet will be used. Desk data will be collected from the three primary schools and one secondary school while the field data will largely be collected by use of questionnaires.

4. Instrument

Data will be collected using the method and instrument as explained below; -

Questionnaires: questionnaires were designed for respondents, and were personally completed. Questionnaires were also collected personally by the researcher.

5 Data Processing and Analysis

Data processing and analysis involved interpretation of information collected by use of computer through data processing in greater depth presented data was in form of reports,

tables and graphical forms. Questionnaires were designed and self administered questions were filled by respondents. The researcher also carried out formal and informal interviews with selected staff.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.0 Introduction

This chapter presents and discusses the findings of the researcher obtained through the application of the methodology reflected in chapter three. The presentation, interpretation and discussions are based on the objectives of the study.

4.1 Response Rate

Out of 50 respondents who were given the questionnaires, it turned out that all of them participated in the exercise carried out by returning back the questionnaires fully answered and in the researchers' opinion, the response rate was significantly positive as presented, analyzed and discussed below; -

4.2 Personal Characteristics

In order to explain the factors affecting Girl Child Education, some information on socio-economics characteristics of the respondents was deemed necessary because, it provides a basis and means of interpreting the collected data. The characteristics in this research were gender and age bracket for Students and gender, age bracket, education qualification / level, marital status, and employment contract for teacher and parents.

Gender:

Table 4.1: Gender of Respondents

STUDENTS			TEACHER AND PARENTS		
Gender	No. of Respondents	Percentage	Gender	No. of Respondents	Percentage
Female	26	100%	Female	16	67%
			Male	8	33%
Total	26	100	Total	24	100

Source: Primary Data

The findings in the table above, revealed that all the 26 students (respondents) with 100% responded positively as the marital status of students based only on females while Teachers and Parents, it was still revealed that 67% were female and 33% were male.

This revealed that most of the respondents interviewed were female compared to male because the study is concerning about girl child education. This was also indicative that the research was gender sensitive.

Age Bracket:

Table 4.2: Age Bracket.

STUDENTS			TEACHER AND PARENTS		
Age bracket	No. of Respts	Percentage	Age Bracket	No. of Respts	Percentage
12 – 15 yrs	9	35%	20 – 25 yrs	2	8%
15 – 18 yrs	17	65%	25 – 35 yrs	4	17%
Total	26	100	35 – 45 yrs	13	55%
			46 and Above	5	20%
			Total	24	100

Source: *Primary Data*

The research findings show that most of the students (respondents) were between the age 15 – 18 yrs with the percentages of 65% and those age between 12 – 15 yrs formed a percentage of 35% in that case therefore for the Teachers and Parents it was revealed that from 20 – 25 had 8%, 25 – 35 had 17%, 46 years and above had a total of 20% and from 35 – 45 scored 55% with the highest percentage.

This revealed that girls from 15 -18 year are many 65% compared to young ones of 12 – 15, that's why may be they drop out because they think of being mature and for Teachers and Parents 35 – 45 scored the highest percentage of all, that means they have enough experience to counsel those who feel like quitting school. The factor that the researcher had respondents represented from both the young and old age meant she obtained unbiased data

Educational Qualifications / levels of Respondents:

Table 4.3: Educational Qualifications.

TEACHER AND PARENTS		
Qualifications	No. of Respondents	Percentage
Masters	2	8.3%
First Degree	15	62.5%
Diploma	4	16.7%
Professional	3	12.5%
Total	24	100

Source: *Primary Data*

Out of the 24 teachers and parents (respondents) who were interviewed, 2 (8.3%) were Master Degree holders and they were female students, 15 (62.5%) first degree, 4 (16.7%) diploma holders and 3 (12.5%) professionals.

The table shows that most of the teachers and Parents were educated. This is an example to those young children because if not educated there is no room for them than dropping out ending up married, getting pregnant unexpectedly leading to death trying to abort.

Marital Status:

Table 4.4: Marital Status.

