THE CHALLENGE FACED ON THE EDUCATION OF GIRL CHILD IN UGANDA AT SECONDARY SCHOOL LEVEL. A CASE STUDY OF BUTALEJA DISTRICT IN EASTERN UGANDA.

BY

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DECLERATIONS

I Kataike Aminah do declare that the work here in is presented in its original form and has not been presented to any other university or any other academic institution for any academic award whatsoever

Signature……………………………………………………………

KATAIKE AMINAH.

Date ..23/5/2016……

APPROVAL

This is to certify that this work has been done under my supervision and has been submitted for examination with my approval.

Signature ....

Dr. AFAM UZORK.

Date.. 23 / 5 / 2018 ....

DEDICATION

This work is dedicated to the Almighty God for his faithfulness, guidance and protection throughout the period of this work and to my family members for their continual financial support given to me.

ACKNOWLEGMENT.

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ABSTRACT.

The purpose of the study was to find out the challenges facing girl child education in the selected schools in Butaleja district in the Eastern part of Uganda. The objectives of the study were divided into general and specific and among these included identifying the impact of education for a girl child in Butaleja district and investigating the possible measures that can be put in place to eradicate challenges facing girl child education. The literature review was done through reading text books, papers and journals, the method design adopted was a descriptive survey and the instrument adopted for data collection was an interview guide. The data got from the instrument was collected into figures and percentages which were tabulated in tables. The research found out that girl child in Butaleja District in eastern Uganda face challenges during their stay at school than boys. The following recommendations were made by the researcher; the government should conduct sensitization programes in eastern part of Uganda especially in Butaleja district and parents and girls should be targetted to make them aware of the importance of educating a girl child, Certain practices like early marriage, forced marriage and early pregnancy should be emphasised, Teachers and school administrators should help in the awareness compaign by sensitizing girls to take up education as a serous matter and the importance of being educated, Local administration to be vigilant on those girls who engage in child labour and parents who make girls to take care of their young ones during their absence to be dealt with. The researcher sugested that further researchers should make research about the problem due to the fact that she had limited scope of this study and therefore her findings cannot be considered as the conclusion hence there is need for further research to be undertaken on issues like legislation on defilement and sexual harassment especially on girls in primary schools and also Community participation to enhance gender balance education in Uganda. Further more, this study was conducted among secondary school students therefore the researcher recommends that a similar study on primary school pupils to find out whether the results of the study can be replicated among primary school pupils. With these, to the best of my ability or knowledge girl child should be motivated by both the parents and teachers so as to achieve the best out of their stay as school.

CHAPTER ONE:

1:0 Introduction

This chapter deals with background information on the challenge faced on the education of girl child in the selected schools in Butaleja district, statement problem, objectives of the study, significance, scope and research questions.

1:1 Background:

A girl child in our society is facing numerous social and economic challenges that cannot be ignored though these challenges are universal. A girl child in pastoral societies is trapped in un-just and discriminatory practices which administer them unfit to make sound decisions even decisions which affect their future life.

Research in developing countries focus on gender roles. They also analyzes female under presentation but do not give adequate solutions to what kind of education might be provided to female students (Samoff 1993). This has resulted in a skewed understanding of the factors involved in providing an equitable education to both men and women in the developing countries. Factors such as socialization, distribution of knowledge, equal involvement in classroom activities and equal expectation for learning can significantly affect student's performance and attitude development (Gintis and Bowles 1976)

Other studies have showed that lack of seriousness by the government in providing access to the increasing type of educational experience necessary to prepare women better for important societal roles. Increasing awareness on the importance of education can enhance women's development and expand women's career options in today's changing technology and world economy (World Bank 1993).

For many years in Uganda girls did not enjoy the privilege of attending university education. Latter alone stepping in school, several efforts have been put in place to change this trend. Almost 50 years later, there were nearly as many girls as boys in school but this is just half of the story. It is now 65 odd years from the time when the first women attended her first classroom lesson in Uganda but we still mull over the real impact of girl child education in this country. Girl child education scraped through the 1950's, 60's and 70's, even with the opening of girl schools such as Gayaza Junior and Gayaza High school (1905). Many girls were unable to go to

school largely because of the prevailing unfavorable societal cultural attitude of educating girls. This was a time of intractable cultural attitude that girls were supposed to be homemakers, people to be married off and produce children says Namirembe Bitamazire and was among the lucky girls who went to school at that time, she was the former minister of Education. She recalls that "There were only 12 of us in class in 1949"

The first attempts to promote education for girls in Uganda were made in 1963. Castle commission "The commission highlighted the need to expand girl's education in the country" notes Doris Kakuru Muwhezi, in her paper on gender sensitive education policy and practices in Uganda. However, very little progress was made as the government education plan 1971/2-1975/6 formed to implement the suggestions did not have the manpower and facilities to accomplish this job.

It is well documented in social science that women can use education to alter their roles as mothers, workers and citizens. Improvement in the quality of lives of people in a cherished aspiration of both in western and non- western societies.

However, in Uganda traditional beliefs and government policies undercut women's chances of attending any level of education especially higher education Boserup (1970) and Harrison (1984) also have the same argument that in some societies including majority of African countries, religious beliefs, cultural norms, family economic conditions and the division of labor within a home function to define female children's roles as future mothers. For example in Ugandan societies girls were taught that they were inferior to boys. Consequently, they pursue an education that makes them less qualified than their male counterparts for employment in the modern section (AL-Amin 1975).

Firstly, Ugandans believed that women do not need a university degree to be good wives or mothers.

Secondly, women were not expected to hold public offices or work in public enterprises outside the privacy of their mothers Abu Nasr 1982, Bowman and Anderson 1980.

Thirdly, in the modern school system, female children experience less encouragement from their families and teachers to pursue their education. Also the lack of incentives for female children

undermines their ability and willingness to achieve in their schooling. These attitudes provide the basis for women to under present in all levels of education compared to men. The belief among societies is that girls should be seen and not heard. The challenge seems to be increasing everyday which has put them at a high risk of dropping out of school.

According to recent government reports, 45% of female students advance only as far as sixth grade in the central and it is much worse in other areas of Uganda like in the Northern and Eastern compared to 25% of young women reach university level and approximately 10% of the women graduates of secondary school go on to study at the university level. A significant percentage of secondary drop outs are females on the other hand, boys have better opportunities than girls to make it through the system in large numbers at all levels (UNESCO) 1989- 1990 Ministry of Education 1988- 1989.

