

# **KAMPALA INTERNATIONAL UNIVERSITY**

**FACTORS LIMITING GIRL-CHILD ACADEMIC PROGRESS  
IN SECONDARY SCHOOLS: A CASE STUDY,  
AMACH COMPLEX SECONDARY  
SCHOOL.**

**BY**

**OPYENE DENIS MECAMBUGA  
BED/20441/71/DU-LR.**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT  
OF THE REQUIREMENT FOR THE AWARD OF THE  
DEGREE OF BACHELOR OF EDUCATION OF  
KAMPALA INTERNATIONAL  
UNIVERSITY.**

**OCTOBER 2009.**

# TABLE OF CONTENT

<b>Title</b>	
Table of content .....	
Declaration .....	(i)
Approval .....	(ii)
Dedication .....	(iii)
Acknowledgement .....	(iv)
Abstract .....	(v)

## CHAPTER ONE.

1.0 Introduction .....	1
1.1 Background to the study .....	2
1.2 Statement of Problem .....	2
1.3 Objectives of the study .....	2
1.4 Significance of the study .....	2
1.5.1 Research Questions .....	2
1.5.2 Hypothesis .....	3
1.6 Limitations of the study .....	3
1.7 Delimitations .....	4

## CHAPTER TWO

2.0 Literature Review .....	5
2.1 Introduction .....	5
2.2 Cultural Influence .....	5
2.3 Financial Constraints .....	6
2.4 Attitudinal factors .....	6-7

## CHAPTER THREE

3.0 Methodology .....	8
3.1 Introduction .....	8
3.2 Research Design .....	8
3.3 The Study Area .....	8
3.4 The Study Population .....	9
3.5 Sources of data .....	9

3.5.2 Research Instruments .....	9
3.6 Methods of data analysis .....	10

**CHAPTER FOUR**

4.0 Data presentation, Analysis and Interpretation .....	11
4.1 Introduction .....	11
4.2 Administration of the research instruments .....	11
4.3 Cultural Factors .....	11
4.4 Financial Factors .....	12
4.5 Attitudinal Factors .....	13-14

**CHAPTER FIVE**

5.0 Discussions, Conclusions and Recommendations .....	15
5.1 Introduction .....	15
5.2 Discussions .....	15-16
5.3 Conclusions .....	17
5.4 Recommendation .....	17-18

References .....	19-20
Appendix I: Background Information .....	21-22
Appendix II: Questionnaire for teachers .....	23-25
Appendix III: Questionnaire for S.3 and S.4 girls .....	26
Appendix IV: This section of the questionnaire is a guide meant for the Respondents who can not read and write .....	27-28
Appendix V: Introductory Letter .....	29

(I)

**DECLARATION**

I Opyene Denis Mecambuga, declare that to the best of my knowledge, this is my original work which has never been submitted to any institution of learning for the award of any qualification,

Signed: .....



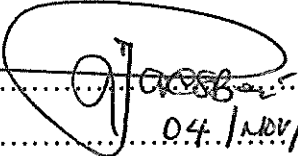
Date: .....

02/11/09

(II)

**APPROVAL**

The research report under the topic: Factors limiting girl-child academic progress in Secondary Schools: A case study, Amach Complex Secondary School, Lira District, has been designed by Opyene Denis Mecambuga, and is ready for submission to the Faculty of Education of Kampala International University in Uganda.

Signed: .....  .....  
Date: ..... 04./NOV/2009 .....

(iii)

## DEDICATION

In the name of God the compassionate, the creator, through his son, Jesus Christ, I dedicate this piece of work to my wife, Madam Rose Opyene (Mrs), Mr. Taita George, Bwonyo Bosco,, Okada Patrick, and Opio Richard for their moral, physical and financial support to produce this report.

May God bless them all. Not forgetting Mr. Acelam Ben who generously guided me on how to write a Research report.

(iv)

### **ACKNOWLEDGEMENT.**

The work has come as the concern of teachers, students, parents, local leaders and some political leaders in Amach Sub-County, Lira District.

This study was made possible by the assistance and encouragement of many people.

Great thanks goes to my dear wife, Rose Opyene, Mr. Taita George, Waneroba Jonathan, Opio Joseph. Ocepa, Sr, Felicity Drakuru, Ebong Boniface, Ajok Ester and Ruth.

Special thanks, heart felt gratitude and appreciation goes to Mr. Acelam Ben for the cool and fatherly guidance to produce this report.

May the Almighty God reward you abundantly for all forms of assistance you rendered to me physically, Morally and Psychologically. Amen.

