

**THE INFLUENCE OF ENVIRONMENTAL FACTORS ON GIRL CHILD
EDUCATION**

A CASE STUDY OF KAWEMPE DIVISION, KAMPALA DISTRICT

BY

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DECLARATION

I , **Ndyabigwamu Keneth** hereby declare that this report is my original work and has not been published or submitted for any other academic award to any institution of higher learning before .

Signature: 

Date: 13 / 01 / 2014

NDYABIGWAMU KENETH

APPROVAL

This research report has been done under the supervision and guidance and is now ready for submission as a university supervisor.

Signature: 

Date: 13th / Jan / 2014

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DEDICATION

I dedicate this report to my Parents, Mr. Ngyabigwmu Geoge, Mrs. Mukamungu Monica, my Brother Shukuru Edison, Gumisiriza Laiben and my Sisters Uwezo Justa and Siima Robinah without their Patience, understanding, support, and most of all their love and prayers, the completion of this work would not have been possible.

ACKNOWLEDGEMENT

First I thank the Lord for his grace that has been sufficient to take me through my course and research.

I also wish to extend my gratitude to my sweet Parents for the support they rendered to me throughout my academic pursuit. May God richly bless them.

I am also greatly indebted to my friends who played a great role in my academic period: my Brother Shukuru Edison, Gumisiriza Laiben and my Sisters Uwezo Justa and Siima Robinah and many others.

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LISTS OF ACRONYMS

A.I.D.S	-	Acquired Immune Deficiency Syndrome
E.F.A	-	Education For All
E.G	-	For example
E.T.C	-	Extra
F.A.W.L	-	Forum for African Women Education
H.I.V	-	Human Immune Virus
M.G.E.F	-	Masai Girls Education Funds
M.O.E.S	-	Ministry Of Education And Sports
N.D.P	-	National Development Programmes
N.P.E	-	National Potray On Education
S.T.D's	-	Sexually Transmitted Disease
W.H.O	-	World Health Organisation
U.B.O.S	-	Uganda Bureau Of Statistics
U.P.E	-	Universal Primary Education
U.N	-	United Nations
U.N.I.C.E.F	-	United Nations International Children Emergency Fund
U.N.G.E.I	-	United Nations Girl Education Initiation
U.N.D.P	-	United Nations Development Program
U.N.E.S.C.O	-	United Nations Educational Scientific And Cultural Organisation

U.N.M.D.G.S - United Nations Mellenium Development
Goals

ABSTRACT

The study area covered Kampala Division choosing one zone that was Kiti Falawo zone, Kawempe division.

The local members of the community were treated as key informants, the study focused on factors influencing girl children education in Uganda.

Random sampling was used to select 60 respondents from one zone from the division as well as key informants qualitative and quantitative techniques were used where by the qualitative data was coded and tabulated while quantitative data was anally selected before, during and after collection.

The study from the findings was mostly on social factors, it was noticed from the findings, as the most affecting problems, hindering girl child education. It made a number f recommendations including strengthening the situation of parents and guardians on the roles and obligations and a mechanism to be put in place to obligate parents to fulfill their school parental responsibilities of giving child education legal provisions to be put in place to impose sanitations against parents and guardians who fail to keep girls at school and introductions to those girls who can't attain school.

CHAPTER ONE

1.0 Introduction

This chapter contained the background, purpose of the study, statement of the problem, general objectives and specific objectives, scope of the study, research questions and limitation of the study.

1.1 Background

Nearly a billion of people can't read and write 300 million of our school aged children are not in school. Two thirds of those who cannot read and write are women 60% of children in school's are girl's (World Bank 1990). Many countries still do not provide basic education for children. Numerous students' are not the schools these lucky enough to be enrolled to primary, dropout before completion and the level of achievement student's attain is often low. That problem's affect girl's more than boy's. In Africa for stance, only 57% of school age population for girls primary school environment compared with 75 % of boys.

The education of female is paramount to the development of the nation. Women are involved in all kinds of activities bolt at the community level and regional level like farming, trading, child bearing and general house hold.

In of the government has expressed a strong commitment towards education for all. However, it's still a country that has one of the lowest female illiteracy rates in Africa. Thus, education is recognized as a basic human right vital bolt to development of individuals and societies in the world civil child education has been much a global priority by the until nation's millennium development goal (UNMDGS) and education for all (EFA). Together, these initiatives call for universal completion of schools eliminations of gender disparity and improvement of quality of girl child education. Girl child education is a sensitive area that need's to help education. Civil child education is a sensitive area that needs to help people to appropriate and address it's important to provide necessary resources, adequate social support and use of appropriate languages with a view of balancing scholars between boys and girls as far as education is concerned.

This is not a concern for women alone because the benefits are far reaching for the whole society or world. Therefore we need to recognize that men or boys are girl's allies (they appropriate girls as mothers, sisters and auntie so emphasis tics) and can effectively contribute to solutions. Hence the low level of literacy not only impact on women's living's and country's economic development, numerous studies show that illiterate women have generally high levels of maternal, mortality, poor nutrient of all status, low earning potential and little autonomy

impact on the health and wellbeing of her child for instance, a survey in carried out by ministry of education and sports(MOE'S) and statistics found out that infant mortality was inversely related to mothers educational level, additionally the lack of educated population can be impediment to the country's economic development.