TEACHER AND PARENTS		
Qualifications	No. of Respondents	Percentage
Single	10	41.7%
Married	12	50%
Divorced	2	8.3%
Total	24	100

Source: *Primary Data*

The findings above shows 10 with 41.7% were singles, 12 with 50% are married, 2 with 8.3%. This means that most of teachers and parents are married, they can guide well the students by telling them the problems of getting married at an early stage and many others as mentioned in the limitations in chapter three.

Type of Employment Contract

Table 4.5: Employment Contract

TEACHER AND PARENTS		
Years	No. of Respondents	Percentage
Part time	2	8.3%
Full time	10	41.7%
Permanent	7	29.2%
Probation	5	20.8%
Total	24	100

Source: *Primary Data.*

The research findings show that most of the teachers and parents (respondents) in those schools 41.7% are on full time employment contract, 29.2% were on permanent contract, 20.8% are on probation and 8.3% were employed on a part time contract.

This implies that at least the number of parents / teachers who are on full time higher than those who are on permanent contract. It is still revealed that there are some respondents who are not confirmed yet (probation) but it will depend on their performance so that that are granted with neither full time nor permanent contract and there are few on part time employment contract.

3 Causes Of Girl Child Education

Parental attitudes play a significant role in hindering the Girl Child's Education in African countries and Uganda in particular. In most Ugandan societies, Girls/Women were looked as source of wealth through bride price and their hard labour in house care activities and this is according to findings

Problems which hinder girls from schooling

Table 4.6: Problems which hinder girls from schooling

STUDENTS		
Response	No. of Respondents	Percentage
Lack of facilitation	13	54.7%

Family background	6	25%
Cultural influence	2	8.3
Hush teachers	3	12
Total	26	100

Source: *Primary Data.*

The findings in the table above shows that out of the 26 students (respondents) who were interviewed, 54.7% said that it is lack of facilitation, 25% said that it may be the family background, 8.3% said that it is because of cultural influences and 12% said that it is because of hush teachers.

The findings revealed that all the above factors as seen in the table can obviously lead to girl child dropping out of school, because if you look at each cause, any can great lead to dropping of girl child. Some facilities are very poor of which they can not manager school requirements for the children, others consider their cultural, the family background also naters and some time the teachers don't behave in a parental way to moral to students.

Parent's negative attitude towards educating girls

Table 4.7: Parent's negative attitude towards educating girls

TEACHERS / PARENTS		
Response	No. of Respondents	Percentage
Yes	18	75%
No	6	25%
Total	24	100

Source: *Primary Data.*

The findings in the table above shows that 75% of the respondents said that many parents ave a negative attitude towards educating girls while 25% said that they have a positive ttitude.

This revealed that some parents don't feel like educating their children (girls) as seen in the ntroduction above, that they are a source of wealth through bride price and source of hard labour.

The reason as to why parents think like that is money wastage well as when they grow up to the age of 15 – 20, they get scared of getting pregnant as an example hence leading to the low percentage.

Reasons why they have such an attitude

Teachers definitely cannot afford to reach out to every pupil even when they are willing to leading the parents getting scared of there children be used as a source of every thing.

Disparities between rural; and urban areas and regional imbalances in the provision of educational facilities have increased over the years, while the percentage of untrained teachers was unacceptably high.

Effects brought about educating girl child

Table 4.8: Effects brought about educating girl child

STUDENTS		
Response	No. of Respondents	Percentage
Heavy punishments	14	53.8%
Laziness	4	15.4%
Low self concept	8	30.8
Total	26	100

Source: *Primary Data.*

here alternatives which were given to the respondents so that they decide what are the effects brought about educating girl child education whereby 53.8% said that it is because of eavy punishments, 15.4% said that it is because of laziness and 30.8% because of 30.8% iat because of low self concept.

6 Effects cause of attitudes for educating of girl child from schooling
ack of capacity to initiate such programmes (UPP and USP) due to funding constrains and e overwhelming numbers.

or private school factors, most do not address this gap because they perform with view to aximize profits

Establishment of workshops and laboratories which are very crucial for the success of an effective vocational system.