1:2 Statement of the problem.

The girl child education has a major influence on the well being of the society and it is not given much attention. Their population is huge and they are undergoing several cultural, economic and social challenges, therefore the researcher wanted to investigate the challenges facing education for a girl child in selected schools in Butaleja district in the Eastern part of Uganda.

1:3 The purpose of the study.

The researcher wanted to find out the challenges facing girl child education in the selected schools in Butaleja district in the Eastern part of Uganda.

1:4 Objectives of the study.

General objectives;

The general objective of the study was to investigate the challenges facing girl child education in Butaleja district.

Specific objectives;

I. To identify the impact of education for a girl child in Butaleja district.
II. The study was to investigate the possible measures that can be put in place to eradicate challenges facing girl child education.

1:5 Scope of the study

The study focused on investigating the challenges facing girl child education in selected schools in Butaleja district. The schools were;

1. Butaleja Modern High school,
2. St.Mary's high school Kapisa,
3. Butaleja Secondary school.

The research was carried out in Butaleja district. Butaleja is located in the eastern part of Uganda.

The research was carried out between February to May 2018. Theoretically the research related the challenges facing girl child education in Butaleja district.

1:6 The significance of the study.

The study will enable the government to see the need of for improving education for a girl child.

The study will enable the policy makers to make informed decisions by improving institutions and providing favorable conditions for girls.

The study will enable other researchers to increase on the available literature.

1:7 Research questions.

1. What challenges are facing girl child education?
2. What measures can be put in place to eradicate the challenges facing girl child education?
3. How has the challenges faced by the girls affected their education?

1:8 Limitation of the study.

Lack of cooperation from the respondents that's some respondents were not willing to give clear information.

Time, the researcher had other duties like class work and hence time for data collection was limited.

Unavailability of enough literature reviews due to shortage of relevant literature which was caused by shortage of enough materials.

1.9 Delimitations of the study.

1. The study was limited to selected schools of Butaleja districts.
2. The researcher was well versed with the mode of communication used in the area hence easy administration of the guided discussion questions.
3. The study used guided research as the instrument for research.
4. The study was carried out in a period of three months which seemed to be enough to gather information.

1:10.Definition of terms.

1. **Girl.** A female enrolled in education centre.
2. **Enrollment.** Refer to level of intake of girl and boys at school.
3. **Discrimination.** Refer to the act of giving one group a preferential treatment than another.
4. **Performance.** Refer to optimal academic achievement.
5. **Gender.** Refer to socially determined power relations, roles, responsibility and enticement for men and women, girls and boys.
6. **Gender equality.** Refer to equal treatment of women and men, boys and girls so that they can enjoy benefits of development and equal access to control opportunities.

CHAPTER TWO.

LITERATURE REVIEW.

2:0 Introduction.

This chapter looks at the work of other researchers in the field of study. It reviews books, journals, electronic information from the internet, news papers and any other written material related to the field of study. It is guided by the objectives of the study outlined in chapter one above.

2:1 Theoretical framework.

Among sociologists, there is a disagreement on the reasons for inequality within the educational systems. Wexler (1979) argues that the reason for inequality in education is that women are deprived of access and society reinforces cultural norms and stereotypes within educational systems. This idea is supported by Maxist theorists who believed that education is an essential part of the process of producing inequalities others claim that education plays a large part in remedying social inequality. Both theories however, have a common criticism that simply looks at the results of education as an input or output model. Recent Maxist reviews of education have concentrated more closely on the contradictions, implicit in the experience of schooling. The process by which inequality was created, renewed and the cultural resistance of the students to dominant the ideology. (Bowles and Gintis 1976, Willis 1977, Apple 1982 and Thomas 1990).

The theories of gender have also mirrored the factors that affect women's education and that inequality is caused by the differential socialization of girls and boys in sense that girls are culturally deprived and these practices affect women education. Mahony 1980, spender 1982 and Mahony 1980 stated that schools both reflect and produce patriarchal relations and that the state power to affect school and family practices yet these traditional norms practices are not question by the Islamic state because Islam as an ideology does not separate the state from religion. Therefore the state has authority over family to reinforce the laws.

Spender and Mahony reflect the situation in Uganda for example the proportion of women who passed the examination and enter the higher education was very small in 1978 to 1979 academic year. The statistics for the academic year 1986 to 1988 showed a drop in enrollment in Uganda universities and colleges. Only 13% of students were females and 62% were male. This drop was

due to changes in government policies towards admissions in certain schools such as the college of agriculture and the school of law.

According to Harvard educational review in the study of history of women education by Christine .A. Woyshner, Bonnie Hao Kuo tai in the 19th century saw a major advances in educational opportunities from women and girls, from the common school movement in the early part of the century to multiply opportunities in higher education at the century close. In 1800's women began to play central roles in education as teachers and learners in formal and informal education setting on the frontier and in the cities. What did these advances mean for education for women and girls in the 20th century? This symposium looked at developments in education of women and girls over the course of the 20th century being conducted by and about women who historically have been excluded from main stream academic discourse. The main aim of presenting this symposium is to show case some of the provocative work being done in the area of history of women in education. We selected work that believe that will push the existing paradigm of historical research, including several articles that reflect the multiplicity of this courses being used in historical inquiry into women education.

Each article in this collection contributes to understanding women's role in education through traditional and alternative historical analysis. Often the stories of women are marginalized in research and practice in general and in historical research in particular, make use of other disciplinary tools such as economic, political and anthropological methods of inquiry, to address challenges of paucity of written records and a history of eroticization of non western cultures. We hope this symposium will play a role in furthering such scholarships and will encourage others to pursue research that takes existing scholarships into new territory.

According to Kathleen Weiler in his study reflections on writing a history of women teachers, he presented and over view of current issues in feminist, historiography contemplating the importance of an awareness of the nature of knowledge, subjectivity in historical evidence and role that language plays in the social construction of gender through reanalysis of data from her book country school women. Weiler offers asuccient synthesis of key issues in feminist historiography and thoughtful examination of historical documents.

According to Asgedet Stefanos on his study on women and education in Eritrea a historical and contemporary analysis offers a view of the diverse ways in women attained formal and informal education before, during and after the recent revolution that resulted in the independent Eritrea. Through voices of Eritrea women interviewed by stetanos in the course of her research she described Eritrea's transition from a pre-modern to an industrialized economy as well as the accompanying changes in women's roles in that society Stefano's relates how sexiest practices of colonialists and missionaries sometimes inadvertently provided educational opportunities for women, while the maxist revolutionary agenda that embraced women issues in the effort of gain support for an independent nation created roles for women in the public sphere. This tended to create new problems for women who followed the revolution, attempted to assert their indepence and autonomy in post-revolutionary context in which efforts to improve women's status weakened.

