

**UNIVERSAL PRIMARY EDUCATION POLICY AND THE ATTAINMENT OF  
GENDER EQUALITY IN PRIMARY SCHOOLS IN KYANAISOKE SUB  
COUNTY KIBALE DISTRICT**

**A THESIS  
PRESENTED TO THE SCHOOL OF  
POSTGRADUATE STUDIES AND RESEARCH  
KAMPALA INTERNATIONAL UNIVERSITY  
KAMPALA, UGANDA**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
DEGREE MASTER OF PUBLIC POLICY AND MANAGEMENT**

**BY:**

**AHEEBWA SANUURU**

**NOV, 2010**




LC212.9  
.A2853  
2010

### DECLARATION A

"This dissertation is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

Name and Signature of Candidate

Aheebwa Sanuuru  


21/10/2010

Date

## DECLARATION B

"I/We confirm that the work reported in this dissertation was carried out by the candidate under my/our supervision".

<sup>R. Mwaniki</sup>  
Dr. Mwaniki Roseann \_\_\_\_\_

Name and Signature of Supervisor


Name and Signature of Supervisor

21/10/2010 \_\_\_\_\_


Date


## APPROVAL SHEET

This dissertation entitled " \_\_\_\_\_ " prepared and submitted by \_\_\_\_\_ in partial fulfillment of the requirements for the degree of \_\_\_\_\_ has been examined and approved by the panel on oral examination with a grade of PASSED.


  
Dr. S. KINYATA

Name and Sig. of Chairman

  
Dr. Mwaniki Roseann

  
Dr. Abaga Mokonon Isaac

Name and Sig. of Supervisor

  
ARYANA Chape

Name and Sig. of Panelist

\_\_\_\_\_

Name and Sig. of Panelist

Name and Sig. of Panelist

Date of Comprehensive Examination:

7/10/2010

Grade:

\_\_\_\_\_

\_\_\_\_\_  
Name and Sig of Director, SPGSR

\_\_\_\_\_  
Name and Sig of DVC, SPGSR

## **DEDICATION**

With great love, I dedicate this work to my beloved parents, brothers and sisters, and friends because of their love and support during my research study

## **ACKNOWLEDGEMENT**

I am greatly indebted to God for enabling me accomplish the study, various individuals' institutions and communities for their valuable support during the study.

My parents Hajji. Moses Barakurraha and Nanyonjo Maria Mastulah for bringing into this world and educating me plus my brothers and sisters for their caring touch over the years.

Special thanks go to Hajji Hassan Basajabalaba for his valuable contribution towards my tuition for this master's program.

A special tribute also goes to my supervisor Dr. Mwaniki Roseanne whose support and commitment during the study enabled me to produce this valuable work

Also special thanks go to Dr. Otanga Rusoke, Ms. Imelda Constance, my classmates Danson Musinguzi, Daniel Rukundo, Angwenyo Benna, Ainembabazi Rosette and Mbabazi Felix for their valuable ideas and suggestions during my study.

## **ABSTRACT**

The study investigated the universal primary education policy in the attainment of gender equality in Kyanaisoke sub county Kibaale district. The study had the following specific objectives. To examine the status of gender equality in primary education, the challenges of universal primary education in bringing about gender and the policy recommendations to attain the millennium development goal of gender equality in primary education. The study was carried out in Kyanaisoke sub county Kitema parish Kibaale district. It was descriptive in nature and data was analyzed manually. The researcher found out that the enrolment for boys and girls in primary education in Kyanaisoke Sub County is relatively equal with boys' enrolment being slightly greater but with high dropout rates for the girl child than the boy child. Cultural norms and traditions, Lack of interest in education by the hinder parents and children the girl child's performance, competition in primary education, poor performance, enrolment, self-esteem and completion of the girl child than the boy child. It was in the findings that certain recommendations were made. The local government authority needs to work hand in hand with the school authorities and the parents and the community in implementing the policy in Kyanaisoke sub county Kibaale district. There is need to give the girl child extra attention to the study environment and social welfare, construction of more schools in the area, more classrooms, provide more scholastic materials like science laboratories and text books.

## TABLE OF CONTENTS

Title page.....	i
DECLARATION A.....	ii
DECLARATION B.....	iii
APPROVAL SHEET .....	iv
DEDICATION .....	v
ACKNOWLEDGEMENT .....	vi
ABSTRACT.....	vii
<b>CHAPTER ONE.....</b>	<b>1</b>
INTRODUCTION .....	1
Back ground of the study .....	1
1.2. Statement of the Problem.....	6
1.3. Purpose of the study .....	7
1.4. General objective .....	7
1.5. Specific objectives.....	7
1.6. Research questions .....	7
1.7. Scope of the study .....	8
1.8. Significance of the study.....	9
1.9. Definition of key concepts.....	9
1.9.1.Gender .....	9
1.9.2. Gender inequality .....	11
1.9.3. Gender equality.....	11



1.9.4. Gender roles .....	12
1.9.5. Gender relations.....	12
1.9.6. Gender discrimination .....	12
1.9.7. Gender gap.....	13
<b>CHAPTER TWO</b> .....	14
LITERATURE REVIEW.....	14
2.1. Over view .....	14
2.2. Theoretical review .....	14
2.3. The UPE policy frame work .....	15
2.4. The status of gender equality in primary education .....	19
2.5. Challenges faced by the UPE policy in bringing about gender equality in primary education.....	24
2.6. Policy recommendations on the attainment of gender equality in primary education .....	35
<b>CHAPTER THREE</b> .....	37
METHODOLOGY.....	37
3.1. Overview .....	37
3.2. Research design.....	37
3.3. Research Population .....	37
3.4. Sample size .....	38
3.5. Sampling procedure .....	38
3.6. Research instruments .....	39

Observation .....	39
Focus group discussions .....	40
Field discussions .....	40
Questionnaire .....	40
Validity and reliability of research instruments .....	41
3.7. Data gathering procedures. ....	41
3.8. Data analysis .....	41
Analyzing quantitative data.....	42
Analyzing qualitative data.....	42
3.9. Ethical considerations .....	42
3.9.1. Limitations of the study .....	43
4.1. Socio economic and demographic data .....	44
4.1.1. The distribution of respondents (pupils) by age bracket .....	44
4.1.2 The distribution of pupils by gender relations .....	47
4.1.3. The distribution of teachers by age bracket.....	49
4.1.4. The distribution of teachers by gender relations .....	51
4.1.5. The distribution of teachers by academic qualifications .....	52
4.2. The status of gender equality in primary education. ....	54
4.2.1 Boys enrolment in primary school per year is greater than girl's enrolment in Kyanaisoke sub county Kibale district. ....	55
4.2.2. The dropout rate for girls is higher compared to boys in primary education .....	57

4.2.3 Boys perform better than girls in primary schools in KyanaISOKE Sub County. ....	59
4.2.4. Both boys and girls compete equally in primary school. ....	62
4.2.5. Boys more often respond to questions asked by teachers in class than girls. ....	65
4.2.6. The performance of girls is better than boy's performance in primary education ....	67
4.2.7. All girls who enroll in primary one per year complete primary seven .....	69
4.2.8. The number of girls who enroll in primary one per year is equal.....	71
to that of boys.....	71
4.3. Challenges faced by the universal primary education policy in bringing about gender equality in primary education in KyanaISOKE primary school.....	74
4.3.1. Domestic cores affect girl child enrolment in primary education and performance in primary schools in KyanaISOKE sub county Kibale district .....	74
4.3.2. Cultural norms and traditions do not favor girl's enrolment and performance in school than boys. ....	76
4.3.3. Lack of interest in education by the parents and children affect the rate of enrolment in primary education in KyanaISOKE Sub County in Kibale district.....	79
4.4. Universal primary education policy recommendations on the attainment of gender equality.....	80

5.4. Suggestions for further studies.....	99
<b>REFERENCES.....</b>	<b>100</b>
APPENDIX 1 .....	i
Research Questionnaire.....	i
SECTION A .....	i
SECTION B: .....	vi
SECTION C: .....	vii
APPENDIX 2 .....	ix
WORK PLAN .....	ix
APPENDIX 3 .....	x
RESEARCH BUDGET .....	x
APPENDIX4. Introductory letter from Kampala International University.....	xi
APPENDIX5. Acceptance letter from the office of the chairman L.C.1 KyanaISOKE subcounty.....	xii
APPENDIX6. Acceptance letter from the office of the chairman L.C.1 Kyangamwoyo L.C.1.....	xiii

# **CHAPTER ONE**

## **INTRODUCTION**

### **Back ground of the study**

The right to education for all young people is one of the most widely held values in the United States of America and the globe. Our leaders have recognized that the success of our democracy depends upon citizens who are educated and who actively participate in the political process. In the early days, it was a right of the privileged class of people and elites. It was not until the mid-nineteenth century that universal primary education became a reality. (Duetsch, 1992). Also the world conference on education for all was held in Jamtien Thailand and at this conference Uganda committed itself to the education for all targets, including access to primary education by the year 2000. (Guidelines on UPE policy roles, 1998)

In 1992, the government of Uganda concretized this commitment and the government white paper on education recommended a gradual approach to universal primary education. In relation to the above, due to an alarming need for education by the people of Uganda, the National Resistance Movement government (NRM) responded by instituting a commission of inquiry to examine what policy should be adopted to provide education to all citizens of the country and at all levels(Jide Owolabi, 2005). The education policy review commission

was appointed in (1987) under professor Ssentenza kajubi. The commission met for two years and recommended the universalisation of primary education with a target of having 100% net enrolment by the year 2000 (government white paper report, 1992)

Among the key elements of the universal primary education (UPE) policy which were recommended by the commission (EPRC) include: introduction of free and compulsory education in the year 1992/ 1993 academic year, increasing educational facilities and instructional materials and mounting a crash program of teacher training to step up the implementation of universal primary education policy, adopting strategies for minimizing wastages and lastly remunerating teachers properly for extra teaching loads. Universal Primary Education (UPE) was initiated by the colonialists in the 1960's, however, in Uganda UPE was introduced in 1997 (Jide Owolabi, 2005)

This was intended to reduce the high levels of illiteracy in the country by selecting four children of the school going age from every family in the country. Basically, each family was to provide two girls and two boys for UPE program in order to avoid the problem of gender imbalance. UPE was implemented to ensure that every child of school going age accesses free primary Education regardless of sex in all parts of the country. It came out as a rule that parents who don't want to send their children to school should be charged in courts of

law and punished for hindering government's program .Construction of classrooms and other school structures like teachers' houses and toilets to cater for the needs of all children was one of UPE priorities. This is aimed at reducing on congestion in classrooms and in other school facilities (PEAP, 2004).

There is recruitment of more teachers and increment on their salaries under UPE policy to boost their morale and increase their motivation. This recruitment of more teachers aimed at reducing pupil to teacher ratio for efficiency in service delivery. Under UPE policy, there is increased supply of scholastic materials like books, chalk, blackboards, flowcharts, construction of modern libraries and laboratories to meet the education requirements of children. There is also increased funding to the Education sector, for instance in the 1997/98 financial year, government allocated 235.7 billion shillings to the education sector, of which 146.26 (62.05%) was for the implementation of UPE program and earmarked 322.26 billion shillings in the 1998/99 financial year for the same sector, of which 233.8 billion shillings was for UPE program (PEAP, 2004)

Since the introduction of UPE in 1997, there have been some tremendously great things done to Uganda. Under UPE policy, the enrolment of primary school children has increased. For instance, according to the headcount taken in 1997, it indicated that the enrolment in primary schools doubled from 2.6 million children at the beginning of 1997 to 5.3 million children. UPE policy has reduced

illiteracy rates to the extent that presently, a high number of people in Uganda can read and write which is a special attribute to the UPE policy. There has been improved accessibility to education in all parts of the country in Uganda due to the construction of primary schools in the remote parts of the country and there has been an improvement in the status of former church schools elevated to primary level. (PEAP, 2004)

More so, to day in Uganda, side by side , boys and girls, rich and poor, every race and ethnic group and children of all skill levels and abilities arrive at school or attend school each morning. Although the enrolment and performance of the girl and boy children differ in schools due to certain uncertainties and factors among which include cultural factors, family status, religion, vulnerability and inabilities, early and unwanted pregnancies, demand for child labour in homes among others.

There is a reduction in teacher to pupil ratio brought about by the recruitment and training of enough teachers for primary schools country wide. It is estimated that the ration of teacher to pupil in 1999/2000 was one teacher to 80 pupils. However, due to massive recruitment and training, this ratio was reduced to one teacher to 40 pupils in 2005/2006. The enrolment of girl children into the primary education sector which was too low before the initiation of UPE program has also increased. Performance of primary school pupils has improved under UPE



program. This can be attributed to the supply of scholastic materials like textbooks, laboratory equipments and teaching aids. Pupils get the required materials that have helped them to get access to the necessary knowledge which has led to their improvement in performance. (PEAP, 2004)

Although all this is happening there are other challenges and these include, poor funding by the government to the education sector, especially to the primary section which has continuously been reduced in order to cater for the newly introduced Universal Secondary Education, the efficiency of the UPE program to attain its stated objectives has been hindered. Standards of education have been hindered, there is an increase in the dropout rate of the girl children compared to the boy children due to different circumstances, like early marriages, defilement, cultural traditions among others, and this has reduced the quality of education especially at primary level and in the long-run this will spread over all education levels. This is because UPE policy prohibits children from repeating a class which makes them to be promoted without the required level of performance hence poor grades. Irrespective of increasing the enrolment of girl children, the ration of girls to boys in primary school is still low. This has increased the disparity in gender enrollment in primary school (PEAP, 2004).

There has been a reduction in children school attendance especially in government aided schools with preference of private schools due to reduced

standards and performance in government aided primary schools. This is because the payments given to teachers are low and the teachers are not motivated to teach accordingly.