Thus education has been generally a high priority with government in a new millennium, Uganda consolidated its earlier education reforms which increases in resources and stronger policy commitment for achieving elementary education for all, particularly girls.

In East Africa, it's taken as a vital aspect to development of a child in 2002, there was a census conducted showing average literacy for the entire population, where by 61% females were lower than 76% for male. In Kampala (1994) the enrolment ratio of children in primary school's aged 6% was 79 % with no major differences between both sexes' high lights shown that only 43% completed primary education with male's being 51% while girls are 36%.

This pointed a picture of lower literacy rates, retention and rising educating level. In 1997, the forum for African woman education list (FAWEL) was formed to address such gender disparity in education

that is manifested in low girl's rates of access, relation and performance especially at primary and secondary levels.

These initiatives well formed to directly to indirectly in hence girl's education like government initiators of affirmative action of tertiary level of girls, universal primary education , secondary education as well as non government organization activities, ranging from sponsorship to provision of infrastructures statistics indirect 87% of primary age's school 6-12 years' attend school. Even though the history of education in Uganda dates as far back as far back as introduction of Christianity by missionaries, the first school's opened up engaged in informed education and formal education. In informal educational girl's were discriminated mostly, not allowed to attend school education, but performed house hold activities.

1.2 Statement of the Problem

Many different factors affect girl child education, and have a major impact. According to Uganda Burea of statistics (2000), the number of illiterate girls in Uganda was 8,840,000 countries wide in Kawempe Division, where the study will be done on a number of drops out girls in the country. It is not crystal, despite the various efforts made by nations, first parents, NGO's, government to improve the situation, it was asserted that illiterate girls are affected by various cultural, physical, economic and social factors, yet a comprehensive study was done solve the problems affecting them, this therefore completed the

researcher to study the factors affecting girl child education so as to reduce on the magnitude of the problems that may be created if such a situation that have far reaching negative effects on the community is not controlled.

1.3 General Objectives

The general objectives of the study were analyzed, the factors affecting the girl child education in Kawempe division, Kampala district.

1.4 Specific Objectives

- a) To find out the cultural factors affecting girl child education?
- b) To establish the physical, social and economic factors limiting girl education?
- c) To establish the remedies to facilitate girl education?

1.5 Purpose of the Study

- a) The study was part of my research for the award of Bachelors Degree in Social Work and Social Administration
- b) The study will be important to the parents and guardians to improve the education of their child
- c) The study will be crucial to head masters to improve on the education system of their schools
- d) The study will suggest measures to facilitate girl child education

1.6 Scope of the Study

The study was carried out in Kampala division in Kampala district with the random sampling of 60 respondents from one zone. The study was concerned with factors affecting girl child education for example culture, physical, economic and social factors. The respondents will include the dropout girls from school, illiterate girls, parents, headmasters and local village councilors and this study will be considered in the period between 2005 to 2013.

1.7 Research Questions

- a) What are the cultural factors affecting girl child educations?
- b) What are the physical factors affecting girl child education?
- c) What are economic factors affecting girl child education?
- d) What are the remedies of social factors limiting girl child education?

1.8 Limitations

As a measure to without difficulties which will be experienced, the researcher will face some limitations as explained below;

- a) Negative attitude of the respondents, different communities especially the ignorant or illiterate have a low attitude towards questionnaires.
- b) Time constraint of the semester, it requires loss time that may be ideal. For an ethnographic study of 4 week's than six week's.

- c) There was self selective bias that every respondent who will receive the questioners will return it and so the attitude and motivation that will be different from those who are low, hence findings were not a representation of total study population.
- d) Lack of opportunity to clarify issues, if for any reason a respondent does not understand the question; there will be no opportunities for him to have the meaning clarified. If different respondents interpret questions differently, this affected the quality of information provided.
- e) Limited application, questioners cannot be used on every person that is application of limited to study population that cannot be used on every young and every old woman
- f) Low response rate, some questioners do not return back to the researcher by respondents

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter will deal with literature review from selected researchers and writers on factors that affect girl child education, it will consist of general information, culture, physical, economic and political barriers, and remedies to problems affecting girl child education.

2.1 General Information

A wealth of research over the last few years has established the factors that affect the girl child education in Uganda, Fagor ind ad sac (1989) refered to pasacharopoul's (1985) who received research from 61 countries and concluded with many social, cultural, political, economic and physical barriers. According to World Bank (1996) various students have identified a number of factors that constrain school enrollment and compete in the world especially Uganda, thus according to Hertzysobbero.

Habbits and Parcey (1991), also indicate that selection collected returns to schooling for girls of ten decreases than the boys.

2.2 Cultural Factors Affecting Girl Child Education

According to United Nations report (1990), it observes the major cultural practices which affect girl child education in Africa. By the year 2000 it investigated that forty million girls in developing countries are affected by cultural practices in their communities. In some this is equivalent to one in every 6-19 girls. According to Hersch, quoted a joint WHO / UNICEF / UNEPA statement of 200 girls, behavior and cultural values, however senseless or destructive, they may appear from a personal and cultural standpoint of others that 16 various cultural practices have a role to play in the sustenance of fabric of societies, however, studies show a lot is done in preserving culture which limits girl child education in society (Codaga and Heneveld, 2001).