According to Linda Eisenmann synthesizes the research on women in the history of higher education in reconsidering a classic assessingof the history of women's higher education a dozen years after Barbara Solomon. Eisenmann looks into how Solomon's comprehensive history, in the company of educated women both explained and constrained historical research on women in higher education she explains that Solomon's text was unique in that she was the first scholar to attempt to be inclusive of women and women of lower socio- economic classes. Using Solomon's text as a spring board, Eisenmann considers the latest research done in the field of the history of higher education as well as a new directions this research could take such as expanding the range of institutions and populations studied.

According to Perkins in her article the "African American Female Elite". The early history of African American women in the seven sister colleges, 1880- 1960.represents just an expansion of the field Perkins reveals the painful experience of young blacks women who preserved despite their ostracism and marginalization within these elites institutions. She exposes the way the seven sister colleges reflected society's attitudes towards Black women by continuing racism and oppression on their compuses. Her study also demonstrates, however, that despite the racist climate on these campuses, the Africans American women who attended were highly successful. Most of the women Perkins interviewed valued the opportunity to attain a degree at such an institution and connections and status it brought.

According to Deirdre Almeida in the history of native American women 's education argues that natives American women have historically resisted educational policies that sought to assimilate to advocate for indigenous rights and power to tell their own stories. Almeida describes the ative American culture's on tradition of female leadership, and how their strength has helped generations of women service the off reservation boarding schools, outing system and public education to reaffirm Native American experience values and knowledge.

According to Marilyn Mavrinac in coeducation and gender equity in 12th century French school reforms analyzes the advances made in girl's education in French during two reform movement in the 12th in addition; she touches on the status of women in teaching and school administrative positions during these two reforms. These two waves, one from 1920 to1930 and the other from1960 to 1980, both aimed to upset the nation's focus on educating selected white male elite. Mavinac note the irony that gender equity was often a byproduct of school reform movement. She suggests that the patriarchal structure of the French republic is largely to blame for the slow and conflicted progress made by women in education.

2:2 Related literature.
Cultural factors

Culture and religious values affect female participation. In most African countries, the education of girls is often seen as worthy consideration only up to manageable level. Kirui 1982 and Hyde 1989 in their studies of comparing boys and girls in secondary school enrollment in sub Saharan African found out that the girls often repeated the upper grade levels so that time goes by and would be able to find their future husbands.

School environments.

Schools- related factors affecting student's participation, particularly the decision to drop out included the content of the educational programes and teaching practices. Yeoman 1985 in his study on college drop outs in the developing countries found out that the main reason given by the young people was lack of interests in education since they were not motivated by the teachers and parents. Women reported that they spend excessive time sitting in their classroom with no interesting work to do which makes them to lose interest in education and they end up dropping out of school.

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The same study found out that people believed that educating female had less value than educating male. In this study female students indicated that teachers asked them fewer questions and gave them fewer positions of responsibilities made less eye contact and let them get away with lower standards of work and gave more to their male counterparts Yeoman 1985.

The pattern of intellectual and educational development for an undergraduate woman varies some say what if she attended a woman's college rather than a co- educational college. At a woman's college, she is more likely to attain position of leadership, complete the degree, aspire to higher degrees and enter a graduated or professional school Hyde 1989, Kaneko 1987 Arriograde and Horn 1986, Heyneman 1974 and Henires 1974. Research on the school environment on educational achievements has been affected by the provision of equivalent resources. The peer group is a major component of the school environment segregation between the schools or within a school intended or unintended may have deleterious effect on the less able group of students possibly including the practices of segregating female students for home economics and male students for physical education. This gives male students more chances of completing their education compared to the female who are kept at home.

Investments in education of individuals especially women is a participant in the development process is now being accepted as literacy levels have an effect on the economic development of a country. This has greatly contributed to the more investment in education of a girl child since education is the key to success thus more has been invested in the education process in order to improve on the welfare of people and economic development and growth of a country.

If the child is brought up by the educated parents, the parents will not enlighten the benefits of education and they pass a high degree of understanding about what they can do to implement for their family. It is not hard for the educated parents to notice the importance of good hygiene and sanitation in the promotion of health. Therefore the respect of the view on girl child education is not only for their well being but also for their families and societies.

Situational barriers.

In Uganda men and women have clearly different roles. Men do most of the clearing in the field, do business or have jobs outside the home while women do the households chores and look after the children. Consistent with the collectivists and authoritarian characteristics of the Islamic

culture, women are tied to their social roles and have less authority. This means that education is not important for women, for many young women at the secondary levels, this is just a period in which to wait for their ultimate goal to get married, and some young women are kept at home until their time to be married of f reaches.

In rural areas agricultural production depends upon season weather conditions. The family's income is relatively low which severely affects the education of rural children. The report from the ministry of education 1988 indicated that among 10000 rural women less than 2% have a secondary education. Economically young women contribute greatly to domestic labor. Many gat married at the age of puberty which results in large number of school has reached of school drop outs. In most areas in Uganda the percentage of female students who drop out of school has reached as high as 50% in primary and secondary levels and this is commonly in rural areas where the girls are not exposed to various benefits of education.

Socio- cultural traditions such as early marriage dowry system and selusion can all be the factors for high drop out of girls as they reach puberty in their sixth year of schooling. In Uganda Islam as a religious plays a major role in shaping parent attitude towards education. As many other existing worlds religious Islam is patriarchal and defines women as being either inferior or subordinates to men Saad (1972) Abu Nasr (1982) their traditions require women to conform to code that restricted their behavior. These codes were initiated through cultural norms since adoption of Islam in the Uganda in the 16th century. Despite the official states policy, it is the socio-cultural attitudes and traditions that determine the status of women's and girl's and preserves the status quo for women's education. On several occasions during interviews, women commented on norms and customs as not changing for these women discrepancies exist between vision and actuality. Being educated means status although many expressed a desire for social change or economic prosperity. They have fewer chances than their brothers.

