

FACTORS AFFECTING GIRL CHILD EDUCATION  
A CASE STUDY OF BUNGOKHO SOUTH  
CONSTITUENCY MBALE DISTRICT  
UGANDA (2009)

BY


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## DECLARATION

I **Welishe Richard Maus** do declare that the work contained in this research report is my original work and has not been published and submitted for any other diploma to any University/Institution before.

Signed: .....  ..... 

**Welishe Richard Maus**

## APPROVAL

The report has been submitted with the approval of the University Supervisor.

Signed:  .....

**Ms. Ssetamu Cissy**

Date: 02/09/2009 .....

## DEDICATION

I dedicate the work in this report to the family of Mausio Mikaya of Namwenula  
Bumasikye Busiu, Mbale District.

## ACKNOWLEDGEMENT

I would like to recognize and register my sincere appreciation to the following people whose effort greatly contributed to the eventual and successful realization of this research work.

Abundant thanks go to Kalenda Agatha, Soita and Watera Betty Mausso, Welishe Jackson, my sisters and brothers for their constant support, hope and confidence they instilled in me and whose un reserved, endless and tireless effort have enabled me to accomplish this course.

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Special thanks go to all the Head teachers, teachers, local leaders and parents who gave me the privilege to conduct my study in their organization. I further thank them for encouraging the staff to co-operate with me during the research period.

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All I can say is “Thank you all”.

## LIST OF ABBREVIATION

i.

FAGCE	-	Factors Affecting Girl Child Education
UNESCO	-	United Nations Education Scientific Cultural Organisation
UDHR	-	Universal Declaration of Human Rights
WDEA	-	World Declaration of Education for all
CRC	-	Convention on the Rights of the Child
UDHS	-	Ugandan Demographic and Health Survey
UPE	-	Universal Primary Education
COPE	-	Complementary Opportunities for Primary Education
UNICEF	-	United Nations International Children's Emergency Fund

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## ABSTRACT

The study aimed at finding out factors affecting girl-child education in Bungokho South Constituency. It was realized that in other parts of Uganda girl-child education had deeply taken place while as in Bungokho it has not.

In this research a combination of both quantitative and qualitative design were used for this study. Also purposive sampling as a method in research was used to find out the necessary information pertains the study.

The findings revealed that the factors affecting girl-child education in Bungokho South Constituency which included negative attitudes of the community unclear policies, lack of sensitization, natural calamities among others.

The findings indicate the need for increased sensitization, formulation of clear policies, guidance and counseling, improve on teaching methods, teachers should go for re-fresher courses. However, it is hoped that another research should be carried out to find more factors effecting girl-child education in the study area.

## CHAPTER ONE

### 1.0 INTRODUCTION

#### 1.1 Background

Many writers have defined education in different ways but leading to the same meaning. Kakar (1993) explains that education is not only just gathering knowledge but its also helping a person to live at peace with other people. Hence the need to stimulate the growth at all socially desirable traits – on the other had Witty (1990) urges the “Education is not only what goes on in schools, but rather the development of a person’s characters and abilities that goes on through life.

Hawkins (1995) defines Education as the training of the mind and abilities of an individual while Ocitti (1990) page 149 refers to education as the training and learning by doing. For training the intellect imparting technical skills as well as moral values.

Ssekamwa (1997-52), defines education as a process by which one generation purposefully transmits culture to the young, adults and the old for social, cultural and economic benefits for the whole society. Ssekamwa (2001) goes ahead to say that it is a blunder for some historians to lie that foreigners like Arabs, Portuguese among others introduced education in Africa. He goes ahead to quote Keith Cole the author of Kenya hanging in the middle way.

However, the researcher describes education as the knowledge one acquires in life. Which paves his or her ways as how he/she can live with other people and to be accepted in the community.

According to Ssekamwa’s (2001), it is clearly agreed that Education is in different forms for example formal education and non-formal education.

Factors may mean different ideas according to different writers. However for this study factors affecting are referred to as what hinders to the smooth performing of an activity.

Hawkins (1990 pg 48) explains that factors are what aids either clear or unclear performance of an activity. However, factors can be positive or negative also they can be societal, family or school related factors which can affect girl-child education.

Factors affecting girl-child education these are referred to as the hindrance which do not give younger ones of the female sex/gender a chance of acquiring and retaining of formal knowledge these factors can be political, cultural, societal family, related, physical or social environment.

The researcher also looks at education as a source of development into the community and also in some one's life.

Reflecting back to education of girl-child Kawkins (1995) refers to girl-child as someone who is born as a female by them regardless of the age. The Constitution of the Republic of Uganda (1995) explains that a child is someone who is between the age of 0-18 years who is still under the care of the parents or relatives. In regard to the explanation given above about education of girl child and reflecting on human rights conferences and conventions. It seems there is a group of people which is still marginalized as far as education is concerned.

UNESCO (1948) on Universal Declaration of Human Rights Article 26 emphasizes that every one has a right to education, which shall be direct to the development of the human personality on the other hand the Dakar Forum (2000) spells out several of its goods for education including the achievement of all children particularly girls and those with disabilities to have attained quality education by 2015.

There shows that even the marginalized group of people which includes girls, is supposed to attain compulsory and quality education.

In support to that, the World declaration of education for all, (1990) pledged to ensure the right to education of all regardless of individual differences. Article 1.1 of the

declaration” states that every person, child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs”. The convention on the Rights of the child (1989) Article 28 urges all member states to recognize the right of the child to education and make it available to every child.

As part of the effort to ratify the provision in the convention on the rights of the child, the ministry of education and sports lowered University entrance cut off points by one point for girls so that they can have access to education in order to enable them achieve their full potentials. However it is noted that the education of girl child can lead to the future improvement on health standards in various ways among those we have are:-

- Good nutrition habits.
- Lower birth rate to keep the mothers healthy and strong.

The Uganda demographic and healthy surveys (1989-1995) confirm the above statement by stating, “Education level is strongly associated with reproductive behaviour contraceptive use of fertility and infant and child mortality” Girl child education is also referred to as an investment because it has long term impact on an individual’s life thus prepares him/her for life.

Intergenerational benefits are also evident as educated mothers seem to have higher aspiration for their children and therefore more likely to ensure that their children attain good quality of education.

It has been noted that mothers attitudes towards education has more bearing on the likelihood of a child entering and staying in school than that of a father when mothers value education for their children they tend to make great sacrifices to ensure that they attend school.

It is therefore that girl-child should have access to educational opportunities, with this in mind for many developments to be realized in any society, all members must be able to

contribute towards the noble cause hence need for education for girl child. According to the researcher's point of view a woman is the mother of every successful person who need to be educated so as to be more productive and responsible on the other hand Bitamizile explained that when a woman is educated, then the whole nation is likely to acquire education.

In reference to the researcher's experience and observation, education of girl-child in Bungokho is not yet fully recognized and realized. This has been noted during the previous primary leaving examination (P.L.E) where girls performance was poor compared to boys.

However, the researcher's observation and the information collected from different respondents indicates that, there are several factors affecting girl-child education in Bungokho South constituency. These includes geographical, economical, cultural, social and political.