With cultural barriers, early marriage is the most often cited reason that girls drop out from school, especially the Masai. (MGEF, 2001). Elizabeth Nyinduru and Isaac Lwa)

Circumcision is a rite of passage in womanhood that accompanies puberty and an immediate precursor to marriage. Once circumstances change they are reticulated by their peers, if they continue their education since school is for children, Elizabeth Nyinduru and Isaac (2004) further escalate the pressure of early marriage which is the reality that Masai culture women are traditionally valued on the

issues of how many children they can produce for their husband's not by how educated or economically successful. They might become.

Davidson J. and M. Kanyuka (1992)(UNICEF) add's that fear of early pregnancy is the second most frequent reason that girls drop out of school, according to United Nations study of female education, over 53 percentage's of girls get pregnant at an early stage in most primary schools of rural areas. In Masai culture, children as young as nine years old are not allowed to stay in the same house with their father and instead sleep in a separate house without supervision.

2.3 Physical Barriers to Girl Child Education

According to UNGEL(1997) about 48 percent of girls in rural areas drop out of school due to physical barriers, a study by Ministry of Education and Sports in Karamoja showed that walking long distance to school was the most causing barriers to girl child education.

Especially pastoral Karamoja require a significant resource to graze their cattle their villages are constructed far apart from each other as a result, one school in the village serves typically within a 5-20 kilometers radius no cars, buses, horses, even bicycles available to the Karamojong children (DR. Dehuran Kasente 2000) gender and education. So they must walk this great distance. Many girls are denied an education solely because of the long walks

Even those who make it at school in the morning often without having had anything to eat are tired and their ability to concentrate is impaired. Also it is often late when children arrive home often such walk's and finished with their responsibility at home, it is dark and their electricity or artificial light.

2.4 Economic Factor's Limiting Girl Child Education

According to UNDP and NPEC (1999) one million girls below 18 years drop out of school in Uganda because of economic barriers with the cost of education especially karamoja(tammy ashel 2002 and dr. debunan kasente 2000) girls do not enroll in primary school, attend public day school which are free. All students are required to wear uniforms and many families cannot afford even the uniform needed for their child to go to school. Public primary boarding schools which offer many advantages are prohibitively to most karamojong families the quality of education in these rural is rarely adequate to prepare students for national tests which are required to go and work fully over crowded with a student teacher ratio as high as 100.

Returns in investment (Florence nightingale 1996) add's that the number of these few families that are able to pay education costs, there is a wide spread cultural preferences for educating son's first in this stem from tradition that karamojong girls leave their parents villages and become a member of husbands family upon marriage,

karamojong fathers tend therefore to believe that their family will not benefit from investing in their daughter education.

Additionally, economic incentives for early marriage increase the wealth of karamojong girl's family through combined cattle and cash dowries and since a girl joins her husband's family upon marriage, her father is revival of economic burden of supporting her. The practice of early marriage is also worsened by the increasing many their daughter's off at increasingly young age's 2.6 social barriers to girl child education.

According to UN (2000) about 200 million children are affected by social factor's in the world especially in developing countries(mark and neil 2001), study about 40% of girls are affected socially, this causes to great impacts of early pregnancies and sexual harassment's which often lead to spread of many diseases like in northern Uganda.

According to UBO'S, over 900,000 girl children were affected by social factors. An assessment conducted by ministry of education and sports in Uganda in 2006 and 2008 showed that less than 30% of school age girls are enrolled in schools throughout the country. This low enrollment was attributed to social barriers that did not favour education. In 2008, UNICEF initiated girl's education movement throughout northern Uganda. Thus a number of development

agencies were finding to work with state ministry (Maimbolwa Singangwe S.I.M (1994)

2.5 Remedies for the problems affecting girl child education

A number of remedies have been put in place to reduce the challenges, facing girl child education in the world. 90% of the girls are now attending school, though there is still another percentage affected by social, cultural, physical and economic factors.

According to UBOS, over 90% are now attending school compared to numbers in last year's, this has been so due to a number of measures, that have been put in place by the government of Uganda, to improve on the girl child education. For example laws (rules and regulations) in family for the both parents to provide education to their children not only in Uganda, this led to increase in a number of girls attending elimination of negative cultural attitudes and practices against girls.

There should be creation of women funding organizations to provide economic resources like fees or tuition or other scholastic materials to retard the factors affecting girl child education like feeder, women organizations that solve family problems and other small organization.

There should be creation of national organizations like united nations especially big women organizations to solve the problems of girl child education.

There should be more creation of social services by the government like schools to provide enough education for especially the girl child. Putting in place school social workers and other administrative tempers to provide career guidance and counseling to the girl child education.

Provision of scholarships by the government to the girl child to reduce on the illiteracy to retard to the problems affecting girl child education for example financial problems.

Increase awareness, and protect the rights of girl child education
Eradication of violence against girl child creating laws through non government organizations eliminate discrimination against economic exploitation of girl child and protect them at work. Strengthen of role of family improving the status of girl child's

CHAPTER THREE

METHODOLOGY

3.0 Introduction

It briefly looks at various methods that were used in collection of data.

It also provided descriptive information on the methods and instruments that the researcher would use in collecting and analyzing data.