Islamic culture plays an important race in the family. In many Islamic societies women are put under legal as well as social restrictions. Women are generally considered to be either absolutely pure and good or evil and to be guarded against various restrictions and taboos are placed upon women in order to keep them from undermining certain social order. Tales and stories that stereotype women are forbidden to participate in social, political and economic activities outside their home. If they do appear in public, they are expected to hide themselves behind a veil. Only

a few women are given the chance to participate in education and arena. Most do not have choice; their roles are clearly demarcated as wives and mothers. These conditions stifle the personal growth of women Goodwin (1994).

The community provides the environment in which socialization occurs. The gender role placed upon woman is defined by the needs of the society. Female values are passed on by the culture, religious and myths an entire ideological apparatus and dress through all sphere of the society in which she is a part of had been accepted as vital to situation of women Al-Harri (1987), Anderson(1951).

According to the constitution of Uganda 1995 also provided a right to quality education to all persons. Additionally Uganda is a signatory to a number of international commitments specifically the Dakar frame work of 2000, the penal code amendment act abolished corporal punishments and outlaws defilement (MoES, 2015). The children act 2008 requires that all duty barriers, parents, community members and teacher to ensure that children under care are safe and protected and successful campaigns have been launched in order to help children stay in school campaign such as

Go back to school campaign was launched in October 2013 by UNICEF to help girls who drop out of school to re-join and the program registered a number of success stories. Promoting the National strategy for girls' education, promoting girls' education scheme and equity in the classroom program which aims at facilitating equal participation of girls and boys in the classroom.

Uganda overall has a strong legal framework protecting the right to education as a fundamental human right enshrined in the 1995 constitution of Uganda has assigned and ratified the following important regional and international convections protecting the right to education including the united Nations, Universal declaration of human right, Article 28 the convection on the elimination of all forms of discrimination against women Article 10 and the African charter on rights and welfare of the child Article 11,. All these provide a comprehensive set of good education policies that aim ensuring education for all and efforts are being made to reach the most vulnerable people (FAWEU 2010)

According to the Ministry of Education and sports 2015 found out that there is more drop out at primary level than at secondary level because of lack of interest, pregnancy, early marriage, hidden costs at school and family responsibilities. She also indicated that 35% of girls drop out of school because of early marriage, 23% because of early pregnancy and in rural areas 24% drop outs of school because of early pregnancy compared to 16% of weal their households and 21% of urban girls.

According to Robertson's 1985 study on women enrollment in African, found out that women enroll almost as frequent as men in both primary and secondary level. Women are more likely to drop out of colleges than men, especially after marriage Sivard (1985). Expect for these who attend all women's college, women experience the same college environment as men. Women take different subjects more often specializing in the humanities and arts and less often taking math and sciences (Tembo 1984, Blackstone and Weinrich 1980).

Women are under- presented as educational administrators at all levels of education. The absence of women as college and university faculty members, especially at the higher ranks is documented by most research.(Weis 1980). The literature indicates that there are powerful constraints affecting women's participation in higher education in Kenya. Although progress is being made, the status of women as students and employees is still not equal to that of men in the developing countries (Stromquist 1989, Ran 1985).

The literature attempts to highlight the factors that affect contemporary female participation in education in developing countries. Education in Uganda as in many other developing countries is becoming a means of social awareness, social mobility and economic well being for women and men. (World Bank 1989).

The exclusion of women represents a serious violation of justices and human rights. Access to education however, has improved significantly in the last two decades in other parts of the world but Uganda by comparison still a smaller proportion24% of women attending college or university especially from rural areas. Research has identified several areas of importance. For students, parental support and higher educational aspirations for their children supply the motivation for college attendance and achievements. Academic quality of secondary schools will help determine whether one will pass the National examinations. Education resources and school

environments may affect educational achievements. Women are less likely than men to take certain subjects such as English or history. (UNESCO 1988).

According to the statistical abstract 2014 of the ministry of Education, science Technology and Sports found out that the net enrollment Ratio 97% of the total population of primary going age in Uganda, 98% are female and 96% are male. This indicates that girls accessing primary education are slightly higher than boys therefore attainment of gender parity between the male and the female pupils as for every 100 pupils in primary 50 are girls. But then of the total HIV and AIDS cases in primary enrollment which reaches to 0.4% of the total of enrollment, girls make 51.44% of this which alone states their education curve to descend. Overall still, boys are more engaged in co-curricular activities than girls with an average participation of 6.6% compared to 6.3% of the girls. These and many other factors entirely contribute 70 girls affected completion of primary education; this therefore calls for greatly attached interventions to help girls stay in school

CHAPTER THREE.

RESEARCH METHODOLY

3:0 Introduction.

This chapter represents the methods that the researcher will use in carrying out this study the research will select the geographical areas from which research will be carried out and the methods of selection of respondents plans the methods. It also explains the methods used to collect process and analyze data.

3:1 Research design.

The research followed a descriptive research design because the researcher used a district as a case study and some selected schools. Both qualitative and quantitative techniques were used to collect and analyze data on the parenthood practices. The quantitative and qualitative techniques (methods) were used to collect and analyze data.

3:2 Population study.

The study was carried out in Butaleja district in a few selected schools. The area was chosen because the researcher grew from there and is well vast with the area and has got the knowledge of the magnitude of the population. The study involved students and teachers with in the district.

3:3 Sample frame work.

The study involved 100 students and 30 teachers from a few selected schools in the district (Butaleja District).

3:4 Sample techniques

The study used a convenient sampling technique of 100 students and 30 teachers who were chosen at random from each selected school.

3:5. Sample procedures.

The researcher got a letter from the administrators of Kampala International University (KIU) which she took to schools where the study took place. She got permission from the authority in order to access data from the school.

3:6Methods of data collection.

Instrument;

The researcher used focused group discussions guide. This was used to collect the views of the teachers and also used an interview guide to get ideas from students.

3:7 Source of data.

The researcher used both primary and secondary data. Primary data was got from both teachers and the students while secondary data was got through document analysis in form of reports training, manual, news papers and journals for the period under study was used and required data collected from them.

3:8 Data processing and analysis.

Quantitative data involved three sets of activities which included editing, coding and frequency tables. Editing was done by looking through each of the field responses from interview guides, ascertaining that every applicable question was answered and all errors wre eliminated for completeness, accuracy and uniformly.

The researcher then proceed or coded the various responses given to particular questions, she then established how many times each alternative response category was given an answer using tally marks which later were added up.

Data was then presented in frequency tabulations rendering it ready for interpretation, quotations and field notes made were also included.

