

**THE ROLE OF MEDIA COVERAGE IN GIRL CHILD EDUCATION IN UGANDA: A
CASE STUDY OF RAINBOW MONITOR PUBLICATION**

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF HUMANITIES AND
SOCIAL SCIENCES IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF A BACHELOR'S
DEGREE IN MASS COMMUNICATION OF
KAMPALA INTERNATIONAL
UNIVERSITY**

SEPTEMBER, 2016

DECLARATION.

I YASMIN MUHAMMED declare that this research report is my original work and has never been submitted to any other university for any academic award.

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APPROVAL

This research report has been done under my supervision and is ready for submission to the college of humanities and social Sciences for examination with my approval as a University Supervisor.

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DEDICATION

I YASMIN MUHAMMED dedicate this piece of work to the almighty God my loving Mum fatuma elmi and dad muhammed abdulle and my charming brothers and to my best friend. To you am forever grateful and in debt.

ACKNOWLEDGEMENT

First I Thank the Almighty God who has stood by me throughout my three years at Kampala International University giving me good health during this period. I must acknowledge that this research has been made possible through support and cooperation of many people. I would like to extended my sincere heartfelt gratitude to all those who have assisted me in one way or another through the process of putting together this research.

My sincere thanks goes to of Kampala International University for her valuable support time guideline patience and guidance. Her constructive comments and keen interest in the development of the proposal which became a great source of inspiration. I am very grateful and it has been my pleasure to work with her. May the almighty God reward you.

My most Heartfelt thanks goes to all the support of staff for ensuring this project become a success: not forgetting support from Mass communication class of 2016.

Special thanks and gratitude to my loving dear Mum fatuma elmi and my loving dad muhammed abdulle my brothers hado, muzamil and mudathir, for their tireless encouragement moral and financial support throughout my studies; am humbled by your gestures and forever in your debt.

May the Almighty bless you all.

LIST OF ACRONYMS

CRC	Convention on the Rights of the Child
EFA	Education for All
EFAGMR	Education for All Global Monitoring Report
EPDC	Education policy and Data Center
FAWE	Forum for African Women Educationalists
FAWE-U	Forum for African Women Educationalists Uganda Chapter
GEM	Girl's Education Movement
GER	Gross Enrolment Ratio
GoU	Government of Uganda
MDG	Millennium Development Goals
MoES	Ministry of Education and Sports
MoGLSD	Ministry of Gender Labour and Social Development
NER	Net Enrolment Ratio
NWASEA	National Women's Association for Social and Educational Advancement
PEAP	Poverty Eradication Action Plan
SFG	School Facilities Grant
UACE	Uganda Advanced Certificate of Education
UCE	Uganda Certificate of Education
UNESCO	United Nations Education Scientific and Cultural Organization
UPE	Universal Primary Education
USAID	United States Agency for International Development
USE	Universal Secondary Education

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CHAPTER ONE

INTRODUCTION

1.0. Introduction

This chapter comprises of the background statement of the problems purpose of the study general objective objectives of the of the study research questions scope and significant of the study conceptual Frame work.

1.1. Background of the study Global

Education is a human right that should be given to all human beings. There are lots of international human right instruments that provide for education as a fundamental human right which include the Universal Declaration of Human Rights (1948) International Convention on Economic Social and Cultural Rights (1960) etc. Research has also shown that schooling improves productivity health and reduces negative features of life such as child labour. This is why there has been a lot of emphasis particularly in recent times for all citizens to have access to basic education. It has however been established by researchers that improving female education is crucial for national development. Education is a basic human right and has been recognized as such since the 1948 adoption of the Universal Declaration of Human Rights. Since then numerous human rights treaties have reaffirmed these rights and have supported entitlement to free compulsory primary education for all children. In 1990 for example the Education for All (EFA) communication was launched to ensure that by 2015 all children particularly girls those in difficult circumstances and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality. Okeke Nzewi and Njoku (2008)

According to UNESCO report about 90 million children are not in school and majority of them are girls. Most girls do not have access to education despite the fact that it is their rights. The girl-child is often saddled with responsibilities which may make her not to have access to quality education. It is true that many governments make provision for the education of their citizens but the provisions most of the time do not take into cognizance the peculiarities of the girls. In that case the girl-child may not have access to education which is a fundamental human right.

Research has shown that millions of girls do not have access to schools despite the concerted efforts to push the cause forward. Okeke Nzewi and Njoku (2008) identify child labour poverty and lack of sponsorship quest for wealth bereavement truancy broken home engagement of children and house helps as the clog in the wheel of girl's access to education. The right to education which is a fundamental human right is frequently denied to girls in some African countries. In Africa many girls are prevented from getting the education entitled to them because families often send their daughters out to work at a young age so that they can get the additional income they may need to exist beyond subsistence level and finance the education of sons. Abdulahi in Maduagwu and Mohammed (2006) notes that the importance of education in the life of an individual cannot be over emphasized. Central to the most basic problems facing the girl-child is her access to qualitative education. This is because without education the realization of all other rights socio-economic and political rights becomes impossible. In the typical Afrev
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Africa in Nigerian education of the girl-child has not received serious attention. The general apathy in this regard especially among unlettered parents has to do with the materialistic concept of education that is the belief that the girl-child will eventually marry and leave the family with whatever material benefits derivable from her education to her husband's home. They would rather prefer to invest in the education of the male child who is expected to marry in the family name. Traditionally the role of women has been that of home maintenance and rearing of children. Right from childhood the girl-child is prepared and trained with the ability of cooking learning and all kinds of chores in the home all directed towards a better house wife. The gender role type thus poses a bias against the girls by the society. By and large the predicament of the Nigerian girl-child is enormous. Thus in Nigeria the girl-child is faced with a lot of problems and constraints which act as serious impediments towards her self-realization. It is therefore in line with the foregoing that we ascertain the challenges the girl-child faces in terms of education with Jos metropolis as an area of study and how the media can be used to promote the rights of the girl-child especially as it has to do with quality education.

The media have been established education has been put the forefront of the fruits to be reaped or as an objective for the development of the media. The presumed importance of the role the media can play in education can be illustrated by the views of

the former Vice-President of Tanzania. Sheikh Abound Jumbe. Speaking at an African symposium on colour television jointly organized by the Zanzibar Ministry of formation and the government of the Federal Republic of Germany he pressed that in installing colour television the Government of Zanzibar's emphasis was on education 'in the widest meaning of the word including structional programming vocational guidance home education and ssemination of healthy political ideas' (Quoted in Katz and Wedell,1990:).In Uganda the Twining Report (1939) quoted the Interim Report of a committee on Broadcasting .Services in the Colonies (1937) which commended that radio broadcasting was to be 'an instrument not only d perhaps not even primarily for the entertainment but for the lightenment of the population for their instruction in public health agriculture etc. 'Because educational facilities are not enough to satisfy the demand the ever growing population of school age children the media particularly the broadcast media) have been seen as a substitute for this formal education. This is more given technological advances which have resulted in the invention of the FM technology and the low cost ancestor radio which can use relatively cheap batteries that have abled mass communication to reach the most remote areas in the world. Since education has been linked to the creation of communication stems that can reach wide populations educational broadcasting has seen identified with development and nation building. This article addresses the concept of development communication the se of educational broadcasting in parts of Africa and how educational broadcasting has been used in Uganda. It also discusses the constraints at have hindered the development of educational broadcasting in Uganda and draws some conclusions and makes recommendations one development of educational broadcasting in Uganda in particulared Africa as a whole. Therefore the study will look at the role of role of the media in promoting girl child education in Kampala taking monitor publication as a study. (Katz & Wedell 2000)

Uganda

1.2. Statement of the problem

Despite the fact that media houses have put measures to promote girl child education through advertisement on television to promote girl child education and radios plays and articles on girl child education in newspapers. Several studies have been carried out showing the various well known barriers in different regions that stop girls from accessing primary schooling. While

these studies have been carried out among primary schools in the case of day secondary schools the factors are the same (World Bank 2005)

Further there was high absenteeism of up to 64.2% reported being attributed to various forms of child labour. There are many studies which enlist a set of barriers which affect girl's enrolment in schools mainly primary schools there are not many that focus on retention and completion of secondary schooling in Uganda. According to the World Bank.

However despite the recent reforms especially in primary education little is known about post primary education in Uganda. What is lacking is an analysis of how these various factors interact as lived realities of different girls as they attempt to get an education in Uganda and other parts of sub-Saharan Africa. The mere categorization of groups of 'vulnerable girls' living in rural areas poor infected or affected by HIV/AIDS orphaned disabled or engaged in various forms of child labour bars policy makers and other actors in educational development work from seeing beyond these categories to acknowledging their various interactions which may be necessary in coming up with strategies to improve female education attainment.

This led to the investigation of the role of the media in promoting girl child education in Kampala taking monitor publication as a study.

1.3.Objectives of the study

1.3.1.General objective

The general objective of this study was to investigate the role of the media coverage in girl child education in Kampala taking rain bow in monitor publication as a study.