3.1 Research Design

It adopts for this study a cross section survey design which involved gathering data both qualitative and quantitative data. It is critical for research to necessitate collection of data on important variables on time only from variety of respondents.

3.2 Research Methods

These are methods used in collection of data in the study. It involved the questionnaires methods and interview methods.

3.2.1 Questionnaire Method

This was a method of data collection that was used mostly on illiterate respondents. It involved structures, simple open and closed ended questions which are to be written down in line with the objectives of the study. It saves time that might be wasted in process of answering questions.

3.2.2 Interview Method

This method of data collection was used on literate respondents in the community, e.g. local councilors, head master, and parents. It involved face to face means, with explained questions in line with the objectives of the study, to ensure transparency.

3.3 Sampling Design

Firstly, one out of five divisions, Kwempe had a large prevalence of urban schools. From this division (Kawempe) a random sample of 60 respondents from zone was carried out. The sample from each category reflected the proportion of girls being affected in the area.

3.4 Data Analysis

Information collected from various interview schedules and questionnaires was verified, organized systematically and edited to bring out issues in the implementation in case of study. This study attempted to catch required information by using different techniques of data collection from different source. The data was organized into different categories questionnaires which are to be used and entered into computer programs and edited. Questionnaires from respondents were few in number, and the required information was used directly without manipulation. Interviews were properly categorized and entered into entries.

Data analysis for questionnaires was performed by using computer data and tabular analysis program.

3.5 Validity and Reliability

This study derived the self of operational measures for concepts which were studied from the literature and instruments which will suggest the studying of girls issues on education Kampala. Two types of instruments were used, questionnaires, and guided interviews. Finding and results from study are to be interpreted in relation to the review of literature for purpose of analytical generalization.

Procedures and specific activities are to be followed in the present, printed results, questionnaires are to improve and interviews were focused.

CHAPTER FOUR

4.0 Findings

4.1 Introduction

This chapter provided the data collected from the field and the findings which were from the primary data which was directly from the respondents and secondary data which was got from already written sources. Qualitative and simple statistics such as tables, percentages were used. Instruments used like questionnaires and interview guides ensured the validity and reliability of the information to write a report. Hence presented findings of the study which included cultural, economic, physical and social barriers affecting girl child education.

4.2 General Information.

All the respondents interviewed were faced with a number of problems. A researcher was concerned in some families in Kawempe, Kampala District.

Figure 1: The bar graph showing affected by early marriage

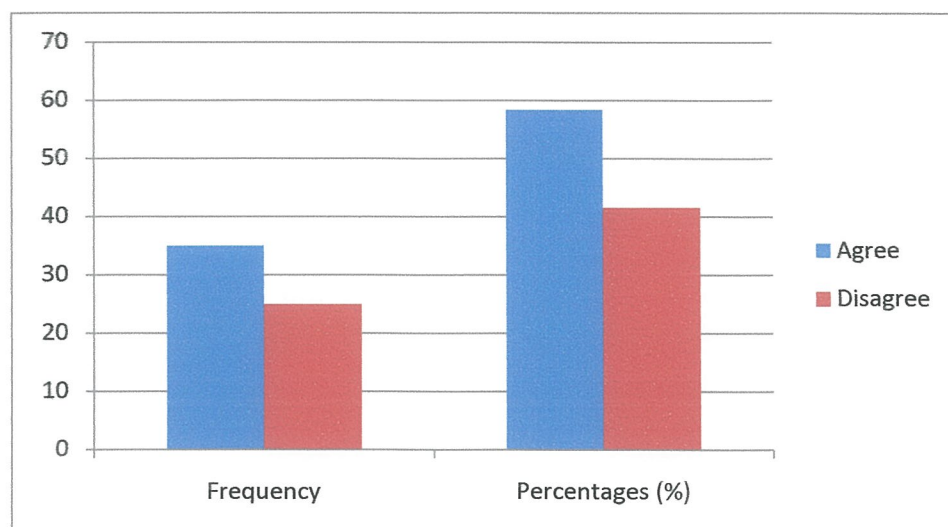


Table 2: Showing respondents affected by religion.

Response	Frequency	Percentages (%)
Agree	30	50.0
Disagree	30	50.0
Total	60	100

Source: primary data 2013

From the above table, 50.0% of respondents agreed and disagreed that they were affected by religion. This showed that many girls were both equally affected by religion. Those who were limited by religion were forced into marriage, due to laws of religion. Others had to make it a sacrifice, not to attain school. Hence as a matter to survive by business, kawempe was multi religious division, especially Islam. Most staunch parents married off their daughters at an early age.

