

**A GIRL CHILD EDUCATION AND FAMILY CONFLICTS, A CASE STUDY OF
MALERA SUB COUNTY, BUKEDEA DISTRICT**

BY

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION IN
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DECLARATION

I **Ogwang Alfred** to the best of my knowledge declare that this research proposal is my original work presented to Kampala International University for the award of a degree in secondary education, no such kind of work has ever been presented to any university for the same.

Sign 

Date 15/10/2017

DEDICATION

I dedicate this research proposal to my brother Ojeke Emmanuel for the encouragement and support he accorded to me while doing this work.

In the same mood, I would like to thank the following people for their helpful suggestions and support; my parents, Opolot Yokolam and Amuge Martha; my wife Lima Josephine, Apunyo Peter Charles and Opedun Jackson.

ACKNOWLEDGMENT

In such vast undertaking, it's almost impossible to acknowledge the contribution of all; however, it's irresistible to acknowledge the role of the following;

First of all God whose guidance, love, wisdom and grace has made contributions towards successful completion of this research proposal.

I wish to express my deep and sincere gratitude to my supervisor Mr. Okiror Godfrey for the support towards successful completion of this work. On the same note, I would wish to pay great tribute to all the lecturers of Kampala International University for their advice during the time of preparation of this research proposal.

I thank my beloved brother Ojeke Emmanuel for his sincere heart in paying my tuition throughout my education, may the Almighty God bless him abundantly and give him more favour.

Finally, I wish to acknowledge the effort of my dear friends, Opedun Jackson, Omulala James, Apedu Julius, Apunyo Peter Charles, Mwimba Apollo and Mr. Odeke Patrick for the guidance they have given to me and others who contributed tirelessly towards the completion of this research proposal till the end.

APPROVAL

This is to certify that this research work produced by **Ogwang Alfred** entitled, “*A case study on girl child education and family conflicts in Malera Sub County, Bukedea district*” has been under my direct supervision.

It's now ready for submission to the board of examiners and senate of Kampala International University.

Sign 

MR. OKIROR GEOFFREY

Date 15.10.2017

LIST OF ACRONYMS

NGOs	Nongovernmental Organizations
CRO	Child Restoration Outreach
UWESO	Uganda Women's Efforts to Save Orphans
UNICEF	United Nations International Children's Emergency Fund
MS	Microsoft
MoES	Ministry of Education and Sports
MoLG	Ministry of Local Government

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ABSTRACT

This study was carried out under the topic “girl child education and family conflicts in Malera subcounty, Bukedea district.

Objectives used are; (i) to identify the causes of family conflicts in Malera subcounty in Bukedea district (ii) to establish the link between family conflicts and girl child education in Bukedea district (iii) to find out tentative solutions to family conflicts so as to enhance girl child continuity in school.

The design used in this research are qualitative and quantitative. The findings of the study are; poverty was the major cause especially when a man fails to provide for the family, family conflicts have negative impact on the girl child education, therefore there is need for guidance and counseling.

The conclusion of this study is, the majority of the respondents were males in the age bracket of 10-20 years, single, had attained primary education but had no certificate.

The recommendations;

To the community developers of Malera subcounty should come up vigorously to sensitize the public on the effects of family conflicts on girl child education.

To the government, train and recruit substantial number of counselors who will carry out the counseling of the affected families to avoid the negative impacts brought by family conflicts.

To government of Uganda, should institute scholarships for girl child and uphold the affirmative action to enhance their continuity in school.

To the future researchers, this will be secondary source of information for them as they carry out research in similar topics.

To the researcher, this is a requirement to be fulfilled in order to be awarded a Bachelor's Degree in Education Secondary of Kampala International University.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, research hypothesis, the scope of the study and significance of the study.

1.1 Background of the study

Background of the study is guided by historical perspectives, theoretical perspectives, conceptual perspective and contextual perspective.

1.1.1 Historical perspective

On global perspective, a family has been defined by Sharkey and Welch (1978) as a basic human community, a community of love in service life. The goal of a family according to Sharkey and Welch is for personal fulfillment of its members; the husband, wife, children and any other member living as part of that family.

Also according to Lauer and Jeanette (1997), if a couple is engaged in power struggle, they are by definition having a conflict. This can be caused by poverty, drunkardness, high bride price, laziness, disease or any other factor.

On national perspective, Adyanyet N (2000) defines a family as a small social group of people composed of a father, mother and children living in a homestead. He says, a family refers to a group of closely related people of which relationship can be by blood, marriage or adoption.

If this is true, and then the communal life of the family involves provision of food, clothing, shelter, education, protection from danger, provision of medical care among others.

According to Wamanga (2006), he calls this the role of the family thus providing basic education both formal and informal, produce and plan for the family, giving love, care and support.

On the local perspective, one of the major challenges facing the present generation is to achieve total non conflicting family life. All families regardless of their social, economic, and political

status go through conflicts. Family conflicts differ from one family to another for several reasons.

First, family members are highly emotionally attached and the emotions can intensify resulting into family conflicts.

In addition, many families have long term relationships which require them to interact with each other on a daily basis. This close contact may arouse negative responses which result into family conflicts.

Families always try to insulate themselves from the outside influences by adopting codes, securely, co-operation and obeying their own set rules. These characteristics together with many other factors have always led to long tangled, painful and disastrous conflicts. When this intensifies, it can have far reaching effects like divorce, neglect and domestic violence. According to Nakimuli (2002) in her information needs for family conflict management in families.

1.1.2 Theoretical perspective

According to Lauerand Jeanette, they only concentrated on impacts of family conflicts but no mention has been made on what the conflict may impact on girl child education.

1.1.3 Conceptual perspective

Family conflicts according to Omita (2000) defines as a disagreement between two or more states or parties over matters of principle, economic, social, political and ideological. Although this definition was based on a wider perspective, family conflicts can therefore be described as disagreements between family members.

According to Long et al (1987), girl child education refers to continuous existence of female children at school without high level of conflicts between their parents.

Also girl child education here is used to refer to the situation whereby pupils or students stay school and complete their studies from primary one to primary seven or senior one to senior four or senior six.

1.1.4 Contextual perspective

Conflicts, when parents are in conflicts, they will not support girl child education great relationship between education and conflict.