1.3.2. Specific objectives

- (i) To examine the roles of media coverage in girl child education in Uganda.
- (ii) To find out the factors affecting media coverage in girl child education in Uganda.
- (iii) To identify the possible solutions to factors affecting media coverage in girl child education in Kampala.

1.3.3. Research questions

- (i) What are the roles of media coverage in girl child education in Uganda?

- (ii) What are the factors affecting media coverage in girl child education in Uganda?
- (iii) What are the possible solutions to factors affecting media coverage in girl child education in Kampala?

1.4. Scope of the study.

1.4.1 Contextual scope

This study covered the role of media in promoting girl child education in Kampala: a case study of monitor publication. This looked examining the role of media in promoting girl child education in Kampala finding out the factors affecting media in promoting girl child education in Kampala identifying the possible solutions to factors affecting media in promoting girl child education in Kampala.

1.5.2 Geographical scope

The study was carried out at monitor publication in Kampala district Uganda this is located with in Kampala district.

1.5.3. Time scope

The researcher focused on the role of media in promoting girl child education in Kampala at monitor publication within the years of 2000 to 2016

1.6. Significance of the study

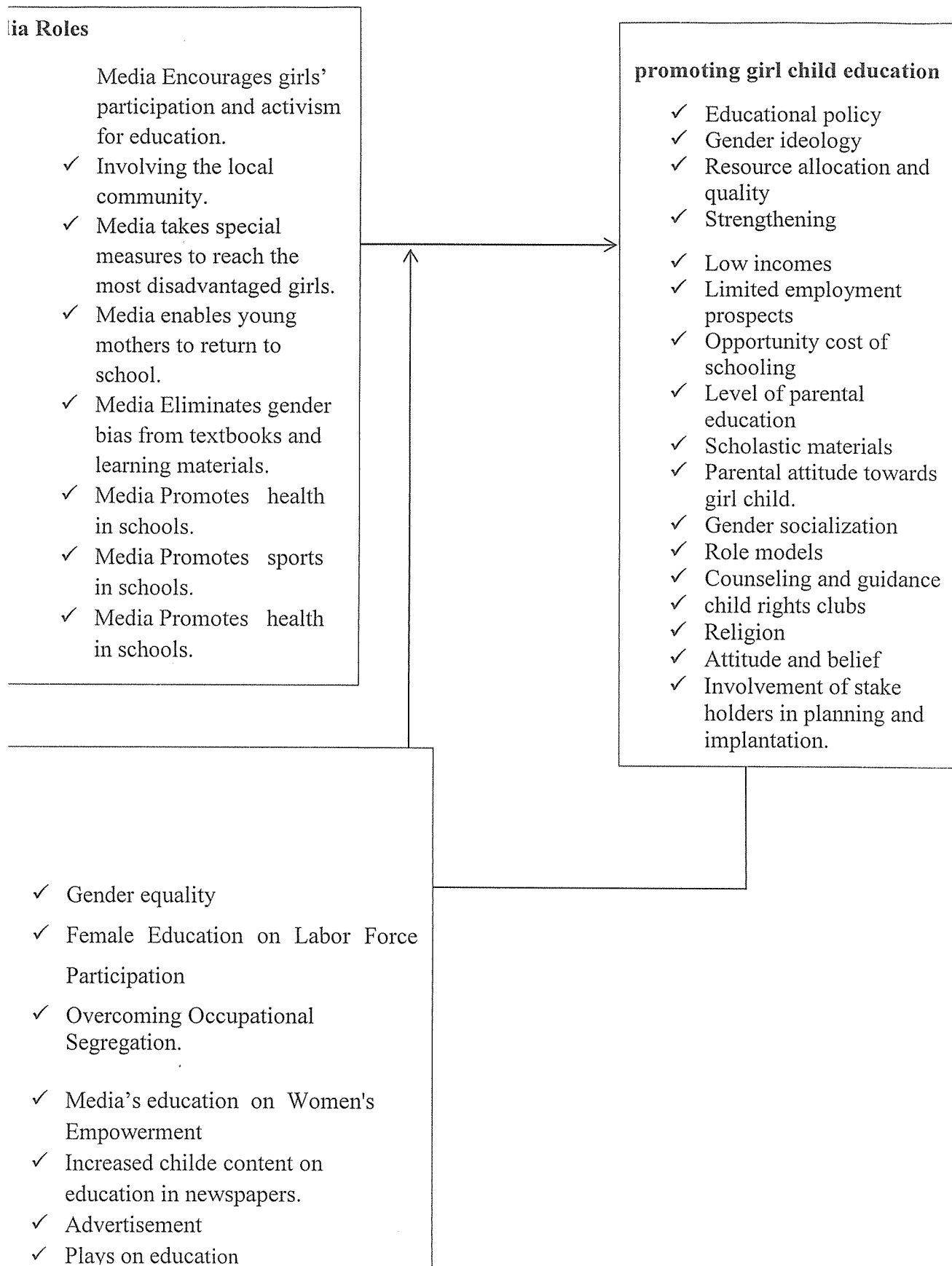
It's envisaged that the study made responsive contribution to the country relate to unity and solidarity of multi tribes with in the country. The significance of the study provided the richness of a case study scenario to underpin the impact of the social construction gender.

This information was used by the government leaders in designing appropriate measures to enhance girl child education in Uganda.

The study findings was used future as references for researchers on the topic of girl child education and media

The study reminded media practitioners that it's their responsibility to shape the society for a positive change through creating harmony which the most powerful tool in enhancing girl child education in the country.

1.7. CONCEPTUAL FRAME WORK.



Conceptualization.2016

This framework illustrates that the social-cultural and economic factors that constrain the girl's education at household and community levels were interwoven. The low income of families was another factor. Where resources were scarce and choices have to be made boys are likely to be sent to school because of the socio-cultural factors. The general conception according to summers (1992) was that the girls drop out was a result of cultural and economic ties. He sums it up in the following words: "under investment in girls was an economic problem that resulted from a vicious cycle caused by distorted incentives." The expectation that girls were to grow to serve their husbands reduces the parent's incentive to invest in their daughter's education. Uneducated women then have few alternatives and so the expectation becomes self-fulfilling trapping women in a continuous cycle of neglect.

CHAPTER TWO

LITERATURE REVIEW.

2.0. Introduction.

In this chapter an attempt was made to review precious studies which had contributed to knowledge of issues which; impose on girl's full and equal participation in education. Studies reveal that failure to invest in girl child is costly on one hand while in the other eliminating gender inequalities leads to significant productivity gains and provides larger societal benefits which enhances the poverty reduction effort.

2.1. The role of media in promoting girl child education in Kampala

Asemah (2011) argued that media have a very crucial role to play in the promotion of girl child education in any country. The media according to are agents of social change that can bring about positive attitudinal change in the audience. They set agenda for the people to follow in any society. The media are crucial to opinion formulation and eventual outcomes of events. The media are champions of human rights. They act as the eyes ears and voices of the public drawing attention to abuses of power and human rights often at considerable personal risk. Through their work they can encourage governments and civil society organizations to effect changes that will improve the quality of people's lives. Journalists photographers and program-makers frequently expose the plight of children caught up in circumstances beyond their control or abused or exploited by adults. However it is equally important to consider the children's angle in more conventional news coverage. A good way of testing the value of changes in the law or fiscal policy for example is to consider the extent to which children will benefit or suffer as a consequence. The way in which the media represent or even ignore children can influence decisions taken on their behalf and how the rest of society regards them. The media often depict children merely as silent victims or charming „innocents“. By providing children and young people with opportunities to speak for themselves - about their hopes and fears their achievements and the impact of adult behavior on their lives media professionals can remind the public that children deserve to be respected as individual human beings. Media professionals have an obligation to respect children human rights in how they operate and how they represent them.

Schlossman (1993). argued that the media have both stimulated and reflected the periods of growth in parenting education responding and contributing to changing economics demographics technology available information and political and cultural frameworks. Writings offering advice on parenting date back to the ancient Greeks; in Europe child instruction manuals were written as early as the fourteenth century

Healy (1990) argues that media role in promoting of girl child education is not only Newspapers but also other medias methods do encourage girl child education believes that newspapers prevent thinking at least in characteristic ways. Before newspapers girl child educations spent more time learning more things by talking or reading books. This required more use of the imagination. When learning through conversation a person has to formulate ideas and respond to what is being said in order to maintain the conversation however in looking at newspapers you will find that there is no room for this girl child educations to do anything else all the concentration is on the newspapers.

Pege & Extra, (2004) argued that Mass media intends to dictate various aspects including the ideal image or definition of beauty. Children start to imitate the characters portrayed in mass media without being careful enough to differentiate wrong and right which has led to several young girls develop self-esteem issues due to failure to match up to the image and beauty standards dictated by the media Children start behaving abnormally just to imitate to what they saw the actors do and this takes their time instead of doing constructive learning.