Geographically, Bungokho South has many markets and trading centres where different groups of people gather to carry out business hence end up luring girls at an early stage ending up as their wives.

Culturally, girl-child is viewed as a source of bride-price inform of wealth, in this respect, she is prepared for house wifely hood on the other hand some religions do no value a woman basing on their doctrinal teachings.

Socially, girl-child has no access to internet with the opposite sex which has contributed to low self esteem thus drailing her from good performance. It's believed that girl-child cannot stay alone but has to live with peers, teachers, parents and the community at large for interaction purposes. However on a very sad not some of the people who tend to interact with girl child tend to derail the efforts made by her to go to school by causing a polluted environment,

### **Through the following ways:-**

- Attitudes of the people towards women or gender sensitivity.
- Modification of the curriculum.
- Modification of the environment.

However, some of the things the above writer sighted are being put in place for example during the Presidential campaign President Museveni's manifesto provided basic education which was to be compulsory and free by the beginning of 1997. This was one way of implementing the education programme.

### **1.2 Statement of the study.**

The girl children have limited access to school or when they go to school they drop out though universal primary education is now in existence in the educational context of Uganda.

### **1.3 Objective of the study.**

#### **1.3.1. General Objective:**

To analyse the factors affecting the girl child education.

#### **1.3.2 Specific Objectives:**

##### **The study set out to establish:-**

- The problems encountered by girl-child education in the process of going to school.
- The parent's attitudes towards girl-child education.
- Level of awareness of the local leaders about girl child education.
- The conditions necessary for girl-child education.

### **1.4 Research questions:**

The research questions put forward to guide the study include:-

- What problems do girl-children encounter when going to school?
- What are the parent's attitudes towards girl-child education.
- What is the level of awareness about girl-child education to the local leaders.

- What are the conditions necessary for girl-child education.

### **1.5 Purpose of the study.**

The purpose of the study was to find out factors affecting girl-child (ren) education.

### **1.6 Scope of the study.**

#### **1.6.1 Geographical Scope.**

This study was carried out in Mbale district Bungokho South constituency and the following schools were involved:-

1. Bunambutye primary School.
2. St. Thomas Junior Day and Boarding Primary School.
3. Namwenula Primary School.
4. Nauyo Primary School.

#### **1.6.2 Time Scope.**

The study covered a period between May September 2009.

The study addressed issues concerning factors affecting girl child education.

### **1.7 Significance of the study.**

It's hoped that the study will be useful in a number of ways:-

- It will be a source of information to policy makers and implementers with regards to the factors affecting girl-child education.
- It is hoped that this research will created awareness to local leaders about girl-child education.
- It is hoped that it will help future researchers in the same discipline.

### **1.8 Delimitation.**

The researcher being a born of the area of the study language was not a problem.

### **1.9 Limitation of the study.**

The limitation that were encountered included the following:



- Financial Constraints:- the funds were not easily available to the research.
- Time constraint: - The time allowed to take the study and compile the report was short .
- Slow Response: The schools being busy organization some headteachers were not easily available to provide the data the time the researcher needed it

#### **1.10. Solution to limitations.**

- Sponsors were approached and assisted in raising the funds to the researcher.
- The researcher overcame time constraint by issuing questionnaires early enough to the respondents.
- Appointments were made especially with Headteachers who were so busy and could not be available all the time.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE.

#### 2.1 Introduction.

In this chapter efforts have been made to discuss what other writers discussed about the stud at hand. This was done with respect to the formulated objectives of the study. The objectives were to find out:-

- Problems girl child encounter in the process of going to school.
- Parents attitudes towards the education of girl-child.
- The level of awareness of the local leaders about girl-child education.
- The conditions necessary for girl child education.

#### 2.2 Problems encountered by girl child education when going to school.

Malinga (1998) explains that there is inadequate school facilities especially sanitation facilities for female students in co-educational institutions. She states that lack of these facilities have greatly affected girls in the process of going to school which has caused the following:-

- Absenteeism.
- Reduced participation both in class and outside class.
- Embarrassments – most especially to girls in menstruation periods.
- Poor performance and eventually high rate of dropout from school.

The other voice magazine (2001) states that lack of privacy affects the education of girl child. It is believed that in some schools latrines are shared between girls and boys. This type of experience exposes girls to sexual harassment by older boys thus making a girl-child have low self-esteem towards education. It's believed that even in some homes which carryout some business most especially bars girl-child share latrine or toilets with men.

Many girls tend to come from different places going to schools which also tend to be far so on that note natural calamities hinders them from going to school and those who tend to report late to school and many of them are often too tired to concentrate in class.

Poor sanitary conditions in many schools do not help matters . There is a shortage of sanitary facilities in many schools. That sometimes share latrines and bathroom with girls. “Says Isaiah Mwalye, the headteacher of St. Thomas. He said schools also lack proper disposal facilities for sanitary pads. This stigmatise girls and often keeps them away from school.

Lina (1997) states that girls with disability may find it difficult to attain quality education due to limited movement to schools which are far from home and also lack of mobility devices.

Sweetman and Caroline (1999) on the other side explains that cultural beliefs also have tried to hinder the efforts of girl-child to gain moral of going to school.

These two writers seems to be in support of girl-child education but due to disability and cultural beliefs the two writers concluded by saying that it has frustrated girl-child education.

Culturally girls have been denied education in most societies thus preparing them for future managers and household as future mothers.

Ayo (1990:40) , Quotes Janet Museveni to have said that “ women are their own enemies” that they have been trapped in a web of traditional value which assigns a very high value to child bearing and not beyond that. This aim is on succession as mothers. In addition to that it’s believed that most girls have negative attitudes towards education since they believe in child bearing and home keeping as future mothers. Having looked at problems girl-child encounter in the process of going to school.

### **2.3 Parent's attitudes towards Girl child education.**

Calvin (19y9) refers to attitudes as constituting one aspect of an individual of a society's personality.

According to the researcher, attitudes are termed as the total sum of a man's indination and feeling prejudice or bias, pre-conceived notions, ideas, fears , threats and convictions about my specific area or topic . It is therefore a tendency to favour or reject a particular group of individuals set ideas or social instructions.

Karega (2004) explains that girl-child was the forsaken one, she spend her day at school alerting between the classroom and kitchen making tea for teachers. She goes ahead to say that most Ugandan culture loaded girls with multiple household chores that make it impossible for them to study. Further more she explains that in Uganda no ministry spells the policies of affirmative action for women like the ministry of education. On the other hand Wairere 92004) states, the modern woman seems to be having the upper hand both at work, in family issues as a result of affirmative action.

It seems some parents have positive attitude towards girl-child education. However, if other stakeholders happens to know their responsibilities in the implementation of girl child education then all the parents might change their attitudes.

According to the interview the researcher carried out to various parents, most of them would support girl child education but the high rate of poverty, parents tend to dispose girl-child for marriage. However, Mair (1971) explains that 'bride price is child price. Culturally education was to be for men not women. Women were supposed to be trained home activities so as much as parents complain about poverty. Some of them kept girls for bride price and look at them as source of wealth.