This research will focus on family conflicts like divorce, separation, imprisonment on the girl child education in Malera Sub County, Bukedea District.

1.2 Statement of the problem

Studies have revealed that educating a girl child is very vital in political, social and economic development of developing countries like Uganda. In this response therefore the government of Uganda has attempted to put in place measures to encourage girl child education in form of universal primary and secondary education, putting in 1.5 points for girls and increasing the ration of girls joining tertiary institutions and universities under quota system.

However, despite of all government efforts on girl child education, family conflicts are still affecting girl child education. Deborah (1991) described that out of the number of girls who enroll for Universal Primary Education, only 50% reach primary seven implying that family conflict rate of 50%.

The researcher is motivated to relate the girl child education in Malera Sub County to family conflicts. The focus of this study is therefore to investigate the role of family conflicts on girl child education in Malera Sub County, Bukedea district.

1.3 Purpose of the study

The main purpose of this study is to establish the effects of family conflicts like separation, divorce, disfiguration, neglect, and deaths on girl child education in Malera Sub County, Bukedea district.

1.4 Objectives of the study

This study will be guided by the following objectives;

- i. To identify the causes of family conflicts in Malera Sub County in Bukedea district.
- ii. To establish the link between family conflicts and girl child education in Bukedea district.
- iii. To find out tentative solutions to family conflicts so as to enhance girl child continuity in school.

1.5 Research questions

The study will seek to answer questions such as;

- i. What are the causes of family conflicts in Malera Sub County in Bukedea district?
- ii. Do family conflicts have any effect on girl child education in Malera Sub County, Bukedea district?
- iii. Which solutions should be put in place to enhance girl child continuity in school in Malera Sub County in Bukedea district?

1.6 Research hypothesis

Girl child education has been negatively affected by family conflicts.

Girl child education has never been affected by family conflicts as seen by girls who complete primary seven, senior four, senior six.

According to Danson & Downey (1991), children from intact families as having few absences at school, higher intelligence quotients, high reading skills, spelling, math scores and fewer behavioral problems than children from conflicting families or divorce families.

1.7 The Scope of the study

Under this section, geographical scope, theoretical scope, content scope and time scope are being presented as below.

1.7.1 Geographical scope.

This study will be carried out in Malera Sub County. North part is boarded by Ongino, West by Bukedea County, and East by Nakapiripirit and the South by Kachumbala. The major economic activates taking place in the north is coal burning, South, crop production; West, stone quarrying and the East is the fishing activity, the central part has political and social life.

1.7.2 Theoretical scope

According to Lauer and Jeanette, they only concentrated on impacts of family conflicts but no mention has been made on what the conflict may impact on girl child education. Therefore, this study will specifically find out the impact of family conflict on girl child education.

1.7.3 Content scope

The researcher intends to take the content scope of the study of the role of family conflicts on girl child education in Malera Sub County, Bukedea district.

1.7.4 Time scope

The researcher will cover a period of 10 years. This period is long enough for the researcher to come up with the true information about the study.

1.8 Significance of the study

The researcher attaches much importance to the study. If this study is accomplished, the researcher believes that it will contribute substantial awareness to a number of people.

To the ministry of education (MoE), the research will help to give the link between girl child education and family conflicts in Uganda as a whole.

To the Ministry of Local Government (MoLG), leaders, community developer and planners can use this information to enlighten themselves on how to formulate policies to enhance girl child continuity in school.

To the Nongovernment Organizations (NGOs), the study will benefit them in helping children enjoy their rights like child restoration outreach (CRO) in Mbale, child care Uganda, Uganda Women Effort to Save Orphans (UWESO), UNICEF which provides necessities for destitute children.

To the parents, the research will help to find out the tentative solutions to family conflicts so as to enhance girl child continuity in school. Therefore parents will come to know the causes of family conflicts and address them.

To the future researcher, it will help to provide information which enlightens them on the effect of family conflicts on girl child education.

To the researcher, above all the study will help the researcher gain a bachelor's degree in education as its pre-requisite for the award of degree in education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This covers the introduction of theoretical review, conceptual framework and related studies.