Figure 2 Showing respondents affected by religion

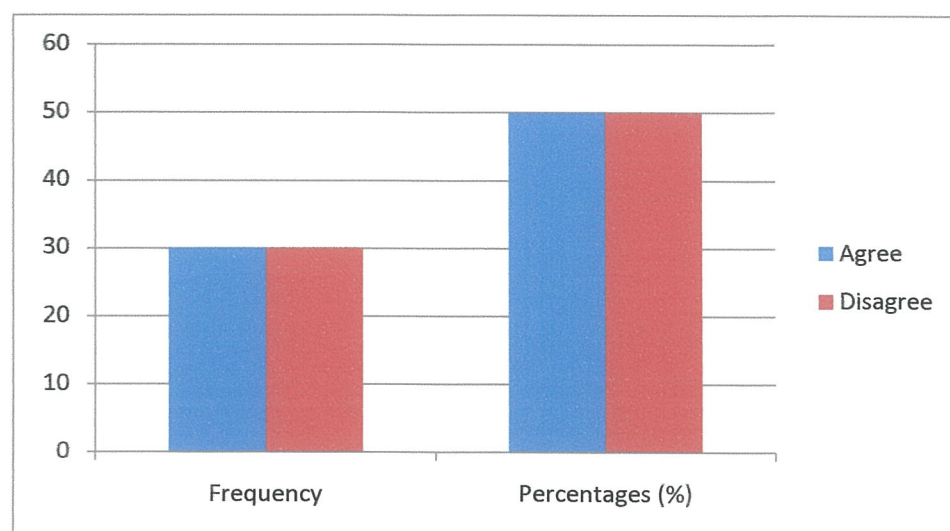


Table 3: Showing respondents affected by house hold activities.

Girls' response. I some times stay home to fulfill my obligations, especially when my mother is sick. I cook, wash, clean the house, and fetch water."

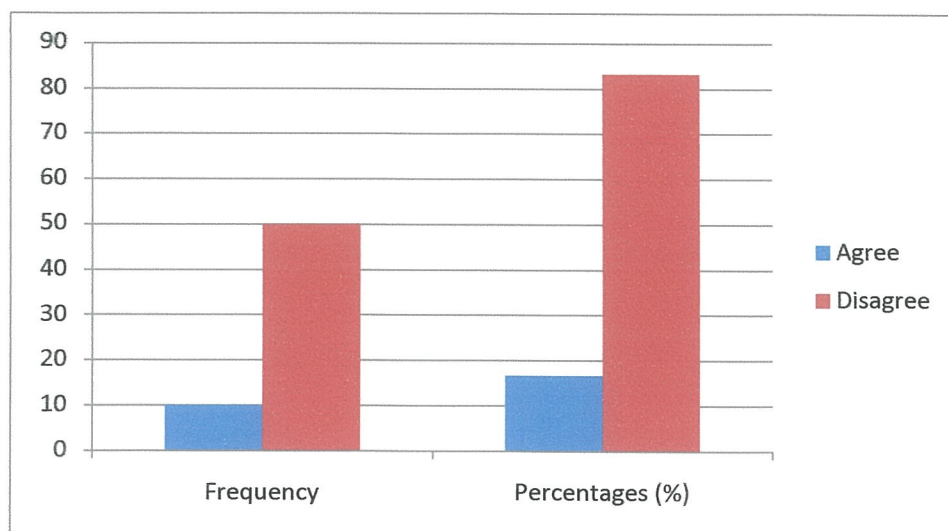
Response	Frequency	Percentages (%)
Agree	10	16.7
Disagree	50	83.3
Total	60	100

Source: primary data 2013

From the above table, 83.3% of respondents disagreed that house hold activities affected girl child education and 10% agreed. Especially in East Africa. Many girls did not attain school because of house work especially in most extended and polygamous families. In this aspect, most of them spend much of their time 24 hours cooking, baby sitting, washing, taking

care of the sick, e.t.c. In kawempe division iii keti falawo zone. There were few girls who were affected by house hold activities.

Figure 4: Showing respondents affected by house hold activities.



2) Economic Factors

Table 5: Showing respondents affected by poverty.

Response	Frequency	Percentages (%)
Agree	46	76.6
Disagree	14	23.4
Total	60	100

Source: Primary data 2013.

From the above table, 76.6% of the respondents agreed that were affected by poverty and 23.4% respondents disagreed. This showed that there were very many girls who were affected by poverty. Especially in low developing countries like Uganda, poverty is one of problem affecting different communities. Many girls were not attaining school especially in

extended families, and polygamous due to many children. It was the boys who attained school, since they were taken as them most important, in community.

Figure 6: Showing respondents affected by poverty.

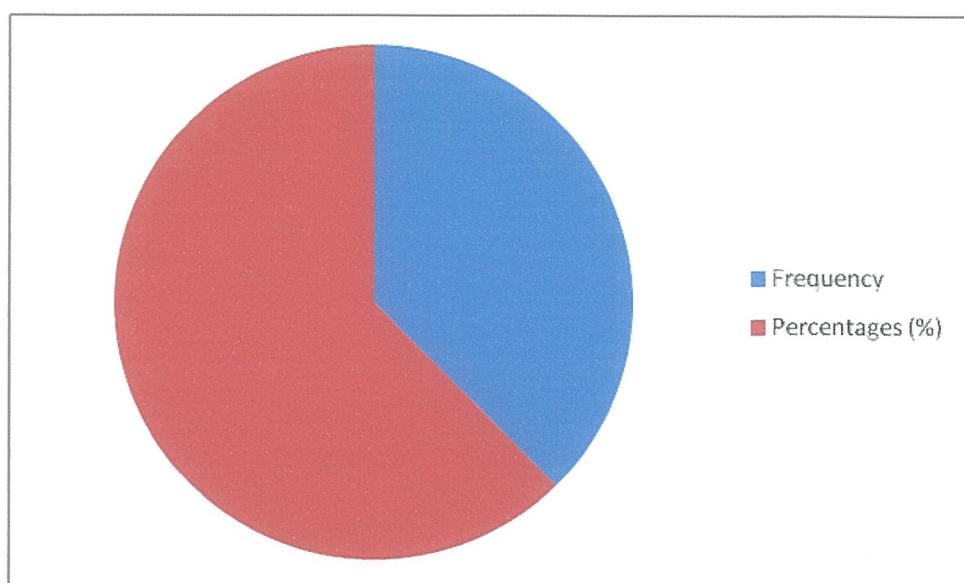


Table 7: Showing respondents affected by income generating activities.