3:9. Statistical treatments of data

Quantitative analysis; data was categorized according to the research variable. Data was then coded in sheets from which it was keyed into the computer. Quantitative data generated from interview guides were computed into frequency counts and percentages using the formula below.

Percentage = (F/ Total number of respondents) ×100

Where F is number of respondents observed.

REPRESENTATION, INTERPRETATION AND DISCUSION OF THE FINDINGS.

4:0. Introduction.

This chapter is a presentation, interpretation and discussion of the field results. Results are interpreted in tables and in form of frequency counts and percentages.

4:1. Demographic characteristics of respondents.

4:1:1 Gender respondents of students.

During the survey 70% of the respondents were female while 30% were male. Because of the close links between the researcher with the students and teachers all these respondents helped her in answering the questions in the instrument and are as illustrated in table below.

Table 1Distribution of the respondents by gender of the students.

Gender	Respondents	Percntage (%)
Female	70	70
Male	30	30
Total	100	100

Figure 1 showing gender respondents.

chart showing gender respondents
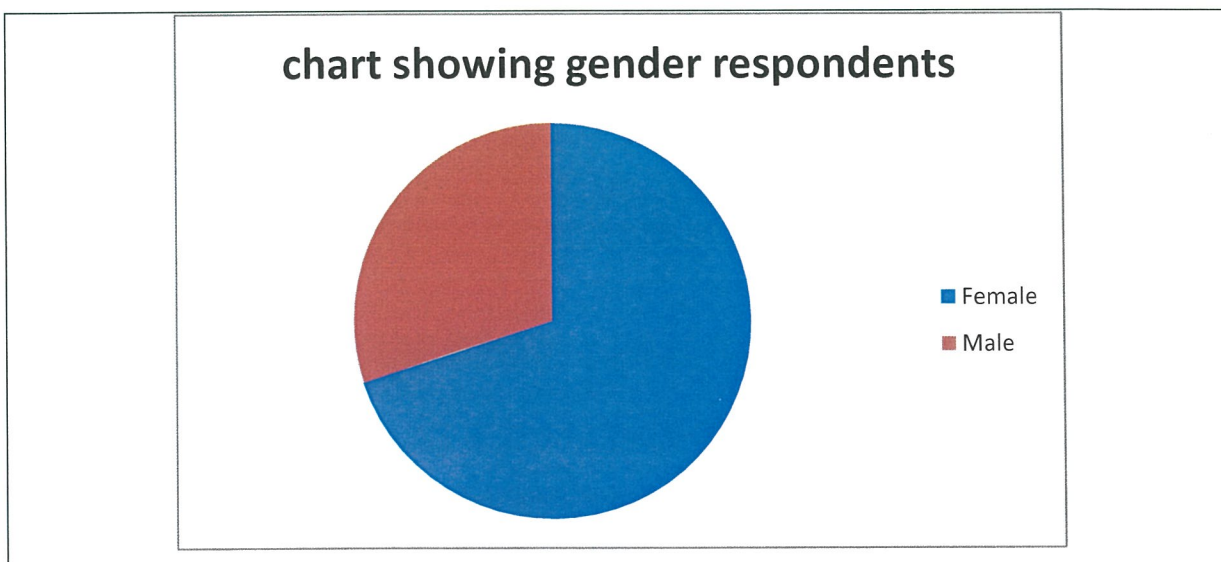
Results from table one and chart show that most respondents were female (70%). This was because the study being studied concerned more of the female than the male though the views of the male (30%) were also necessary in the study.

Table 2Age of students.

Age	Respondents	Percentage
14-16	20	20
17-19	50	50
20-22	30	30
Total	100	100

Source: primary Data(2018)

Results from the table II shows that age of students interviewed ranged mostly between 17- 19 which was 50% and 20- 22 was 30%. This was because the students in that age group are mature enough to answer as necessary because they are the most affected and that best satisfies the question.

Table 3showing the Age of the teachers.

Age	Respondents	Percentage
25- 30	5	16.7
31- 35	20	66.6
36 and above	5	16.7
Total	30	100

Source: primary Data(2018)

Results from the table above shows that the majority of the teachers interviewed were in the age group of 31- 35 that's constituted 66.6%. This is so because most teachers found in the selected schools were of age ranging between 31 and 35.

4:2. Culture, religion and education of girls.

4:2:1 The part religion plays in the girl's education.

The findings are presented in the table and graphs below.

Table 4. Showing the part religion plays in the girl's education.

Response	Number of respondents	Percentage
has big influence on girl's education	10	10
Has little influence on girl's education	20	20
plays no part to influence girl's education	70	70
Total	100	100

Source: primary Data(2018)

Figure 2 showing the part religion plays in the education of girls.

chart showing the part religion plays in educating girls

- Has a big influence on girls education
- Has little influence on girl education
- plays no part at all
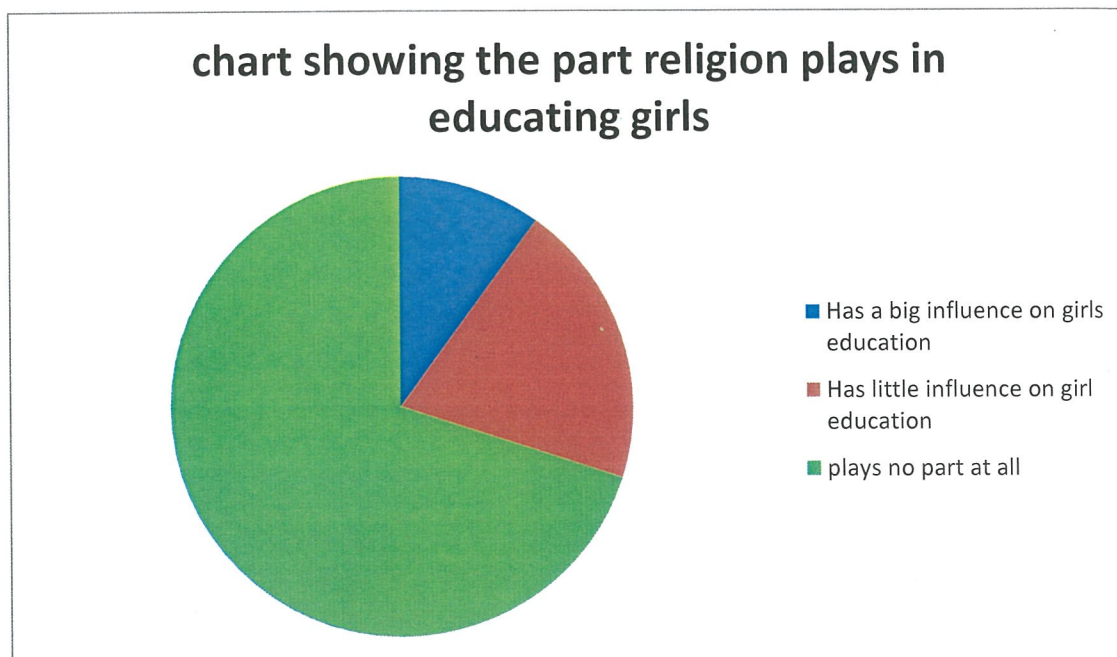
Results shows that the respondents in the selected schools were of the view that religion plays part in the smaller number of girls in schools. This is because the religion practiced in this region supported girls' education than opposing. Some schools were on the foundation of Moslem and Christianity which indicated that religion has supported education for girls

4:2:2 Religion view on female education.