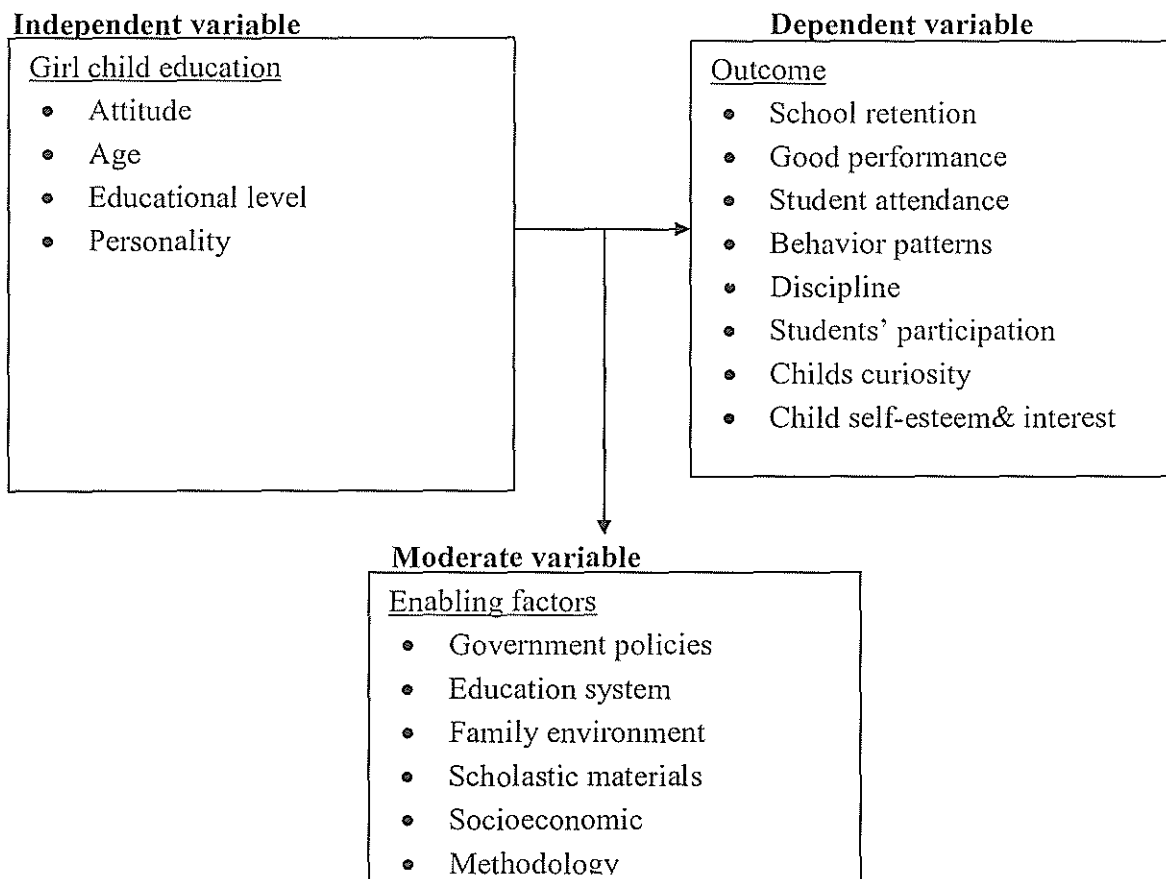
2.2 Theoretical review

According to Lauer and Jeanette, they only concentrated on impacts of family conflicts but no mention has been made on what the conflict may impact on girl child education. Therefore, this study was specifically finding out the impact of family conflict on girl child education.

2.3 Conceptual framework

This is the relationship between the independent variable, moderate variable and dependent variable.

The diagram below illustrates the above relationships.



Source: Researcher's formula 2017

When the child's attitude is good towards education, she was having favourable family environment at school enabling her to have high active participation, good performance, self-esteem and interest in learning.

According to Long et al (1987), girl child continues existence at school without high level of family conflict between their parents results into child's curiosity to learn, school retention and attendance in school.

2.4 Related studies

Under related studies of this research, the content was being examined objective after objective as reviewed below.

2.4.1 Causes of family conflicts

Many types of family conflicts occurs in Bukedea district, this in most cases take the form of fighting between husbands and wives, sibling rivalry, power struggle between husbands and wives, children and parents among others.

According to Nakimuli (2002) in her dissertation, information needs for family conflicts management in Uganda, she cited out some of the causes of family conflicts as expounded below.

Poverty, Nakimuli says poverty is the leading cause of family conflicts. Poverty is common among the rural people building suffering and pressure in families. Although Nakimuli carried out this research in Mityana district, the researcher was interested to find out the effects of family conflicts on girl child dropout in Bukedea district and the results can be compared.

To Nakimuli, alcoholism is one of the causes of family causes. It has been found out that many men and women drain money in drinking alcohol instead of saving for school fees or for home needs. The researcher intends to find out whether such a situation occurs in Bukedea district as well.

Polygamy is one of the factors Nakimuli cited, where one man marries more than one wife yet restricts them from having other men. She discovered that jealousy, rivalry, suspicion among others result into family conflicts.

Nakimuli also noted sex denial among couples as the cause of family conflicts. Once one is denied sex, quarrels emerge and may result into violence and conflicts. The researcher is interested to find out if this is so in Mityana, what about in Bukedea district?

2.4.2 Link between family conflicts and girl child education

According to Lauer R and Jeanette (1997), a family is a group united by blood, marriage and adoption in order to satisfy needs, bear and socialize children. Lauer and Jeanette (1997) further said if a couple is engaged in power struggle, they are by definition having conflict. These conflicts can either be negative or positive.

Mark man et al (1994), stated that the most powerful predictor of whether a couple will breakup or stay together is the way they handle their differences. The most negative assuming that one or both partners want to maintain their marriage in the dissolution of the agreement. Lauer and Jeasette maintained that if the conflict continues at a high intensity, spouses might find their self-esteem lowered their enthusiasm for marriage dissipating. Their differences magnified and their energy wasted.

Lauer and Jeasette, despite giving the impact of family conflict only concentrated on the impact of two parties concerned. No mention has been made on what the conflict may impact on the education of the girl children. This study is specifically to find out the impact of family conflict on girl child education.

In another development, Amato (1986) says the children in the home where conflicts persisted may be faced with a lot of problems including; lowering their self esteem, problems of emotional and behaviour adjustment. When the conflict reaches the extremes of divorce, reduced family cohesion lowering the quality of intimate relationships.

Despite the fact that Amato touches on the impact of family conflicts of children, the writer is not specific on how these conflicts may impair the education of girl children. This study shall be specific to how family conflicts disorganize the education of girl children who are seen to be vulnerable in Malera Sub County, Bukedea district.

Kurdek and Sinclair (1998), however tried to bring out the effects of marital conflicts on education of children. These writers state that the more intense and frequent the family conflicts,

the more problems the children have. Their study cited out an example that the children who experience a good deal of family conflicts have more problems in adjusting to school and more difficulties with their own health.

Kurdek and Sinclair however, merely talk about adjusting to school but the problem in Uganda and Bukedea in particular goes to the extreme of dropping from school, their study also generalizes the impact of a family conflict can have on children. However, this study was interested in girl children whose education has been marginalized compared to their counter parts the boys.

A more specific study was done on forty adolescents by Long et al (1987) which indicated that those who perceive high level of conflict between their parents had a variety of problems at school such as lower cognitive competence rating by teachers, lower social competence rating, more behavioral problems reported by teachers and low problem solving skills.

However, this study was carried in a developed world. Perhaps given the differences in the setting of the developed and underdeveloped world, the results of the study is specific in Uganda in Bukedea district and Malera Sub County where conflicts are rampant caused by drunkenness, poverty, disease among others.

According to the survey carried out by Stark (1984), incest. A type of child abuse which is exploitative sexual contact between relatives has been found to have negative impact on children. According to Stark, father-daughter incest has been found to occur when the marital relationship is broken. The mother is alienated from the role of a wife and the father makes alliance with the daughter for marital relationship. This according to Stark arises out of high girl child dropout rates. This was clearly be investigated in this study.

Jackson (1990) and Dadds et al (1991) agree with Stark and say that incest is a horrifying experience to the victim who among other things is likely to suffer from low esteem and conduct problem at school.