University roaming around the city seeking white collar jobs for years. This is a disgrace to the poor parent who sacrificed for this person, frustration to the student and a loss to government.

Resources were not made available for the provision of necessary facilities, instructional materials and trained teachers for the fast-growing population of students.

1.7 Problems Faced By Girl Child At School

Despite an increase in the proportion of girl's enrolment, girl lag behind boys in education, possibly due to some of the problems they face at school. The scenario as explained in the background changed in many ways. There is government sponsorship at any level of education except for excellent cases for Diploma and degree admissions at Universities / Colleges and with UPE and USE at lower levels which even seem to be wastage of time i.e. poor performance and poor standards.

problems girls' face which hinder them from schooling:

Table 4.9: Problems girls facing at school.

STUDENTS		
Response	No. of Respondents	Percentage
Cultural Barrier	3	11.3%
Early Pregnancy	17	65.4%
Illiteracy	5	19.3%
Poverty	1	3.8%
Total	26	100

Source: Primary Data.

Out of the 26 students (respondents) who were interviewed, 3 (11.3%) said that it is cultural barriers, 17 (65.4%) said its early pregnancy, 5 (19.3%) said its illiteracy and only 1 (3.8%) said it is because of money problems (inflation).

This simply indicates that girls face many problems at school as seen in the table above from the findings. It depend on the families were some girls are from the culture limited them from studying, some engage themselves in relationships ending up getting pregnant at the early age, others don't know that it's of their future benefit to study and finally some family are in the vicious circle of poverty to an extent of not educating their children, most especially girls.

Reasons

Changes in curricula activities have been introduced without ensuring proper training of eachers and poor provision of instructional materials for implementation of the new curricula. This also scares them

The cost of education has increased considerably over the years, while government resources had remained limited.

As a result, the quality of education is at stake. Many students dropout prematurely at the primary level and a good number of children still remain totally uneducated.

The probable risks of youth girl may face by trekking long distances to the school so as to increase on her concentration on her studies

The appalling poverty levels in the country such that very few parents can support their children up to University level; not even up to secondary school and this claims the growing numbers of school dropouts in the country especially after Primary seven level.

Methods used when teaching

Teaching methods is also a very serious issue as far as girl child education is concerned. Any teaching method is relevant except when teaching of an individual and character may not allow the use of the method selected as suggested by (Farant, 1980).

Solutions of solving the problems:

They must ensure proper training of teachers and improvement on the provision of poor instructional materials for implementation of the new curricula activities

The cost of education has to be decreased considerably and the government have to consider its limited resources, hence abolishing the roamers of power standard and performance of (UPE).

Quality of education is supposed to be put in place, so that the number of dropouts prematurely at the primary level be reduced.

There should be an establishment of a girls' dormitory to enable girl student's access easy accommodation at school to facilitate their acquisition of the necessary academic achievements.

Advice given to other parents so as to reduce school drop out rate

Practical skills and participation in social and cultural activities, the teaching in schools is geared towards the achievement of good marks in examination subjects that the cost of other important educational objectives. Therefore the need to concentrate mainly only part of girls has to be scored.

They need to adequately equip the individuals to become productive and self-reliant for the socio-economic realistic of life in Uganda.

4.8 Solution for Girl Child Education

The researcher had to consider the their objective by presenting and discussion the opinions from the respondent concerning the possible solution to the problems faced by girl child education and below is the presentation in table shown;

First and foremost re searcher had to find out any methods / approaches which can be used when teaching whether specifically can enhance girl child education

Table 4.10: Opinion

Response	No. of Respondents	Percentage
Yes	47	94%
No	3	6%
Total	50	100

Source: *Primary Data*

The finding in the table above revealed that the response from the respondents was positive as seen in the table above. The findings implied that 94% of the respondents said that there are some methods / approaches used when teaching specifically to enhance girl child education as seen in table below

Table 4.11: Methods / approaches used by Teachers

Response	No. of Respondents	Percentage
Peer Teaching	25	50%
Mediated Learning	10	20%
Child to Child Learning	10	20%
Demonstration	5	10%
Total	50	100

Source: *Primary Data*

The findings in the table above shows that 50% confirmed that peer teaching is good, 40% said that mediated learning and child to child learning can also favour students and finally demonstration with 10%.