Table 5 Table showing the religious view on female education. results

Response	Respondents	percentages
Girls should get education that boys get	60	60
Girls should get little education in order to enable them get married.	30	30
Girls should not be educated	10	10
Total	100	100

Source: Primary Data (2018)

Results from the table above shows that the majority of the respondents replied that religion in the area believed in the education of girls as much as that for boys 60%. However, there were a sizeable number of respondents who felt that religion did not support education especially those who practice traditional religion.

4:3 Parental attitude towards girl education.

The results of the findings were presented in the table and the chart below.

Table 6 showing parental attitude towards education of girls.

Response	Respondents	Percentage
Support girl education.	60	60
Little support for girl education.	30	30
Do not support girl education.	10	10
Total	100	100

Source: Primary Data (2018)

Figure 3 showing the parents attitude towards the education of girls.
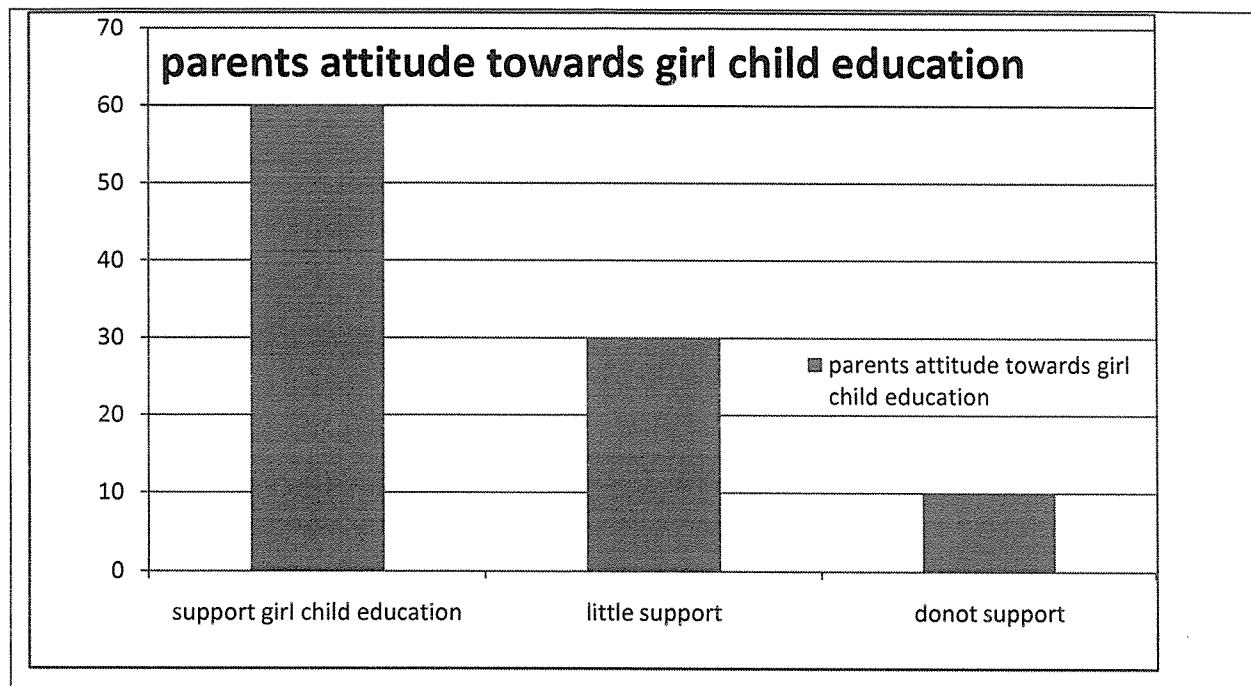
Result above indicates that most parents in the area of study supported girl child education that's by 60%. However, there is sizeable number of parents who did not support girl child education.

4:3:1 Parents' academic expectations for female child and male child.

The findings are presented in the table below.

Table 7 showing academic expectation for female child and male child.

Response	Respondents	Percentage
Boys should perform better than girls.	60	60
All should perform better	40	40
Total	100	100

Source: Primary Data (2018)

Figure 4 showing parents academic expectations of female child and male child.

parents academic expectations.

- boys should perform than girls
- all should perform bettr

The attitudes of the parents towards the performance of students were that expected the boys to do better than girls in examination were 60%. This was because they had higher expectations of their male students compared to the females who were faced by very many challenges and they believed that girls were very weak compared to boys.