Kinard and Reinherz (1986), Danson (1991), Downey (1991) all compare children from intact families as having few absences at school, higher IQ, reading, spelling, math scores and fewer behavioral problems than children from divorced families. This implies that children from

conflicting families have many problems. The researcher intends to find out whether these problems impact on the dropout of girl children in Malera Sub County, Bukedea district.

While Flewing and Bauman (1990), Sandfur. M and Wojtkiewicz (1992) report that adolescent from divorced families tend to have high rate of drug abuse, pre-marital sex, poor academic school. Although this study was not done in the area of study currently, this study wishes to establish whether divorce affects the dropout of girl children in Bukedea district.

Kyomuhangi (2001) in her study "Girl child dropout in selected Rural primary schools," noted that there was no agreement as to the actual causes of girl child dropout but cited factors like favoritism extended to boys compared to girls. Society has the notion that girls participation in domestic work is more valuable than instructions given at school. How social and economic background, which is more prevalent in rural areas, was also cited as the cause of girl child dropout. The other factors she noted included; low enrollment among girls which affects their moral, lack of guidance and counseling offered to girls, cultural influences affects the child's stay at school.

From the above, we realize that Kyomuhangi has not looked at the family conflicts as possible factors which can impact on the girl child drop out. The researcher is therefore propelled to study the impacts of family conflicts on girl child dropout from school.

Kyobutungi (2001) in her study, "the factors that affect girl child education," looked at economic problems in families, education status and cultural attitudes. Though she noted that there is no single factor that can be attributed to girl child drop out of school. She further cited by either age-mates, teachers, sugar daddies and those who dropout don't get the chance to be re-admitted. Also found is the fact that some poor parents encourage their daughters to marry at an early age to benefit from the bride prize (dowry). However the researcher intends to study the effects of family conflicts which the duo have not looked at all.

While Kygosa (2003), points out that child abuse on girls affects their education in her study." Effects of child abuse," noted that defilement, harassment, incest child labour, corporal punishment among other affect girl child education negatively. She decried that some parents and relatives also abuse their daughters by committing incest and denying them their rights. However, her study does not show under what circumstances do parents or relatives go in

(commit incest) with their daughters could it be after misunderstanding with the partner? The researcher was therefore trying to show whether family conflict, implied above has effects on the girl child dropout from school.

Also Birabwa (2002) in her report, “challenges to girl child education under universal primary education,” noted that parents retained girls at home doing domestic cores while boys attended school. However, the researcher intends to dwell on this further in Malera Sub County in Bukedea district as hinted by Birabwa in Mafubira Sub County.

2.4.3 Tentative solutions to family conflicts on girl child continuity in school

According to Potash (1978), the practice of open discussion in families helps quite a lot to stabilize marriages and also create bond between couples and family members. Can this be applicable in Malera Sub County? The researcher will find out whether this can work in Malera Sub County in Bukedea district.

While for the case of Death, Gary and Gulliver (1964), agreed on widow inheritance practice. They propounded that the widow is to be married to the late husband’s relatives who would cater for her and the children hence facilitating stability. The researcher wants to confirm this if its prevailing in Malera Sub County in Bukedea district and other solutions will be got during the study.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This research methodology presents the research design, population of study, sample size, sampling procedure, research instrument, data gathering procedure, data quality control, data analysis, ethical consideration and limitations of the study.

3.1 Research design

The study intends to use a case study research design. In the study, the researcher was take a case study of one sub county of Bukedea district. Both qualitative and quantitative research procedures shall be employed in analyzing the data collected. Also primary and secondary methods of data collection will be used.

I have used quantitative because I am dealing with countable items

I have used qualitative because I am dealing with uncountable things.

3.2 Population of the study

The school girls will be contacted to provide the researcher with information. The school head teachers will also provide the statistics from their respective schools.

Random sampling shall be used to select the 90 respondents.

Girl children will be 60, 22 teachers and 8 head teachers as shown below;

Category of respondents	Number of respondents
Girl children	60
Teachers	22
Head teachers	8
Total	90

3.3 Sample size of the study

Considering the population to be managed, the sample size was drawn using Sloven statistical formula was used to calculate the sample size as written below;

$$n = \frac{N}{1 + Na^2}$$

Where:

n = the sample size
 N = the total population of study
 a = 0.05 level of significance

3.3.1. Shows population and sample size of the study

Category of population under study				Sample size		
Name of school	Girl child	Teachers	Headteachers	Girl child	Teachers	Headteachers
Lakori P/S	10	3	1	10	3	1
Lotiokot P/S	6	2	1	6	2	1
Labarwa P/S	8	2	1	8	2	1
Mission progressive High school	10	4	1	10	4	1
Labarwa high school	10	5	1	10	5	1
Machede P/S	8	2	1	8	2	1
Machonga P/S	4	2	1	4	2	1
Mobale P/S	4	2	1	4	2	1
Subtotal	60	22	8	60	22	08
Grand total	90			90		

3.4 Sampling procedure

The researcher was using purposive sampling technique. Head teachers, teachers and parents was purposively sampled basically because it was give adequate information as regards their institutions as well as challenges faced in homes and why some children had left school.

In addition, random sampling was used to select the respondents who are pupils. The researcher was interested in four government aided schools, two community owned schools and two private schools.

3.5 Data collection methods

The data was collected using questionnaires, observations, interviews and documents.

3.6 Research instruments

Questionnaire shall be administered to those respondents who are able to read and write. Even those who do not know how to read and write, the interviewer shall guide them by reading and translating for them the questions and options provided such that they can give their views.

Questionnaires have been chosen by the researcher because they are easy to administer. It was having answers like strongly agree, agree, disagree and strongly disagree.

Observation can also be used to see the number of girls at school as compared to that of boys.

Besides that the records review schedule shall be used to get the statistics of the school girl children. These records shall be got from the school head teachers.

3.6.1 Questionnaires

These are questions that are administered to respondents who are able to read and write

The questionnaire was designed having alternatives strongly agree, agree, disagree, strongly disagree and not sure.

The questions were given to respondents for four days and the researcher was collecting them for analysis.

Questionnaires have been chosen by the researcher because they are easy to administer as it has the answers.

3.6.2 Observation

This is the method used to observe how things are done.

This can be used to see the number of girls at school as compared to that of boys.

Observation is used because it's cheap and does not involve disturbing the respondents.

3.6.3 Interview guide

This involves designing statements which the respondents was answer according to the way they have understood.