Matthew & Jesse, (2008) argued that mass media it has the negative value. For example many children instead of investing their time studying, reading good books, engaging in social activities and exercising, children choose to spend their evenings watching movies or glued to the TV sets. With the increasing technological advancement, the internet can be easily accessed by children. This exposes such children to things that they do not necessarily need to know and may not understand. The reading culture is gradually fading and substituted by mass media. This poses a negative impact on school performance as well as learning problems. Children are increasingly reporting low academic grades and problems in learning due to overindulgence in mass media

Wright & Huston, (1995) argued that media can be beneficial to children of pre-school age, studies on infants and toddlers suggest that these young children may better understand from real life experience than they do from video. Moreover, some research findings suggest that exposure to television during the first few years of life may be associated with poorer cognitive development. Early exposure to age appropriate programs designed around an educational curriculum is associated with cognitive and academic enhancement whereas exposure to pure entertainment and violent content is associated with poorer cognitive development and lower academic achievement. Children watching cartoons and entertainment television during pre-school years have poorer pre-reading skills at age 5 (Macbeth, 1996). Also children who overindulge in entertainment TV are less likely to read books and other print media

Asemah (2011) argued that journalism is understood as a social good and not as a commodity, which means that the journalist shares responsibility for the information transmitted and is thus, accountable not only to those controlling the media, but ultimately to the public at large, including various social interests. The journalist's social responsibility requires that he or she will act under all circumstances in conformity with a personal ethical consciousness. Be it as it may, the Nigerian journalist has maintained a standard of repute to the society, as well as, a standard of dispute.

Kimmel (1996) argued that media are being used to target global problems such as overpopulation, illiteracy, women's inequality, environmental destruction, and AIDS (Singhal, 2004). Bandura and his colleagues have designed dramatic serials on television and radio to inform and motivate people to change their behavior to alter detrimental societal norms and practices. For example, a serial drama was aired to address family planning issues in a region in Kenya. Compared to the control region (with additional statistical controls), contraception use in the broadcast region increased by 58% and family size declined 24% (Westoff & Thuss, 2004). Thus, media models can activate, channel, and support pro-social behavior. Media can be used more positively like to address specific issues as substance abuse). Most television channels (government and non-government-owned) give more broadcasting time to entertainment. Their programs on entertainment cover talent shows, talent quests, popular drama series, music, travel programs and reality shows.

Mark (2003) argued that a significant negative effect of the media influence is the creation of an unhealthy habit of consumerism for high-end products or overt connections to extravagant materialistic consumptions. Viewers tend to visualize another life style that encompasses the important aspects of luxury, comfort and superiority. This new life style phenomenon, which focuses on the enjoyment of life, is simply another form of hedonism; lifestyle where the sole aim of life becomes living and behaving in ways that bring pleasure. The belief holds that we can pursue only pleasure, that is, pleasure is what we ought to explained that violence on television may have behavioral and emotional effects. Behavioral effects may lead to aggression and the encouragement of people to take steps to protect themselves, while emotional effects produce shock, disgust or excitement. Has also observed that among late adolescents and adults, media campaigns sometimes seem to exacerbate negative target attitudes (i.e., boomerang effects) and behaviors instead of inducing positive change.

2.2. The factors affecting media in promoting girl child education in Kampala

Colclough & Lewin (1993) observed that African governments have not intentionally inhibited girl education. The political will and recognition of the importance of attaining education for all girls remain important in boosting female enrollments According to the World Bank (1995) the introduction of compulsory education laws in China was complemented by policies intended to reduce poverty and increase gender equality. The main decision was to develop responsibility for primary education to local communities which were expected to devise measures to increase primary enrolment especially for girls. Taking this into account specific local problems measures by government included; awareness campaigns to motivate parents to enroll all children flexible work schedules evening classes siblings care and special schools for girls. These programs succeeded in raising enrolment among boys and girls even in some of the poorest and remotest regions. Whereas this Chinese model appears to be a good intervention the study does not indicate the level of development of the community. Implementing this mode to Uganda requires further investigation on the above mentioned factors in order to contextualize it.

Kabiru Kinyanjul (1993) observed that African governments invest close to 30% of the recurrent expenditure in education. He further argued that with this enormous investment one would hope that they would be interested in monitoring and evaluating the effectiveness' and efficiency of the outcomes of their investment. Even with the introduction of Universal Primary Education

(UPE) programs in Uganda. Primary school enrollment increased from 3 Million in 1997 to 7.3 million in 2004, a doubling enrollment in a span of just seven years. The dramatic increase in enrollment has been a very positive development and provides the basis for carrying forward other improvements in primary education. Though the government deliberately encouraged equal registration of boys and girls the gender gap remained at 17%.

Wamahiu (1992) found out that girls for whom bride price had been paid undergo attitudinal changes and reject formal education perceiving them to be adults and school institutions are meant for children. It is believed that they spoil other children when they go back to school. Given the onslaught on traditional structures brought about by the combined forces of colonialism, evangelism, capitalism and modernization, this research seeks to further investigate the influence of these factors on our Ugandan contemporary life.

Njau & Wamahiu S (1994) identified sexual harassment as a factor in school girl drop out. The World Bank (1989) noted that in North Nigeria and Gambia religious traditions demand gender segregation in education especially for adolescents in education particularly for girls. This is because parents worry about the possible impregnation of their daughters in schools where male teachers dominate.

Chege & Okumu (1993) observed that for girls entering the School scheme beyond the officially prescribed age, early maturity brings its own problems making them susceptible to sexual exploitation. Davison and Kanyuka (1990) emphasized that in contemporary times the traditional division of labor stipulates that girls and boys perform certain tasks. Their research indicates that girls are generally expected to continue playing the designated traditional roles even as they attend school. Boys' roles are limited. The girl's labor is not only a cultural demand but in many cases it may be absolutely imperative for family survival.

Namuddu (1991) observed that poor performance of children clearly the girl child is related to the greater demand on their time to perform household chores. However she further observed that the age of children in question lack of interest on the part of the children and school based factors must be given credence (though her study did not further investigate these factors outlined). Furthermore a survey of 237 drop outs in Uganda by Fluerent (1992) suggests "lack of

money' as a reason for not educating children may be a cover up for other priorities where money is not an issue.

Colclough & Lewin (1993) argued that economic factors reviewed include the opportunity cost of educating the girl child economic value of girls and labour market prospects. Sending a girl to school entails direct and indirect opportunity costs which are prohibitive to families particularly the poor rural families.

Kinyanjui (1993) argued that in various parts Africa suggest that even where schools do not charge fees other levies and expenses makes schooling out of reach for a significant number of children. He also said that in Malawi for example a study by the World Bank (1990) found out that school form alone costs ten times the fees charged at Primary Level. He contended that the trend to shift educational costs to parents in the name of cost sharing is likely to work against girl's education; however the reasons why it would so happen were not investigated.

Wamahiu (1992) stressed the mistaken view that educating boys is crucial given their ultimate role as family heads and bread winners as the reasons. The other was the myth that boys are brighter than girls. Currently these reasons are debatable since there are many female headed households and girls compete equally with boys in academics. He also argued that that boys are given preference because of the belief that girls are less success orientated than boys. Since the above studies were conducted fifteen years ago the validity of these beliefs needed to be further investigated in the Ugandan context.

Fanta (1991) and Lange (1994) observed that the rapid rate of growth in urbanization has led to an increased demand for domestic labor. The poor rural households have responded by sending their daughters to this domestic market in exchange for regular income. This therefore draws girls from school said that the girl's labor was not only a cultural demand but in many cases an imperative for family survival. .

Tietjen (1991) carried out a study on the experience on equal access of women and girls education project in Burkina Faso. The results initially were illuminating. Various labor- saving technologies such as water wells and c s were introduced with the aim of reducing the women work load was rationalized that this reduced work load would facilitate a greater female

participation in education. However the project did not have the expected impact. It was found that instead of using the saved time in school attendance or other school attendance related activities girls utilized it on other domestic activities it improved their welfare. This study drew attention to a need to examine whether there were strategies of intervention drawn by organizations like UNICEF, CCF and World Vision that facilitated enrolment attainment and achievement of girls in the education system.

Agajwal (1995) studied the experience of Child Scope Project of ICF in Ghana. This project focused on empowering communities teachers pupils. Community members in identifying 'projects aimed improving relevance and efficiency in primary schools in order to attract and keep more children in school especially girls: findings showed that the participatory approach used here led them to improve their lives. The schools were identified as the primary source for changing People's behavior. However the study did not examine gender sensitivity in the empowerment of the overall community. It is possible that with this intervention boys benefited more than girls since the impact was generalized. The lesson learnt from this approach is useful but cannot be blanket or stereotyped. Further investigations of similar interventions from a gender perspective were found necessary.

2.3. The possible solutions to factors affecting media in promoting girl child education in Kampala

Blackden & Bhanu (2004) showed that gender equality in education has a significant impact on income growth and that increases in girls' participation and higher levels of gender equality in secondary education are associated with higher income in middle and upper-income countries. He also believes that countries that under-invest in girls' education grow more slowly. Discriminating against girls is not efficient economic choice. One World Bank study found that extra year of formal education increases girls' wage by up to 20 % and that the overall returns on primary education were slightly higher for girls than boys (Roman et al 2006). Therefore education can empower women within their families and communities enabling them to make better choices and decision about their welfare and to take more active roles in their communities.