## **1.2. Statement of the Problem**

Much as there is sufficient evidence to show an increase in the enrolment and performance in UPE schools in Uganda (development cooperation report 2002-2007), there is an alarming rate of drop out and poor performance of the girl child in kitema and kyenzige parishes kyanaisoke subcounty kibaale district. This is due to early and unwanted pregnancies, rape, defilement, absenteeism from school, than their counterpart male pupils, uncondussive study environment due to shortage of instructional materials and lack of enough class rooms, harassment by the teachers, domestic cores, and lack of interest in education, cultural norms and traditions among others therefore some gender inequality.

The national budget however shows that a good portion of the national income is spent on improving the standard of education in UPE schools. Yet according to (PEAP, 2004), there is a reduction of teacher pupil ratio brought by the recruitment and training of enough teachers for primary schools country wide. But this does not address why there is gender inequality between boys and girls in primary education. Also little is known as to why there are continuous differences in performance, enrolment ratio between boys and girls. The study

therefore seeks to investigate the universal primary education policy in the attainment of gender equality

### **1.3. Purpose of the study**

To find out the effectiveness of universal primary education towards achieving gender equality in primary education.

### **1.4. General objective**

To assess the universal primary education policy in achieving gender equality in Kyanaisoke sub county Kibaale district.

### **1.5. Specific objectives**

- a. To examine the status of gender equality in primary education.
- b. To examine the challenges of universal primary education in bringing about Gender equality IN Kyanaisoke sub county Kibaale.
- c. To examine the UPE policy recommendations to attain the millennium development goal of gender equality

### **1.6. Research questions**

- a. What is the status of gender equality in universal primary education schools?
- b. what are the challenges faced by universal primary education policy in attaining gender equality?
- c. what are the remedies that have been put in place to solve the challenges faced in attaining gender equality by the universal primary education policy?

### **1.7. Scope of the study**

The research study was carried out in western Uganda, Kibaale district in Kyanaisoke Sub County. Kibale district was selected because of its poor performance in primary education and also with one of the high rates of enrolment of pupils in Uganda. Kibale district is bordered by Kyenjojo district in the south, Hoima district in the north, Mubende and Kiboga districts in the east, Bundibugyo and Kabarole districts in the west. Also Kyanaisoke Sub County is located in the eastern side of Kibaale district, bordered by Mabale Sub County in the north, Kagadi Sub County in the south, Rugashari Sub County in the west and Mugarama Sub County in the east.

For specificity, two parishes of Kitema and Kyenzige parishes were purposively selected to represent the other parishes as they have a total of about six government aided primary schools which are under the UPE program of which the six schools were selected. The study will cover both single and mixed primary schools in the area selected for the study and these are Mugalike primary school, St Jude primary school, Kyenzige primary school, Kyeicumu primary school and Kasokero primary school. The study also covered the period from 1997 to 2009 because this is a minimum times period to assess the policy in attaining gender equality in schools.

### **1.8. Significance of the study**

In the academic world, the research will help as an important one in providing data and relevant literature in regard with gender equality in terms of performance, enrolment, and other academic practices and co - curricular activities in schools. The research findings will also help the policy makers and implementers to direct their resources in terms of human resource, finance, and material equipments towards the motivation of the pupils and children affairs so that there may be gender balance in academic performance which would also help in raising the self-esteem of the pupils. This research will enable the policymakers and implementers to find out what have been their challenges and the way forward in trying to bring about gender equality. At the end of the study, the researcher I'll be able to identify the relationship between boys and girls in primary schools why they perform the way they do. The community will be able to know their role in society and in the implementation of universal primary education policy

### **1.9. Definition of key concepts**

#### **1.9.1. Gender**

Feminism scholars use gender as an analytical variable. Gender is a relational concept that denotes the manner in which women and men are differentiated and ordered in a given social-cultural context. Sexuality appears as the interactive dynamic of gender as an inequality. As an attribute of a person, sex

inequality takes the form of gender, moving as a relation between people, it takes the form of sexuality. Gender emerges as the congealed form of sexualization of inequality between men and women. So long as this is socially the case, the feelings, acts or desires of particular individuals notwithstanding, gender inequality will divide their society into two communities of interest. The male centrally features the hierarchy of control. (Kameri-Mbote, 2005-9)

Ssali (2007) defines gender as the socially constructed differences and distinctions between men and women. Gender differs from sex in that it is not biologically determined. Gender distinctions include the different attributes, statuses, roles, responsibilities, and potentialities as well as their access to and control over resources and benefits.

He further noted that gender is often understood as a relational term which refers to the socially constructed roles and responsibilities of the biological males and females. This suggests that what we know as the appropriate behavior and responsibilities of men and women are not a result of biology but of the socialization process. Through socialization, biological males and females are equipped with what is considered to as socio- culturally accepted code of conduct, including appropriate roles, behaviors and identities. The result is a complex set of gender relations, which situate roles and responsibilities as well as their access to and control over societal resources.

### **1.9.2. Gender inequality**

Gender inequality is a form of social division relating to varying amounts of power, resources and opportunities between men and women. When roles, responsibilities and opportunities are differently allocated and interpreted between men and women or boys and girls, one gender becomes more privileged than the other gender. Gender differentiation is not just about women being different. It would not matter if women and men were not different but equal. What matters is the social advantage that men wield in various arenas such as workplace, the community, the market place and the state. Gender inequality can be unpacked by identifying gender gaps, gender discrimination and gender oppression (Ssali, 2007)

### **1.9.3. Gender equality**

Gender equality refers to equal enjoyment by women and men of socially valued goods, opportunities and rewards. Gender equality does not mean that men and women become the same but rather their opportunities and life chances are equal. This means that there is no discrimination on the grounds of a person's sex in allocation of roles, resources, benefits, privileges or in access to services (Ssali, 2007)

#### **1.9.4. Gender roles**

Responsibilities associated with our biological set up or the expected duties and responsibilities, rights and privileges of men and women, boys and girls that are dictated by cultural factors. These roles are shaped by society, influenced by religion, economy, cultural attitudes and political system. They are learnt through the process of socialization and vary from one culture to another (Ssali, 2007)

#### **1.9.5. Gender relations**

Gender relations are principally about power. The term gender relation refers to those dimensions of social relations that create differences in the positioning of women and men in social processes. Through gender relations, men are often given greater capacity than women to mobilize a variety of material resources and cultural roles. Gender relations consist of social distributions of space, the norms of governing space and social, political and economic rights. Hence gender relations entail the ways in which a culture or society defines entitlements, responsibilities and identities of men and women in relation to one another (Ssali, 2007)

#### **1.9.6. Gender discrimination**

This entails unfair and differential treatment meted out to people based on their gender. Females are more often victims of gender discrimination. For example, they suffer gender discrimination with regard to employment, education and



decision making. Taking an example of Makerere University, there are fewer female halls of residence compared to males. Out of (9) nine halls, only (3) three halls are for females. Men too can suffer gender discrimination for example laws relating to sexual abuse may discriminate against boy children because of the stereo tape that most of the victims of sexual abuse are females and males can only be culprits.

#### **1.9.7. Gender gap**

Gender gap is a quantifiable indicator of gender inequality. It reveals the differences between men and women with regard to opportunities such as access to education, ownership of productive resources and participation in decision making. (Ssali, 2007)

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Over view**

This chapter will bring out several ideas, thoughts, explanations and studies from different schools, pupils and teachers. The chapter will analyze the effectiveness of UPE policy towards gender equality among boys and girls in schools with universal primary education program positively and negatively. It will examine the challenges faced by the pupils in trying to achieve gender equality and their remedies, its impacts since 1996 to date in comparison with the situation before its advocacy and enforcement of the policy.

#### **2.2. Theoretical review**

##### **The expectancy theory of motivation**

According to Mary Ann (2003), the expectancy theory is a process theory based on the idea that work effort is directed towards behaviors that people believe will lead to desired out comes. We also develop expectations about whether job performance and work behaviors lead to particular out comes. Finally we naturally direct our effort to wards out come that help us to fulfill our desires and needs. In review of the above, the girl child is sidelined compared to the boy child. Parents expect their sons to take care of them during their old age, perform better than girls and also are considered to be their fure heir. While the

girl child is regarded the weak sex whose work is mainly domestic and are therefore prepared for becoming good future house wives. There fore parents emphasise so much on boy child education than the girl child education because the nature of the desired out come for the boy child is greter benefit than for the girl child. Therefore they tend to direct their efforts on boy child education. This is in line with the study conducted by King (2003).

In addition to the above, King (1993) notes that in Egypt, Morroco and Tunisia, parents are reluctant to send their daughters to school because they fear exposing them to immoral or physical perial.

An examination of the education within each family in Botswana and Swaziland by king (1993), showed a larger inequality among children accessing education. Some children are reserved for production activity in the household or farms, and others are allowed studying in most countries. In most countries, boys are likely to gain from this educational advantage as compared to girls.

### **2.3. The UPE policy frame work**

Universal primary education was initiated by the government of Uganda with the aim of increasing access to quality primary education. The government committed itself to pay school fees provide text books and other institutional materials for pupils and teachers and to meet the costs of co- curricular activities, school administration and maintenance. Although this policy was

initially aimed at four children of school going age per family, it was revised in 2002 to cover all children of school going age. (UNDP, 2007)

The introduction of universal primary education in 1997 led to a substantial increase by 132% in gross enrolment from the pre- UPE total of 3.1 million in 1996 to 7.2 million children in 2006. In 2004, Uganda recorded a gross enrolment ratio of 104.4% and net enrolment ratio of 84%, reflecting a slight decline. Uganda is therefore is on the right path of achieving the MDG (Millennium development goals) target of 100% by 2015. In addition the gender enrolment gap in primary education has narrowed with the proportion of girls in total enrolment rising to 49% in 2004 up from 44.2% in 1990. (UNDP, 2007)

According to the Uganda budget report (2003-2004), government is increasing the UPE wage bill by almost 20 billion shillings further sustaining the recruitment of primary teachers and improvement of the pupil - teacher ratio from 54: 1 to 49:1 was approved for primary wage bill and 189 billion was released by the end of the year. However, out of the target 125,000 teachers, only 122,904 teachers were recruited deployed and accessed payroll.(Cumulative figures) with additional shillings 3.93 billion. This signals a major concern regarding operational efficiency in the trivial observation that unless accountability is seriously enforced, increased budget allocation is sub optimal solution.

In addition to that, it is further stated in the report that the government adopted a construction program under the school facility grant to enable the absorption of the large numbers of children who enroll each year. In financial year 2001-2003, a total sum of 53.88 billion shillings was allocated to school facility grants (SFG), of which 45.8 billion shillings was released. By March 2003, out of 3694 class rooms only 1302 were completed. Also 89 units of the planned 474 teacher's houses and 3164 stances of the targeted 5641 pit latrines were completed.

Also in the report, it was noted that, the total budgetary allocations to the education sector are 31% of the total government discretionary recurrent budget. The sector was allocated 604.23 billion shillings of which 425.23 billion is recurrent expenditure. The total budget allocation to education sector was 550.79 billion. In financial year 2002/ 2003 of which 505.17 was budget support while 46.62 billion shillings was direct donor support. By the end of the year the expenditure was above the approved budget.

In relation to the above, the researcher's view is that the government of Uganda has tried to do all possible to run the program efficiently to be able achieve the MDG's of gender equality in primary education and to reduce illiteracy and poverty by the year 2015. This can be observed by considering new programs like construction of more schools and class rooms, toilets, teacher's quarters,

training and recruitment more teaching staff and buying more text books in schools

UPE Policy was aimed at covering all government aided primary schools in Uganda. However by the time the scheme was launched, the NRM government had modified the number of children to be enrolled to four (4) per family. Total enrolment increased from 3 million in 1997 to 7.6 million in 2003 (PEAP, 2004). Enrolment of children with special needs rose from 20,000 in 1997 to 218,286 in 2002, of which 54% were males. The proportion of enrolled children from the lowest income quintile increased from 50% in 1992 to 83.7% by 1999. The earlier UPE policy of enrolling four children per family, two boys and two girls had the effect of increasing girls' enrolment, thus significantly reducing the gender parity gap. Whereas in 1998 there was a clear gender gap at all levels of primary education, by 2003 there was a very little gap during the first five grades. Currently, the policy is for all children in the family to attend UPE (PEAP, 2004)

The ratio of boys to girls in primary schools has improved from 55.45 in 2000 to 51.49 in 2003. However equity still needs to be achieved. Also worrying is that girls perform worse than and are less likely to make the transition to post primary education and training institutions. (MDG, 2007).

The gender enrolment gap in terms of primary school has narrowed down tremendously. The proportion of girls in primary schools improved to 49.8 percent in 2006 from 44.2 percent in 1990. Reasons for the narrowing of the gender gap in enrolment include enlightenment, affirmative action and most importantly to the introduction of UPE at the primary school level that has specific provisions to address gender and other inequalities. Never the less, a proportion of the girl who get enrolled school dropout for various reasons including lack of interest, financial constraints, family responsibilities, sickness and early marriages and pregnancies (MDG,2007).More so advancement of girls education, the protection issues are crucial, children must be safe to and from school as must the teaching and learning environment.

In relation to the (MDG, 2007), the report on guidelines on policy roles and implementation (1998) contend that UPE increased the enrolment of girls as more girls as more girls gained access to primary education. In 1992 girls made up only 41percent of p6 and 38 percent of P7 pupils. UPE pulled in girls by sensitizing parents. It also made school more girl friendly. UPE promotes separate latrines for boys and girls. This alone has increased girls enrolment by 3 percent.

#### **2.4. The status of gender equality in primary education**

According to the Poverty eradication action plan report (2004 – 2008), enrolments have been increasing steadily at all levels of primary education. Total

enrolment increased from 3 million in 1997 to the current 7.6 million in 2003. Enrolment of children with special needs rose from 20,000 in 1997 to 218,286 in 2002, of which 54 percent were females. The proportion of enrolled children from the lowest income quintile increased from 50 percent in 1992 to 83.7 percent by 1999.