This can enable students to respond to the given activities under guided rules. Any teaching method is very relevant except when teaching of an individual and character may not allow the use of the method selected.

the most effective methods:

There are various methods which can be used by teacher or any other concerned about girls, therefore below are some of the effective methods which can be employed to stop dropping out of girls.

To create an enabling study environment for the children of Uganda

- To cater for the individual differences in learning through provision of alternative options from which different categories of children can benefit.
- To promote students talents at a tender age so that they can be useful to them and to the country in future.
- To attract the wider community in the decision making processes of curriculum improvement and implementation.

Table 4.12: The Most Effective Methods used by Teachers

Response	No. of Respondents	Percentage
Good Teaching Skills	25	50%
Promote Students Talents	15	30%
Studying Environment	5	10%
Cooperation of Teachers & Students	5	10%
Total	50	100

Source: *Primary Data*

The table revealed that, the most effective method that is used by teachers was Teaching Skill with 50%, promotion of students’ talents 30% and 20% over all, the studying environment and cooperation of teachers and students. This can encourage students (Girl Child) to be active in class and it will arouse children’s interest to study.

The best way of applying those methods by other teachers

To produce a God fearing person equipped with basic practical skills and knowledge for self-reliance and national development.

To establish the national priority on education; the government adopted two phase policy to rehabilitate standard buildings which can facilitate students with their education

The establishment of minimal conditions for instructions, improving efficiency and the quality of education through teacher training and curriculum upgrading.

Important long-term goals included establishing Universal Primary Education and now Universal Secondary Education and shifting the emphasis from a purely academic to more technical and vocational training.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This is the final chapter of the study and it comprises of summary, conclusions and recommendations based on the finding in chapter four.

5.1 Discussion

Parental attitudes play a significant role in the hindrance of Girl Child's Education in African Countries and most especially in Uganda. In most Ugandan societies, Girls/Women are looked at as a source of wealth through bride price and their hard labour in house care activities leading them not to be educated, thinking that its money wastage.

Head teachers and other people who manage the school always have negative attitude towards girl's education and they first realize the disadvantaged position of girls in order to find solutions to the problems

This is the view that team teaching which comprises of two or more teachers are relevant because, it creates relationships between a teacher and a student leading being active in class and easy acquisition of knowledge. Therefore this is done to enforce girl child education and hence producing God fearing students with a good standard and performance.

5.2 Summary

In this chapter, the researcher seeks to make observation which provides justifiable approach to the subject. It deals with discussions of the results of findings of the research study, results of the data analyzed in chapter four and discussion of the researcher personal experience on the subject under study.

Teaching methods were also a very serious issue as far as girl child education is concerned. Any teaching method is relevant except when teaching of an individual and character may not allow the use of the method selected.

Practical skills and participation in social and cultural activities of teaching in schools is geared towards the achievement of good marks in examination subjects that the cost of other

important educational objectives. Therefore the need to concentrate mainly only part of girls has to be scored.

Ensure of proper training of teachers and improvement on the provision of poor instructional materials for implementation of the new curricula activities

Despite an increase in the proportion of girl's enrolment, girl lag behind boys in education, possibly due to some of the problems they face at school and scared of performance.

5.4 Conclusion

The scenario as explained above has since changed in many ways. There is no-longer government sponsorship at any level of education except for excellent cases for Diploma and degree admissions at Universities / Colleges and with UPE and USE at lower levels.