Abdi (2006) argued that people greatly value education not necessary for its direct utilitarian or

economic purposes only but continuously for its overall contributions to the socio-cultural and other community-based advancements. It could bestow upon the individual and society at large. In this direction Folson (2006) says education has led to the creation of sociopolitical consciousness among people in rural and poor urban areas. To reinforce this is to say that schooling may have its drawbacks but it certainly has its rewards too. Sending your children both boys and girls to school if even at the end of the day they learned nothing at least they can help keep their surrounding clean and is in it good.

Dolado et al. (2002) found that gender segregation had been declining across age cohorts in the case of female graduates and had remained steady for those with lower educational levels. Part-time jobs which tend to be typically “female” occupations are found to be negatively correlated with education. Different studies in developed developing and transition countries reach the same result that education plays a central role in determining segregation he also Analyzed variation in the economic role of women in 65 developing countries (including Egypt) access to education was found to be a key determinant of women's ability to join the skilled labor force as technicians.

Rihani et al (2006) argued that education is one of the most important sources of women's empowerment. In addition to being one of the main five most important dimensions of female empowerment² it plays a critical role in achieving the other key dimensions. Concerning political empowerment no doubt that educated women are better informed about their legal rights and how to exercise them and thus are more politically active and can participate equally in societal and political decision-making processes. Women's levels of education determine their chances of becoming parliamentarians

Lewis et al (2008) argued that women's health and well-being education gives women the knowledge to demand and seek proper health care. Thus it is evident from different studies that there is a negative correlation between female education and maternal mortality and a positive correlation between female education on one hand and women's life expectancy and family health on the other hand. Education here refers not just to getting education but to the level of education which is found to be more important; only at secondary or higher levels of schooling does education have a significant beneficial effect on women's health Besides education enhances women's well-being. It reduces violence against them gives them a more autonomy in

shaping their lives improves their status within the family and gives them a greater voice in household decisions including financial. It is generally agreed that girl child educations (as well as adults) are exposed to a great deal of violence on newspapers. Despite recent attention to the issue a 1998 survey shows that the situation has not changed over the last two years. Of particular concern is that 40% of violent incidents on newspapers are initiated by “good” characters who are likely to be perceived as positive role models. Newspapers stories as well as advertisements expose young people to unfamiliar lifestyles and culture. Not only the girl child educations in the United States learn about life in “faraway lands” but also inner city girl child educations learn about the lives of farm girl child educations living in other countries. There has been continuing controversy about the content of the music reviews and film reviews. Sometimes leading to celebrated court battles as certain parent organizations and religious groups challenge the intrusion of these media into the lives of girl child educations and adolescents. Girl child educations who read newspapers mainly associate with those characters that are in the newspapers. It is a fact which is known that girl child educations who read newspapers cartoons mainly associate with them. They try out this super hero moves that they read and they can end up hurting themselves.

2.4. Conclusion

Since education time immemorial is the key to national development and personal emancipation government and other stake holders should step up their efforts in fighting inequality. As shown by this study there is all the will from different plays to reduce and completely eliminate discrimination. All factors at all levels are known which will make it easy to follow up decision implementation. There is good sign that many more women are engaging in small scale economic businesses and this will go a long way in supporting government programs. Sustainable incomes will spearhead not only development but also raise people’s standards of living lower infant mortality and maternal mortality as a result of more females becoming literate. Government’s plan to focus more resources at secondary school level will give the necessary springboard to the girls to gain entry into institutions which the government has planned as an outlet for students who complete secondary schooling. Emphasis has been put on vocational schools which will provide self-employment meaning that the question of unemployment for graduating girls will not arise. Families will also uplift themselves in their standards of being. Therefore this study has shown that there are several other factors that lead

students from not attending school. These factors appear to be unique in different situations and should be looked at and given attention too since they will affect girls' attendance in school. All various studies conclude that the female gender is the one oppressed and marginalized and in many countries efforts are being focused to that end. The government of Uganda should continue with the all gender inclusive programs of giving equal opportunities to all the disadvantaged.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 . Introduction.

This chapter presents the methodology which will be used in the study; it includes research Design Population of the Study Sampling Procedures Tools and Instruments of data collection Procedure for Data Collection Reliability and Validity Data analysis and Presentation and Limitations of the Study.

3.1 Research Design

The study will use a quantitative and qualitative research design for the purpose of making valid conclusions. Quantitative design which will be classified in two broad categories that is; experimental and general survey design examined the roles of media on political empowerment of women as an independent variable whereas qualitative design involved the use of questions to obtain views from the respondents.

3.2. Population of the Study

The study population ranged from Girl child monitor officials because they had the required knowledge about the area of investigation and also this was intended in order to avoid getting unbiased information from other respondents.

3.3. Sampling procedures

Sampling

Sampling is the process of selecting units (e.g. people organizations) from a population of researcher's interest so that by studying the sample the researcher may fairly generalize his/her results back to the population from which they were chosen. Types of sampling employed in this research included; random sampling and purposive sampling Cas (2006).

3.3.1. Sample Size

The respondents were selected randomly selected and categorized. They comprised of both sexes but of different marital status and age groups and the study used 100 respondents. And they included 40 Girl who have benefited from media, 10 journalists, 20 parents, 10 teachers, 20

education officials. This was intended in order to get a variety of views and unbiased response which made the study a reality.

3.3.2. Sample size and selection

The researcher used Sloven's formula to select the respondents of the study from the population using the following formula.

$$n = \frac{N}{1 + N (e)^2}$$

Where n is the required is the required sample size.

N is the targeted population size

e is the standard error or level of significance which is popularly known to be 0.05 or 5%

for study N = 100

n = ?

$$n = \frac{N}{1 + N (e)^2}$$

$$n = \frac{100}{1 + 100 (0.05)^2}$$

$$n = \frac{100}{1 + 100 (0.0025)}$$

$$n = \frac{100}{1 + 0.25}$$

$$n = \frac{100}{1.25}$$

$$\underline{\underline{n = 80 \text{ respondents.}}}$$

3.3.3. Sample Procédure

The study will use both random sampling and purposive sampling procedures. Purposive sampling will use to select different activities in the area of investigation in order to get the required data and information. Random sampling will be used because respondents had equal chances of being selected.

3.4. Tools and Instruments of data collection

The interviews used both structured and unstructured interviews.

- **Structured interview** in which the responses by the respondents are brief and specific.
- **Unstructured interview** that is where the responses are long elaborated and not specific

The interview will be conducted in group individual.

The researcher carried out interviews with Girl child and Monitor publication officials using the interview guide because it was the most appropriate method which was used to study the attitudes values beliefs and motives of people. It will also have an element of flexibility. These people were interviewed individually so as to get independent answers.

Questionnaires

This was discussed in written form whereby the responses of the participants are put on paper provided by the researcher requiring answers; the questionnaires are to be in two forms namely:

- **Open-ended questionnaire** in which the responses by the participants are free according to their understanding.
- **The close-ended questionnaire** in which responses are provided by the researcher and the participants one of them accordingly for example strongly agree or strongly disagree.

3.5. Procedure for Data Collection.

The researcher used questionnaires which were administered to carefully chosen respondents. Oral interviews with Girl child and Monitor publication officials. The researcher took the questionnaires to respondents proceed by a briefing about the purpose of the questionnaires and asks them to fill them on their convenience to allow them more time and flexibility. Later the researcher made a follow-up and collected the filled questionnaires. Careful observation of Girl child from the area of study was also carried out by the researcher.

3.6. Reliability and validity

3.6.1. Validity of the instruments

Validity means that a research tool actually measures what it is meant to measure. Alternatively it means that the tool is logical. For this case the validity of the questionnaire were tested using the Content Validity Index test (CVI). This involved item analysis to be carried out by the supervisors and an expert who is knowledgeable about the theme of the study. The process

involved examining each item in the questionnaire to establish whether the items used brought out what it was expected to bring out.

3.6.2 . Reliability

Reliability means the degree of consistency of the items the instruments or the extent to which a test a method or a tool gives consistent results across a range of setting or when it is administered to the same group on different occasions.

3.7. Analysis Tools

The data analysis was done by presenting data in form of charts frequency and percentage tables which was accompanied by interpretations and then be studied critically to have different views of the study. Reference was also given to show another perspective evidence of the study .This was an act as a basis for further research on media and empowerment of women.

3.7.1. Editing and Spot Checking

The researcher edited and spot checked during and after each interview with the respondents. This was done in order to ensure that information given was logical accurate and consistent. Obvious errors and omissions were corrected to ensure accuracy uniformity and completeness so as to facilitate coding.

3.7.2. Coding.

This was done in order to ensure that all answers obtained from various respondents were given codes and classified into meaningful forms for better analysis.