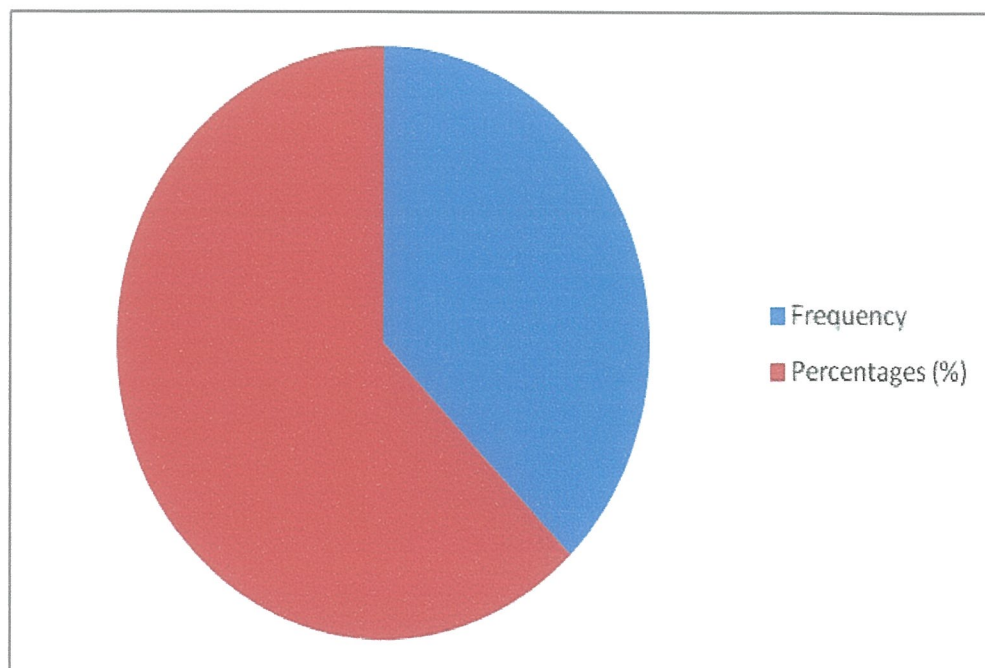
Response	Frequency	Percentages (%)
Agree	5	8.3
Disagree	55	91.7
Total	60	100

Source: Primary data 2013.

From the above table, 91.7% of the respondents disagreed to be affected by income generating activities and 8.3% of respondents agree. This

showed that they were few girls who never attained school. kawempe is a trading centre full of different income attractions like disco were girls mime on stages. The reason in this aspect was that many girls wanted to support their families, especially in poor families. Others were just attracted to the economic activities, since ketifalawo was trading place with various businesses. Hence wanted to be independent

Figure 8: Showing respondents affected by income generating activities.



3) Physical Factors

Table 9: Showing respondents that are physically disable (lame, blind, deaf).

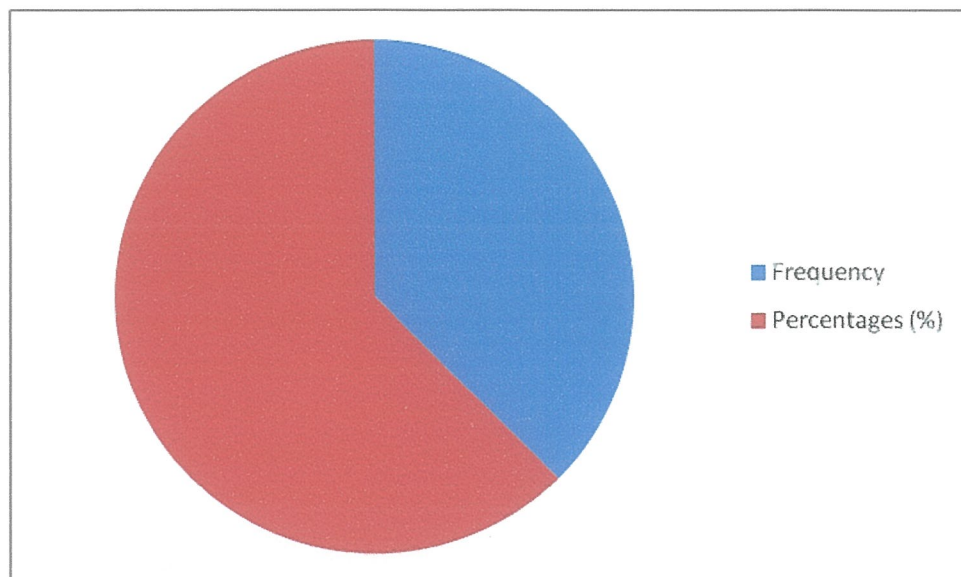
The doctors' response 'most of patients are lame and deaf. They perform few activities, and are just helped by their relatives"

Response	Frequency	Percentages (%)
Agree	33	55.0
Disagree	27	45.0
Total	60	100

Source: Primary data 2013.