The instrument is used because it allows the respondents to express themselves.

3.7 Data gathering procedures

The data was gathered on daily basis from the field and checked for consistency; frequencies was tallied and captured. Recorded in excel sheets, Microsoft word and will be used to process the data into tables.

The gathering procedure was involve before, during and after.

Before the process, I reported to the area of conducting the research, get the researcher assistants and train them on how to gather the data, then process of moving gathering data starts.

During data gathering, the researcher and assistants was introduce themselves to the respondents, clearly explain to the respondents why the research is carried out, tell them that the questionnaire was used to collect the data, the respondents was requested to answer all the questions at good faith.

After distribution of questionnaires, they was collected and checked to ascertain whether all the questions have been answered, categorizing them and I subjected the information into statistical treatment.

3.8 Quality data control

Data quality was checked by carrying out the validity and reliability test control.

3.8.1 Validity

This is the instrument that was be used for data collection, measures what was expected to measure. The researcher shall conduct a pre-test on the population that was not targeted population but within the case study area.

3.8.2 Reliability of instruments

This is the instrument that was used for data collection. The instrument was tested to determine whether it was measured the same results or findings as those that was be got during time of data collection.

3.9 Data analysis

After receiving questionnaires, the data was tabulated, coded, analyzed and processed using Microsoft excels, and Microsoft word. The researcher was then using frequency tables, pie charts and percentages to present the findings about the relationship between the family conflicts and

girl child education. The researcher was then editing the findings in order to eliminate grammatical errors, wrong entries and biases.

Finally, the researcher was writing and printing the final copy of the report.

3.10 Ethical considerations

Confidentiality of information, the researcher was keep information given by the respondent confidential.

Voluntary and informed consent, the researcher was seeking informed consent from the respondents.

Use of vulnerable groups (students), the researcher was seeking permission from the school authorities responsible for the above groups.

Respect of respondents' time, the researcher was keeping time.

3.11 Limitations of the study

The researcher foresees the following problems, are likely to be encountered during the study procedure.

Inaccessibility of some respondents, unwillingness of some respondents to respond to the researcher most especially on the first visit is likely to occur.

Explanation about the essence of the research and assurance of the confidentiality stated in the questionnaire may be a worry to respondents.

Lack of honesty from some respondents

3.11.1 Solutions to the limitations of the study

Inaccessibility of some respondents like headteachers was solved by getting their numbers and calling them

Being friendly to respondents most especially on the first visit.

A detailed explanation was given to respondents about the confidentiality of the information stated in the questionnaire.

CHAPTER FOUR

DATA ANALYSIS PRESENTAION AND INTERPRETATION

4.1 INTRODUCTION

This chapter analyses the information got from the field and set out to present the findings of the study. This was guided by the topic “Girl child education and family conflicts in Malera sub-county, Bukedea District. This was done objective after objective.

Respondent's profile

This section describes the profile of the respondents in terms of gender, age marital status, education and qualification.

Table 1: Below provide the summary details of the tabulated respondent's characteristics. Profile of the respondents.

Category of respondents		Frequency	Percentage
Gender	Male	49	54
	Female	41	46
Age	Below 10 years	30	33
	10-20	40	44
	21-30	10	11
	31-40	5	06
	41 and above	5	06
Marital status	Single	58	64
	Married	30	33
	Divorces	02	03
	Widowed	00	00
Level of education	Primary	60	67
	Secondary	22	24
	University	08	09
Qualification	Master's degree	00	00
	Degree	08	09
	Diploma	10	11
	Certificate	12	13
	Non	60	67

Source: personal survey data 2017

The outcome in table 1 shows that the males were the majority respondents, represented by 54% whereas the females were found to be represented by 46%. This implies that the males were easily available during the data collection than females.

As far as respondent's ages are concerned, 33% of these were in the age below 10 years, 44% were in the age bracket of 10 – 20 years, 11% in the age bracket of 21-30 years, 06% in the age bracket of 31-40 years and 06% were in the age group of 41 and above years. This therefore implies that the majority of the respondents were in the age bracket of 10-20 years. Whatever, contribution they made showed that they are school going children.

In regard to the marital status, 64% of the respondents were found to be single, 33% were confirmed to be married, 03% were found to be divorced and widowed 00%. This implies that the single was found participating hence for improved life.

In line with the level of education, the respondents who were in primary level 67% and those who got secondary education were 24% and lastly, 09% attained university education.

In regards to the level of qualification by the respondents 13% had certificates, followed by 11% having diploma holders, degree holders constituted 09, master's degree 00% and lastly 67% had no qualification. This therefore implies that in any case of need to employ well qualified population, almost 68% would not be employ well qualified population, almost 68% would not be employed due to lack of qualification.

After presenting the findings were guided by alternatives thus strongly agree, agree, disagree, strongly disagree and not sure which has figures as well as the percentages.

Table 2: Shows respondents were asked the types of family conflicts and the following were their suggestions.

Types of family conflicts	Frequencies	Percentage (%)
Fighting between family members	21	23.3
Rivalry	19	21.1
Power struggle	15	16.7
Property ownership Struggle	35	38.9
Total	90	100

Source: Primary Data 2017

Table 2 above reveal that majority 21(23.3%) of the respondents suggested fighting between family members. Whereas, 19(21.1%) of the respondents noted rivalry as the other type of family conflicts. However, 15(16.7%) of the respondents sighted out power struggle as another type of family conflicts. Property ownership struggle was also realized by 35(38.9%) as one of the types of family conflicts.

4.2 Objective I: Causes of family conflicts in Malera Sub-county, Bukedea district.

Table 3: Shows respondents according to the level of poverty as cause of family conflicts.

Poverty as Cause of family conflicts	Frequencies	Percentage (%)
Agree	84	93
Disagree	6	7
Neutral	0	0
Total	90	100

Source: Primary Data 2017

Table 3 above shows that majority 84(93%) of the respondents agreed that poverty is a cause of family conflicts. However, 6(7%) of the respondents disagreed none of the respondents were not sure. This therefore implies that majority of the respondents, agreed that poverty is one of the causes of family conflicts in Malera Sub-county, Bukedea district.

Table 4: Shows respondents according to the level of sex denials as cause of family conflicts.