Guy (2004) Explains that parents cannot afford the exorbitant fee charged by schools so he says that let the government assist needy students. We look at a girl being part of the

needy students, therefore his statement is in line with the issue of poverty which is causing parents to change their attitudes towards girl-child education.

Josette (1995) urges that most parents look at the role of a girl as for reproduction within the household that is in addition to child bearing and also held responsible for daily tasks like cooking, cleaning, fetching water among others. It seems most parents according to Josette do not support the idea of girl child education which is termed as a negative attitude towards girl child education. On the other hand Millar (1983) explains that children with high self esteem confidence and high intelligence quotient have usually had caring adult behind them, that this could be a parent, guardian or teacher. This statement indicates that though other parents have negative attitudes towards girl-child education there are those who support the education of girls in some societies and communities.

UNICEF magazine (not dated) explains that girls receive less care both in terms of nurturing and in terms of food. Their schooling is always sacrificial for their labour at home and beyond.

It seems most parents discriminate between girls and boys in terms of nurturing and other school decisions. According to the statement by UNICEF most girls are used on home basis and this shows that parents still have negative attitudes towards girl-child education.

After examining parents attitudes towards girl-child education which is categorized both positive and negative lets look at

#### **2.4 The level of awareness about girl child education to the local leaders:-**

Malinga (1998) explains that, the general public is largely unsensitized to the importance of girls education and is ignorant of their responsible for providing a secure environment for girls. She states that despite demonstrations of political good will, governments have accorded girl education some priority in policy formulation and resource allocation but more emphasis is still required. The planning and management process at Central

districts and community levels are not sufficiently sensitive to the particular needs of girl education.

Also inadequate enforcement of the available laws and interests of the girl-child for example laws on defilement is not clearly defined. Limited availability of gender disaggregated data.

Poverty constrains the choices available to parents even if they were amenable to supporting girl's education. On the other hand Karega explains that it's only the ministry of education and Sports which has some policies on girl-child education so it seems the level of awareness is not yet on the ground. Furthermore the level of awareness should be supported by the policies of which are not clearly stated.

Kanyike (1999) states that girl-child education should be the concern of the government because it is the best thing that can be done to address the gender injustices in education. She goes ahead and say that gender positive policies should be developed and implemented.

Furthermore she says that education is also seen as a means for women's advancement. Research has revealed that most local leaders are not sensitized about girl-child education and that is why the policies are not clear.

Kurts (undated) in his reports on forms and conditions of education for the disabled explains that for the successful educational arrangement that effort system must be put in place for easy coordination.

This statement shows that there is no collaboration between the local leaders and other professionals who would uplift the education of girls and that is why the local leaders are not informed about girl-child education.

According to the information the researcher got from a few local leaders he met during data collection. It indicated that most of the local leaders have not time and also do not know their responsibilities in the promotion of girl-child education. On the other hand a local leader was reported in East African standard news paper of (2004 Feb 19<sup>th</sup> page 10) having married a girl who was below the age of 18 years this shows that the level of awareness is still lower. Generally Bungokho is still tied up with a lot of barriers as far as girl-child education is concerned and therefore the government should be informed so that these barriers are swept away.

## **2.5 Conditions necessary for girl child education.**

### **Equal Rights.**

Girls should be taken to school just like boys when girls attend school they can be very useful to their families, comities and their countries. All people should be sensitized about human rights and the need to respect each other's rights. Kikitooke F. Kyewalabye, F. Omwoyo (2003- pg 206-7 further more they say that environment with basic needs is also necessary for girl child education. Unfortunately even where there is universal primary education, some children may not be able to attend formal schools for instance, there are children who cannot go to school because they have to work in order to provide income.

Programmes to enable such children to get education are essential for instance, in Uganda a programme known as complementary opportunities for primary education (COPE) which is carried out in districts like Nebbi, Masaka, Kamuli and Kalangala provides basic education for such children.

In Karamoja, a special education programme called Alternative Basic education for Karamoja (ABEK) which addresses the unique conditions of the children of Karamoja was put in place. These programmes should be put in place in Bungokho South. According to the information the researcher got from few teachers he met during data collection. They suggested that continuous guidance and counseling should be carried out in schools in order to promote girl-child education in Bungokho.

Another condition necessary for Girl-child education in Bungokho is Environment which is free from health hazard and friendly environment.

## **2.6 Summary.**

In the literature review the researcher focused on historical background of girl child education in Bungokho South. The researcher talked about:-

- Problems affecting girl-child education.
- Parent's attitudes towards girl-child education.
- Level of awareness about girl-child education to the local leaders.
- Conditions necessary for girl child education.



## CHAPTER THREE: METHODOLOGY

### 3.1 Introduction.

In this chapter the focus is on the

- Study design.
- Population
- Sampling
- Methods
- Instruments /tools
- Procedure
- Description of data analysis procedure.

### 3.2 Study design.

A combination of both qualitative and quantitative designs were used for the study. Qualitative approach is an approach that end to be associated with words as a unit of analysis.

Guba (1985) explains that qualitative approach is a descriptive and holistic that exhibits a preference for seeing things in context and stressing how things are related or appear independently. However on the other hand Dens Combe (1998) points out that qualitative research tend to operate on the assumption that social realities are wholes that cannot be understood in isolation form the context, nor can they be fragmented for separate study of their individual parts while as quantitative is an approach where the researcher manipulates the situation to test how it could be.

Semakula (2000) describes qualitative approach as a method which involves recording the information in words or not selecting any pre-chosen aspect. This research based on teachers, headteachers parents, local leaders and girl-children's views. The study mainly investigated the general views on factors affecting girl-child education as presented in the research questions.

- Problems girl child encounter in the process of going to school.

- Parents' attitudes towards girl-child education.
- The level of awareness about girl-child education to the local leaders.
- The conditions necessary for girl-child education.

The researcher used qualitative approach because the instruments for collecting data were mainly questionnaires and interviews. Interview was used mainly to the respondents who could not understand English, how to read and write.

### **3.3 Target Population.**

The target population comprised girl-children, teachers, parents, headteachers and local leaders in Bungokho South Constituency. The schools which the research chose, provided relevant and rightful information for research. The teachers were involved because they had first hand information about the girl-children and also have some experience as far as girl-child education is concerned i.e they are the implementer of policies, parents were involved because they are the first teachers of their children from home before they join school. Hence they have first hand information about their children.

Headteachers were involved because they are responsible for the enrollment and general academic performance of the children and also monitoring school services and coordinating school affairs with other stake-holders concerned with education of children.

Local leaders were involved because they are the policy re-enforcers and also they are responsible for the security of children hence keeping law and order in the village.

### **3.4 Sampling methods.**

Four schools were selected using purposive sampling purpose sampling refers to the sampling method, which the researcher chooses something with the hope of getting the information from the knowledge of participants.

This method was preferred by the researcher because it met the researcher's needs easily like wise other methods like random sampling which could land on schools without right information as far as the study is concerned.

#### **3.4.1 Teachers.**

Twenty teachers were selected of which five from each school purposive method was used because the researcher concentrated on the selected teachers in the selected schools.