From the above table, 55.0% of the respondents agreed to be physically hand carped and 45.0% disagreed. Hence this showed that there were very many girls who never attained school because they were physically disabled in ketifalawo zone, in Kawempe. Thus many girls never attained school since they were lame, blind and deaf. And those who were lame at least had reached a certain level of education, and dropped out.

Figure 10: Showing respondents that are physically disable (lame, blind, deaf).



4) Social Factors

Table 11: Showing respondents who were orphans.

The orphans' response. 'I only get support from my grandmother, and few friends. And also from pet jobs to earn a living.

Response	Frequency	Percentages (%)
Agree	43	71.6
Disagree	17	28.4
Total	60	100

Source: Primary data 2013

From the table, it showed 71.6% of the respondents agreed that they were affected by orphanage and 28.4% disagreed. This showed that many

girls in Kawempe never attained school ,since they were orphans. A number of reasons were that many girls were not supported by their relatives, since they came from poor families. Hence failed to attain school. And those who dropped out, was because there was little money to sustain the whole family especially in polygamous extended families. Others were tortured by their step parents.

Table 12: Showing respondents who re affected by diseases.

Response	Frequency	Percentages (%)
Agree	47	61.7
Disagree	23	38.3
Total	60	100

Source: Primary data 2013.

From the table above, 78.3% of respondents do agree that were affected by diseases and 21.7% disagree. This showed that there were very may girls who were sick and never attained school in ketifalawo zone of Kawempe. Diseases which affected the body system, and limited their activities were diabetes, pressure, STDS, and HIVS or AIDS.

Table 13: Showing respondents affected were negatively affected by parents' attitude.

The response from the chair man 'Many parents are drunkards and fail to fulfill their responsibilities, others are separated (divorced) and do not mind about their children"

Response	Frequency	Percentages (%)
Agree	37	61.7
Disagree	23	38.3
Total	60	100

Source: Primary data 2013.

From the above table, 61.7% of respondents agreed that were negatively by parents attitude towards education and 38.3% disagreed. This showed that there were very many girls who never attained school in Kawempe division. It is a division with very many religions, the most being Islam. Those who were religious instead married their daughters off dropping out of school at an early age because of the laws of their religion

Many parents who engaged in smoking, gambling, drinking, and others never attained school. Polygamous fathers were poor and did not want their children to attain school.

Table 14: Showing respondents engaged in delinquent behaviors.

From the headmaster's response 'Many girls escape and get pregnant at an early age.

Others disrespect their parents by eating school fees, and steal pocket money from home.

Others don't reach home on their way back home, spending days somewhere. That is why they drop out from school."

Response	Frequency	Percentages (%)
Agree	32	53.3
Disagree	28	46.7
Total	60	100

Source: Primary data 2013.

From the above, 53.3% of respondents agreed that were engaged in delinquent behaviors and 46.7% disagreed. This showed that many girls were engaged in delinquent habits which limited them to attain school. Ketifalawo zone is a trading village which was composed of many activities. E.g. gambling, prostitution, smoking, peer groups, discos e.t.c. Hence most girls escaped from schools for disco, others never respected their parents and teachers, and dropped out due to various reasons, like peer pressure which led to early pregnancies

CHAPTER FIVE

5.0 Conclusion and Summary

The research in this study investigated factors affecting girl child education in Kawempe from one zone.

Among the respondents interviewed from the findings, it was found out that, 58.4% of the respondents agreed education and 41.6% disagreed. This showed that in Ketifalawo zone in Kawempe, they were many girls who were affected by early marriages.

From the respondents interviewed, 50% agree, and disagree that they were affected by religion.

From the findings again, 83.3% disagreed that they were affected by household activities and 16.7% agreed. This showed that they were very few girls who were affected by household activities.

From the economic aspect, it was found out from the findings that 76.6% agreed to be affected by poverty and 23.3% disagreed. This showed that poverty affected most of girls to attain education.

Among the respondents interviewed, engaged in income generating activities, 91.7% disagreed that they were affected and 8.3% agreed.

From the respondents interviewed 55% agreed that were physically disabled and 45% disagreed. This showed that they were very many girls who were physically affected to attain education in Ketifalawo.

In social aspect, from the findings among the respondents interviewed, that were orphans, to attain education 7 1.6% agree and 25.4% disagreed.

Among the respondents interviewed, those who were affected by diseases, 78.3% agreed and 21.7% disagree. Thus many girls failed to attain education because they were affected by diseases.

From the findings again, among respondents interviewed who were affected negative attitude of parents, 61.7% agreed and 38.3% disagreed. Thus many girls failed to attain education due to negative attitude of parents in Ketifalawo zone.

Among the respondents interviewed, those who engaged in delinquent behaviors and failed to attain education, were 53.3% who agreed and 46.7% disagreed. Hence this showed that, that they were very many girls who failed to attain education due to engagement in delinquent behaviors.