Sex denials as Cause of family conflicts	Frequencies	Percentage (%)
Agree	60	67
Disagree	25	28
Neutral	5	6
Total	90	100

Source: Primary Data 2017

Table 4 above indicates that majority 60(67%) of the respondents agreed on sex denial as a major cause of family conflicts. Therefore, 25(28%) of the respondents disagreed however, only 6% of the respondents were not sure. This implies that the majority of the respondents agreed that sex denials are a major cause of family conflicts.

Table 5: Shows respondents according to the level of drunkenness as cause of family conflicts.

Drunkenness as Cause of family conflicts	Frequencies	Percentage (%)
Agree	80	89
Disagree	8	9
Neutral	2	2
Total	90	100

Source: Primary Data 2017

Table 5 above shows that 80(89%) of the respondents agreed that drunkenness is another cause of family conflicts whereas 8(9%) of the respondents disagree. However, only 2(2%) of the respondents were not sure.

Table 6 Shows respondents according to the level of migration of bread winner in search for jobs as cause of family conflicts.

Migration of bread winner in search for jobs Cause of family conflicts	Frequencies	Percentage (%)
Agree	36	40
Disagree	50	56
Neutral	4	4
Total	90	100

Source: Primary Data 2017

Table 6 above reveal that 36(40%) of the respondents agree that migration of bread winners in search for jobs is also a cause of family conflicts. whereas majority 50(56%) of the respondents disagreed. however, 4 (4%) of the respondents were not sure. The implication is that the majority of the respondents disagreed with migration of bread winner in search for jobs being a cause of family conflicts.

Table 7: Shows the respondents according to the level of Sexual Immorality as the cause of family conflicts in Malera Sub-county, Bukedea district.

Sexual Immorality	Frequencies	Percentage (%)
Agree	60	67
Disagree	18	20
Neutral	12	13
Total	90	100

Source: Primary Data 2017

Table 7 above shows that 60(67%) of the respondents agreed whereas 18(20%) of the respondents disagreed. however, 12(13%) of the respondents were not sure. This therefore implies that majority of the respondents agreed that sexual Immorality is another cause of family conflicts in the sub-county of Malera, Bukedea district.

Table 8: Shows indicates the failure of women to perform their traditional roles as a cause of family conflicts in Malera Sub-County, in Bukedea district.

Women not performing their traditional roles	Frequencies	Percentage (%)
Agree	20	22
Disagree	66	73
Neutral	4	4
Total	90	100

Source: Primary Data 2017

As sighted out from table 8 above, 20(22%) of the respondents agreed, yet 66(73%) of the respondents disagreed whereas 4(4%) of the respondents were not sure. This implies that the majority of the respondents disagreed with the statement that “women not performing their traditional roles is a cause of family conflicts in Malera Sub-County.

Table 9: Showing respondents perception on selfishness among family members as a cause of family conflicts in Malera Sub-county, Bukedea District.

Selfishness among family members	Frequencies	Percentage (%)
Agree	25	28
Disagree	60	67
Neutral	5	6
Total	90	100

Source: Primary Data 2017

Table 9 above states that 25(28%) of the respondents agree. Therefore, 60(67%) of the respondents disagree. However, 5(6%) of the respondents were not sure of selfishness among family members being the cause of family conflicts. the findings therefore indicate that majority of the respondents disagreed.

Other causes of family conflicts included: Refusal of the family head to pay school fees of the family members at school.

Bareness whereby some husbands accuse their wives of being barren and therefore unable to produce children. According to the respondents, women are always the victims of this accusation leading to polygamy which instead fuels family conflicts.

According to respondents, these family conflicts in many cases lead to divorce and separation.

4.3 Link between family conflicts and girl child education.

The rate of family conflicts in Malera Sub-county.

Respondents were asked to rate the level of family conflicts in Malera Sub-county and the following were responses;

Table 10: Shows the rating level of the family conflicts.

The rate of Family Conflicts	Frequencies	Percentage (%)
Agree	70	78
Disagree	18	20
Neutral	2	2
Total	90	100

Source: Primary Data 2017

The table 10 above indicates that 70(78%) of the respondents agree. therefore, 18(20%) of the respondents disagree whereas 2(2%) of the respondents were not sure. this therefore reveal that there is a highest rate of family conflicts in Malera Sub-County.

Table 11: Show the rating level of family conflicts.

The rate of Family Conflicts	Frequencies	Percentage (%)
Agree	10	11
Disagree	72	80
Neutral	8	9
Total	90	100

Source: Primary Data 2017

The table 11 above sighted out that 10(11%) of the respondents agree, whereas 72(80%) disagree yet 8(9%) of the respondents were not sure, implying that the highest percentage of the respondents disagree.

Table 12: Shows sights very low level of family conflicts.

Very low level of family conflicts	Frequencies	Percentage (%)
Agree	16	18
Disagree	70	78
Neutral	4	4
Total	90	100

Source: Primary Data 2017

According to table 12 above, 16(18%) of the respondents sighted out very low level family conflicts. However, 70(78%) of the respondents disagreed and 4(4%) of the respondents did not sight anything. the implication is that the respondents with the highest percentage disagreed on the low level of family conflicts.

4.3.1 Dangers facing families engaged in family conflicts.

Table 13: Showing divorce as dangers families engaged in family.

Divorce	Frequencies	Percentage (%)
Agree	70	78
Disagree	20	22
Neutral	0	0
Total	90	100

Source: Primary Data 2017

The findings reveal that 70(78%) of respondents agree that divorce is one of the dangers that families are engaged in. As 20(22%) did not realize divorce as being the dangers of families. however, none of the respondents sighted anything. Therefore, the highest percentage of respondents realized divorce as one of the dangers families are engaged in.

The respondents were then asked as to which dangers of family conflicts stated above had direct impact on girl child education and the response were as follows.

The questionnaire with the respondents revealed that when parents' divorce, children are forced to grow up with single parents that limit a combined effort by the two parents to cater for the education needs of their children. A similar thing happens when a parent dies or imprisoned. In most cases girls take up the backlog of domestic work potential.

One respondent cited reasons as to why she could not perform well in school is because when the parents separated, she was the one who was cooking for the family members and doing other

domestic work. This later lowered her academic grades and the father decided that she was wasting time at school after all she was performing poorly. The father later begun being against the idea of going to school and she had to schooling.