Furthermore the earlier UPE policy of enrolling four children per family: two girls and two boys had the effect of increasing girl's enrolment to about 50 percent of total enrolment, thus significantly reducing the gender parity gap. In addition to the above in 1998 there was a clear gender gap at all levels of primary education, by 2003 there was very little gap during the first five grades. Currently the policy is for all children in the family to attend UPE. Net enrolment rates in administrative data and survey data differ; those in administrative data are sometimes implausibly high (sometimes reported above 100%, which is impossible by definition. Survey data give net enrollment rates for primary education of 86%, which is slightly higher for girls (86 %). This rate has been steadily since the introduction of UPE in 1997.



**Table 1: Key indicators of access and quality in primary education**

Primary enrolment (administrative data)	6.6	6.9	7.3	7.6		
Gross enrolment (administrative data)	128	130	126	127		
Net enrolment (administrative data)	116	87	89	100.7		
Net enrolment (house hold survey)	84			86		
Female share of enrolment	49	49	49.2	49.4	50.1	
Pupils class room ratio	98:1	99:1	95:1	94:1	94:1	40:1
Pupil/ teacher ratio	65:1	58:1	58:1	58:1		40:1
Pupil/ text book ratio (p3- p7)	65:1			3:1(p3 & 4)		1: 1
<b>Indicator</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>Mid- term 2006</b>	<b>Long- term</b>

**Source: annual education statistical abstracts 2000, 2001, 2002, UBOS  
national household survey**

However, the development cooperation report (2000/ 2007) in agreement with the poverty eradication action plan report (2004), it is stipulated that with the introduction of the universal primary education, overall enrollment increased from 2.7 million in 1995 and to 7.3 million in 2002 with girls constituting 49 percent. By 2006, the enrolment levels had reached 50 percent.

The gender enrollment gap has narrowed tremendously in terms of primary school in Uganda. The proportion of girls in primary schools improved to 49.8 percent in 2006 from 44.2 percent in 1990. Reasons for the narrowing of the gender gap in enrollment include enlightenment, affirmative action and most importantly to the introduction of UPE at primary school level that has specific provisions to address gender and other inequalities. Never the less a proportion of the girls who get enrolled, school drop out for various reasons including lack of interest, financial constraints, family responsibilities, sickness and early marriages and pregnancies. Advancement of girl's education, the protection issues are crucial: children must safe to and from school, as must the teaching learning environment. Development cooperation report (2000/ 2007).

**Table 2: primary enrolment percentage by sex from 1990 - 2006**

<b>Year</b>	<b>Enrolment percentage (female)</b>	<b>by</b>	<b>Enrolment percentage (male)</b>	<b>by</b>
1990	40.5		50.6	
1991	40.6		50.5	
1992	40.4		50.7	
1993	40.5		50.5	
1994	40.6		50.4	
1995	40.6		50.4	
1996	40.7		50.5	
1997	40.8		50.5	
1998	40.8		50.4	
1999	40.8		50.4	
2000	40.9		50.3	
2001	40.9		50.3	
2002	40.9		50.2	
2003	50.0		50.3	
2004	50.1		50.2	
2005	50.0		50.2	
2006	50.1		50.2	

**Source: Ministry of education and sports (2003)**

In review of the above on the status of gender equality in primary education, though the gender gap reduced by 50% of the girls enrolment of total enrolment, poverty eradication action plan report (2004), there is still gap to be filled or addressed because the cooperation report stipulates that however even if there is an increase in the total enrolment, the proportion of girls who get enrolled in primary education drop out without completing primary education due to factors such as early marriages and unwanted pregnancy, lack of interest, cultural bias and many others. Therefore even though the enrollment for girls

and boys has been increasing steadily with the introduction of universal primary education policy, the total number of children who enroll annually do not complete primary education course ( drop out before they reach primary seven) and a big proportion of these being girls.

## **2.5. Challenges faced by the UPE policy in bringing about gender equality in primary education**

Although in some countries boys perform a large share of family labor, like herding live stock or ploughing the field, in most cases, girls work more in the home and in the market places than boys. Girls cook, clean houses fetch water and help their mothers, clean care for young ones especially those who are ill. Scapo, (1991). Also parents may not be able to afford the opportunity costs of educating their children and these costs vary by sex from family to family. In agreement with Scapo, in many local settings in Uganda and Africa, the boy and girl children are not given equal opportunities to access education basically due to cultural norms and traditions and domestic work load.

Relating to the above, Robertson(1998), adds that in Napals, for example, most young girls spend at least one third more hours per day working at home and in the market than boys of the same age. In Malaysian household, girls between the age of five and six who do home or market chores work as much as three times more hours per week than boys of the same age. In addition to

Robertson's idea he contends that most of the time girls are confined at home doing house hold work and market places than their male counterparts

This is a clear implication of how families promote gender inequality among the boys and girl child. Basing on Robertson's idea that 1/3 of the time is spent outside school; therefore the boys stand better chances to study hence inequality in performance, enrolment and participation in class. Also parents may feel that girls are foregoing important child care, household and craft training if they go to school. An examination of the education within each family in Botswana and Swaziland by King (1993), showed a larger inequality among children accessing education. Some children are reserved for production activity in the household or farms, and others are allowed studying in most countries. In most countries, boys are likely to gain from this educational advantage as compared to girls. This experience is related to Scapo and Robertson in respect to household labour for girls. It is also not different from what is happening in Ugandan societies and schools. Therefore many girls were found failing to attend primary education because of house hold or child family labor.

Tripp (1988) argues that parents may consider education itself a negative factor because of prevailing doubts about whether better- educated women make goodwives. In many traditional societies education beyond the acquisition of literacy is contrary to the social pressure for women to become wives and

mothers and this threatens their possibilities for marriage. This argument by Tripp underlines the reason why the girl child education is limited compared to boys in African societies and Uganda in particular. For that reason there is gender imbalance in primary education. According to Mueller, 1993, "religion as well as social cultural in some settings such as norms delineating the societal, economic and familial roles of women strongly influence parents choices by imposing a heavy cost on non- conformist behaviors.

These may bear significantly on schooling decisions. This however in some countries in which females are secluded for example girls may attend only those schools that do not admit boys or employ male teachers. These concerns are usually stronger when girls reach puberty than earlier. As a result it affects the self-esteem of the girl child, her capacity or ability to interact with the opposite sex and also the chance to participate and compete equally with the boy child. This is common challenge in Uganda to a girl child in primary education as well as the universal primary education policy in trying to bring about gender equality in primary education

Tripp in agreement with Mueller, on cultural factors affecting gender equality in primary education, urges that parents that may consider education itself a negative factor because of prevailing doubts whether better- educated women make good wives. In many traditional societies education beyond the acquisition

of literacy is contrary to the social pressure for women to become wives and mothers and threatens their possibilities of marriage. This argument by Tripp underlines the reason why the enrolment and performance of a girl child or her education is limited compared to boys in African societies more especially Uganda and that clearly explains why there is gender inequality in primary education in terms of performance enrolment and others.

King (1993) further notes that for many reasons, schools may be regarded as closed inaccessible for girls and women. In Egypt, morocco and Tunisia parents are reluctant to send their daughters to distant schools because they fear exposing them to moral or physical peril. Even in relatively more open societies of Malaysia and Philippines distance to school is a greater deterrent to girl's enrolment than to boys. This is however rare experience in Uganda as well there is relatively many schools as a result of universalization of primary education. In another way, Junge (1995), points out that as girls approach puberty, still other factors come to the fore front. Social and cultural pressure surrounding engagement, marriage and initiation rites may keep girls from remaining in school.

In relation to the above, girls who become pregnant are usually asked to leave school and may experience difficulty. In enrolment in different institutions, also pregnancy and child birth end school career. Marriage often marks the end of

schooling for girls. This realization too is common in Ugandan societies and affects girl child in attainment of primary education and the (UPE) policy in trying to achieve one of its goals of promoting gender equality in primary education.

In agreement with Jung (1995), Kelly (1997), contend that the social economic background of parents, their attitude and the mothers education contributes to shaping decisions about schooling for daughters and sons. A family's need for child labor may add a high opportunity cost to any other reason for not sending daughters to school, as found out by Robertson (1998). This phenomenon is common in Ugandan societies and leads to failure of a girl child in attaining primary education.

(MD Goals, 2007) in agreement with Robertson (1998), report that social and cultural bias and considerations put the girl child at a disadvantage. Some house hold, particularly the not so well to do ones, parents often choose to take boys to school leaving girls behind when money is not sufficient to cover school expenses for both. Choices have to be made especially for education levels such as primary, secondary and higher education. Furthermore domestic chores, early marriages and pregnancy put girls at a great disadvantage when it comes to accessing education. This is common challenge to UPE program and not only that but the education sector as well. Different ethnic groups have got different cultures, culture, values and norms.



Some cultures disregard the girl child as less valuable in society than the boy child and therefore this hinders her from participating actively in certain development activities due to low self-esteem resulting from the effect of culture in society. This also contributes to low and unequal opportunities for the girl child to access education services who in the long run develop negative attitude towards education and devote to early marriages, domestic work in the family settings and also drop out of school after enrolment

According to the development corporation Report (2003-2004), the retention rate of children to primary seven, remains very low. For instance the enrolment of UPE in 1997 was 2 million in primary one however those who reached primary seven and registered for primary leaving examination in 2003 are only 48000 pupils (22.9 % of those who enrolled). This is abnormally high dropout rate that implies the lack of the requisite conditions for the pupils to want to be in school and this constitutes one standing challenge in primary education and gender equality.

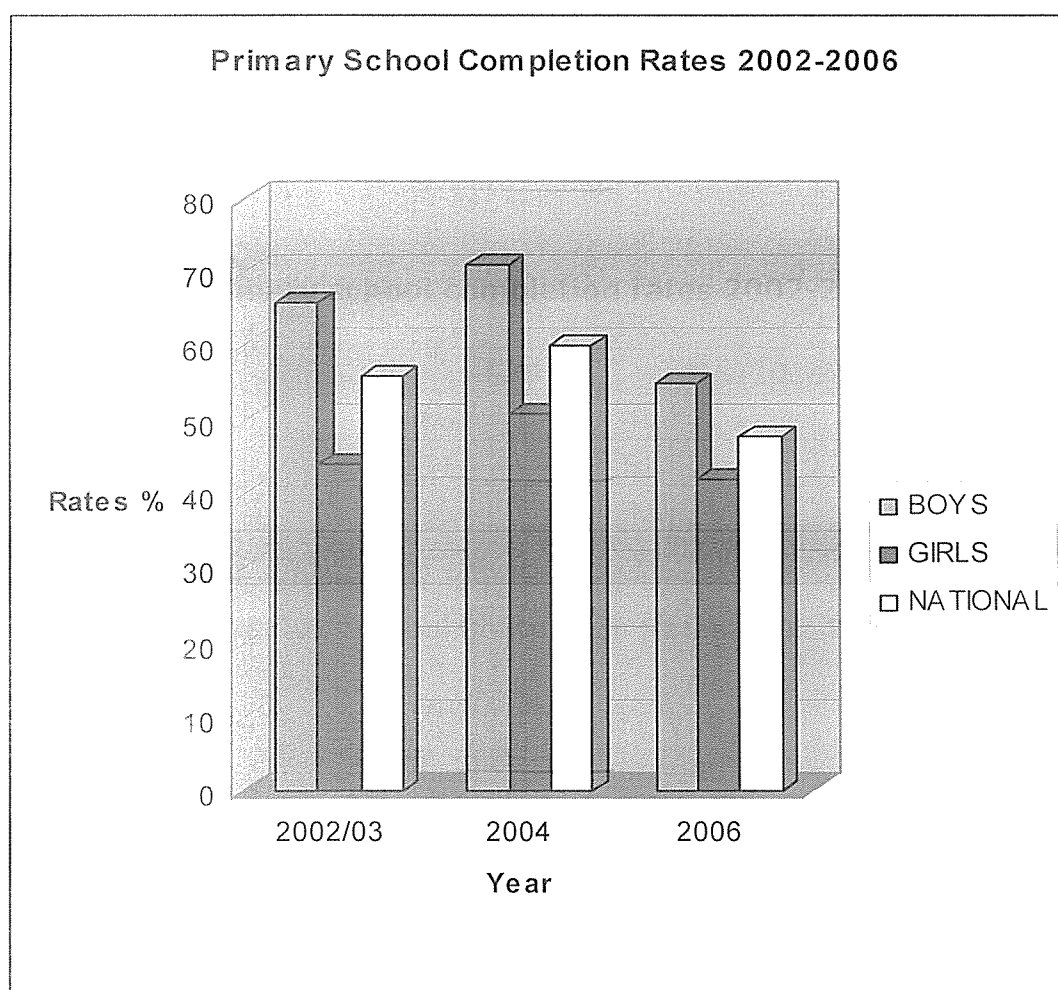
In relation to the above also the poverty alleviation action plan report (2004-2008), retention of children in schools remains a challenge to the sub sector. Out of the 2159850 pupils enrolled in primary one in 1997, only about 33% reached primary six by 2002 and 22% reached primary seven in 2003. Explanatory factors for high dropout rates include poor quality, including the limited

availability of instructional materials. Participatory studies suggest that the costs including uniforms and the difficulty of providing lunch are also problems that may cause dropout. Inadequate school hygiene and sanitary facilities has been shown to impact negatively on attendance and dropout rates, particularly of girls.

In agreement with the poverty alleviation action plan report on the completion rates, the development corporation Report (2003-2004), asserts that the target of getting all children complete a course of primary schooling requires all children who join primary one to complete P.7. However the completion rates recorded in Uganda are far lower than the impressive enrollment figures that have been recorded since 1997. The low completion rates imply that the investment in primary education has not translated into real gains due to the high dropout rates. The low completion rates in 2006 and declining enrollment ratios observed during the same period calls for a more detailed investigation.