4:4. School environment and education of girls.
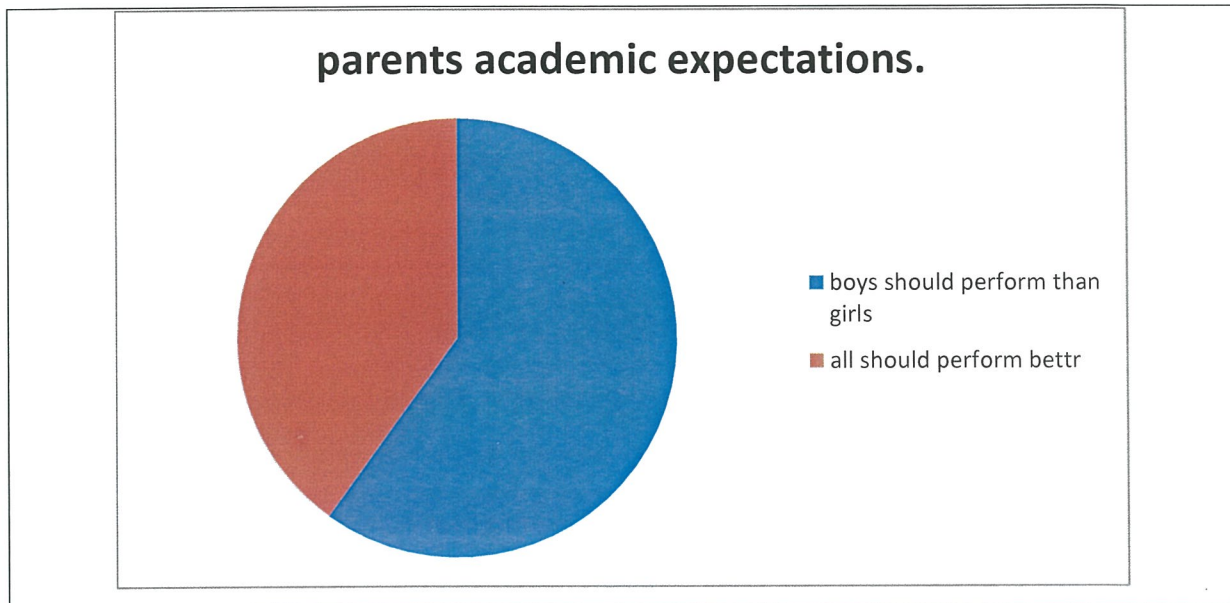
4:4:1. Teachers' expectations for girls' education.

The results of the findings are presented in the table and graph below.

Table 8 showing Teachers' expectation for girls.

Response	Respondents	Percentage
Boys should perform better than girls	60	60
All should perform better	40	40
Total	100	100

Source: Primary Data (2018)

Figure 5showing the expectation in education of boys and girls by teachers.
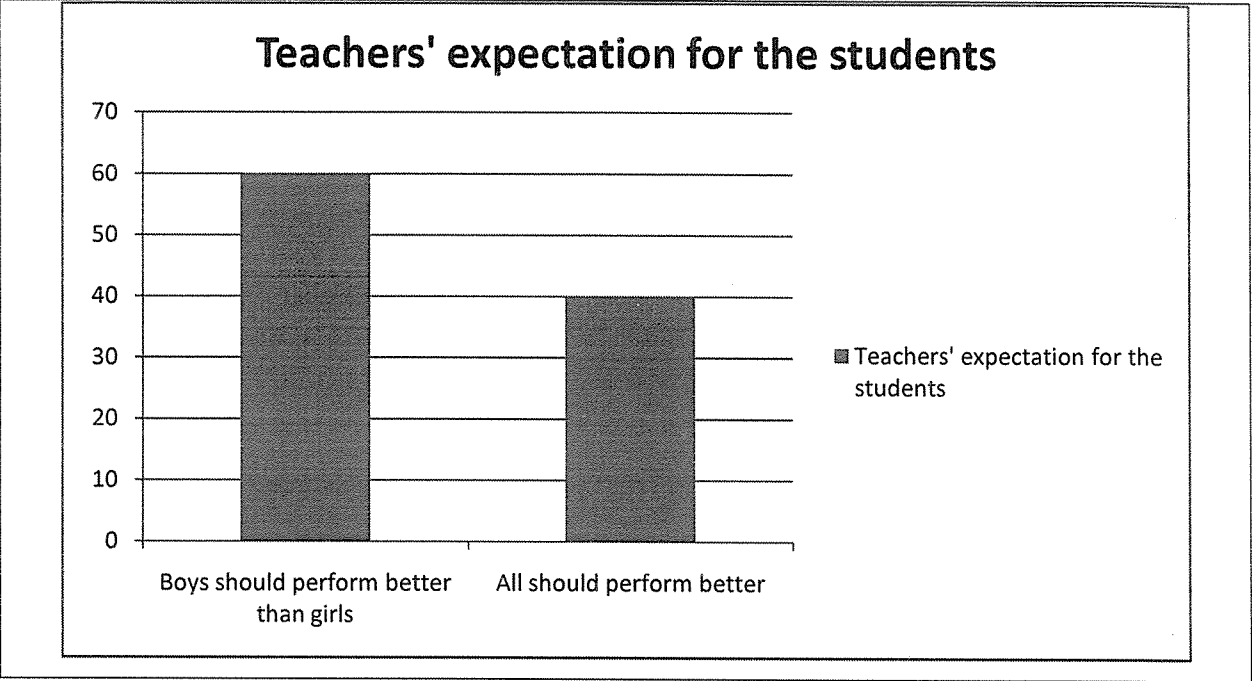
The results from the table and the chart above shows that teachers themselves expected the boys to perform better than girls in the examinations. This was so because they thought that needed to learn more than girls. This view was expressed by students themselves who felt that boys should perform better than girls in the examinations.

4:4:2 Aspirations of girls in life.

The results of the findings are presented in the table and chart below.

Table 9 showing aspiration of girls in life.

Response	Respondents	Percentage
Be a mother	40	40
Get a job and work	60	60
Total	100	100

Source: Primary Data (2018)

Results from the table above shows that most girls preferred get jobs and work to being a mother as the traditionalists in their area stipulates. This meant that they were working hard to improve on the education and get jobs not just being mothers.

4:4:3 Subject interests of girls in education.

The results of the findings are presented in the table and chart below.

Table 10 showing subject interests of girls in education.

Response	Respondents	Percentage
Arts	70	70
Sciences	30	30
Total	100	100

Source: Primary Data (2018)

An over number of girls said that they preferred arts subjects to science subjects. This shows that girls do not take science subjects as very important subjects and therefore they consider them to meant for boys only.

4:5 Situational barriers of education for girls.

The results of the findings are presented in the table below.

Table 11 showing poverty and education of girls.

Response	Respondents	Percentage
Only boys are preferred to go to school because of poverty at home	30	30
All children do not attend to school because of poverty	10	10
Girls are preferred to go to school because of poverty at home.	60	60
Total	100	100

Source: Primary Data (2018)

Results from the table shows that tough economic conditions of the families forced the parents to send girls to school instead of boys because parents believed that boys can manage any situation

without getting pregnant but girls can which puts their life in danger. This was evidenced by one of the students interviewed by the names of Nabwire Zurah from Butaleja modern school who said that she was sent to school and her brother remained home because of lack of school fees.

4:5:1 Family roles and education of girls.

Table 12 shows family roles and education of girls.