Table 14: Showing respondent's perception towards family conflicts leading to death of some family members.

Family conflicts leading to death	Frequencies	Percentage (%)
Agree	54	60.0
Disagree	37	41.1
Neutral	1	1.1
Total	90	100

Source: Primary Data 2017

The findings above reveal that 54(60.0%) of the respondents agree. however, 37(41.1%) of the respondents disagree yet 1(1.1%) of the respondents were not sure. this implies that majority of the respondents sighted out family conflicts that led to death of some family members in Malera Sub-County, Bukedea District.

Another respondent's father broke his leg during the fight with his wife. For some time, the father was in the hospital and the girls was taken to care for the father in the hospital as the rest went to school she was busy nursing the father in the hospital and she missed the whole year. According to her, she could not catch up with others and she had to give up with school.

In line with imprisonment, 58(65%) of the respondents strongly agree, 11 (12%) agree, 12 (13%) disagree, 08(09%) strongly disagree and 01(01%) was not sure. This implies that the married being imprisoned by the household members deter him in participating home activities like paying school fees and carrying out agriculture.

As far as can lead to disfigurement, 42(47%) of the respondents strongly agree, 18(20%) agree, 22(24%) disagree, 06(07%) strongly disagree and 02(02%) were not sure. The respondents stated that their step mothers bewitched them to stop schooling. One of the respondents believe that the step mother bewitched her and she had a long lasting illness which kept her out of school for over two years, after she was treated from the witch doctor's place she was already late for school and she had to remain at home. This showed that disbursement greatly affects girl child education.

Concerning separation, 62(69%) of the respondents, strongly agree, 08(09%)agree, 12 (13%) disagree, 08(09%) strongly disagree and non-respondent was not sure. This indicates that separation greatly affects girl child education because parents no long stay together and contribute school fees.

On a similar note, the head teachers were interviewed and asked about girl child education in their respective schools, all the eight head teachers expressed concern that there was a high dropout rate among girls compared to boys. The following statistical information was obtained in Kachede Primary School.

Table 15: Showing statistical information obtained from Kachede Primary School on enrollment and completion rate.

Gender	Year 2011 enrollment in P.1	Year 2017 completion in P.7
Boys	76	38
Girls	64	08

Source: Records from Kachede Primary School

The table above therefore indicates that between the periods 2011-2017, the boys had dropped out by 50% by the time of Primary Seven examinations, meanwhile, their counter parts the girls had dropped by 87.5%, a percentage which is substantially higher than their boy's counter parts.

The head teachers were asked as to why there was high dropout rate among their girls. They also commented about the load of work which is normally given to girls at home. The head teacher Kabarwa Primary school lamented that domestic work compromised the academic progress of girls.

One head teacher especially emphasized when parents are away like during market days, girls are the ones left at home to take charge of domestic cores.

The head teacher also lamented about lack of cooperation between the parents and the teachers such that enforcing discipline becomes difficult. This later leads to high rate of dropout because children become uncomfortable.

The head teacher also noted that the children from divorced families tend to have high rate of pre-marital sexual activity & poor academic performance.

This according to them was due to the fact that bringing up a child properly by a single parent was harder than when the child is brought up by all the parents.

Given the above responses by the head teachers, it can be linked to family conflicts as cited by Kyamuhangi.

Divorce is also seen as a result of family conflicts. The responses from the head teachers therefore indicates that family conflicts are a factor which leads to high drop out among girls from schools of Malera Sub-county.

4.4 Solutions to family conflicts

As far as respondent's open discussion, concerned, 52(58%) strongly agree, 12(13%) agree, 12(13%) disagree 12(14%) strongly disagree and 02(02%) were not sure. This therefore implies that the majority of the respondents who were involved in the programme accepted open discussions to deal away with sex denials in the society.

In regards to widow's inheritance, 42 (47%) of the respondents strongly agree, 28 (31%) agree, 12 (13%) disagree, 06(07%) strongly disagree and 02 (02%) were not sure. This indicates that widow's inheritance of the property family works for some families as a way of solving family conflicts.

In line with guidance and counseling, 56 (62%) of the respondents strongly agreed, 14(16%) agree, 10(11%) disagree, 08(09%) strongly disagree and 02(02%) were not sure. Most of the respondents admitted that the best solutions to family conflicts guidance and counseling which eventually had no yield positive response in families.

Concerning establishment of income generating activities to deal with poverty, a major cause of family conflicts, 48(53%) of the respondents strongly agree, 26 (29%) agree, 10 (11%) disagree, 05(06%) and 01(01%) were not sure. This implies that most of the respondents admitted that the best solution to family conflicts is establishing income generating activities to deal with poverty.

In regards to the establishment of laws, 16 (18%) of the respondents strongly agree, 12(13%) agree, 42(47%) disagree, 18(20%) strongly disagree and 02 (02%) were not sur. This clearly implies that establishing laws specially to curb drinking habits of people and government intervention to unite the conflicting families received the lowest response of 16 (18%).

Concerning couples to be faithful, 58(65%) of the respondents strongly agree, 22(24%) agree, 08(09%) disagree, 02(02%) strongly disagree and no respondent was not sure. This implies that couples should faithfully which is considered a major cause of family conflicts and religious leaders to preach the gospel of unity to improve morals in society.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarized the study finding, presented the conclusions of the study and provide recommendations from the findings.

5.1 Findings

Causes of family conflicts, considering the experiences on family conflicts in Malera Sub-county, among the types of family conflicts experienced were fighting amongst family members, property ownership, siblings in rivalry, parent child power struggle among others. The causes of such family conflicts are diverse and include; Poverty, Sex denials, Drunkenness, Migration of the bread witness sexual immorality, women not performing their traditional roles, selfishness among some family members among others. Also stated as a strong point which breeds family conflicts is poverty especially when a man fails to provide for the family, this breeds conflicts.

The effects of family conflicts are substantial. Such family conflicts have been found to cause divorce among couples, death among family member, improvement of some family members, it can also lead to disfigurement especially during fighting. Also it can lead to separation among couples and some family members can even resort to witchcraft.

Link between girl child education and family conflicts, all the above impacts of family conflicts have been found to have negative impact on the girl child education. For instance, a parent who has been providing school fees was imprisoned and there was nobody to pay for the girl's school fees and she had to get married in order for the brother to continue in school.