3.8. Limitations and solutions of the Study

In the study the following limitations were met: There is mounting pressure from the administration for students to complete the research on schedule which affected the quality of research.

The study required a lot of time to be dedicated to collect substantial data from one respondent to another making observations continuous review of literature data analysis and report writing and this was worked out by devoting more time on the research work by reducing on the leisure time at her disposal.

Some of the targeted respondents aren't willing to set aside time to respond to the investigator's questions thus somehow end up frustrating the researcher's efforts to collect substantial data. The researcher also will face a problem of some rude and hostile respondents.

3.9. Ethical considerations

It is important during the process of research for the researcher to understand that participation is voluntary; participants are free to refuse to answer any question and may withdraw any time.

Another important consideration involved getting the informed consent of those going to be met during the research process which involved interviews and observations bearing in mind that the area bears conflict.

Accuracy and honesty during the research process is very important to the researcher his research. The researcher should treat the project with utmost care in that there should be no temptation to cheat and generate research results since it jeopardizes the conception of research.

Personal confidentiality and privacy are very important since the thesis was public. If individuals have been used to provide information it is important for their privacy to be respected. If private information has been accessed then confidentiality has to be maintained.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.0. Introduction

This chapter presents the findings of the study and their subsequent interpretations.

The data was collected using both quantitative and qualitative methods, which was then analyzed and processed to make it useful and understandable. Data was collected, tabulated and then analyzed.

4.1. Socio-demographic Characteristics.

4.1.1. Age of the respondents

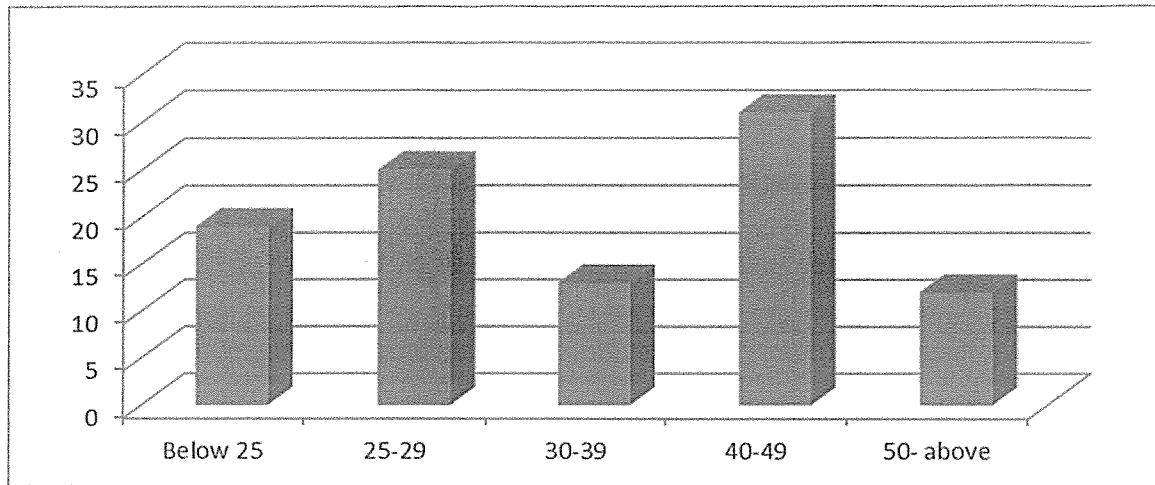
Respondents were asked questions related to their age and the results are shown in the table below:

Table 1 Age distribution of respondents.

Age	Frequency	Percentage
Below 25	15	19
25-29	20	25
30-39	10	13
40 -49	25	31
50-above	10	12
Total	80	100

Source: field study 2016

Figure 1: Bar graph showing Age distribution of the respondents



Source: field study 2016

Source Table 1 Figure 2 above show that 19% of the respondents were below 25 years, 25% were between 25-29 years of age, 13% were between 30-39 years of age, 31% were between 40-49 years and 12% were above 50 years of age. This means that majority of the respondents are between 39-39 years of age followed by those of the age of 25-29.

4.1.2. Marital Status of the respondents

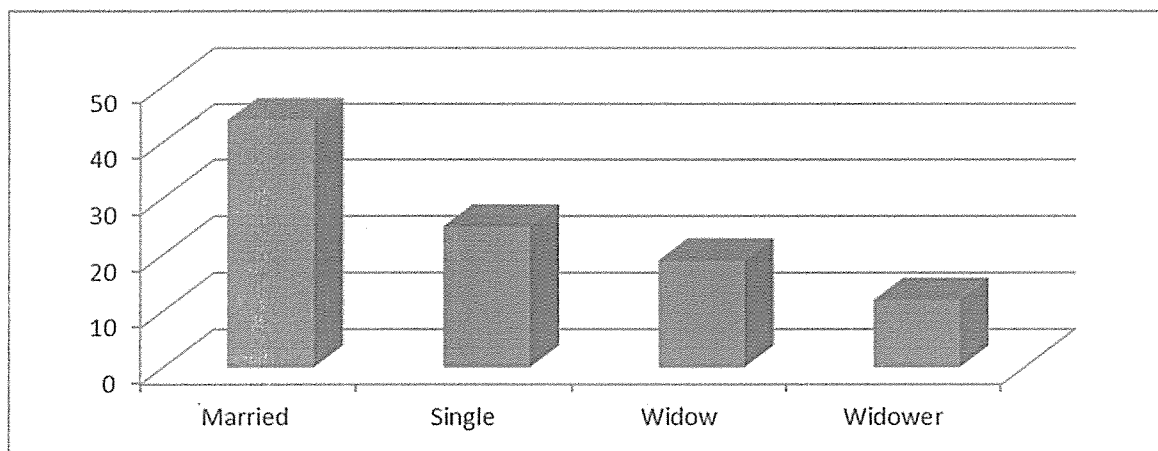
Another variable which was important in respect to the situation of the people in the area was marital status. Information regarding marital status of the respondents was obtained by asking them whether they were married, single, widowed or widowers.

Table 2 Marital status of the respondents

Marital Status	Frequency	Percentage
Married	35	44
Single	20	25
Window	15	19
Widower	10	12
Total	80	100

Source: field study 2016

Figure 2: Bar graph showing marital status of the respondents.



Source: field study 2016

Table 2 and figure 2 above shows that 44% of the respondents were married, 25% were single, 19% were widows and 12% were widowers. This means that majority of the respondents were married people followed by single.

4.1.3. Gender of the respondents

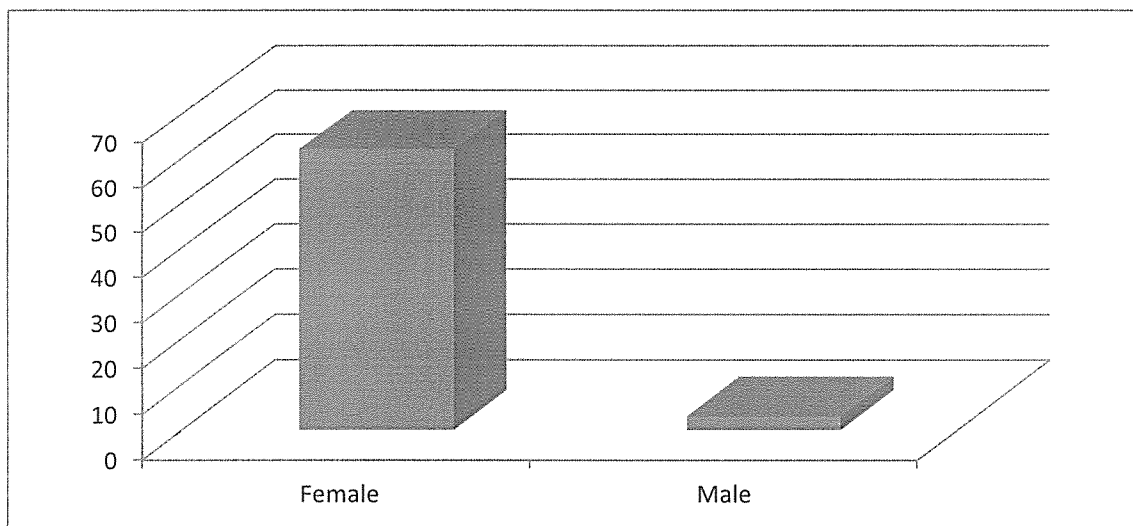
Gender was also another factor which was considered during the study. This is because the researcher was interested in finding out the number of females and males in the whole of the population, and compares the percentage composition of the two.

Table 3 Gender of the respondents

Gender	Frequency	Percentage
Female	50	62
Male	30	3
Total	80	100

Source: field study 2016.

Figure 3: A bar graph showing Gender of the respondents.



Source: field study 2016.

Table 3 and figure 3 above shows the gender of the respondents and it was found that 38% of the respondents were males and 62% were females. This therefore means that the majority of the respondents are female and the female dominate the enterprises with over 62%.