The Ministry of Education and Sports bendout (2007), girls themselves due to unfriendly school environment. This is brought about the lack of adequate sanitation and good hygiene a school hence leading to dropping out of students.

The researcher used a descriptive survey research study design. This was a method for gathering data / information through the socialization from parents, teacher and pupils or documents. It involved the systematic collection of data on an entity or group of data.

The researcher expected to encounter a number of constraints during the course of the study especially with obtaining statistical data to support the study. This was due to high levels of confidentiality in regard to certain sensitive statistical data of the schools said the pupil's complaints that have not have been satisfied.

This followed government implementing an offer of 1.5 points as a free addition to girls who have excelled at 'A' level to get better course at the University and to pull up those who may have not borderline marks to access university education. Today, the population of Jganda is growing at a rate, the highest of its kind in the history.

5.5 Recommendations

From the above conclusions, the following recommendations were made: -

The Government should put high regards for the Ministry of Education and Sports with its potential headquarters on districts. This will induce the schools as well as students to reveal and advise them selves in any situation, this will help to retain a relationship between parents, teachers and students.

The management should also try to know its students and know where they are, what they like and what they want. This will help it to design time tables and activities that are acceptable. The administration should also use the required language and messages in the desired quality services and health appeals so as to reduce accidents which are caused of drop outs.

All School should be well established and the education services offered need to be maintained well and should be easily identifiable to the public. This will help in attracting new students and in the long run they can be retained.

Programmes / co-curricular activities should be geared at creating awareness in the mind of students. Proper selection of the development activities should be designed to suit the schools requirements / needs.

The Administration / management of these schools should also employ the SWOT analysis (Strength, Weakness, Opportunities and Threats) and also understand the studying environment of the students. This will help them to know in case there are some environmental factors which will lead to some students drop out.

Students need to know the practical part of what is said in regard to what the schools are offering to them. This therefore, can only be achieved through physical contact between the teacher and parents and the respective students improve their knowledge thus a benefits and accessibility will lead to a good standard and high performance.

5.6 Areas for Further Research

This study mainly aimed at the factors affecting girl child education in in Namayingo District. the researcher therefore recommends that a similar study should be carried out among primary schools in order to establish a country wide view of the schools' performance.

3

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APPENDIX I

RESEARCH QUESTIONNAIRES FOR PUPILS

SECTION A: PERSONAL DATA.

1. Name: (Optional).
2. Class
3. Gender:
a) Male ☐ b) Female ☐
4. Age bracket
a) 12 – 15 yrs ☐ b) 15 – 18 yrs ☐

SECTION B: CAUSES OF GIRL CHILD EDUCATION

What causes do girls have in your school which hinders them from schooling?

- | | | | |
|-------------------------|--------------------------|----------------------|--------------------------|
| a) Lack of facilitation | <input type="checkbox"/> | b) Family background | <input type="checkbox"/> |
| c) Cultural influence | <input type="checkbox"/> | d) Hush teachers | <input type="checkbox"/> |

What effects do they bring about educating Girl Child?

- | | | | |
|----------------------|--------------------------|-------------------------------|--------------------------|
| a) Heavy Punishments | <input type="checkbox"/> | b) School rules & regulations | <input type="checkbox"/> |
| c) Laziness | <input type="checkbox"/> | d) Low self concept | <input type="checkbox"/> |

Identify some of the ways that can be done to promote the Education of Girls?

.....
.....

SECTION C: PROBLEMS FACED BY GIRLS

What problems do you face in your school as a girl child?

- | | | | |
|---------------------|--------------------------|--------------------|--------------------------|
| a) Cultural barrier | <input type="checkbox"/> | b) Early Pregnancy | <input type="checkbox"/> |
| c) Illiteracy | <input type="checkbox"/> | d) Poverty | <input type="checkbox"/> |

2. How do you try to overcome the problems mentioned above?
.....
.....
3. What advice do you give to other girls so as to stay in school?
.....
.....

SECTION D: SOLUTIONS FOR GIRL CHILD EDUCATION.