**Pie chart 1: primary school completion rates 2002-2006**

	BOYS	GIRLS	NATIONAL
2002/03	66	44	56
2004	71	51	60
2006	55	42	48



**Source: UBOS: Uganda house hold survey, socio economic report 2006**

The poverty alleviation action plan report (2004) asserts that, despite the UPE policy under which government covers fees; costs borne by parents remain a major cause of school dropout and gender inequality in primary schools. Other

causes include poor quality, distance from schools, involvement in economic activities, and lack of appropriate facilities in schools and harassment by teachers. Improving survival rates by improving quality and management is therefore a major challenge for government. In addition to the above inequalities with poverty, gender inequality, geographical isolation and cultural attitudes, persist. While there is little difference between the national enrolment rates for boys and girls, in some areas such as northern Uganda girls enrolment remains very poor. In upper primary classes, the dropout rate for girls (9.4 %) is higher than for boys.

According to the Uganda progressive report, the substantial increase in enrolment after the introduction of UPE has not been matched by an equivalent increase in teachers, class rooms and text books. This has negatively impacted on the quality of education all over the country. In 2003, the pupil/teacher ratio and pupil/text book ratio for p3 - p7 were 58:1 and 3:1 for p3 and p4 respectively. There are also indications of leakages in the textbooks distribution system that should be investigated. In addition to the above, drop out and repetition rates are still high more especially for the girls. This is largely due to financial constraints at the house hold level, lack of interest, poor health, and long distances to school, unwanted pregnancies and early marriages.

In relation to the above, the house hold survey report (2006) asserts that, 43 percent of the girls drop out of school due to cost considerations compared to 35 percent of the boys. Extra charges and fees imposed by schools namely examination fees, interview fees, building funds; milling fees inhibit access to primary education and gender equality. Preferable treatment of boys as opposed to girls in accessing education promoted by cultural setting is also partly for some girls dropping out.

**Table 2: Drop out and repetition rates by proportion of total enrollment and gender (percentage)**

Year	Proportion of Enrollment		Repeaters: proportion of gender		Dropout: proportion of gender	
	Drop out	Repeaters	Male	Female	Male	Female
1997	4.6	9.5	53.7	46.3	53.3	46.7
1998	5.4	6.9	57.0	43.0	52.0	48.0
2000	4.5	9.7	52.5	47.5	50.7	49.3
2001	4.7	9.5	52.1	47.9	50.6	49.4
2002	4.4	10.5	51.9	48.1	49.9	50.1
2003	4.5	13.3	51.4	48.6	49.7	50.3
2005	9.7	13.7	51.3	48.7	47.8	52.2
2006	8.5	15.7	49.8	50.2	46.3	53.5

**Source: authors calculations from Uganda bureau of statistics (2004-2006), statistical abstract figures**

In agreement with the above, the researcher contends that the retention of children or pupils in primary schools more especially girls is still a major challenge in Uganda and African countries. Normally they are forced to drop out of school due to factors such as poverty, domestic work and sexual abuses, lack of interest, and career guidance, early pregnancies and harassment by teachers in the schools. For example in northern Uganda, the dropout rate for girls is high than for boys due to instability, poverty, early marriages and pregnancies.

## **2.6. Policy recommendations on the attainment of gender equality in primary education**

The government through the ministry of education is charting the way forward with its partners. It has created an enabling environment for universal primary education and done much to make it a reality. The ministry of education will continue to implement the universal primary education policy through the education sector strategic plan (2004-2005), by using preprimary programs and other measures to prepare children for the intellectual requirements of primary school. It will also train and recruit more teachers, providing institutional materials, contributing towards the construction of classrooms, science laboratories, libraries and teachers houses, supervising and monitoring the implementation of the UPE policy and ensuring standards of teaching and learning. (Guidelines on UPE policy roles, 1998).

The government is using the following methods to improve access of both girls and boys to primary education like, Provision of basic education in emergency situations for example psychosocial support, construction of temporary infrastructure in case of disaster among others, Provision of incentives for teachers in hard – to - reach areas to improve the performance of teachers and impact on learning outcomes, continued provision of classrooms and latrines with hand washing facilities, construction of schools/ provision of resource rooms and training and retaining of teachers in specific areas of special needs

education, guidance and counseling to take care of children with learning disabilities.(Poverty alleviation action plan, 2004-2008)

Participation of local leaders and communities in the UPE program is still limited which impacts negatively on its sustainability. Therefore there is a need to enlist genuine interest, motivation and participation of parents, local leaders and communities. This can be done through joint efforts in raising awareness and building local capacities through sensitization. (Uganda's progress report, 2007). Furthermore, the report asserts that in order to achieve gender equality in primary schools there is need to ensure that all children of school going age enroll and remain in school up to the end of the cycle. There is need for sensitization about the importance of secondary education. Furthermore there is need for state action in terms of effecting laws and regulations to ensure that all children, boys and girls alike, access both primary and secondary education. The introduction of universal secondary education by government is a good starting point.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1. Overview**

This chapter discussed the methodology that was used in carrying out this study. It explains how data was collected from where and what techniques or methods were used to collect data. It also presents a research design which was adopted for the study. It describes the area and the population and sampling strategies. It explains data collection methods and instruments that were applied in data collection. The chapter also explains ethical considerations that were followed in gathering data.

#### **3.2. Research design**

The study adopted a descriptive research design which also used qualitative and quantitative research methods. The qualitative methods was used because they helped in providing detailed explanations and information from the respondents in their places of work and at school for the case of teachers, heads of schools and pupils. It also helped the researcher in interviewing the respondents and quoting respondents while quantitative methods will be used to illustrate statistical findings for simplifications and easy interpretation.

#### **3.3. Research Population**

The study covered Kitema and Kyenzige parishes in Kyanaisoke Sub County, six schools from among the two parishes were selected and these were Mugalike

primary school, St. Jude primary school, Kyeicumu primary school, Kasokero primary school, St Andrea primary school and Naigana primary school. All the above schools are mixed and day schools. The population study composed of teachers, heads of schools, pupils both girls and boys, respective of age between eleven and fifty years of age. (11 - 50 years). The population of the study provided the researcher with firsthand information on how universal primary education policy in the attainment of gender equality in KyanaISOKE sub county Kibaale district.

### **3.4. Sample size**

The target population was the entire population of all the six selected schools in KyanaISOKE Sub County which include St Andrea primary school, St Jude primary school, Kasokero primary school, Mugalike primary school, Kyeicumu primary school and Mugalike parent's primary school. The population sample was selected through random sampling procedure was 366 respondents.

### **3.5. Sampling procedure**

The researcher used purposive sampling procedure in order to select representative schools from the total number of schools in the sub county. A standard formula below by Magnum (1997) was used to select the sample size from the total population of respondents in the six schools.

$$n = \frac{t^2 \times p(1-p)}{m^2}$$

**t** = Confidence level at 95% (standard value of 1.96)

**m** = margin of error at 5% (standard value 0.05)

**p** = Proportion of a choice of the sample size at 60% which is 0.60

**n** = Required Sample size

$$= \frac{(1.96)^2 \times 0.6(1-0.6)}{(0.05)^2}$$

$$n = \frac{3.8414 \times 0.6 \times (0.4)}{(0.0025)}$$

$$n = 366$$

### **3.6. Research instruments**

The study basically used four methods and these are interviewing, observing, questionnaire and reading documents. The following data collection instruments were used throughout the study.

#### **Observation**

In selected schools where this program (UPE) has been enacted in order to increase on the level of literacy, an observation guide was developed to explore the ratio of boys to girls in these schools and the percentage of girls compared to boys.

### **Focus group discussions**

Focus group discussions were conducted in schools with both teachers and pupils. This was done to enable the researcher to find out the opinions and ideologies from different perspectives and responses towards the enrolment and performance of girls in schools and also their challenges and their remedies.

Field consultations were held with stake holders including head teachers, teachers and pupils. These consultations focused on the perceptions, priorities, expectations, experience and individual concerns towards the enrolment and performance of the girl children as well as gender equality in universal primary education schools and the challenges faced by the policy implementers in bringing about gender equality in schools and their remedies.

### **Questionnaire**

A questionnaire was used by the researcher to avail data in relation with universal primary education policy (UPE) and gender equality in schools restricted to enrolment, performance; regular attendance ratio between the boys and girls in school and the challenges faced by the girl child in achieving gender equality and suggested policy recommendations. Questionnaires helped in answering the research questions.

### **Validity and reliability of research instruments**

The distribution of observations was used to ensure validity of the content of findings in which the researcher properly clustered all the respondents in all schools in their respective understanding academia. This was done through stratified or cluster sampling interviewing techniques. The final sample size  $n$  was then divided by the number of schools to determine the number of respondents per school. Also pre test study was done on the questionnaire testing by administering the questionnaire to the supervisor and other people for verification.

### **3.7. Data gathering procedures.**

For the purpose of validity, both primary and secondary data were used throughout the study. Primary data was collected through both un structured interviews, focus group discussions, observations, questionnaire guide, in relation to the universal primary education policy on gender equality, challenges faced by the girl child in achieving gender equality and policy recommendations in among selected schools. Different books and published academic articles and journals will be reviewed as sources of secondary data.

### **3.8. Data analysis**

Data was examined and analyzed in accordance with the objectives of the study. To minimize errors, data collected was organized, edited, coded, reviewed , entered and translated from the local languages to English, transcribed and

backed up to mitigate uncertainties. In other words, data analysis is an ongoing process. For the purpose of conformity, data was stratified into smaller sub – headings but in line with the objectives and research topic. This made the work easier for the researcher and her readers.

### **Analyzing quantitative data**

Quantitative data analysis was used to ease organizing and categorizing data. This was done by categorizing or grouping data with similar characteristics, identifying the number of respondents divided by the total number of sample multiplied by one hundred to get the percentage. Data was then presented or tabulated in a summary form to ease data analysis. Microsoft office word 2003 was basically used to tabulate and analyze as well as present data in tables.

### **Analyzing qualitative data**

The study being descriptive in nature, data was qualitatively analyzed basing on the qualitative data and observations. Data with similar responses was grouped together so as to determine the level of conformity among various respondents.

### **3.9. Ethical considerations**

To have access to the respondents and also for clear identification before the research study, the researcher got a letter from the school of post graduate introducing her to the authorities where the study was carried out. Also the researcher first acquires permission from the district schools administration and respondents. Also due to the nature of the study confidentiality and judgmental

principle and individualism were given consideration plus any other form of disability among respondents.

### **3.9.1. Limitations of the study**

It was difficult to access some of the schools because they are situated in hard to reach rural areas with poor road network and poor transport system with a limited number of public means and only on Hoima - Fort portal high way. Therefore since most of the schools are located in areas off the main road it was a problem getting there on time

It was also quite hard getting information from the heads of schools and teachers. Some teachers and pupils were expecting money in return after the completion of the questionnaire.

The researcher was limited by financial resources in terms of transport to and from the field, typing and printing questionnaires and typing them. This is because the researcher was required to meet the full cost of the study.

Also it was a problem to collect the questionnaires from one school to another although all the questionnaires were returned back to the researcher.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.0. Introduction**

This chapter presents analyses and interprets data obtained from the field. The study used structured questionnaires to obtain the data for presentation.

#### **4.1. Socio economic and demographic data**

The purpose of presenting the socio economic and demographic data of the informants is to portray the characteristics of the respondents and to show how representative the population is in the study.

##### **4.1.1. The distribution of respondents (pupils) by age bracket**

The respondents were asked to stipulate their age in order to examine whether they were capable of giving rightful response and answers to the questions asked by the researcher. Their responses are indicated below.

Table 1 represents the age bracket of pupils (respondents) in all schools. In Kasokero primary school, 32% of the respondents ranged from 11-15 years, 43% ranged from 16-20 years and 25%% from 21-25 years.

In St Andrea primary school, 32% were between 11-15years, 43% were between 16- 20 years the 25% were between 21 – 25 years



In St Andrea primary school, 53% of the pupils were between 11-15 years and the rest 47% were between 16-20years.

In Mugalike primary schools, 53% of the respondents were between 11-15 years, 47% were between 16 -20 years of age.

In Kyeicumu primary school, 49% of the respondents were between 11-15 years, 51% were between 16- 20 years of age.

In Naigana primary school, 56% were between 11-15 years, 44%were between 16 -20 years of age.

In St. Jude primary school, 51 % of the respondents were between 11-15 years, 49% were b between 16 -20 years of age. This therefore implies that the pupils were competent enough to respond appropriately to the questions asked by the researcher because they were ranging from 11-25 years.

**Table.1. the distribution of pupils by age bracket**

Schools	Age bracket 11-15	%	Age bracket 16-20	%	Age bracket 21-25	%	Total No of pupils	Total %
Asokero primary school	13	32%	17	43%	10	25%	40	100%
St. Andrea primary school	22	53%	20	47%			42	100%
Mugalike primary school	23	53%	20	47%			43	100%
Yeicumu primary school	20	49%	21	51%			41	100%
Maigana primary school	24	56%	19	44%			43	100%
St. Jude primary school	21	51%	20	49%			41	100%
Total	123		117		10		250	

**Source: primary data 2010**

In summary of the above, the majority of the pupils who responded to the questions were aged between 11-15 years followed by 16-20 years and a few were between 21-25 years. Therefore that means they were eligible enough to give the right and required answers to the research questions.

#### **4.1.2 The distribution of pupils by gender relations**

Table 2 represents gender relations of the respondents in all the seven primary schools. The pupils were asked to state their gender relations because it would help the researcher to get the right information since the research was concerned with gender equality in primary education

In Kasokero primary school 52% of the respondents were male while 48% were female. In St Andrea primary school, 50% of the respondents were male while 50% were female. In Mugalike primary school, 49% of the respondents were male while 51% of the respondents were female. In Kyeicumu primary school, 49% were male while 51% of the respondents were female. In Naigana primary school, 45% of the respondents were male while 55% were female. In St Jude primary school, 57% were male while female respondents were 43%. There the implication of this is that there is still a gender gap between boys and girls in schools because of variations in percentages because boys are in number compared to girls.