#### **3.4.2 Parents.**

Eight parents were purposely chosen because they are the first teacher of their children from home right at the initial stage before school.

#### **3.4.3 Headteachers.**

Four headteachers automatically became respondent by virtue of the fact that their schools happened to be the four selected schools for research study in Bungokho South Constituency.

#### **3.4.4. Methods.**

This study involved a number of methods like case study, survey and archival analysis. It was because they helped to get the required information easily.

#### **3.4.5 Instruments /Tools**

The instruments that the researcher used included:-

- Questionnaires
- Interviews
- Gross group discussion.

#### **Questionnaire (s)**

According to Hall (1996) a questionnaire is a set of questions for respondents answer themselves. On the other hand Newell (1993) supports the saying that it is a series of structural questions which respondents respond to in written.

**Interviews:**

As defined by Cohen and Marion (1992) an interview is a two way person. Conversation initiated by the interviewer for specific purpose of obtaining information in relation to the study. Anderson (1922) goes ahead to say that the information can be recorded on tapes.

In the researcher's views an interview is a face of face interaction between two people whereby one person asks the other questions with an aim of gathering the first hand information that is relevant to the study.

The researcher used interview because of the following reasons-

- Respondent are heard in their own words how they perceive and interpret significant influences in their lives.
- It is easy for the researcher to probe and prompt for more information clarification and rephrasing questions that are sensitive or ambiguous.
- It allows for an estimation of the strength of an attitude

**Gross group discussion.**

Research defines Gross group discussion as whole group discussion. In researcher's view gross group discussion is a whole interaction with community where by questions are asked to all people with the aim of gathering the first hand information that is relevant to the study.

**3.4.6 Procedure.**

Before the researcher left the university for data collection, he was served with an introductory letter from the office of the Director of studies incharge of open and distance learning Kampala International University which was addressed to the respective authority concerned.

Also permission was sought from the headteachers of the selected school and acceptance letter was given before the researcher distributed the questionnaires to the respondent within the schools and also interview girl.

Also a photocopy of the introductory letter was presented to local leaders who in turn introduced the researcher to the parents and other local leaders, this enabled the researcher to carryout the interviews with the local leaders and parents. The researcher did delivery of questionnaires respectively. Finally the researcher proceeded to collect the already filled questionnaires from different respondents.

On receipt of the finished questionnaires, the researcher edited them, which made him to find out errors, relationship in the data. This was to ensure accuracy and uniformity of the results. The researcher used qualitative method of analyzing data that had been collected. The information was tabulated.

#### **3.4.7. Summary**

The collection of data generally looked to be simple but not easy because of the transport. However, it helped to reveal most of the obstacles hindering girl-child education in Bungokho South Constituency Mbale district in Uganda. On that very point let us look at the presentation and interpretation of collected data.

## CHAPTER FOUR : PRESENTATION, ANALYSIS AND INTERPRETATION OF THE FINDINGS.

### 4.1 Introduction:

This chapter contains analysed interpreted information from the respondents who participated in the study based on factors affecting girl child education. The raw data obtained from the participants was analyzed according to research questions formulated in chapter one to aid the researcher in carrying out the research study under the following headings:-

- Problems the girl-child encounters when going to school in Bungokho South Constituency Mbale District.
- Parents' attitudes towards the education of girl child.
- Level of awareness of local leaders towards girl child education.
- Conditions necessary for girl child education.

The information was collected from administrators teaching and non-teaching staff. They included the headteachers, teachers, local leaders, parents and girl children from different schools.

The researcher used questionnaires, interviews and Gross group discussion for data collection. The instruments used gave a variety of respondents . Qualitative and quantitative data analysis procedures were used to analyze the data.

**Table1: Shows the number of participants involved in the study.**

Participants	Expected Number of Participants	No. of Participants	No. of Participants who did not respond.
Head teachers	4	4	0
Teachers	20	20	0
Local Leaders	4	4	0
Parents	8	8	0
Girl Child	20	16	4
<b>Total</b>	<b>56</b>	<b>52</b>	<b>4</b>

The table shows that the total number of respondents expected was 56, out of 56 participants 52 were able to provide the information to the researcher as regards the study while as the other four participants did not respond. This was so because those participants had never experienced such a situation therefore they decided not to turn up for the exercise. This study was guided by objectives.

### Objective one.

**Table II: Problems girl child encounter when going to school.**

Responses	H/Trs	Trs	Local Leaders	Parents	Girl Child	Total No. of Respondents	Total No. Non Respondent	Total of expected participants
Long distances from home to school	4	20	4	8	16	52	4	56
Sexual harassments	4	20	4	8	16	52	4	56
Less participation of parents.	4	20	4	0	16	44	12	56
Poor methods of handling girls at school by male teachers.	1	12	4	8	16	31	25	56
Poor sanitation facilities at home	4	20	2	0	16	42	14	56
Influence of business activities.	4	20	4	8	0	36	20	56
Poor motivation to girl children by parents	4	20	4	0	16	44	12	56
Domestic work	4	20	4	8	16	52	4	56
Mockery by the community	4	20	4	8	16	52	4	56

In the table, eight (8) parents suggested the poor methods of handling girls at school by male teachers was one of the problems girls encounter when going to school and they were supported by one (1) head teachers however on the other hand they denied or did not respond on the issue of less parental participation which was suggested by most respondent.

Two (2) local leaders and all the (8) parents did not respond on the issue of poor sanitation facilities at home which girls share with other male people which expose them to other sexual practices.

Girls children did not suggest the issue of business influence but instead they suggested that its long journeys, which they move from home to school which hinders them from studying well.

On the other hand parents suggested that domestic work at home hinders girl-child education hence not responding on poor motivation to girls as its done to boys.

### **Objective Two**

#### **Parents attitude towards Girl-child Education.**

Out of the eight (8) parents who participated, only two (2) parents suggested that girls should be trained for other activities like : preparing them for marriage or help younger ones (siblings) at home when adults have gone for farming or trading activities other than wasting money on them to attain formal education. Six (6) parents suggested that girls should get quality education.

### **Objective Three.**

#### **Level of awareness by local leaders about Girl Child's Education in Bungokho.**

Out of the four local leaders who participated, three (3) suggested that the community is not yet sensitized about the need to send girls to school and that is why girls end up as business young caderes in the markets and trading centres.

One explained that policy makers had not taught the public on how to help girls who tend to leave school deliberately. Also all the four local leaders suggested that the law, which protect girl children is not clear most especially the one which deals with defilement. In conclusion the local leaders said that the level of awareness is very low in Bungokho South compared to other areas of the country.



**Objective Four (4).**

Conditions necessary for girl-child education out of four local leaders who participated two (2) explained that the environment which is free from health hazards is one of the conditions necessary for girl child education.

On the other hand parents explain that the equal rights, continuous guidance and counseling and parental love from teachers are some of the conditions necessary for girl-child education. Two out of eight parents suggested that friendly environment, separate place of convenience (latrine) and friendly senior woman teacher can contribute to conditions necessary for girl child education in Bungokho.

**Conclusion.**

In presentation and interpretation of data the researcher focused on the research objectives in line with the responses he collected from the participants. These responses were interpreted and analysed clearly.