4.1.4. Educational status of the respondents.

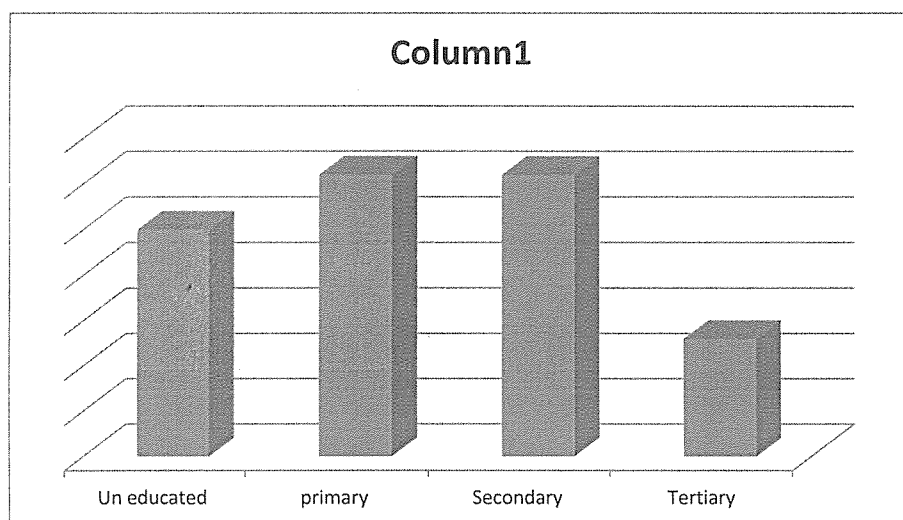
Respondents were asked questions related to their educational status and their responses are shown in the table below;

Table 4: Educational level of the respondents

Education levels	Frequency	Percentage
Uneducated	20	25
Primary	25	31
Secondary	25	31
Tertiary	10	13
Total	80	100

Source: field study 2016

Figure 4: Bar graph showing Educational levels of the respondents.



Source: field study 2016.

From the above data, 13% of the respondents reached tertiary institution, 31% primary, 31% secondary and 25% were uneducated. This means that there was equal distribution of respondents who reached both primary and secondary level.

4.1.5. Working experience of respondents

Work experience was also another factor which was considered during the study. This is because the researcher was interested in finding out the number of years worked by the respondents a in the whole of the population, and compares the percentage composition.

4.8. The roles of media coverage in girl child education in Uganda.

Table 5. Showing the roles of media coverage in girl child education in Uganda.

acts	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree		Total	
	fq	%	Fq	%	Fq	%	fq	%	fq	%	Fq	%
Media Encourages participation and. ism for education.	30	38	15	19	16	20	10	12	9	11	80	100
Media Giving the local community.	35	44	17	21	9	11	9	11	10	13	80	100
Media takes special measures to reach the disadvantaged	25	31	9	11	27	34	15	19	4	5	80	100
Media enables young ers to return to ol.	25	31	15	19	13	16	17	21	10	13	80	100
Media Eliminates er bias from ooks and learning rials.	24	30	15	19	13	16	11	14	17	21	80	100
Media Promotes h in schools.	32	40	15	19	16	20	9	11	8	10	80	100
Media Promotes s in schools.	35	44	13	16	8	10	9	11	18	22	80	100
Media Promotes h in schools.	30	38	15	19	16	20	10	12	9	11	80	100

Source: field study 2016.

From the table above, 38% strongly agreed that Media Encourages girls' participation and activism for education. 19% agreeing as well, while 20% respondents were recorded for not being sure, 12% disagreed and 11% strongly in disagreed.

44% of the respondents agreed that there is Involving the local community. 21% agreed, 11% of the respondents were not sure, 11% disagreed and 13% strongly disagreed.

Media takes special measures to reach the most disadvantaged girls. 31% respondents who strongly agreed, 11% agreed, 10% were not sure, while 19% disagreed and 5% strongly disagreed.

Media enables young mothers to return to school. 31% who strongly agreed, 19% agreed, 16% were not sure, 21% disagreed and 13% strongly disagreed.

Media enables young mothers to return to school had 30% of the respondents who strongly agreed, 19% agreed, 16% were not sure, 14% disagreed and 21% strongly disagreed.

Media Eliminates gender bias from textbooks and learning materials. 40% respondents who strongly agreed, 19% agreed, 20% were not sure, while 11% disagreed and 10% strongly disagreed.

Media Promotes health in schools. had 44% who strongly agreed, 16% agreed, 10% were not sure, 11% disagreed and 22 % strongly disagreed

44% of the respondents agreed that there is media Promotes sports in schools, 21% agreed, 11% of the respondents were not sure, 11% disagreed and 13% strongly disagreed.

38% strongly agreed that Media Promotes health in schools. 19% agreeing as well, while 20% respondents were recorded for not being sure, 12% disagreed and 11% strongly in disagreed.

4.9. The factors affecting media coverage in girl child education in Uganda.

Table 6 showing the factors affecting media coverage in girl child education in Uganda.

Factors	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree		Total	
	fq	%	Fq	%	Fq	%	fq	%	fq	%	Fq	%
Educational policy	35	44	17	21	9	11	9	11	10	13	80	100
Gender ideology	25	31	9	11	27	34	15	19	4	5	80	100
Resource allocation and y	32	40	15	19	16	20	9	11	8	10	80	100
Strengthening	24	30	15	19	13	16	11	14	17	21	80	100
Incomes	30	38	15	19	16	20	10	12	9	11	80	100
Reduced employment effects	27	34	25	31	11	27	4	5	15	19	80	100
Opportunity cost of learning	35	44	17	21	9	11	9	11	10	13	80	100
Quality of parental education	32	40	15	19	16	20	9	11	8	10	80	100
Availability of teaching materials	24	30	15	19	13	16	11	14	17	21	80	100
Cultural attitude towards girl child	27	34	25	31	11	27	4	5	15	19	80	100
Gender socialization	35	44	17	21	9	11	9	11	10	13	80	100
Role models	30	38	15	19	16	20	10	12	9	11	80	100
Sexual and guidance	32	40	15	19	16	20	9	11	8	10	80	100
Gender rights clubs	25	31	9	11	27	34	15	19	4	5	80	100
Gender on	27	34	25	31	11	27	4	5	15	19	80	100
Attitude and belief	30	38	15	19	16	20	10	12	9	11	80	100
Participation of stake holders in planning and implementation.	35	44	17	21	9	11	9	11	10	13	80	100

Source: field study 2016.

The data collected above shows that in line the role of media coverage in girl child education in

Uganda of rainbow monitor publication , Educational policy had 44% of the respondents who

strongly agreed, 21% agreed, 11% disagreed, 11% respondents were not sure and 13%strongly disagreed.

Gender ideology had 31% of the respondents who strongly agreed, 11% agreed, 19% disagreed, 5%of the respondents strongly disagreed and 34% were not sure. This is where most respondents disagreed and strongly agreed.

Resource allocation and quality had 40% of the respondents who strongly agreed, 19% agreed, 11% disagreed, 20% of the respondents were not sure and 10% strongly disagreed.

30% of the respondents strongly agreed with Strengthening, 19% agreed, 10% disagreed and 21% of the respondents strongly disagreed and 16%respondent was not sure.

Low incomes had 38% of the respondents who strongly agreed, 19% agreed, 20% were not sure, 12% disagreed and 11% of the respondents strongly disagreed.

Limited employment prospects had 34% of the respondents who strongly agreed, 31% agreed 27% were not sure 5% disagreed and 19% strongly disagreed.

Opportunity cost of schooling had 44% of the respondents who strongly agreed, 21% agreed, 11% disagreed, 11% respondents were not sure and 13%strongly disagreed.

Level of parental education had 40% of the respondents who strongly agreed, 19% agreed, 11% disagreed, 20% of the respondents were not sure and 10% strongly disagreed.

Scholastic materials had 19% agreed, 10% disagreed and 21% of the respondents strongly disagreed and 16%respondent was not sure.

Parental attitude towards girl child had 34% of the respondents who strongly agreed, 31% agreed 27% were not sure 5% disagreed and 19% strongly disagreed.

Gender socialization had had 44% of the respondents who strongly agreed, 21% agreed, 11% disagreed, 11% respondents were not sure and 13%strongly disagreed.

Role models had 38% of the respondents who strongly agreed, 19% agreed, 20% were not sure, 12% disagreed and 11% of the respondents strongly disagreed.

Counseling and guidance had 40% of the respondents who strongly agreed, 19% agreed, 11% disagreed, 20% of the respondents were not sure and 10% strongly disagreed.

Child rights clubs had 31% of the respondents who strongly agreed, 11% agreed, 19% disagreed, 5% of the respondents strongly disagreed and 34% were not sure.

Religion had 34% of the respondents who strongly agreed, 31% agreed 27% were not sure 5% disagreed and 19% strongly disagreed.

Attitude and belief had 38% of the respondents who strongly agreed, 19% agreed, 20% were not sure, 12% disagreed and 11% of the respondents strongly disagreed.