**Table 2. The distribution of Pupils by gender relations**

Schools	Male	Percentage	Female	Percentage	Total no of pupils	Total %
Asokero primary school	22	52%	20	48%	42	100%
Fr. Andrea primary school	20	50%	20	50%	40	100%
Mugalike primary school	20	49%	21	51%	41	100%
Mweicumu primary school	19	49%	20	51%	39	100%
Mwigana primary school	20	45%	24	55%	44	100%
St. Jude primary school	25	57%	19	43%	44	100%
Total	126		124		250	

**Source: primary data 2010**

The implication from the above table is that the number of boys and girls in primary education in Kyanaisoke sub county is relatively equal there has been gender gap reduction between boys and girls policy.

#### 4.1.3. The distribution of teachers by age bracket

Table 3 represents the age bracket of teachers (respondents) in all the six schools in KyanaISOKE Sub County. The respondents were asked to state their age so that the researcher may find out if they are eligible respondents to give right information to the questions asked by the researcher.

**Table 3. The distribution of teachers by age bracket**

Schools	Age bracket 20-30	%	Age bracket 31-40	%	Age bracket 41-50	%	Total no of teachers	Total %
Isokero primary school	11	52%	10	48%			21	100%
St. Andrea primary school	11	58%	08	42%			19	100%
Mugalike primary school	08	44%	08	44%	02	12%	18	100%
Freicumu primary school	07	35%	08	40%	05	25%	20	100%
Migana primary school	06	33%	08	44%	04	23%	18	100%
St. Jude	07	35%	07	35%	06	30%	20	100%
Total	49		49		18		116	

### **Source: primary data 2010**

In Kasokero primary school, 52% of the respondents were between 20-30 years, 48% were between 31-40 years

In Mugalike primary school, 58% were between 20-30 years, 42% were between 31-40 years

In St Andrea primary school, 44% of the respondents were between 20-30 years, 44% were between 31-40 years, 18 % were between 41-50 years.

In Kyeicumu primary school, 35% were between the age brackets of 20-30 years, 40% were between 31-40 years, 25% were between 41-50 years of age.

In Naigana primary school, 33% were ranging from 20-30 years, 44% were also between 31-40 years, and 28 % were between 41-50 years of age.

In St Jude primary school, 35% of the respondents were between 20-30 years, 35 % were between 31-40 years and 30% were also between 41- 50 years of age.

The interpretation of the above table 3 is that majority of the teachers in KyanaISOKE were between 20-40 years of age and thus are still a very active age bracket to give the researcher the right response to the questions

#### 4.1.4. The distribution of teachers by gender relations

Table 4 represents the gender status of the respondents in the six schools. The respondents were asked to state their gender status so that the researcher may be able to get answers which are not bias from different sex since the nature of research is concerned with gender equality in primary schools.

**Table 4. The distribution of Teachers by gender relations**

Schools	Male	Percentage	Female	Percentage	Total no of teachers	Total %
Isokero primary school	10	53%	09	47%	19	100%
St. Andrea primary school	10	48%	11	52%	21	100%
Mugalike primary school	10	50%	10	50%	20	100%
Ureicumu primary school	12	55%	10	45%	22	100%
Ugigana primary school	10	59%	07	41%	17	100%
St. Jude primary school	11	65%	06	35%	17	100%
Total	63		53		116	

Source: primary data 2010

In Kasokero primary school 53 % of the respondents were male teachers while 47% were female. In St Andrea primary school, 48% were male and 52% were female. In Mugalike primary school, 50% were male while 50% were female. In Kyeicumu primary school, 55% were male while 45% were female. In Naigana primary school, 49% of the respondents were male while 51% were female. In St Jude primary school, 65% of the respondents were male and 35% female.

The respondents' gender status from table 4 above indicates that male and female respondents were relatively equal by comparing the percentages from the various schools where the study was carried out. Therefore this helped the researcher to get information which is not biased

#### **4.1.5. The distribution of teachers by academic qualifications**

Table 5 represents the academic qualification of teachers and head teachers in the six schools. The teachers were asked by the researcher to state their academic qualification so that the researcher may find out if they are qualified teachers and can answer the questions appropriately.



**Table. 5. The distribution of teachers by academic qualification**

Schools	Grade 111	%	Diploma	%	Degree	%	Total No of teachers	Total %
Kasokero primary school	10	45%	09	41%	03	14%	22	100%
St. Andrea primary school	10	45%	07	32%	05	23%	22	100%
Mugalike primary school	10	50%	09	45%	01	05%	20	100%
Yeicumu primary school	10	50%	10	50%			20	100%
Magana primary school	08	50%	08	50%			17	100%
St. Jude primary school	06	40%	08	53%	01		15	100%
Total	54		49		10		116	

**Source: primary data 2010**

In Kasokero primary school, 45% of the respondents were grade 3 certificate holders, 41% were diploma holders, and 14% were degree holders.

In St Andrea primary school 45% were grade 3 certificate holders, 32% were diploma holders, 23% were degree holders.

In Mugalike primary school, 50% of the respondents were grade 3 certificate holders, 45% were diploma holders, and 05 % were degree holders.

In Kyeicumu primary school, 50% were grade 3 certificate holders, 50% were diploma holders. In Naigana primary school 50% were grade 3 certificate holders, 50% were diploma holders.

In St Jude primary school, 40% were grade 3 certificate holders, 53 % were diploma holders while 7% were degree holders. This therefore implies that the respondents were competent enough to give right information to the questions asked by the researcher since they were qualified teachers.

Therefore this implies that KyanaISOKE has qualified teachers to teach in primary education and therefore the information given by them was from qualified and professional teachers' knowledge

#### **4.2. The status of gender equality in primary education.**

The first research question was to examine the status of gender equality in primary education in KyanaISOKE sub county Kibale district. To get answers to the question, the respondents were asked to answer the following questions below.

Their responses were tallied into percentages for reporting purposes.

#### 4.2.1 Boys enrolment in primary school per year is greater than girl's enrolment in KyanaISOKE sub county Kibale district.

The participants were asked to mention whether the enrolment rate for boys in primary school per year is greater than that for girls in primary schools. Their responses were sketched below.

**Table.6.The enrolment for boys is greater than for girls in primary education**

Response	Pupils		Teachers	
	Frequency	percentage	Frequency	Percentage
Agree	20	08%	16	11.4%
Disagree	30	12%		
Strongly agree	48	19%		
Strongly disagree	152	60%	100	86.2%
Total	250	100%	116	100%

**Source: Primary data 2010**

The results in table 6 above indicate that 08 % of the pupils agree that boy's enrollment in primary education is greater than girl's enrolment, 12 % disagree, 19 strongly agree and 60 % strongly disagree. This therefore implies that the majority 72% of the pupils do not agree with the statement. Teacher's results in table 6 show that 11.4% of the respondents disagree with the statement 86.2% strongly disagree.

72% of the pupils and 86.2% of the teachers disagree that the enrolment of boys is greater than girls in primary education in KyanaISOKE Sub County. The implication of this is that the rate of enrolment for boys and girls in primary school is relatively equal though the boy's enrolment rate is greater than girl's enrolment. That means gender enrolment gap has narrowed down though with a gap which the government has to fill to match the two sexes to promote gender equality in enrolment in primary education in KyanaISOKE Sub County.

This is attributed to the introduction of the universal primary education policy where all school going age children regardless of gender are entitled to free primary education hence it has narrowed the gender gap with boys' enrolment slightly bigger than girls' enrolment in KyanaISOKE Sub County. Boys' enrolment is slightly higher than for girls because traditionally in most African societies, boys are valued more than girls and also girls are assumed to be future house wives who may not need education for becoming one and therefore are prepared to learn house wife duties. While boys are prepared for responsibilities ahead as leaders in society and family heads therefore they are considered first priority when it comes to education opportunities.

In relation to the above, the development cooperation report (2000/ 2007) in agreement with the poverty eradication action plan report (2004), it is stipulated that with the introduction of the universal primary education, overall enrollment

increased from 2.7 million in 1995 and to 7.3 million in 2002 with girls constituting 49% percent. By 2006, the enrolment levels had reached 50% percent.

The gender enrollment gap has narrowed tremendously in terms of primary school in Uganda. The proportion of girls in primary schools improved to 49.8 percent in 2006 from 44.2 percent in 1990. Reasons for the narrowing of the gender gap in enrollment include enlightenment, affirmative action and most importantly to the introduction of UPE at primary school level that has specific provisions to address gender and other inequalities. Never the less a proportion of the girls who get enrolled, school drop out for various reasons including lack of interest, financial constraints, family responsibilities, sickness and early marriages and pregnancies. Advancement of girl's education, the protection issues are crucial: children must safe to and from school, as must the teaching learning environment. Development cooperation report (2000/ 2007).

#### **4.2.2. The dropout rate for girls is higher compared to boys in primary education**

The participants were asked to comment on whether the dropout rate for girls is greater than boys in primary schools in KyanaISOKE Sub County. Below are their responses.

**Table 7: The dropout rate for girls is greater than for boys.**

Response	Pupils		Teachers	
	Frequency	percentage	Frequency	Percentage
Agree	50	20%	20	17%
Disagree	50	20%	10	09%
Strongly agree	100	40%	70	60%
Strongly disagree	50	20%	16	14%
Total	250	100%	116	100%

**Source: Primary data 2010**

The results in table 7 above reveal that 20% of the pupils agree with the statement that rate of drop out from school for girls is greater than boys drop out 20% disagree, 40% strongly agree while 20% strongly disagree. The highest percentages of 55.6% agree that the dropout rate for girls compared to boys is higher.

The results from the teachers' responses indicate that 17% of them agree, 9 % disagree, 60% strongly agree and 14% strongly disagree with the statement.

The two groups of respondents agree with the statement that the drop out for girls is higher than for boys in primary education with 60% pupils and 77% teachers respectively. The implication of this is that the dropout rate for girls in primary schools in KyanaISOKE Sub County is greater than for boys. This is as a result of lack of interest in education of both parents and the girl child, financial

constraints, unwanted pregnancies, domestic work, early marriages, culture, domestic poverty, poor learning environment and peer influence

To add on the above, the proportion of the girls who get enrolled in primary school, drop out for various reasons including lack of interest, financial constraints, family responsibilities, sickness and early marriages and pregnancies. Advancement of girl's education and their protection issues are crucial: children must be safe to and from school, as must the teaching learning environment. Development cooperation report (2000/ 2007).

#### **4.2.3 Boys perform better than girls in primary schools in KyanaISOKE Sub County.**

The participants were asked to comment on whether the boys perform better than girls in primary schools in KyanaISOKE Sub County. Below are their responses.

**Table 8: Boys perform better than girls in primary education**

Response	Pupils		Teachers	
	Frequency	percentage	Frequency	Percentage
Agree	30	12%	80	69%
Disagree	50	20%	15	13%
Strongly agree	150	60%		
Strongly disagree	50	08%	21	18%
Total	250	100%	116	100%

**Source: Primary data 2010**

The results in table 8 above reveal that 12% of the pupils agree that boys perform better than girls in primary education, 20% disagree, 60% strongly agree while 08% strongly disagree. On the other hand the response rate of the teachers indicates that 69% of the respondents agree, 13% disagree, and 18% strongly disagree. The majority 72% of the pupils agree with the statement and 69% of the teachers as well.

This implies that boys perform better than girls in primary education in Kyanaisoke Sub County. This is attributed, to the fact that boys have enough time to read books at home since they do not have a lot of domestic work to do who do almost all the domestic responsibility in a home. In addition to the above, some cultures favor boys than girls in terms education, freedom of expression in their respective homes than girls. Therefore it is easy for the boy



child to concentrate on studies and also to build their self-esteem than girls'. In some societies, the girl child is less valuable than the boy child and therefore this hinders her from participating actively in certain development activities due to low self-esteem resulting from the effect of culture in society. This also contributes to low and unequal opportunities for the girl child to access education services who in the long run develop negative attitude towards education and devote to early marriages, domestic work in the family settings and also drop out of school before completing primary education course.

However (MD Goals, 2007) in agreement with Robertson (1998), believe that social and cultural bias considerations put the girl child at a disadvantage. Some house hold, particularly the not so well to do ones, parents often choose to take boys to school leaving girls behind when money is not sufficient to cover school expenses for both. Choices have to be made especially for education levels such as primary, secondary and higher education. Furthermore domestic chores, early marriages and pregnancy put girls at a great disadvantage when it comes to accessing education. This is common challenge to UPE program and not only that but the education sector as well because different ethnic groups have got different cultures, values and norms

#### 4.2.4. Both boys and girls compete equally in primary school.

The participants were asked to comment on whether both boys and girls compete equally in primary schools in Kyanaisoke Sub County. Below are their responses.

**Table 9: Boys and girls compete equally in primary education**

Response	Pupils		Teachers	
	Frequency	percentage	Frequency	Percentage
Agree	60	34%	36	31%
Disagree	150	50%	80	69%
Strongly agree	30	10%		
Strongly disagree	10	06%		
Total	250	100%	116	100%

**Source: Primary data 2010**

The results in table 9 above indicate that 34% of the pupils agree that boys and girls compete equally in primary education in Kyanaisoke Sub County, 50% disagree, 10% agree while 6 disagree strongly.