On the contrary, the head teachers emphasized that the cause of girl child dropout is due to pressure from parents to marry her off. They also emphasized the load of domestic work that is put on girls as compared to their counter parts. The boys among others. But the researcher has also tried to link this to family conflicts.

Tentative solution to family conflicts, having followed the required steps on the causes of family conflicts, the findings was that guidance and counseling was the best solution to family conflicts as indicated by 62% of the respondents

5.2 Conclusion

Here, the conclusion of the study findings guided by the study objectives and the tested null hypothesis were presented as below;

Profiles of the respondents, objectives (i). It was found out that majority of the respondents were males in the age bracket of 10-20 years' single had attained primary education but had no certificates. They were all found to be active in giving the causes of family conflicts.

The extent to which girl child education links with family conflicts objective (2) was set up to discover the extent to which girl child education is treated in the research area. It was found out that family conflicts had greater contributions towards girl child education as quarrels still exist in families leading to family conflicts.

Tentative solutions to family conflicts as guided by objective three of the study.

It is concluded that the overall solutions to family conflicts is guidance and counseling of families, the interpretation being very high equivalent to strongly agree, level of community satisfaction stood at average of 62%.

5.3 Recommendations

Based on the findings and conclusions of this study, the following recommendations were arrived at. The findings indicated that there should be establishment of income generating projects to reduce poverty level which is the highest cause of family conflicts.

The community developers of Malera Sub-county should come up vigorously to sensitize the public on the effects of family conflicts on the girl child education. The community must be sensitized on their role in the education of children.

The government should also train and recruit a substantial number of counselors who will carry out the counseling of the affected families to avoid the negative impacts brought by family conflicts.

The government of Uganda should institute scholarships for girl children and uphold the affirmative action to enhance their continuity in school.

The government should institute laws which advocate for compulsory education for all children and toughen penalties to those who abuse the rights of girl children to education.

5.4 Areas for future research

This study suggest that further research should be done on the following, to find out the attitude of the girls who dropout towards the idea of going back to school.

To assess the attitude of charity organizations towards providing sponsorship for girl children.

To investigate the level of government involvement in ending family conflicts in Bukedea district.

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APPENDICES

Appendix I: Questionnaire for the parents and girl child.

Dear Respondent,

The purpose of this questionnaire is purely academic as it's a study for the partial fulfillment for my bachelor of education. Please respond to it clearly and precisely. Matters of confidentiality shall be handled with utmost good faith.

Section A I: To be filled by the respondent. Tick the appropriate.

1. Gender : Male ☐ Female ☐
2. Age: Below 10 years ☐ 10-20years ☐ 21-30 years ☐ 31 – 40 ☐ 41+ years ☐
3. Marital Status: Single ☐ Married ☐ Divorced ☐ Widowed ☐
4. Level of education
Primary ☐
Secondary ☐
University ☐
5. Highest Level Of Qualification
Certificate ☐
Diploma ☐
Degree ☐
Masters ☐
Non ☐

For the independent family conflict (tick) or choose the right alternative that corresponds with your opinion with;

- | | | |
|----------------|---|---|
| Strongly agree | - | 5 |
| Agree | - | 4 |
| Disagree | - | 3 |
| Strongly | - | 2 |
| Not sure | - | 1 |

Section A 2: Objective1: Causes of family conflicts

6. Does family conflict exist in your area? (Please tick the appropriate)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
Existence of family conflict					

Name the type of family conflict. (Please tick the appropriate)

Types of conflict	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
7. Fighting between family members e.g. mother and father					
8. Siblings in rivalry					
9. Parent child power struggle					
10. Property ownership struggle					

What are the causes of conflicts in families? (Please tick the appropriate)

Cause of family conflict	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
11. Poverty					
12. Sex denial					
13. Drunkenness					
14. Migration of the bread winner					
15. Sexual immorality					
16. Women not performing their traditional roles					
17. Selfishness among some family members					

Objective 2: Link between family conflicts and girl child education

Please rate the level of family conflict in your society. (Please tick the appropriate)

Level of family conflict	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
18. Very high					
19. High					
20. Low					
21. Very low					
22. None exists					

In your own view, are there any dangers faced by families which are engaged in conflicts? (Please tick the appropriate)

Danger of family conflict	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
23. Can lead to divorce					
24. Can lead to death of some family members					
25. Can lead to imprisonment					
26. Can lead to disfigurement					
27. Can lead to separation					

Objective 3: Tentative solution to family conflicts so as to enhance girl child continuity in school

What are some of the tentative solutions to family conflicts in your area? Please tick the appropriate)

Tentative solution	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
28. Open discussion in families					
29. Widow inheritance practice					
30. Guidance and counseling of family members					
31. Establishment of income generating activities					

to deal with poverty, a major cause of family conflict					
32. Establishment of laws especially to cab the drinking habits of people					
33. Couples to be faithful					

Thank you

Appendix II: Structure interviews for girl children

Please answer the following statements as understood or practiced by you.

1. Briefly state any forms of family conflicts that you have been exposed to.

.....
.....

2. How has it affected your studies?

.....
.....
.....
.....

3. What are the local/ concerned authorizes doing about family conflicts of the girl child?

.....
.....

4. What do you think should be done to curb family conflicts?

.....
.....
.....
.....
.....

Thank you

Appendix III: Records review schedule.

The following areas shall be of interest when looking at the records at school.

- Enrollment statistics for girls and boys
- Dropout rates for both girls and boys who enrolled from the year 2010 for the next subsequent years.
- Reasons for dropping out if possible

Appendix IV: Time frame

Activity	Time (Month)						
	March	April	May	June	July	Aug	Sept
Concept paper writing	x						
Proposal writing		x	x				
Piloting of the instruments				x			
Data collection				x	x		
Data analysis					x	x	
Report writing						x	x
Report submission							x

Appendix V: Budget estimates

Item	Quantity	Amount (shs)	Total (shs)
Stationary	3 Reams	17,000@	51,000/=
Transport	7 months	40,000@	280,000/=
Typing & printing	3 copies	25,000@	75,000/=
Spiral & hard cover binding	3 copies	15,000@	45,000/=
Food & water			100,000/=
Total			551,000/=