Response	Respondents	Percentage
Girls stay home to do house work	40	40
Girls stay home to take care of the family as boys study.	60	60
Total	100	100

Source: Primary Data (2018)

Results from the table shows that parents prefers to leave the girls at home and take care of the family in case parents are too old or too weak to work or when the parents are not at home. This is done on girls at the expenses of their brothers who are usually in school in hope that they are incapable of taking care of their young ones in case parents are not around.

4:6 Girls are only good in household chores.

Table 13 showing the results of the respondents that girls are only good in household chores.

Response	Respondents	Percentage
Strongly Agree	4	40
Agree	3	30
Disagree	1	10
Strongly Disagree	2	20
Total	10	100

Source: Primary Data (2018)

According to the results in the table above respondents strongly agreed that girls are good in household chores than boys which made the parents to keep them to help in house work that's 40% strongly agreed, 30% agreed, 10% disagreed and 20% strongly disagreed.

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4:7 Girls are academically weaker than boys.

Table 14 showing that girls are academically weaker than boys.

Response	Respondents	Percentage
Girls are academically weak.	60	60
Girls are not academically weak.	40	40
Total	100	100

Source: Primary Data (2018)

Results from the table above shows that most respondents claimed that girls are academically weak (60% of the respondents) which has made them to lag behind in education.

4:8 Government participation in education of girl child.

The results of the findings are presentenced in the table below

Table 15 showing government participation in educating girl-child.

Response	Respondents	Percentage
Support girl child education	60	60
Little support girl child education	30	30
Do not support girl child education	10	10
Total	100	100

Source: Primary Data (2018)

Results from the table above indicate that government support girl child education that's 60% of the respondents since some of the schools where the study was carried out were government schools. However, some respondents said that the government provides little support towards girl child education.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS.

5:0. Introduction.

In this chapter, the conclusion from the study and the recommendations made are presented. The study used both qualitative and quantitative methods of analysis.

5:1. Discussion

The study was carried out to assess the challenges facing girl child education in Butaleja district. The research was conducted in three secondary schools. The instruments used for data collection were interview guide, focused group discussion and observation method. Below are the findings.

Poverty and girl child education.

Poor house holds were unable to access basic services like food, education and medication. Indeed their ability to support and invest in their children's education was very limited. A girl child in such house holds was more disadvantaged than the boy child. It was clear that where resources are scarce and the school demands for expenditure girls are pulled out of school. It was also reported that young girls as early as 14 years were forced into marriage so that parents can get dowry.

Girl child labour and education of girls.

Child labour is one of the key factors hindering children from attending school. In such districts like Butaleja, children are engaged in activities rice farming and helping their parents with house work. It is reported that often the labour of girl child is required to support the mother in so many ways including looking after other siblings, helping with domestic work. Because the girl labour is critical, taking her to school or keeping her there appear to be very costly to poor parents. When girls do engage in paid employment it is in the gender role stereotypical work of being housemaids. The phenomenon was reported from nearly all the regions.

Parents' perceptions and attitude towards girl child education.

Parents' perceptions and society expectations, part of gender sex role socialization affect how girls and boys participate in education. From tender age, the young children are socialized into sex roles thus learning sex appropriate behaviours and traits in child hood is one of the pre-requisites for smooth functioning in the society. In gender role most children and girls in particular especially in rural areas, fail to enroll in and complete school because their parents themselves are uneducated. There is also a "myth" among most illiterate parents that boys are generally clever and hard working in school and girls like playing and when they mature, they are difficult to handle and end up being pregnant. Such messages demotivate girls who internalize them and in turn believe that school is not good for them.

Traditional and socio-cultural practices.

Too traditional and socio-cultural practices that's early marriages and FEM were reported as militating against girls' education. FEM was found to be common in the area of the study. Going to school is not a priority for such families even if there are learning facilities.

Insecurity and distance from school.

Insecurity and distance from the school are twin factors which are acted both parents and students as inhibiting school. Parents said that insecurity in the area makes them not to send their children to school.

Peer pressure and truancy.

Both girls and boys are reported as staying out of school due to getting involved in bad groups. Many respondents indicated that children did not go to school or finish due to what they called 'bad behaviour" which in the case of girls take them to towns where they visit bars, watch videos and discos. In some case girls were reported as bending to peer pressure and the outcome is always pregnancy thus dropping out of school.

Lack facilities for educating girl child.

There are very few schools or learning institutions that give education to girl child only. Every one has a right to education; education shall be directed to the full development of the human

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personality and strengthening of respect for human rights and fundamental freedom (center for study of human rights).

5:2. Conclusion.

According to the findings of the study, it emerges that girl child face more challenges than boys in their quest for education. Girls are viewed as good in house holds chores and are often overburdened by parents and guardians. This takes much of their learning time hence poor performance at school.

It was numerously agreed by many respondents that girl education was benefiting the society and that girls should be given opportunities to do so.

Many respondents equally appreciated that girls can perform equally well as boys if given needed support from their parents, teachers and other caretakers.

Existence of cultural barriers that predispose young girls to traps should be dealt with such as early marriage, cultural rules and views those portray girls as sources of wealth that undermines their education in school.

5:3. Recommendations.

From the findings, the researcher recommended that the following should be put in place.

The government should conduct sensitization programes in eastern part of Uganda especially in Butaleja district and parents and girls should be targeted to make them aware of the importance of educating a girl child.

Certain practices like early marriage, forced marriage and early pregnancy should be emphasized.

Teachers and school administrators should help in the awareness campaign by sensitizing girls to take up education as a serous matter and the importance of being educated.

Local administration to be vigilant on those girls who engage in child labour and parents who make girls to take care of their young ones during their absence to be dealt with.

5.4 Areas for further research.

Bearing in mind the limited scope of this study, it's findings cannot be considered as the conclusion hence there is need for further research to be undertaken on issues like legislation on defilement and sexual harassment especially on girls in primary schools and also Community participation to enhance gender balance education in Uganda.

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Interview guide for students.

1. What part is religion playing in your education?
2. What are your teachers' expectations from you?
3. Do you think they have different expectations of you as students?
4. What are your parents' academic expectations of your brothers?
5. What are your religion views towards education?
6. What your parents' attitude towards girl child education?
7. Do you feel they have the same attitude for women's education?
8. What are your own aspirations?
9. Are there subjects that you want to take but you are discouraged from taking them?
10. What subjects interests you most?
11. What reasons do parents give for not taking girls to school?
12. Do you think girls are only better in house hold chores?
13. What part is the government playing towards girl child education?
14. Do you think girls are academically weak?

END