Also the response rate of the teachers indicates that 31% agree, 69% disagree while

Therefore this implies that the majority of the respondents do not agree with the statement that the two sexes compete equally in primary education in relation

with the highest percentages of pupils and teachers at 56% and 69% respectively. Thus the UPE policy has relatively promoted gender equality in primary schools. This is attributed to several factors like boys and girls not being given equal consideration and opportunities to acquire education in their respective homes, the girl child is marginalized in African traditional society and lacks confidence to express her self in society and even in class. That means there is more need to put emphasis on the girl child in primary education programs to ensure that the level of performance and competition is improved amongst the two sexes. Thus the policy has promoted gender equality in terms of access to education and enrolment but still there is inequality in terms of sustainability of the children who enroll per year more especially girls who more often drop out of school before reaching primary seven.

**Table 10: The regular attendance for boys in class is less compared to their Counterpart girls in primary education**

Response	Pupils		Teachers	
	Frequency	percentage	Frequency	Percentage
Agree	40	16%	16	14%
Disagree	120	48%	78	67%
Strongly agree	10	04%	22	19%
Strongly disagree	80	32%		
Total	250	100%	116	100%

**Source: Primary data 2010**

The results in table 9 above indicate that 16% of the pupils agree with the statement that the regular attendance for boys in class is less than girls regular attendance, 32% disagree, 4% strongly agree, 31.6 strongly disagree. The response rate for the teachers indicates that 14% of the respondents agree with the statement, 67% disagree while 19% strongly agree.

Therefore majority 80% disagree with the statement and majority of the teachers 67% also disagree with the statement

From the above, the implication is that majority of the respondents both pupils and teachers do not agree that boys regular attendance is less than girls regular attendance in class. Therefore the regular attendance for boys is greater than for girls in primary schools. The reason is that boys have enough time to go to school while girls than girls do have. Mostly girls help their mothers with domestic work such as baby sitting, harvesting food crops from the gardens, cooking, cleaning and digging plus other activities such as selling commodities in market centers.

Mothers in traditional African culture believe in training and preparing their daughters into good future house wives so they make sure that the girl child learns all the responsibilities of a house wife and in the long run they are absent from school most times and fail to complete primary education.

Robertson(1998), stipulates that in Napals, for example, most young girls spend at least one third or more hours per day working at home and in the market than boys of the same age. In Malaysian household, girls between the age of five and six who do home or market chores work as much as three times more hours per week than boys of the same age. In addition to Robertson's idea he contends that most of the time girls are confined at home doing house hold work and market places than their male counterparts

#### **4.2.5. Boys more often respond to questions asked by teachers in class than girls.**

The respondents were asked to state whether boys more often respond to questions asked by teachers in class than girls. The responses were recorded below.

**Table.11. Boys more often respond to questions asked by teachers in class than girls in primary schools in Kyanaisoke Sub County.**

Response	Pupils		Teachers	
	Frequency	percentage	Frequency	Percentage
Agree	70	28%	60	52%
Disagree	50	20%	31	27%
Strongly agree	80	32%		
Strongly disagree	50	20%	25	21%
Total	250	100%	116	100%

**Source: Primary data 2010**

The results in table 11 above show that 28% of the pupils agree that boys more often respond to questions asked by teachers in class, 20% disagree, 32% strongly agree while 20 % strongly disagree. Thus 60% of the pupils agree with the statement.

Also 52% of the teachers agree 27%, disagree and 21% strongly disagree. The majority 52% of the teachers agree that boys more often respond to questions asked by teachers in primary schools in Kyanaisoke Sub County.

Therefore this implies that boys more often respond to questions asked by teachers in class. The policy has not promoted gender equality in primary education between the two parties. The reason for this is because boys are more confident and have a high self-esteem than girls who are shy. Girls become shy because of family background where they are brought up from which do not allow girls to talk in society, do not allow them to mix freely with the opposite sex, cultural influence and low self-esteem because of fear to make mistakes and be heard talking in society.

King (1993) further notes that for many reasons, schools may be regarded as closed inaccessible for girls and women. In Egypt, Morocco and Tunisia parents are reluctant to send their daughters to distant schools because they fear exposing them to moral or physical peril. Even in relatively more open societies

of Malaysia and Philippines distance to school is a greater deterrent to girl's enrolment than to boys.

#### **4.2.6. The performance of girls is better than boy's performance in primary education**

The respondents were asked to state whether girls perform better than boys in class. The responses were recorded below.

**Table.12. Girls performance is better than boys in class in primary education**

<b>Response</b>	<b>Pupils</b>		<b>Teachers</b>	
	Frequency	percentage	Frequency	Percentage
Agree	20	8%	16	14%
Disagree	80	32%	80	69%
Strongly agree	30	12%		
Strongly disagree	120	48%	20	17%
Total	250	100%	116	100%

**Source: Primary data 2010**

The results in table 12 above indicate that 08% of the pupils agree with the statement that girls perform better than boys, 32%disagree, 12% strongly agree and 48%strongly disagree.

The response rate from the teachers indicates that 14% agree, 69% disagree while 17% of the teachers strongly disagree that girls perform better than boys

in primary schools. Majority 80% of pupils the respondents disagree with the statement while 86% of the teachers also disagree that girls perform better than boys.

Therefore this implies that the performance of boys is better than girl's performance in primary education in Kyanaisoke Sub County, Kibaale district. Girls performance is poor than boys performance because they are often absent from school due several factors like baby sitting at home, helping their mothers at home with domestic work like cooking, digging, harvesting, selling commodities in market centers, during menstruation some girls do not attend school and some fall sick, unconducive study environment like lack of enough classrooms, harassment by male teachers who seduce them for sexual relations and lack of guidance by both their parents and teachers in school.

They therefore fail to concentrate on education as their mind is torn into many. In addition to the above, girl child is fragile compared the boy child therefore requires great care and attention from the parents, community, government and school authorities in order to concentrate on education. This can be inform of care protection from harm, abuse, discrimination and guidance



#### 4.2.7. All girls who enroll in primary one per year complete primary seven

The respondents were asked to state whether all girls who enroll in primary one annually reach primary y seven. The responses were recorded below.

**Table13. All girls who enroll primary one per year complete primary seven course**

Response	Pupils		Teachers	
	Frequency	percentage	Frequency	Percentage
Agree	30	12%	16	14%
Disagree	150	60%	50	43%
Strongly agree	50	20%	10	09%
Strongly disagree	20	8%	40	34%
Total	250	100%	116	100%

**Source: Primary data 2010**

The results from the above table indicate that 12% of the pupil respondents agree, 60% disagree, 20% strongly agree while 08% strongly disagree.

The teacher's response shows that 14% of the teachers agree, 43% disagree, 09% strongly agree, 34% strongly disagree.

The majority 68% of the pupils disagree with the statement that all girls who enroll in primary one annually complete primary seven course. 77% of the

teachers disagree with the statement also. This implies therefore that most girls who enroll in primary one do not complete primary seven.

The reason for this result is that girls drop out of school due to age, lack of enough instructional materials which inconveniences the girl child concentration in class, lack of proper direction by the teachers, harassment by the teachers, early pregnancies, early marriages and home activities. When the girl child reaches puberty or adolescence stage they become sexually active and cannot concentrate on education and in the long run they drop out of school for marriage, because of peer influence and pressure they end up dropping out.

This is in agreement with the poverty alleviation action plan report (2004) asserts that, despite the UPE policy under which government covers fees; costs borne by parents remain a major cause of school dropout and gender inequality in primary schools. Other causes include poor quality, distance from schools, involvement in economic activities, and lack of appropriate facilities in schools and harassment by teachers. Improving survival rates by improving quality and management is therefore a major challenge for government. In addition to the above inequalities with poverty, gender inequality, geographical isolation and cultural attitudes, persist. While there is little difference between the national enrolment rates for boys and girls, in some areas such as northern Uganda girls

enrolment remains very poor. In upper primary classes, the dropout rate for girls (9.4 %) is higher than for boys.

#### **4.2.8. The number of girls who enroll in primary one per year is equal to that of boys**

The respondents were asked to state whether the number of girls who enroll in primary one annually is equal with boy's enrolment. The responses were recorded below.

**Table.14.The number of girls who enroll in primary one per year is relatively equal to the number of boys**

Response	Pupils		Teachers	
	Frequency	percentage	Frequency	Percentage
Agree	32	13%	32	20%
Disagree	60	24%	40	34%
Strongly agree	158	63%	53	46%
Strongly disagree				
Total	250	100%	116	100%

**Source: Primary data 2010**

The results in table 14 above show that 13% of the pupils agree with the statement that the number of girls who enroll in primary one per year is equal to that of boys, 24% disagree and 63% strongly agree. The response rate of the teachers indicates that 20% agree, 34% disagree and 46% disagree.

The majority 76% of the respondents agree with the statement that the number of girls agree that the number of girls who enroll per year is equal to that of boys. The majority 66% of the teachers agree that the number of girls and boys who enroll per year is relatively equal. Therefore this implies that the enrolment rate is relatively equal for both boys and girls. The relative ness in the enrolment of the two parties is attributed to the introduction of free primary education which has given the poor house holds an opportunity to send their children to school.

Even though the government has introduced education policy for all, the enrolment for boys is still higher than girls who enroll per year. This is because in some African traditional culture, women are considered as a source of wealth to the family through marriage in form of dowry, therefore still some parents do not value education for the girl child like they do value boy child education. The boy child is considered differently as one who has to acquire education get a job because he has to be prepared for opportunities ahead of him as head of the family.

This is in relation with the Poverty eradication action plan report (2004 – 2008), enrolments have been increasing steadily at all levels of primary education. Total enrolment increased from 3 million in 1997 to the current 7.6 million in 2003. Enrolment of children with special needs rose from 20,000 in 1997 to 218,286 in 2002, of which 54 percent were females. The proportion of enrolled children from the lowest income quintile increased from 50 percent in 1992 to 83.7 percent by 1999.

Furthermore the earlier UPE policy of enrolling four children per family: two girls and two boys had the effect of increasing girl's enrolment to about 50 percent of total enrolment, thus significantly reducing the gender parity gap. In addition to the above in 1998 there was a clear gender gap at all levels of primary education, by 2003 there was very little gap during the first five grades. Currently the policy is for all children in the family to attend UPE. Net enrolment rates in administrative data and survey data differ; those in administrative data are sometimes implausibly high (sometimes reported above 100%, which is impossible by definition. Survey data give net enrollment rates for primary education of 86%, which is slightly higher for girls (86 %). This rate has been steadily since the introduction of UPE in 1997.

### **4.3. Challenges faced by the universal primary education policy in bringing about gender equality in primary education in KyanaISOKE primary school.**

The second research question was to examine the challenges faced by the universal primary education policy in bringing about gender equality in primary education in KyanaISOKE primary Education. To get answers to the question, the respondents were asked to answers the following questions below. Their responses were tallied into percentages for reporting purposes.

#### **4.3.1. Domestic cores affect girl child enrolment in primary education and performance in primary schools in KyanaISOKE sub county Kibale district**

The respondents were asked to state whether domestic cores affect girl child enrolment in primary schools in KyanaISOKE Sub County. The responses were recorded below

**Ttable.15. Domestic cores affect girl child enrolment in primary education and performance in primary schools in KyanaISOKE sub county Kibale district**

Response	Pupils		Teachers	
	Frequency	percentage	Frequency	Percentage
Agree	60	13%	50	20%
Disagree	33	24%	36	34%
Strongly agree	140	63%	30	46%
Strongly disagree	27			
Total	250	100%	116	100%

**Source: Primary data 2010**

The results from table 15 above indicate that 24% of the pupil respondents agree with the statement that domestic cores affect girl child enrolment and performance in primary education, 9% disagree, 56% strongly agree while 11% strongly disagree. Also the teacher response rate indicate that 64% agree with the statement, 21% disagree, 15% strongly agree

The majority 80% of the pupil respondents agree with the statement that domestic cores affect girl child enrolment and performance in primary education. Also the response rate of teacher respondents shows that majority 81% agree with the statement. Therefore domestic cores affect the enrolment and performance of the girl child in primary schools in KyanaISOKE Sub County.

This is because some cultures believe in the girl child doing all the domestic chores to train them into good future house wives. They also believe that girl's main purpose is to become house wives.

In relation with the above, family's need for child labor may add a high opportunity cost to any other reason for not sending daughters to school, as found out by Robertson (1998). This phenomenon is common in Ugandan societies and leads to failure of a girl child in attaining primary education. Also in addition to the above, Scapo (1991) also agrees that in some countries boys perform a large share of family labor, like herding live stock or ploughing the field while girls work more in the home and in the market places than boys .The girls cook, clean houses fetch water and help their mothers, clean care for young ones especially those who are ill.

#### **4.3.2. Cultural norms and traditions do not favor girl's enrolment and performance in school than boys.**

The respondents were asked to state whether cultural norms and traditions do not favor enrolment and performance girls in primary schools in KyanaISOKE Sub County. The responses were recorded in the table below



**Table16.Cultural norms and traditions do not favor girl's enrolment and performance in primary education in Kibale.**

Response	Pupils		Teachers	
	Frequency	percentage	Frequency	Percentage
Agree	100	40%	70	60%
Disagree	05	02%	30	26%
Strongly agree	120	48%	16	14%
Strongly disagree	25	10		
Total	250	100%	116	100%

**Source: Primary data 2010**

From the above table, the results indicate that 40% of the pupils agree that cultural norms and traditions do not favor girls enrolment and performance in primary education in KyanaISOKE sub county Kibaale district, 02% disagree, 48% strongly agree, 10% strongly disagree. The response rate from the teacher respondents show that 60%of them agree with the statement, 26% disagree, 14% strongly agree.

The majority 88% of the pupils agree with the statement while 74% of the teachers also comply with the statement. Therefore cultural norms and tradition is still a menace to the universal primary education policy in promoting gender equality in primary education in KyanaISOKE Sub County Kibaale district. This is because some parents believe that girls are not capable of excelling in education

than boys. Also some customs dictate on girls. They consider girls as assets who sell them out at an early age for marriage. For example the Karamajong they consider girls as an asset in terms of wealth generated from the exchange of their daughters for cattle. Therefore they do not send them to school and also some are forced to drop out as a result of that.