Involvement of stake holders in planning and implantation had 31% of the respondents who strongly agreed, 11% agreed, 19% disagreed, 5% of the respondents strongly disagreed and 34% were not sure. This is where most respondents disagreed and strongly agreed.

4.10. The possible solutions to factors affecting media coverage in girl child education in Kampala.

Table 7 showing the possible solutions to factors affecting media coverage in girl child education in Kampala.

Weight Effect	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree		Total	
	Fq	%	fq	%	Fq	%	Fq	%	Fq	%	Fq	%
Gender equality	35	44	17	21	9	11	9	11	10	13	80	100
Female Education on Labor Force Participation	25	31	9	11	27	34	15	19	4	5	80	100
Overcoming Occupational Segregation.	32	40	15	19	16	20	9	11	8	10	80	
Newspapers stories	24	30	15	19	13	16	11	14	17	21	80	100
Media's education on Women's Empowerment	30	38	15	19	16	20	10	12	9	11	80	100
Increased child content on education in newspapers.	32	40	15	19	16	20	9	11	8	10	80	100
Advertisement	24	30	15	19	13	16	11	14	17	21	80	100
Plays on education	25	31	9	11	27	34	15	19	4	5	80	100

Source: Primary Data, 2016

From the table above on the benefits that can be adopted in Gender equality 44% of the respondents strongly agreed that, 21% of the respondents agreed, 11% were not sure, 11%disagreed and 13% of the respondents strongly disagreed.

There is Female Education on Labor Force Participation there is 31% of the respondents who strongly agreed, 11% of the respondents agreed, 34% of the respondents were not sure, 19% of the respondents disagreed and 5% of the respondents strongly disagree.

Overcoming Occupational Segregation had 40% of the respondents strongly agreed,19 of the respondents agreed,20% of the respondents were not sure,11% of the respondents disagreed and 10% of the respondents strongly disagreed.

Newspapers stories had 30% of the respondents, who strongly agreed,19% of the respondents agreed,16% of the respondents were not sure,14% of the respondents disagreed, and 21% of the respondents strongly disagreed.

Media's education on Women's Empowerment had 38% of the respondents strongly agreed, 19% of the respondents agreed, 20% of the respondents were not sure,12% of the respondents disagreed,11% of the respondents strongly disagree.

Increased child content on education in newspapers had 32% of the respondents strongly agreed,19% of the respondents agreed,20% of the respondents were not sure,11% of the respondents disagreed and 10% of the respondents strongly disagree.

Advertisement had 30% of the respondents strongly agreed,19% of the respondents agreed,16% of the respondents were not sure,14% of the respondents disagreed and 21% of the respondents strongly disagreed.

Plays on education had 31% of the respondents strongly agreed,11% of the respondents agreed, 34% of the respondents were not sure, 19% of the respondents disagreed and 5% of the respondents strongly disagreed.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter discussed summary findings, conclusion and recommendations

5.1. Summary of findings

The findings from objective one revealed that thirty eight percent strongly agreed those Media Encourages girls' participation and activism for education. Nineteen percent agreeing as well, while twenty percent respondents were recorded for not being sure, twelve percent disagreed and eleven percent strongly in disagreed forty four percent of the respondents agreed that there is involving the local community. Twenty one percent agreed, eleven percent of the respondents were not sure, eleven percent disagreed and thirteen percent strongly disagreed. Media takes special measures to reach the most disadvantaged girls. Thirty one percent respondents who strongly agreed, eleven percent agreed, ten percent were not sure, while nineteen disagreed and five percent strongly disagreed. Media enables young mothers to return to school. Thirty one percent who strongly agreed, nineteen percent agreed, sixteen percent were not sure, twenty one percent disagreed and thirteen percent strongly disagreed. Media enables young mothers to return to school had thirty percent of the respondents who strongly agreed, nineteen percent agreed, sixteen percent were not sure, fourteen percent disagreed and twenty one percent strongly disagreed. Media Eliminates gender bias from textbooks and learning materials. Forty percent respondents who strongly agreed, nineteen percent agreed, twenty percent were not sure, while eleven percent disagreed and twenty percent strongly disagreed. Media Promotes health in schools. had forty four percent who strongly agreed, sixteen percent agreed, ten percent were not sure, eleven percent disagreed and twenty two percent strongly disagreed forty four of the respondents agreed that there is media Promotes sports in schools, twenty one percent agreed, eleven percent of the respondents were not sure, eleven percent disagreed and thirteen percent strongly disagreed. Thirty eight percent strongly agreed that Media Promotes health in schools. Nineteen percent agreeing as well, while twenty percent respondents were recorded for not being sure, twelve percent disagreed and eleven percent strongly in disagreed.

The findings from objective two revealed that Educational policy had forty four percent of the respondents who strongly agreed, twenty one agreed, eleven percent disagreed, eleven percent respondents were not sure and thirteen percent strongly disagreed. Gender ideology had thirty

one percent of the respondents who strongly agreed, eleven percent agreed, nineteen percent disagreed, five percent of the respondents strongly disagreed and thirty four percent were not sure. This is where most respondents disagreed and strongly agreed. Resource allocation and quality had forty percent of the respondents who strongly agreed, nineteen percent agreed, eleven percent disagreed, twenty percent of the respondents were not sure and ten percent strongly disagreed. Thirty one percent of the respondents strongly agreed with Strengthening, nineteen percent agreed, ten percent disagreed and twenty one percent of the respondents strongly disagreed and sixteen percent respondent was not sure. Low incomes had thirty eight percent of the respondents who strongly agreed, nineteen percent agreed, twenty percent were not sure, twelve percent disagreed and eleven percent of the respondents strongly disagreed. Limited employment prospects had thirty four percent of the respondents who strongly agreed, thirty one percent agreed twenty seven percent were not sure five percent disagreed and nineteen percent strongly disagreed. Opportunity cost of schooling had forty four percent of the respondents who strongly agreed, twenty one percent agreed, eleven percent disagreed, eleven percent respondents were not sure and thirteen percent strongly disagreed. Level of parental education had forty percent of the respondents who strongly agreed, nineteen percent agreed, eleven percent disagreed, twenty percent of the respondents were not sure and ten percent strongly disagreed. Scholastic materials had nineteen percent agreed, ten percent disagreed and twenty one of the respondents strongly disagreed and sixteen percent respondent was not sure. Parental attitude towards girl child had thirty four percent of the respondents who strongly agreed, thirty one percent agreed twenty seven percent were not sure five percent disagreed and nineteen percent strongly disagreed. Gender socialization had had forty four percent of the respondents who strongly agreed, twenty one percent agreed, eleven percent disagreed, eleven percent respondents were not sure and thirteen percent strongly disagreed. Role models had thirty one percent of the respondents who strongly agreed, nineteen percent agreed, twenty percent were not sure, twelve percent disagreed and eleven percent of the respondents strongly disagreed. Counseling and guidance had forty percent of the respondents who strongly agreed, nineteen percent agreed, eleven percent disagreed, twenty percent of the respondents were not sure and ten percent strongly disagreed. Child rights clubs had thirty one percent of the respondents who strongly agreed, eleven percent agreed, nineteen percent disagreed, five percent of the respondents strongly disagreed and thirty four percent were not sure. Religion had thirty one percent of the respondents who strongly agreed, thirty one percent agreed twenty seven percent were not sure

five percent disagreed and nineteen percent strongly disagreed. Attitude and belief had thirty eight percent of the respondents who strongly agreed, nineteen percent agreed, twenty percent were not sure, twelve percent disagreed and eleven percent of the respondents strongly disagreed. Involvement of stake holders in planning and implantation had thirty one percent of the respondents who strongly agreed, eleven percent agreed, nineteen percent disagreed, five percent of the respondents strongly disagreed and thirty one percent were not sure. This is where most respondents disagreed and strongly agreed.

The findings from objective three revealed that in Gender equality forty four percent of the respondents strongly agreed that, twenty one percent of the respondents agreed, eleven percent were not sure, eleven percent disagreed and thirteen percent of the respondents strongly disagreed. There is Female Education on Labor Force Participation there is thirty one percent of the respondents who strongly agreed, eleven percent of the respondents agreed, thirty four percent of the respondents were not sure, nineteen percent of the respondents disagreed and five percent of the respondents strongly disagree. Overcoming Occupational Segregation had forty percent of the respondents strongly agreed, nineteen percent of the respondents agreed, twenty percent of the respondents were not sure, eleven percent of the respondents disagreed and ten percent of the respondents strongly disagreed. Newspapers stories had thirty percent of the respondents, who strongly agreed, nineteen percent of the respondents agreed, sixteen percent of the respondents were not sure, fourteen percent of the respondents disagreed, and twenty one percent of the respondents strongly disagreed. Media's education on Women's Empowerment had thirty one percent of the respondents strongly agreed, nineteen percent of the respondents agreed, twenty percent of the respondents were not sure, twelve percent of the respondents disagreed, eleven percent of the respondents strongly disagree. Increased child content on education in newspapers had thirty two percent of the respondents strongly agreed, nineteen percent of the respondents agreed, twenty percent of the respondents were not sure, eleven percent of the respondents disagreed and ten percent of the respondents strongly disagree. Advertisement had thirty percent of the respondents strongly agreed, nineteen percent of the respondents agreed, sixteen percent of the respondents were not sure, fourteen percent of the respondents disagreed and twenty percent of the respondents strongly disagreed. Plays on education had thirty one percent of the respondents strongly agreed eleven percent of the respondents agreed, thirty four of the respondents were not sure, nineteen percent of the respondents disagreed and five percent of the respondents strongly disagreed.