## **CHAPTER FIVE: DISCUSSION, CONCLUSION, AND RECOMMENDATIONS.**

### **5.1 Introduction:**

The purpose of this study was basically to examine the factors affecting girl-child education in Bungokho South Mbale District Uganda.

Basing on the data analysis and interpretation, this chapter presents discussion, conclusions and recommendations/suggestions about the findings.

### **5.2 Discussion.**

The investigations were based on the following themes:

- Problems girl-children encounter when going to school.
- Parents attitudes towards girl-child education.
- The level of awareness to the local leaders about girl-child education.
- Conditions necessary for girl child education.

The findings in Table II showed respondents' views about problems girl-child encounter when going to school.

Out of fifty six participants, fifty two (52) revealed that long distances from home to school exposes girl children to tiredness. By the time she arrives at school, she is already tired hence she may not participate fully during the learning/teaching process. This statement was backed up by Karega (2004) who in her contributions says that even at school girl children spend their time darting between the classroom and kitchen making tea for teachers. This is so in most schools found in rural areas in Bungokho.

A good number of participants suggested that girls education is also hindered by uneducated businessmen. Josette (1995) in this words says that most parents view girl children as a source of income, therefore even if these businessmen defiled them, the parents will only demand for dowry hence neglecting school and also making girls be sex machines in the community.

Domestic chores (work) were suggested by fifty two (52) participants out of the total number of fifty six (56) expected participants. Actually Diane (1997) says that for a woman to become active and participate fully in education, the community has to change from negative attitudes to positive attitudes. These therefore shows that the over working of girl child in house chores is as a result of negative attitudes.

Mockery by the community happened to be one of the cited factors which girl children encounter. This is so because the community is not sensitized therefore the community needed to be sensitized so as that, that type of behaviour is stopped. However, Malinga (1998) says hat the community are largely unsensitized to the importance of girl's education and are ignorant of their responsibility for providing a secure environment for girls. She states that despite of the demonstrations of political good will, governments have accorded girl education some priority in policy formation and resource allocation but more emphasis is still required in the planning and management of girl children education.

Poor motivation was revealed by forty four (44) respondents out of the fifty six (56) participants many parents tend to neglect their girl children hence paying more attention to male children. According to Uganda Constitution 1995) a child ie entitled to basic education , which shall be the responsibility of the state and parents of this child. This statement does not only apply in Uganda but also in other countries which have girl children. So it is important for parents to motivate their girl children whenever an achievement is made.

Poor sanitation facilities were among the mentioned factors which girl children encounter when going to school. It has been noted that girl children share latrines, toilets and other facilities with males which has exposed girl children to a lot of dangers. The other voice magazine (2001) explains that lack of privacy affects the education of girls. This is true because women look to be shy and by nature they need privacy. Therefore without it girls may not attend school effectively.

Other factors included poor methods of teaching, lack of instructional materials , disability like physical disability where by the doors cannot allow the wheel chair to enter in the class.

Lack of information has led to an increment of negative attitudes towards women in the society, which has contributed to the denial of education of women in some communities. This statement justified the statement in chapter one which stated that the Bagisu community is still tied up with cultural beliefs like boys in the community are more valuable than girls. |

Although free primary education has started, the community of Bungokho south lacks awareness, which seems to hinder the provision of educational services to girls in that area. Actually the rate of dropout is high and many girls end up marrying to small young boda –boda boys and businessmen who dump them eventually hence exposing them to early sufferings. Generally Bungokho South is one of the areas, which is still backward as far as education of women is concerned and a few girls who study, do not attend their education from the surrounding schools due to the polluted environment.

This scenario is in areas, which are near trade centre and markets like Kimwanga, Busiu Nabumali corner among others. However, the researcher agrees with the issue of less parental participation , most parents have no time to attend to issues related to their daughters since they know that a woman's place is the kitchen.

The issue of early pregnancies was raised by a parent Wambululu Michael. Actually most girls in Bungokho have found themselves as victims of circumstances and the concerned men/boys are left without being tried in courts of law because the natives of the place including the local leaders are ignorant about the law. However, research is still needed on the ground to find out more factors.

**Conclusion:**

The study was meant to find out factors affecting girl child education in Bungokho South constituency, Mbale District Uganda. Here the researcher presents some conclusions about the findings from the analysed interpreted data.

- Most children do not go to school due to market days and long distances.
- The highest percentage of the community is not aware about the benefits of girl child education in the study area.
- Laws and policies are not effectively followed and even implemented.
- Trading centres and market places seems to be one of the places which are keeping wrong doors.
- Business activities should have age limits and specific to who should do it and who should be employed.
- Parents are not aware of their responsibility.
- No sign of sex education in schools and the community.
- Guidance and counseling seem not to be taught to various groups of people.
- The concerned ministries like health are not aware of it's duties as far as the sanitation is concerned.
- No sign of motivation and parental involvement in the education of girl child education.
- Girls at lower level are not sensitized about the benefits of education.
- Bad language used by teachers during the teaching learning process.
- Finally insecurity to girl children was also sighted though on a minimal point of view.
- Parents were also involved in the study of which out of the eight (8) parents, two suggested that girls should be prepared for:
  - Marriage.
  - House work
  - Keep the young ones at home.
  - Be as a source of income.

However, six (6) parents argued it out and suggested that girls also attain quality education just like other children who are not girls. This clearly shows that parents should fully support education of girls without discriminations.

Four (4) local leaders got involved in the study and three (3) expressed their views by saying that the community is still unsensitized about girl children education, however, they felt concerned and suggested that let the government do everything possible to see to it that also girl children benefit from the introduction of Universal primary education.

They said that, this could only be effective if the ministry of Education and Sports would carry out sensitization workshops. Kanyike (1999) on the other hand explains that, girl children education should be the concern of the government to set up policies, which can help to guided girls in general.

### **5.3 Recommendations:**

The researcher presents some recommendations. Suggestions, which he hopes might be useful to the communities in Bungokho South Mbale District as a whole. This may help to overcome the factors affecting girl child education.

- Education department should conduct seminars and workshops so that teachers and the community get to know the benefits of education.
- By-laws should be enacted to curb the high rate of sexual harassments.
- All market areas and trading sites should be restricted from hosting children both girls and boys.
- Girls should be given first priority in some other fields especially when admitting senior one and university.
- The concerned ministry should sensitize local leaders so that they take up the responsibility of implementing the policies.
- Girl children should be encouraged to study by giving them presents/gifts whenever an achievement is made.

- Life skills activities should be introduced in schools so that girls who are academically weak can take up other vocational courses.
- Government should encourage poverty alleviation programmes which can enable parents meet their children's needs.
- Sanitation facilities both at home and school should be put in place in order to avoid secondary danger.
- More research should be carried out in the field of girl child education.
- Let the ministry of Health in Collaboration with the Ministry of Education and Sports distribute sanitary pads freely to girls who might have reached the stage of menstruation period.
- Sex education should be encouraged in schools.

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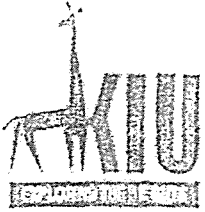


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e-mail: [efagbamiye@yahoo.com](mailto:efagbamiye@yahoo.com) Tel: 0753142725

## Office of the Director

.....