5.1 However, the remedies faced by the community were.

a) The school inspection system was weak and irregular, with the rest that motivated and enthusiasm of head teachers does not match that of the county's executive in the supply of UPE. Hence despite the fact the rate of illiteracy drop out in schools appears to be alarming, as children ascent through the rungs of school system, these do not seem to be any corresponding concerns to keep girls in school, as there was enrolling both primary and secondary. In other words,

retaining girls in schools did not seem to be a highly prized by some of parents, community and the school for the first time.

b) Parental and guardian responsibility towards keeping girls in school was wanting. It appeared that parents and the community did not appreciate the negative impact of education on children's school performance. Furthermore it appeared that many children and parents did not appreciate the value of education.

c) Despite the fact that, the government had committed itself to waive fees for primary and secondary education, there are parents and guardians who still did not send their girls to school at all, yet some of them found money to do their other house hold activities such as habitual drinking.

5.2 Recommendations

a) Government should strengthen the situation of parents and guardians on their roles and obligations and a mechanism put in place to obligate parents to fulfill their school parental responsibilities of giving children packed lunch, providing them with school requirements and doing everything possible to keep them (girls) in school.

b) A legal provision should be put in place to impose sanctions against parents and guardians who fail to keep their girls in schools.

- c) Since government has committed itself to help to provide tuition to girls, parents should be compelled to take the responsibility of providing their girls with other school requirements.
- d) Head teachers should supervise the teachers so that they carry out their duties properly.
- e) Parents should be compelled to ensure that children (girls) are well prepared for school.
- f) Government should introduce universal education in other schools to cater for those who cannot attain school.
- g) There should be provision of loans to parents who cannot afford education for their children especially those who cannot complete school requirements
- h) There should be provision of education services through non government organization e.g. scholastic materials, scholarships through plan international.
- i) Parents should be compelled to orient their children, especially girls in their stages of puberty, because of the development changes that come into their lives.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE

Tick the right answer only and fill the blank spaces where required.

1. Have ever been in school?

Yes ☐ No ☐

2. If yes, which level did you attain?

Primary ☐

Secondary ☐

Tertiary ☐

No education ☐

3. If no, give reasons why.

.....

4. Who gives you support?

Parents ☐

Relatives ☐

Friends ☐

None ☐

5. Which types of family do you come from?

Nuclear ☐

Extended ☐

6. If extended, are you polygamous?

Yes ☐

No ☐

7. If yes, do you attain school?

Yes ☐

No ☐

8. If no, give reasons.

.....

9. Do you have both parents?

Yes ☐

No ☐

10. If yes who is the head of the family?

Father ☐

Mother ☐

11. Does he/she work?

Yes ☐

No ☐

Physical Information

12. What disability do you have?

(a) Deaf ☐

(b) Blind ☐

(c) Lamé ☐

(a) and (b) ☐

(b) and (c) ☐

(a) and (c) ☐

13. What was the cause of your disability?

Natural cause ☐

Accident ☐

Disease ☐

Other factors ☐

14. Is it a temporary situation?

Yes ☐

No ☐

15. Is it a permanent situation?

Yes ☐

No ☐

16. If yes, are you able to attain school?

Yes ☐

No ☐

17. If yes what problems do you face?

.....

Social Factors

18. Are your parents divorced?

Yes ☐

No ☐

19. If yes, who stays with you?

Mother ☐

Father ☐

Relatives ☐

Friends ☐

None ☐

20. Who gives you support?

Mother ☐

Father ☐

Relatives ☐

Friends ☐

None ☐

21. Are they educated?

Yes ☐

No ☐

22. If yes, what is their attitude towards education?

.....

23. If no, what is their attitude towards education?

.....

24. Why did you marry at an early age?

Forced by parents ☐

Poverty ☐

Early pregnancy ☐

Financial reason: ☐

Other factors ☐

25. Have you ever been affected by any disease?

Yes ☐

No ☐

What disease?

.....

26. Have you ever been engaged in any delinquent behavior?

Yes ☐

No ☐

What behavior is that?

27. Does household work limit you from attaining school?

Yes ☐

No ☐

28. If yes, how much work do you do at home?

.....

Parents' Information

29. What is your marital status?

Married ☐

Single ☐

Cohabiting ☐

30. Do you have children?

Yes ☐ No ☐

31. If yes, how many girls do you have?

One ☐

Two ☐

Three ☐

More than three ☐

32. Are you working?

Yes ☐

No ☐

5.7 Interview schedule Parents' information.

33. If yes, what is your occupation?

.....

34. What is your attitude towards education?

.....

35. How often do you orient your girls?

.....

36. What problems do you they face?

.....

Local Council Information

37. How many girls attain school?

.....

39. How many cases of girls do you record every month?

What attitude do parents have towards girls education in this zone.

.....

40. What kind of cases do you record down?

.....

Head master’s information

42. How many girls attain school?

.....

43. How many girl cases do you record in your school?

.....

44. What problems do they face at school?

.....

45. What kind of cases do they drop out from school?

.....

46. How many girls drop out from school?

.....

Doctors' Information.

47. What kind of diseases have you treated affecting girls not to attain school?

.....

48. What kind of disabilities have you treated with girls?

.....

49. How many young pregnant mothers have you treated?

.....

THANK YOU