5.2. Conclusion

From the above research which was carried out on students of Uganda it was found out that there were indeed the roles of media coverage in girl child education in Uganda.. It was through the research also that we found a detrimental the roles of media coverage in girl child education in Uganda. There was also a detrimental relationship also between media coverage in girl child education controlled the content that these girls read then the students would concentrate more on reading educative articles. From our findings we can conclude that all of these factors play a significant role in girl child education here in Uganda.

5.3. Recommendations

From the above research we would therefore recommend that for class performance to improve the following should be put in place:

Basically therefore, the study about the performance of the broadcasting media in the uplifting of lives of the vulnerable was based on the persuasion theory which examined parts of the communication process that is the communicator, message and channel. This hence attempted to get and for sure got some valuable information.

However, the remaining part of the communication process which is the audience needs to be brought into investigation since they seem to be know little about the children vulnerability. The persuasion theory to some extent has been effective though some parts such as; the target characteristics, the source characteristics, and the message characteristics should be given great attention. This is because some people are naturally more argumentative than others and may resist persuasion attempts in order to protect their freedom and right to choose, and to maintain strong beliefs that are meaningful to them (Baron, 2008) other factors such as intelligence, self-esteem and mood levels have also been found to affect persuasion attempts in uplifting the children lives. The source characteristics refer to those qualities in the communicator which help to make the message more persuasive. People are more likely to be persuaded by someone who is credible, trustworthy, and attractive.

The message characteristics include the manner in which the argument is framed, the amount of emotion induced, and the overt or covert nature of the communicator's intentions. Messages which do not appear to intentionally set out to change people's attitudes tend to have more success than those which they know in advance are geared towards this goal.

Therefore the researcher calls upon the broadcast media to consider also Associative learning which refers to classical conditioning and operant conditioning. The Classical conditioning method of attitude formation involves the implicit pairing of a neutral stimulus with an unconditioned stimulus - one which is known to evoke an emotional response. This will help to agitate for parental response.

Even though the audience interviewed and the broadcasting media content studied proved that the media has done a lot in uplifting children lives, more could be improved on. This is in view of the criticisms from sections of the audience especially among the rural ignorant population.

The researcher found out from the interviews and questionnaires that the broadcasting media would do a better role. They should first carry out extensive research in order to avoid publishing or presenting unsatisfactory information to the public.

The broadcasting media got most of what they communicated from either baby's homes or street children or organizations. They have not tried to visit libraries of organizations the only thing they have done exhaustively in this field is communicating vulnerability activities like workshops and seminars to the public.

Therefore, it is argued that the presence of journalists who specialize in media should do a better job. Because here, they will be informing the public about vulnerable information they are well conversant with.

In addition to that, it is argued that the broadcasting media should broaden their coverage on children issues, people need to know everything about lives of children and vulnerable. What newspapers, magazines and television concentrate on is reporting on scientific developments. This is hence too narrow for the public needs to know what is happening to the street children victims and the orphans.

Some people feel that one form of media is just not enough to uplift the effective lives of orphanage, thus involving all print and electronic forms of media in a collaborative role in the uplifting of children lives. This collective campaign should therefore give information supplemented by drama, interpersonal communication (counseling) and other channels like songs, talk shows, drama which creates an impact and lead to change.

Emphasis on parental control

More parental control should be emphasized. This will go a long way in ensuring that students here in Rainbow monitor publication have got ample time so that they could learn and also study. The limit and access for these students to read newspapers should be not more than two hours per day. This is because the students need ample time to complete and finish their class work and also be able to read more. The content that this students should read at this time should also be checked and it should be limited to articles which are educational in nature, this is important as it is going to instill discipline and imagination in them.

Setting up of recreational facilities

In order to make sure that students do not concentrate much time on staying indoors and reading newspapers emphasis should be put in place so that this students can have more recreational facilities like sports which include games like football, swimming, tennis which they can actively take place in. By ensuring that these students have access to these facilities then it will be possible for them to engage in more creative building activities and hence encourage them to read more by having a sense of discipline.

5.4. Area for further research

The researcher agitates the future researchers not to base on the already found data like books, magazines, novels and pamphlets or internet but seek other means apart from the broadcasting media in finding more ideas that can be at the fore front in the uplifting girl child education and vulnerable. It's thus worthy for researchers not to base on the street children, orphanage and baby's homes sexually but also to put into consideration, the way children behave.

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APPENDICES I: QUESTIONNAIRE

THE ROLE OF MEDIA IN PROMOTING GIRL CHILD EDUCATION IN KAMPALA:

A CASE STUDY OF MONITOR PUBLICATION.

Dear respondent

Dear respondent as part of my requirements for the award of Bachelor's degree in Public administration and management at Kampala International University. I am administering this questionnaire on the research titled the roles of income generating activities in rural women empowerment. Please kindly answer as honestly as possible.

Thanks for their cooperation.

Please tick the most appropriate box.

1. Sex

A) Male ☐ B) Female ☐

Marital status

A) Married ☐ B) Single ☐

Age

a) 15-19	<input type="checkbox"/>	d) 31 -35	<input type="checkbox"/>
b) 20-25	<input type="checkbox"/>	e) 36-40	<input type="checkbox"/>
c) 26-30	<input type="checkbox"/>	f) 41-45	<input type="checkbox"/>

Level of education

a) Certificate	<input type="checkbox"/>
b) Degree	<input type="checkbox"/>
c) Diploma	<input type="checkbox"/>
d) Other professional certificates.....	

SECTION A

THE ROLES OF MEDIA COVERAGE IN GIRL CHILD EDUCATION IN UGANDA.

The following is the meaning of each abbreviation in the table

Strongly Agree (1) Agree (2) Not Sure (3) Disagree (4) Strongly Disagree (5)

Question	1	2	3	4	5
There is media Encourages girls' participation and activism for education.					
There is involving the local community.					
There is Media takes special measures to reach the most disadvantaged girls.					
There is media enables young mothers to return to school.					
There is media Eliminates gender bias from textbooks and learning materials.					
There is media Promotes health in schools.					
There are media Promotes sports in schools.					
There is media Promotes health in schools.					

SECTION B

THE FACTORS AFFECTING MEDIA COVERAGE IN GIRL CHILD EDUCATION IN UGANDA.

The following is the meaning of each abbreviation in the table

Strongly Agree (1) Agree (2) Not Sure (3) Disagree (4) Strongly Disagree (5)

Question	1	2	3	4	5
There is educational policy					
There is gender ideology					
There is resource allocation and quality					
There is Strengthening					
There is low incomes					
There is limited employment prospects					
There is opportunity cost of schooling					
There is level of parental education					
There is scholastic materials					
0 There is parental attitude towards girl child.					
1 There is gender socialization					
2 There are role models					
3 There is counseling and guidance					
4 There is child rights clubs					
5 There is religion					
6 There is attitude and belief					
7 There is involvement of stake holders in planning and implantation.					

SECTION B:**THE POSSIBLE SOLUTIONS TO FACTORS AFFECTING MEDIA COVERAGE IN GIRL CHILD EDUCATION IN KAMPALA.****Strongly Agree (1) Agree (2) Not Sure (3) Disagree (4) Strongly Disagree (5)**

Question	1	2	3	4	5
There is gender equality					
There is female Education on Labor Force Participation					
There is overcoming Occupational Segregation.					
There is newspapers stories					
There is media's education on Women's Empowerment					
There is increased child content on education in newspapers.					
There is advertisement					
There is plays on education					

APPENDIX II: BUDGET (UGX.)

Particulars	Total Cost
Stationary	10community radio000
Typing and Printing	20community radio000
Transport (Field movements)	30community radio000
Personal welfare in the field	15community radio000
Miscellaneous	5community radio000
Consolidation of literature	10community radio000
Assigning and developing research instruments	50community radio000
Grand Total	200.000

APPENDIX III: TIME TABLE FOR THE RESEARCH

Week	Activity	Assessment Indicators	Requirements & other comments
1	Acquaintance and contact making	Interview appointments contacts of respondents	Introduction letter concept paper. etc.
2	Data Collection	Planned raw data entries	Stationary transport
3	Data Collection	Planned raw data entries	Stationary transport
4	Data Compiling	Rough copy of report	Stationary
5	Proposal Writing compilation & Typing	Unedited Report	Stationary secretarial services
6	Proposal Editing	Fine proposal copy	Computer
7	Submitting the research proposal.		