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR ~~MIS/MRS/MR.~~ WELISHE RICHARD NTAUSO

REG. #.....DPE/17206/71/DU.....

The above named is our student in the Institute of Open and Distance Learning (IODL) pursuing a Diploma/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

.....

FACTORS AFFECTING GIRL CHILD EDUCATION

.....

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

MUHWEZI JOSEPH  
HEAD, IN-SERVICE

Bunambuye Pr. School  
Po Box 2024

Mbale

5th August, 2009

The officer In Director's office  
Kampala International University  
Po Box 20000 Kansanga Kampala.

Dear Sir

RE WELISHE RICHARD MAUSO

This is to certify that MR WELISHE  
RICHARD MAUSO who is a student of Kampala  
International University Institute of open  
and Distance Learning carried out his research  
in Bunambuye Primary school on "FACTORS  
AFFECTING GIRL CHILD EDUCATION".

He had responses from the Head  
teacher, one of the teachers and one  
pupil from Primary six class.

Accepting his Findings will be of  
great Honour.

Yours Sincerely

BUNAMBUYE PRIMARY SCHOOL

# ST. THOMAS JUNIOR SCHOOL

P.O.BOX 1086

MBALE

5/8/09

Dear Sir / Madam,

This is satisfy that Mr. Welishe Mauso Richard has done his research in the above mentioned school.

Yours faithfully

MWALYE KAMAH M



NAMWENULA PRIMARY SCHOOL

P.O. BOX 587,

MBALE.

05.08.09.

THE HEAD IN SERVICE.

KAMPALA INTERNATIONAL UNIVERSITY.

Dear Sir

RE: MR. WELISHE RICHARD MAUSO

DPE / 17206 / DU

This is to acknowledge that the above named student, departed at this school on a research programme, on: Factors Affecting Girl-child Education on 05.08.09.

His findings are as indicated on the questionnaire in his possession.

Signed

NTOITE NAMUGOMA JOSEPH.

HM  
NAMWENULA P/S HEAD TEACHER.  
P.O. BOX 587 MBALE

NALUYO PRIMARY SCHOOL

P.O. Box 2214

MBALE

THE DIRECTOR,  
KAMPALA INTERNATIONAL UNIVERSITY  
INSTITUTE OF OPEN & DISTANCE LEARNING  
P.O. Box 20000  
KAMPALA.

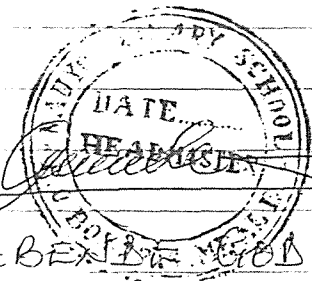
Dear Sir/Madam,

RE: WEKISHE RICHARD MAUSO

The above named teacher has been permitted to carry out his research about factors affecting girl-child education at our school.

Any other possible assistance will be given in case it is in existence.

Yours faithfully,

  
NABENDE GODOFREY

## QUESTIONNAIRE FOR HEADTEACHERS.

Dear headteacher, I am carrying out research the education of girl-child in Bungokho South constituency Mbale district in Uganda.

Please fill in this form to enable me describe and analyse the situation correctly. Do not write your name. I have chosen to work with you in this research for reasons that:-

- Your school is within my area of coverage for research study.
- You may have some information about factors affecting girl child education in Bungokho.
- Your suggestion may contribute to solution.

### SECTION A:

1. For how long have you served as a teacher?
2. (a) Between 5-10 years. (c) Between 15-20 years.  
(b) Between 10-15 years (d) Above 20 years.
3. What is your marital status?  
(a) Certificate  
(b) Diploma  
(c) Degree  
(d) Non of these.
4. What is your age range?  
(a) Between 20-30 (b) Between 30-40 years.  
(c) Between 40-50 (d) Over 50 years.
5. Are you born of this area?  
(a) Yes (b) No.

### SECTION B

6. How is the performance of girls in your school?  
(a) Excellent (b) Good (c) Poor
7. What do you think are the factors contributing to the performance mentioned I no 6. above?  
(i) .....  
(ii) .....  
(iii) .....
8. What is the general enrollment of girls in your schools?  
(i) Lower primary  
(ii) Middle primary  
(iii) Upper primary
9. If they are few what do you think are the factors contributing to a small number of girls compared to boys?  
.....
10. Do the majority of parents contribute towards the development of girl child education? Yes/No.  
If yes, quote.....  
If no, how?.....
11. Are there policies in the Ministry of Education which favour girl-child education?  
(a) Yes (b) No  
If yes, quote?.....  
If no, Why?.....
12. In your own view, briefly explain what you think about the girl-child education.  
.....
13. In your school, is there any provision to cater for feminine needs of girls who are in adolescent stage?  
(a) Yes..... (b) No.....  
Specify:.....

Thank you. For your co-operation.

## QUESTIONNAIRE FOR TEACHERS

Dear teacher, I am carrying out research on factors affecting the education of a girl child in Bungokho South Constituency, Mbale District, Uganda. Please fill in this form to enable me describe and analyse the situation correctly. Do not write your name:

I have chosen to work with you in this research for reasons that:

- Your school is within my area of coverage for research study.
- You may have some information about factors affecting girl child education in Bungokho.

### SECTION A:

Name of school .....

Class taught.....

1. For how long have you taught in this school? .....

2. What is your level of qualification? (a) Certificate (b) Diploma  
(c) Degree (d) Any other.

3. What is your marital status? (a) Married (b) Single

4. Are you born of this area (a) Yes (b) No

5. Which responsibility do you hold in this school apart from class teaching?  
.....

### SECTION B:

6. Number of pupils in your class

Boys .....

Girls.....

7. Generally how is the performance of girls compared to boys in your class?

(a) Excellent (b) Good (c) Fair (d) Poor

8. What do you think are the factors responsible for the above mentioned performance?

i. ....

ii. ....

iii.....

9. Do parents make follow ups of their daughters at school (a) Yes (b) No.

(i).....

(ii).....

(iii).....

10. Which other factors hinder the education of girls in your school?

(i).....

(ii).....

(iii).....

11. Suggest possible ways how a girl child education can be lifted up in your school  
.....  
.....

12. In your own view, what can you say about girl-child education?  
.....  
.....

**THANK YOU FOR YOUR CO-OPERATION**



**QUESTIONNAIRE FOR LOCAL LEADERS.**

Dear leader.

I am carrying out research on girl-child education. The information you give in this questionnaire will be used for only this study and will be kept confidential.

**Section A:**

1. What is your range:  
Between (a) 20-30, years (b) 30-40 years (c) 40-50 years  
(d) 50 years.
2. What is your marital status?  
(a) Single (b) Married.
3. If you are married how many children to you have?  
.....  
.....
4. How many girls do you have?  
.....
5. Are you a polygamist or monogamist?  
.....