1. What methods / approaches do your teachers will have to use when teaching?
.....
.....
2. Do you think that those methods are appropriate?
a) Yes ☐ b) No ☐
If yes, Give reasons.
.....
.....
3. In your view, which methods / approach is/ are the best?
.....
.....

Thank You Very Much for Answering my Questions

APPENDIX II

QUESTIONNAIRES FOR THE ADMINISTRATION

Dear Respondent,

I am Namugaya Phiona, a student of Makerere University, undertaking a diploma in Youth and Development Studies doing a research entitled, *"Factors Affecting Girl Child Education in Kasagga Parish, Nakaseke Sub-County, Nakaseke District."*

You have been deliberately chosen to respond to questions in this questionnaire because of your valuable information you can provide concerning the survey. Kindly spare for me few minutes of your precious time to respond to the questions as correctly as you can. I therefore, ask you to spare me some time and fill this questionnaire. The information given is purely for academic purposes and will be treated with confidentiality.

Thank you.

Instructions

Some questions require ticking the appropriate response while others require filling in.

SECTION A: PERSONAL DATA.

1. Name: (Optional).

2. Gender:

a) Male

☐

b) Female

☐

3. Age bracket

a) 20 – 25 yrs

☐

b) 26 – 35 yrs

☐

c) 36 – 45 yrs

☐

d) 46 and above

☐

4. Educational Qualification / Level

a) Master

☐

b) First Degree

☐

c) Diploma

☐

d) Professional

☐

5. What is your Marital Status?
- | | | | |
|-------------|--------------------------|----------------------|--------------------------|
| a) Married | <input type="checkbox"/> | b) Single | <input type="checkbox"/> |
| c) Divorced | <input type="checkbox"/> | d) Widowed / Widower | <input type="checkbox"/> |
- 6 Type of employment contract
- | | | | |
|----------------|--------------------------|----------------------------|--------------------------|
| a) Part - time | <input type="checkbox"/> | b) Full - time | <input type="checkbox"/> |
| c) Permanent | <input type="checkbox"/> | d) Specified contract time | <input type="checkbox"/> |
| e) Probation | <input type="checkbox"/> | | |

SECTION B: CAUSES OF GIRL CHILD EDUCATION

7. Do you think parents have any negative attitudes towards Educating of girls in your community?
- | | | | |
|--------|--------------------------|-------|--------------------------|
| a) Yes | <input type="checkbox"/> | b) No | <input type="checkbox"/> |
|--------|--------------------------|-------|--------------------------|
- If yes, mention them.
-
-
3. Why do you think they have such attitudes?
- | | | | |
|----------------------|--------------------------|----------------------------|--------------------------|
| a) Shortage of Money | <input type="checkbox"/> | b) Help in home activities | <input type="checkbox"/> |
|----------------------|--------------------------|----------------------------|--------------------------|
2. What effects can such attitudes cause to the education of Girl Child?
-
-

SECTION C: PROBLEMS FACED BY GIRLS

10. Do you think girls have any problems in your school which hinder them from schooling?
- | | | | |
|--------|--------------------------|-------|--------------------------|
| a) Yes | <input type="checkbox"/> | b) No | <input type="checkbox"/> |
|--------|--------------------------|-------|--------------------------|
- If yes, mention them.

.....
.....
11. How do you try to solve the problems mentioned above?

- a) Through counseling ☐ b) Teaching methods ☐
c) Provision of Rewards d ☐ Provision of Scholarships ☐

12. What advice do you give to other parents so that the drop out rate of girls in school can be reduced?
.....
.....

SECTION D: POSSIBLE SOLUTION FOR THE GIRL CHILD EDUCATION

13. Are there any methods / approached you can use when teaching specifically to enhance girl-child education?

- a) Yes b) No

If yes, please mention them.
.....
.....

14. Which are the most effective methods?
.....
.....

5. How best can these method(s) be applied by other teachers?
.....
.....

Thank You Very Much for Answering my Questions