Tripp,(1988) in agreement with Mueller, on cultural factors affecting gender equality in primary education, urges that parents that may consider education itself a negative factor because of prevailing doubts whether better- educated women make good wives. In many traditional societies education beyond the acquisition of literacy is contrary to the social pressure for women to become wives and mothers and threatens their possibilities of marriage.

This argument by Tripp underlines the reason why the enrolment and performance of the girl child in her education is limited compared to boys in African societies more especially Uganda and that clearly explains why there is gender inequality in primary education in terms of performance enrolment and building self-esteem.

#### 4.3.3. Lack of interest in education by the parents and children affect the rate of enrolment in primary education in KyanaISOKE Sub County in Kibale district

The respondents were asked to state whether lack of interest in education by the parents and children affect enrolment rate in primary education. The results were recorded in the table below

**Table17.Lack of interest in education by both parents and children affect the rate of enrolment in primary education in KyanaISOKE sub county Kibale district.**

Response	Pupils		Teachers	
	Frequency	percentage	Frequency	Percentage
Agree	95	38%	50	43%
Disagree	05	02%	25	22%
Strongly agree	135	54%	30	26%
Strongly disagree	15	06	11	09%
Total	250	100%	116	100%

#### **Source: Primary data 2010**

The results from table 17 above indicate that 38% of the pupil respondents agree with the statement that lack of interest in education by the parents and children affect the rate of enrolment in primary education in Kibaale district, 2% disagree, 54% strongly agree and 6% strongly disagree. Teacher's response rate

show that 43% of the respondents agree with the statement, 22% disagree, 26% strongly agree and 9% strongly agree.

Majority 92% of the pupils agrees that lack of interest in education by both parents and children affect enrolment in primary education in Kyanaisoke Sub County where as 69% of the teachers also agree with the statement. Therefore this implies that the lack of interest in education of the parents and children in Kyanaisoke sub county affect the rate in enrolment in primary schools.

Some parents lack interest in education because of high rate of unemployment in the country and therefore do not see a difference between the elites and the illiterates, lack of awareness on the importance and benefits of educating their children, value of traditional culture and underestimation of the girl child by the parents also results in lack of interest in education. This is in agreement with Jung (1995) and Kelly (1997), who contend that the social economic background of parents, their attitude and the mothers towards education contributes to shaping decisions about schooling for daughters and sons.

#### **4.4. Universal primary education policy recommendations on the attainment of gender equality**

The third research question was to examine the remedies that have been put in place to solve the challenges faced in attaining gender equality in primary

education in KyanaISOke Sub County Kibaale district. To get answers to the question the respondents were asked the following questions below

#### **4.4.1 Boys and girls use separate toilets in primary schools in KyanaISOke Sub County Kibale district**

The respondents were asked to state whether boys and girls use separate toilets in primary education in KyanaISOke Sub County Kibaale district. Below in table 20 are their responses.

**Table.18. Boys and girls use separate toilets in primary schools in KyanaISOke Sub County Kibale district**

Response	Pupils		Teachers	
	Frequency	percentage	Frequency	Percentage
Agree				
Disagree				
Strongly agree	250	100%	116	100%
Strongly disagree				
Total	250	100%	116	100%

**Source: Primary data 2010**

The results in the above table indicate that 100% of the pupils agree that the two sexes use separate toilets. The response rates of 100% of the teachers indicate that all the teachers agree with the statement that the two sexes use separate toilets in primary schools in KyanaISOke Sub County. Therefore this

implies that it has promoted gender equality by separating toilets for boys and girls.

#### **4.4.2. All primary schools have enough class rooms to accommodate all pupils in Kyanaisoke Sub County Kibale district.**

The respondents were asked to state whether schools in Kyanaisoke Sub County have got enough class rooms to accommodate all children in education. Below in table 21 are their responses.

**Table. 19. All primary schools have enough class rooms to accommodate all pupils in Kyanaisoke Sub County Kibale district.**

Response	Pupils		Teachers	
	Frequency	percentage	Frequency	Percentage
Agree	10	04%	16	14%
Disagree	40	16%	65	56%
Strongly agree	40	16%	05	04%
Strongly disagree	160	64%	30	26%
Total	250	100%	116	100%

**Source: Primary data 2010**

The results in the table above indicate that 4% of the pupils agree with the statement that all primary schools have enough classrooms to accommodate all pupils in primary schools in Kyanaisoke sub count in Kibaale district, 16% disagree, 16% strongly agree and 64% strongly disagree. Also the teacher's

response rate show that 14% of them agree, 56% disagree, 4% strongly agree and 26% strongly disagree.

Majority 80% of the pupils do not agree that all primary schools in KyanaISOKE Sub County have enough class rooms to accommodate all the pupils in school. The teacher's response also indicates that 82% of them do not agree with the statement.

Therefore this implies that some of the pupils do not study and drop out because the study environment is not conducive where some of the pupils are forced to study in squeezed class rooms. The rate of enrolment in primary schools per year is greater in comparison with the class rooms available. In other words the classes constructed in these schools are not big enough to accommodate them. The government has to construct more schools new schools and class rooms in the already existing schools in KyanaISOKE Sub County to be able to cater for all children who enroll per year to create a comfortable study environment and hence gender equality.

This is in disagreement with the (Poverty alleviation action plan, 2004-2008) report that the government is using the following methods to improve access of both girls and boys to primary education like, Provision of basic education in emergency situations for example psychosocial support, construction of temporary infrastructure in case of disaster among others, Provision of incentives

for teachers in hard – to - reach areas to improve the performance of teachers and impact on learning outcomes, continued provision of classrooms and latrines with hand washing facilities, construction of schools, provision of resource rooms and training and retaining of teachers in specific areas of special needs education, guidance and counseling to take care of children with learning disabilities

#### **4.4.3. All schools in KyanaISOKE Sub County have enough scholastic materials like text books**

The respondents were asked to state whether all schools have enough toilets. Their responses are below in table 22.

**Table.20.All schools in KyanaISOKE Sub County have enough scholastic materials such as text books**

Response	Pupils		Teachers	
	Frequency	percentage	Frequency	Percentage
Agree	24	09%	06	05%
Disagree	175	70%	90	77%
Strongly agree	32	11%	10	09%
Strongly disagree	19	08%	10	09%
Total	250	100%	116	100%

**Source: Primary data 2010**



Results in table 19 above indicate that 9% of the respondents agree with the statement that all schools have enough toilets in KyanaISOKE sub county Kibale district, 70% disagree, 11% strongly agree and 08% strongly disagree. The teacher response rate indicates that 5% agree that all schools have enough toilets in KyanaISOKE Sub County, 77% disagree 9% strongly disagree and 9% strongly disagree.

The majority 78% of the pupils do not agree with the statement while 86% of the teachers also do not agree that schools have got enough toilets in KyanaISOKE Sub County Kibale district. Therefore the implication is that schools in KyanaISOKE do not have enough scholastic materials such as science laboratories text books and therefore a need for the government to provide these schools with more text books and construct science laboratories to improve on the reading culture of both the pupils and teachers plus a competent teaching staff, improve their performance in a comfortable teaching and study environment. Even though the government is finding the way forward to effect the performance of the policy, it has not created a conducive study environment in KyanaISOKE sub county Kibale district.

This is not in agreement with guidelines on universal primary education policy (1998), that the government through the ministry of education is charting the way forward with its partners. It has created an enabling environment for universal primary education and done much to make it a reality. The ministry of

education will continue to implement the universal primary education policy through the education sector strategic plan (2004-2005), by using preprimary programs and other measures to prepare children for the intellectual requirements of primary school. It will also train and recruit more teachers, providing institutional materials, contributing towards the construction of classrooms, science laboratories, libraries and teachers houses, supervising and monitoring the implementation of the UPE policy and ensuring standards of teaching and learning.

#### **4.4.4. All schools in KyanaISOke Sub County have enough teachers who are well trained and skilled in teaching.**

The respondents were asked to state whether all schools have enough teachers who are qualified and skilled in teaching. Their responses are below in table 23.

**Table. 21. All schools in KyanaISOke Sub County have enough teachers who are well trained and skilled in teaching.**

Response	Pupils		Teachers	
	Frequency	percentage	Frequency	Percentage
Agree	10	04%	06	05%
Disagree	30	12%	50	43%
Strongly agree	50	20%	10	09%
Strongly disagree	160	64%	50	43%
Total	250	100%	116	100%

**Source: Primary data 2010**

Results from table 20 above indicate that 4 % of the pupils agree with the statement that all schools in KyanaISOKE have enough trained and skilled teachers, 12% disagree, 20% strongly agree and 64% strongly disagree. Also the teacher response rate indicates that 5% agree with the statement, 43%disagree, 9% strongly agree and 43% strongly disagree.

76% majority of the pupils do not agree that all schools in KyanaISOKE have enough trained and skilled teachers while 86% of the teachers also do not agree with the statement. This implies that KyanaISOKE do not have enough teachers to teach all the children who enroll in primary education. This is attributed to low salaries paid to primary teachers and therefore people are not interested in enrolling as teachers. Due to the fact that the rate of enrolment of the teachers is less in comparison with the number of children who are joining school per year, the pupil teacher ratio is still a challenge for the universal primary education policy to improve on quality services and gender equality because in most cases girls require a comfortable study environment.

Therefore this implies that there is still need for the government to recruit and train more teachers to be able to reduce the teacher pupil ratio and this will enable the implementation of the UPE policy.

#### **4.4.5. The government gives opportunities to teachers to improve on their Knowledge and skills through training**

The respondents were asked to state whether the government gives opportunities to teachers to improve on their knowledge and skills by through training. The results are recorded in the table below.

**Table 22. The government gives opportunities to teachers to improve on their knowledge and skills by through training**

Response	Pupils		Teachers	
	Frequency	percentage	Frequency	Percentage
Agree	40	16%	60	52%
Disagree	15	06%	10	09%
Strongly agree	182	73%	20	17%
Strongly disagree	13	05%	26	22%
Total	250	100%	116	100%

**Source: Primary data 2010**

The results in the above table indicate that 16% of the pupils agree that the government gives equal opportunities to teachers to improve on their skills through training, 6% disagree, 73% strongly agree and 5% strongly disagrees. The teacher response rate indicates that 52% of the teachers agree with the statement, 9% disagree, 17% strongly agree 22% strongly disagree. Majority 89% of the pupils agree with the statement that the government gives

opportunities to teachers to improve on their skills. Also 69% of the teachers also agree that teachers are allowed to study while at work.

The implication is that the government gives opportunities to the teachers to study. This is done in favor of the teacher's performance and skills to be able to deliver quality services, salary increment and to have skilled teaching staff which will help to improve on the performance of pupils and also promote gender equality, improved performance in primary leaving examinations. Although all this is done, however the general performance in primary education in Kyanaishoke Sub County is still poor with girls performing poorly compared to boys in the same schools. This because of lack of motivation of the teachers, and also they have to struggle raise funds for studies in order to acquire more skills. In other words even though they are given opportunities to study on the job, due to low salaries, most of them do not afford the expenses of going back to school. Hence performance is still poor

#### **4.4.6. The government is recruiting and training new teachers in order to reduce on the teacher pupil ratio**

The respondents were asked to state whether the government is recruiting and training new teachers in order to reduce on the teacher pupil ratio. The results are recorded in the table below.

**Table 23. The government is recruiting and training new teachers in order to reduce on the teacher pupil ratio.**

Response	Pupils		Teachers	
	Frequency	percentage	Frequency	Percentage
Agree	60	24%	55	47%
Disagree	40	16%	13	11%
Strongly agree	150	60%	48	41.9%
Strongly disagree				
Total	250	100%	116	100%

**Source: Primary data 2010**

The results in table 22 above indicate that 24% of the pupil respondents agree that the government is recruiting and training new teachers in KyanaISOKE Sub County, 16% disagree, 60% strongly agree. The response rate from the teachers indicates also that 47% agree, 11% disagree, 41.9% strongly agree. Therefore the majority 84% of the pupils agree that government is recruiting and training new teachers in KyanaISOKE Sub County and 89% of the teachers also agree with the statement.

Therefore the implication of this is that the government is trying to reduce teacher pupil ratio by recruiting and training new teachers which will help to improve on the performance of the pupils and teachers because of this the teacher pupil ratio per class will be reduced. However KyanaISOKE Sub County

the pupil teacher ratio is still very low this implies that the number of new teachers trained, recruited and deployed in primary schools is still very low compared to the rate of enrolment per year in primary education. That is why reason it is still a problem

#### **4.4.7. Local leaders and communities participate in universal primary education programs in primary education in KyanaISOKE sub county Kibale district.**

The respondents were asked to state whether local leaders and communities participate in universal primary education programs in primary education in KyanaISOKE Sub County Kibale district. The results are recorded in the table below.

**Table.24. Local leaders and communities participate in universal Primary education programs in primary education in KyanaISOKE sub county Kibale district**

Response	Pupils		Teachers	
	Frequency	percentage	Frequency	Percentage
Agree	60	24%	55	47%
Disagree	40	16%	13	11%
Strongly agree	150	60%	48	41.9%
Strongly disagree				
Total	250	100%	116	100%

**Source: Primary data 2010**

The results in the above table show that 83% of the pupils agree that local leaders and communities participate in UPE programs 8% of the respondents disagree, 9% strongly agree, 16.3% strongly disagree. The response rate of the teachers also indicates that 84% agree, 8% disagree 9% strongly disagree. The majority 92% of the pupils agree that local leaders and parents participate in UPE programs in KyanaISOKE sub county Kibale district, 93% of the teachers also agree with the same.