**SECTION B:**

6. In your area of operation are there children who do not go to school?  
(a) Yes (b) No.
7. If they are there , what is the number of girls compared to boys?  
(a) High (c) Low.
8. You as an administrator, which strategies have you put forward to help girls who do not go to school in your area  
.....  
.....
9. As local leaders, do you participate in school activities: Yes No  
If yes, How?.....  
If no, why?.....
10. In your own view, what can you say about girl child education  
.....  
.....

Thank you for your co-operation.

## INTERVIEW GUIDE FOR PARENTS

1. Location .....
2. Do you have a family?.....
3. How many wives do you have?.....
4. How many children do you have?.....
5. 5.How many girls do you have out of the mentioned number of children you stated in number (4) above.....
6. Do they study?.....
7. How do you contribute towards their education.....
8. How far is from home up to school?.....
9. Is your neighbour having girl children.....
10. What are the possible problems you think girls in your village have most especially when they are going to school.....
11. How do people in your village view girl child education?
12. In case your neighbour's daughter conceived, what advise would you give him/her?
13. Are the local leaders participating towards the education of girls.
14. What other problems do you think girls face when they are at school?

**Thank you for your co-operation.**

## INTERVIEW GUIDE FOR GIRLS.

Dear Girl

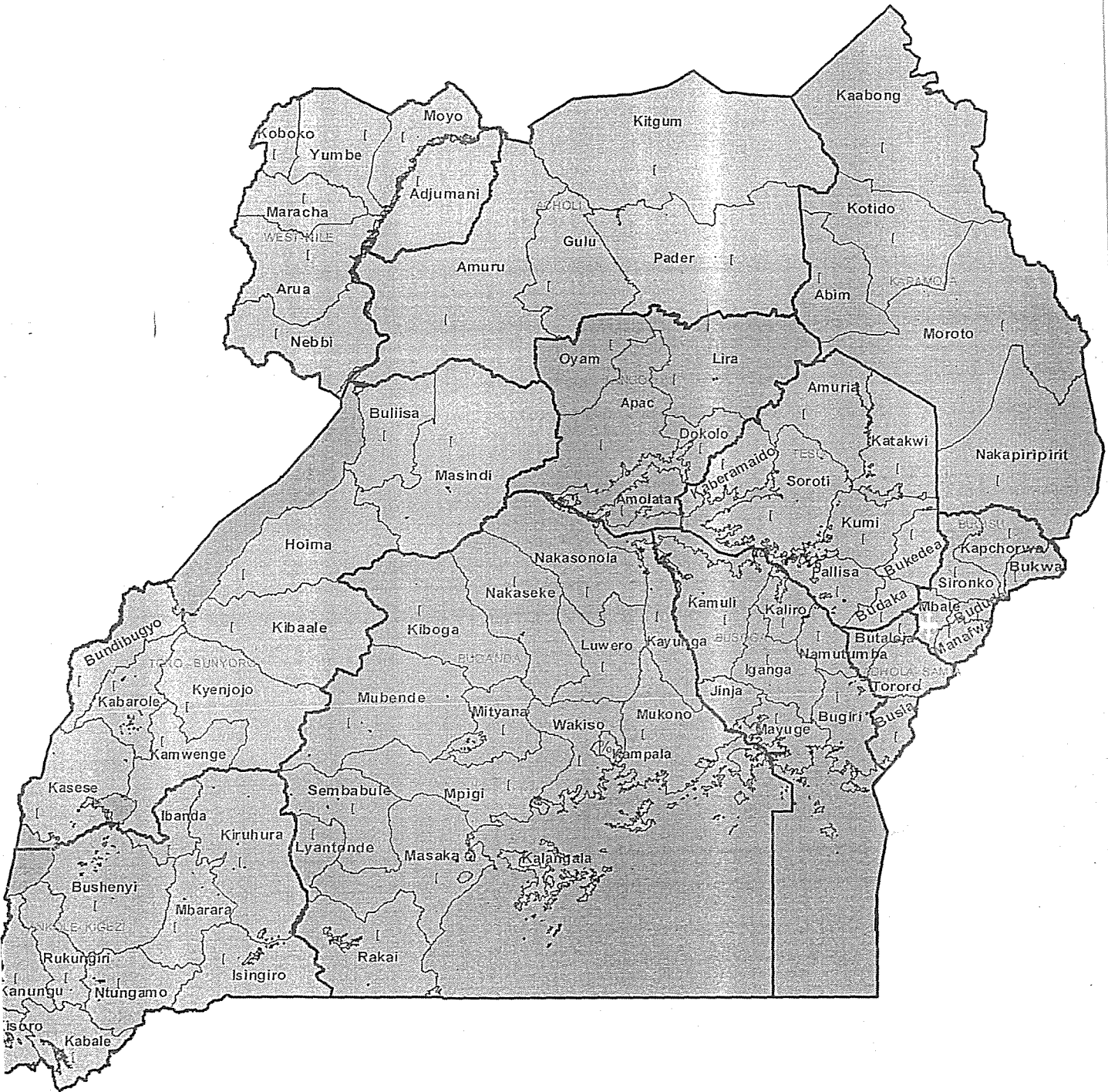
I am carrying out research on girl-child education. The information you give in this interview guide will be used for only this study and will be kept confidential.

1. In which class are you? .....
2. Are your parents still alive? (a) Yes (b) No.
3. Who buys school requirements for you.  
(a) Mother, (b) Father (c) Guardian
4. How do you perform in class?  
(a) Excellent (b) Good (c) Fair (d) Poor.
5. Do you play any games with boys?  
(a) Yes (b) No.
6. What are the attitudes of boys.  
(a) Negative (b) Positive
7. Do you use separate toilets in school  
(a) Yes (b) No.
8. Do you have separate sanitation facilities at home?  
(a) Yes (b) No.
9. Which other problems do you face when you try to go to school?  
(a) Sexual Harassment (b) Mockery.
10. Is education good for you?  
(a) Yes (b) No.

If not why:.....

Thank you for your co-operation.

# MAP OF UGANDA SHOWING DISTRICTS

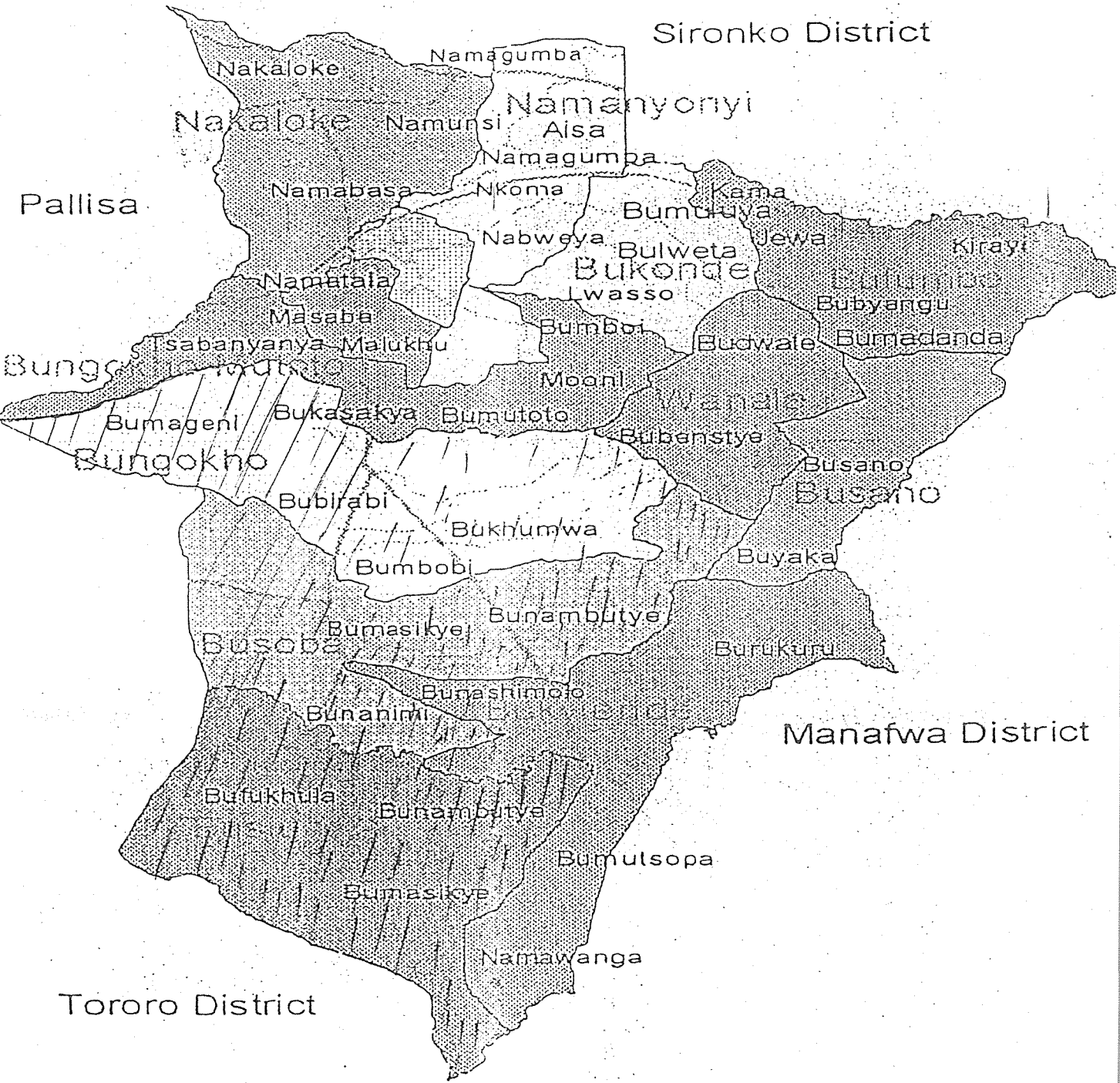


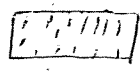
District of Study – Mbale District

Scale: 1 : 2,200,000

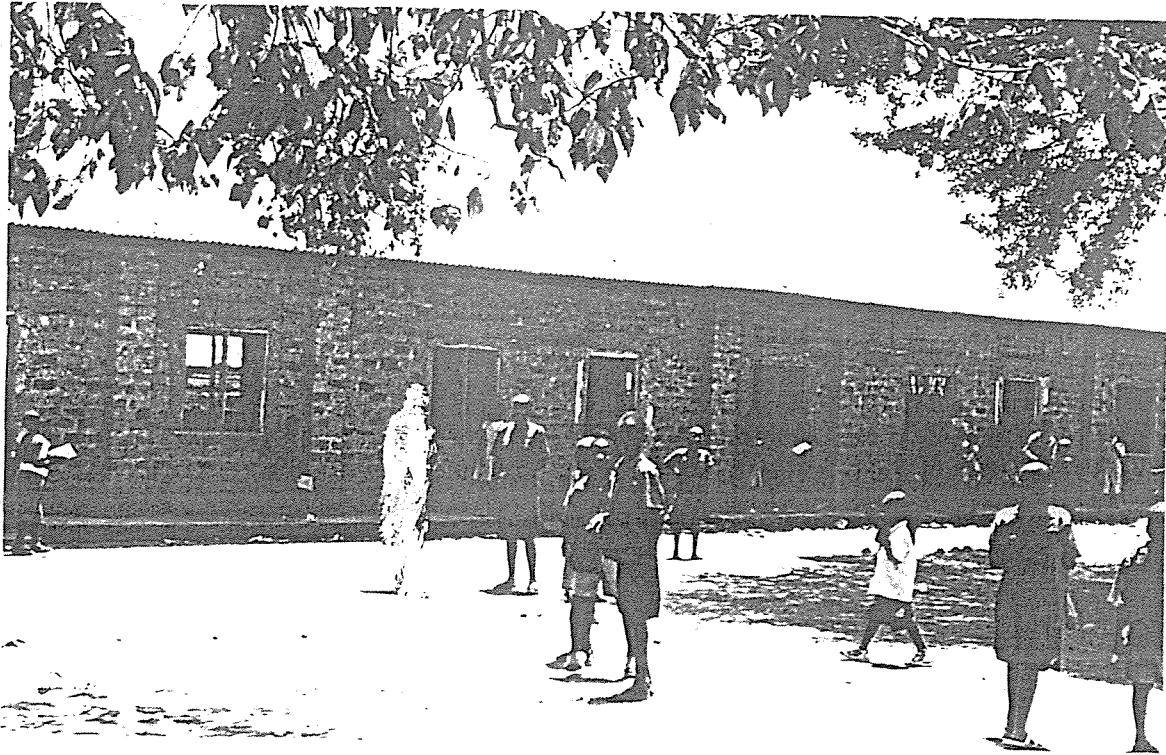
100 0 100 Kilometers

# MBALE DISTRICT MAP



 Area of Study

APPENDIX 5.1 A PHOTOGRAPH OF BUNAMBUTYE PRIMARY SCHOOL



APPENDIX 5.2 A PHOTOGRAPH OF ST THOMAS JUNIOR PRIMARY SCHOOL.



APPENDIX 5.3 A PHOTOGRAPH OF NAMWENULA PRIMARY SCHOOL





APPENDIX 5.4 A PHOTOGRAPH OF NAUYO PRIMARY SCHOOL



### TIME FRAME

TIME	DATE	ACTIVITY
May	2009	The topic was identified and approved.
May	2009	Writing of the research proposal took place
May	2009	The research proposal was approved.
June-July	2009	Related literature was collected.
July-August	2009	Data was collected by use of questionnaires/oral interviews.
August	2009	Compiling and analysis of data collected was done , writing of rough copy of the report done.
August	2009	Typing and Binding of the research report
September	2009	Handing in the research report to the supervisors.

### BUDGET

The researcher needed the following resources to enable him carryout his study successfully. Below is an estimated budget of the items that were needed during the study.

ITEM	QUANTITY	AMOUNT	TOTAL
Pens	1 packet	200	2,800
Papers	1 ream	7,000	7,000
Transport	4 schools	4,000	16,000
Meals	4 meals	2,500	10,000
Typing and Binding			100,000
Miscellaneous			25,000
<b>Grand Total</b>			<b>160,800</b>