Therefore the implication is that local leaders and parents participate in UPE programs in KyanaISOKE Sub County this through teacher parents meeting including local council leaders in the sub county. This is as a result of the incorporation of these parties in the policy implementation process by the government

#### **4.4.8. Guidance and counseling is offered to children with learning disabilities and special cases**

The respondents were asked to state whether guidance and counseling is offered to children with learning disabilities and special cases in primary education in KyanaISOKE sub county Kibale district. The results are recorded in the table below.



**Table 25. Guidance and counseling is offered to children with learning disabilities and special cases**

Response	Pupils		Teachers	
	Frequency	percentage	Frequency	Percentage
Agree	10	4%	16	14%
Disagree	150	60%	50	43%
Strongly agree	80	32%		43%
Strongly disagree	10	04%	50	
Total	250	100%	116	100%

**Source: Primary data 2010**

The results in table 23 above indicate that 4% of the pupils agree with the statement that children with learning disabilities and special cases are given special attention, 60% disagree, 32% strongly disagree and 4 % strongly disagree. From the teacher's response rate, it is indicated that 14% agree, 43% disagree, and 43% strongly disagree. The majority 64%of the pupils disagree with the statement and 86%of the teachers do not agree with the statement.

Therefore this implies that the UPE policy has not yet catered fully for people with learning disabilities and special cases in Kyanaisoke Sub County. This is due to lack of facilities like special needs education teachers in schools, negative attitude by the teachers to teach students with special cases and parents tend to neglect such children. Therefore the government has to emphasize on this issue

to ensure that children with disabilities have facilities and if possible their own schools. This is because in Kyanaisoke Sub County there is not any school for special needs education.

In addition to the above the girl child requires guidance and counseling in school because normally when they reach puberty or adolescence stage they lack a clear direction since parents are shy to teach them sexual related issues, menstruation and behavior changes. Therefore the universal primary education policy has to consider both children with learning disabilities and me the girl child in order to improve on performance and reduce the rate of drop out for both cases.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0. Introduction**

The previous section presented, analyzed and interpreted data obtained from the field. This chapter presents the conclusion, recommendation

#### **5.1. Findings of the study**

The researcher found out that;

The enrolment of girls in Kyanaisoke Sub County is relatively equal to that of boys with that of boys being slightly higher than girls.

The performance of girls in Kyanaisoke Sub County is poor compared to their counterpart boys in class and boys more often respond to questions asked by teachers in class than girls. This is attributed to low self-esteem in girls yet boys are more confident in class when asked questions.

Girls perform poorly and drop out of primary education in Kyanaisoke Sub County due to cultural norms and traditions, lack of interest in education by both the parents and pupils, domestic cores therefore universal primary education has not promoted equality among boys and girls in as far as retention of children and performance are concerned.

Both boys and girls have equal opportunities to access scholastic materials like text books but they are not enough for all to access at the same time. The pupil book ratio is high.

Schools in KyanaISOKE Sub County do not have enough class rooms to accommodate all the children who enroll in primary school each year

Though the government gives opportunities to the teachers to upgrade on their academic qualifications and also train and recruits more, the pupil teacher ratio is still high and the performance of the girl child is poor though plus the majority of the teachers being "Grade four" teachers. Therefore competence of the teachers is still poor and gender equality has not been promoted in terms of performance.

## **5.2. Conclusion**

The overall objective of the study was to examine the UPE policy in the attainment of gender equality in KyanaISOKE sub county Kibaale district.

The specific objectives were to

To examine the status of gender equality in KyanaISOKE sub county Kibaale district

To examine the challenges faced by the policy in bringing about gender equality in Kibaale district.

To investigate the solutions to the challenges faced by the policy towards promoting gender equality in KyanaISOKE sub county Kibale district.

The introduction of universal primary education has reduced the gender enrolment gap between boys and girls, but there is lack of sustainability of the girl child in primary school up to primary seven. There is a high drop out for girls than for boys in school, un equal performance between the boy and girl child. Even though there is an improvement in enrolment, the policy still is facing a number of challenges in trying to promote gender equality in primary education like, lack of interest in education by the parents and pupils, cultural norms and traditions limited scholastic facilities among others. However it has tried to overcome the challenges by constructing more classrooms, recruiting more teachers, giving opportunities to teachers for further studies. However the pupil teacher ratio is still high, study class rooms are too small to accommodate the pupils who enroll per year. Therefore it has narrowed the gender gap in terms of enrolment but performance and sustainability of the girl child up to primary seven are still a problem

### **5.3. Recommendation**

In view of the findings, the study recommended that the universal primary education policy can promote gender equality in Kyanaisoke Sub County through the following ways.

### **For parents**

The parents in KyanaISOKE sub county need to be aware of the benefits of educating children disregarding sex of the children. They have to take part in the implementation of the program through serving as good examples or being exemplary to their children by encouraging them to study. This will help to reduce on child dropout rate and also build appositve attitude among children to wards education.

### **For the government**

The local government authority needs to work hand in hand with the school authorities and the parents and the community in implementing the policy in KyanaISOKE sub county Kibaale district by ensuring that each school has enough requirements such as text books, toilets, classrooms, teachers, and also emphasize on improving the social welfare of the teachers and also their training skills. This will help to motivate staff and also commitment and hard work will be achieved in the long run.

There is need to give extra attention to the girl child's study environment and her social well-being in primary schools in KyanaISOKE sub county. This will help to reduce on the drop out t rate, poor performance, and build confidence to be able to compete equally with boys in class.

### **For community leaders**

Community leaders also need to get involved in the running of government programs by monitoring and ensuring that all children of school going age go to school and report government authorities cases of child labor identified in their villages. This will enable to reduce on the girl child drop out, poor performance, low enrolment than boys, in Kyanaisoke sub county Kibale district.

### **School authorities**

Ensure that they keep records of pupil's daily attendance per class, and advise parents on individual absenting pupils. This will help the school authorities to establish reasons for drop out and poor performance of the girl child by building a good relationship with the parents hence coordination. Guidance and counseling programs should be incorporated in the school programs for the benefit of the girl child and children with learning disabilities should have

### **5.4. Suggestions for further studies**

Basing on the findings of the study the researcher suggested the following areas for further studies.

To examine how the girl child dropout rate in primary education can be overcome.

Examine how the performance of girls can be improved in primary schools

To establish the relationship between domestic chores and the girl child education in primary education

## REFERENCES

Bowman M (1990), *The participation of women in the third world.*

Cambridge University. London

Csapo M (1991), *Religious, social and economic factors hindering the education of Girls in Northern Nigeria.* University of Lagos

Deutsch D. Smith, Luckasson Ruth (1992), *Introduction to special education. Teaching in age of challenge.* University of Mexico. Library of congress Publisher

Guidelines on policy roles and responsibilities of stakeholders in the implementation of universal primary education (1998)

Jide Owolabi Samuel (2005), *Policy making and educational policy analysis.* First Edition. Makerere University; Makerere University publishers. Kampala

Junge H (1995), *Girls and women in secondary and higher education.* University of Wisconsin.

Kelly P (1997), *Women's education in the third world.* State university of New York



Ssali N. Sarah, Ahikire J., Madanda A. (2007), *Gender concepts hand book, popular Version*. Makerere University, Kampala. Fountain publishers

The republic of Uganda (1992), *government white paper on the education policy Review commission report*. Kampala

The Uganda budget review report no 5 (2003-2004), *what relevancy to the poverty situation*. Uganda debt publisher network plot 24 Mawanda road Kamwokya Kampala

Trip A (1988), *Women and the changing urban household economy in Tanzania*. North Western University, Dar-es-salam

# **APPENDIX 1**

## **Research Questionnaire**

Dear respondent,

This research is purely academic and seeks to investigate the effectiveness of UPE policy on gender equality in primary education in kyanaisoke Sub County. You are therefore kindly requested to fill this questionnaire as the information given shall be treated with a lot of care and confidentiality

### SECTION A

#### **BACK GROUND INFORMATION**

1. School/ institution.....

.....

2. Gender: male ☐ Female ☐

3. Age : 20- 30 years ☐ 31- 40 years ☐  
41 – 50 years ☐ 51 and above ☐

4. Academic qualification levels

'O' level ☐

A' level ☐

Diploma ☐

Degree ☐

Other levels (specify).....

.....

5. Professional Qualifications

MED ☐

BED ☐

Diploma. Educ ☐

Grade (111) Certificate ☐

Grade (iv) ☐

6. Teaching / professional experience (years)

1 – 5 ☐

6 – 10 ☐

11 – 15 ☐

16 and above ☐

7. Any other education advancement course taken

(Specify).....

.....

## SECTION A:

### The status of gender equality in primary education

1. Boys' enrolment in primary schools is higher for boys compared to girls

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐

2. Dropout rate for girls is high compared to boys in primary schools

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐

3. Boys perform better than girls in primary school do you agree or not

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐

4. Both boys and girls compete equally in primary school

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐

5. The regular attendance rate of girls and boys is relatively equal class

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐

6. The number of boys' attendance per class is less compared to their counterpart girls in Primary education.

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐

7. Boys and girls have got equal opportunities and access to scholastic materials such as text books at school.

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐

9. Girls participate freely in class than boys

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐

10. Boys more often respond to questions asked by teachers in class than girls

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐

11. The performance of girls is better than boys' performance in primary education

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐

12. Boys perform better than girls in class in primary schools

Agree ☐ Disagree ☐ strongly agree ☐ Strongly disagree ☐

13. The enrolment rate for both boys and girls in primary education is equal

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐

14. The response rate of boys to questions in class is greater than that for girls

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐

15. Boys and girls interact freely in class

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐

16. Boys and girls both participate in school activities such as sports and debating clubs

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐

17. All children who enroll in primary one reach primary seven.

Agree ☐ Disagree ☐ strongly agree ☐ Strongly disagree ☐

## SECTION B:

1. Domestic cores affect girl child enrolment rate in primary education.

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐

2. Cultural norms and traditions do not favor girls' enrolment in school than boys.

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐

3. Lack of interest in education by the parents and children affects the rate of enrolment in primary schools.

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐

4. The dropout rate for girls in primary school is high than for boys.

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐

5. The dropout rate for boys is high compared to that for girls in primary school

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐

6. The completion rate for boys and girls is equal in primary education

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐

## SECTION C:

### UPE policy recommendations on the attainment of gender equality

1. All primary schools have enough toilets

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐

2. All primary schools have enough class rooms to accommodate all pupils

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐

3. Primary schools have enough teachers who are fully trained and skilled in teaching

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐

4. The government gives opportunities to teachers to improve on their skills and knowledge by training them

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐

5. The government is recruiting and training new teachers in order to reduce on the pupil child ratio

Agree ☐ Disagree ☐ Strongly agree ☐ Strongly disagree ☐



## APPENDIX 2

### WORK PLAN

Activity	Time frame	Out come
Proposal writing	15 <sup>th</sup> Jan - 31 <sup>st</sup> march 2010	Well written and approved proposal
Field study	1 <sup>st</sup> June- July 15 <sup>th</sup> 2010	Field work to be completed
First draft	16 <sup>th</sup> July – 5 <sup>th</sup> august 2010	First draft of research report to be submitted
Final report	September 2010	Final copy of report to be submitted

## APPENDIX 3

### RESEARCH BUDGET

ITEM	UNIT COST (USH)	NUMBER OF ITEMS	TOTAL COST
STATIONARY	-	-	200,000/=
FIELD TRAVEL	-	-	250,000/=
TYPING	100 shillings Per page	100	100,000/=
PRINTING	500 shillings per page	100 pages	100,000/=
PHOTOCOPY	50 shillings per page	100 pages	50,000/=
BINDING	15000 per book	5 copies	50,000/=
TOTAL			750,000/=



KAMPALA  
INTERNATIONAL UNIVERSITY

P.O.BOX 20000  
KAMPALA-UGANDA.

**OFFICE OF THE ASSOCIATE DEAN POSTGRADUATE STUDIES  
FACULTY OF SOCIAL SCIENCES**

Date: 20/07/2010

**RE: AHEBWA SANURU REG. NO. MPPP/0279/72/DU**

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Arts in Public Policy and Management.

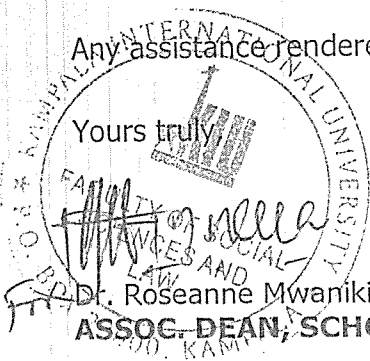
She is currently conducting field research and the title of the Research Project is **"The Universal Primary education Policy on the Attainment of Gender Equality in Primary "**. As part of her studies (Research work) she has to collect relevant information through questionnaires, interviews and other relevant reading materials.

Your institution has been identified as valuable source information pertaining to her research project. The purpose of this letter is to request you to avail her with the pertinent information he may need.

All and any information shared with her will be used for academic purpose only and we promise to share our findings with your institution.

Any assistance rendered to her will be highly

Yours truly,

  
Dr. Roseanne Mwaniki  
ASSOC. DEAN, SCHOOL OF POST GRADUATE

**OFFICE OF THE CHAIRMAN LCIII**  
**KYANAISOKE SUB-COUNTY**  
**P.O. BOX...**  
**KIBAALE**  
**UGANDA**

---

17<sup>th</sup> July, 2010

**TO WHOM IT MAY CONCERN**


Dear Sir/Madam,

**RE: ACCEPTANCE LETTER TO CONDUCT RESEARCH IN YOUR SCHOOL**

I am writing to you to introduce to you Miss Aheebwa Sanuru who is a student of Kampala International University. She would like to get assistance from your school in carrying out her academic research.

Please kindly assist her. Thank you.

Yours in service,

  
**CHAIRPERSON LC-III**  
**KYANAISOKE SUB-COUNTY**  
**UGANDA DISTRICT LOCAL GOVT**  
**BYAMUKAMA FRANCIS**  
**CHAIRMAN LCIII**

LC212.9  
A2853  
2010.