(V)

**ABSTRACT.**

The purpose of the study was to find out those factors/hindrances that have made the girl-child of secondary school going age, to perform poorly and drop out of schools contrary to the case of the boy-child. Special attention was given to Amach Complex Secondary School, in Amach Sub-County, Erute South, Lira District.

The subjects targeted included students, teachers, parents, local leaders and government civil servants. The first data was collected by use of questionnaires and Oral Interviews, and this was administered by the investigator.

The researcher collected the data and analyzed it qualitatively. Qualitatively, the researcher discussed the findings in relation to the objectives of the study, with the help of the data collected.



## CHAPTER ONE

### INTRODUCTION

#### **.1 Background to the study.**

There has been and still a general out cry that the girl-child has been lagging behind as far as education is concerned. This is because of many hindrances she faces while at school, particularly, secondary level. This can be viewed from the fact that the majority of girls perform poorly and drop out of schools, contrary to the case with the boy-child.

The constitution of the Republic of Uganda however, has declared education as a right to all regardless of age or sex. This is clearly stipulated in chapter 34, Articles 2 and 3, implying that even the girl-child is entitled to education at all levels including secondary level.

The universal right to all is however, denied to the child as the majority of girls in secondary schools perform poorly and drop out of schools due to certain hindrances. This has negatively affected national development towards where women are supposed to contribute.

It is therefore, from this viewpoint that the researcher has come out with a report as regards girl-child education in secondary schools.

The researcher found out the real factors, which hinder girl-child education that lead to poor performance at secondary school level. In regards to this, the researcher has developed a report to help the future generation of Amach Sub-County and other areas with similar problems, and reduce them.

The researcher's area of investigation was Amach Complex Senior Secondary School, in Amach Sub-County, Located 14kms South East of Lira Town.

In the Sub-County, there are two secondary schools. These schools are Amach Complex and Amach Modern Senior Secondary Schools, and all provide co-education.

The dominant economic activity in the area of the study was found to be agriculture and the occupants of Amach , who are predominantly the Langi, from the Lango tribe.

## **.2 Statement of problem.**

High level of illiteracy, prostitution, abortion, and early marriages among girls is due to failure by parents to educate them.

## **.3 Objectives of the study.**

The purpose of the study was to find out those problems affecting the girl-child of Secondary school going level that lead to dropout in Amuch Sub-county, Erute South, Lira District. The objectives included:-

- I. Exploring the cultural problems that hinder girl-child education at secondary school.
- II. Identifying the financial constraints undermining girl-child education at secondary level.
- III. Finding out how attitudinal factors have blocked the girl-child's chances to complete secondary education.

## **1.4 Significance of the study**

- i. The researcher's findings and recommendations will act as a basis for improving the status of girls in secondary schools.
- ii. Findings will enable people intending to carry out research under related topics.
- iii. It is a belief that the findings will assist parents and the public in general to uplift the status of daughters after knowing their problems.
- iv. The researcher also believes that the findings will assist the educational administration to find the best ways and procedures to follow in order to combat illiteracy level at large.

## **.5.0 (i) Research Questions**

1. How well do girl-children prepare academically?
2. What contributions do parents make towards their education?
3. Why does the government, the NGOs, and other International Organizations advocate for gender equality?

### 5.1 (ii) Hypothesis.

Positive reinforcement raises the quality of education among girl-children.

### 6 Limitations of the study.

It cannot be assumed that this survey suffered no limitations. The researcher here acknowledges that some drawbacks in this endeavor to produce the report were met. Foremost was the sample selection. This included parents, workers in the District Education Office, members of board of governors, and some officials from the Ministry of education and sports. But here the researcher restricted respondents to pupils, teachers, and parents only.

The researcher also wished to put that this work might not be detailed enough to the expectations of most readers. This was due to the limited time that the researcher was required to collect the data and compile the work. If there was ample time, the researcher would not limit his sample to teachers, parents and pupils only as mentioned above.

Another crucial problem foreseen was the financial constraints. Although a research of this kind was supposed to be funded by the Government, today is the era of cost - sharing where much of the funding was left to the researcher. The researcher therefore relied on the meagre financial resources but nevertheless, produced a report.

Apart from the above mentioned it was an anticipation that, some respondents might not give relevant information or fill the questionnaires. This proved difficult to generalize on certain hypotheses.

Besides the above mentioned, Amach Sub-County is a very large area with eight parishes, therefore, there was problem of transport. The researcher in this respect rode most of the time. This proved to be a problem since the school was far.

## 1.7 ***Delimitations.***

The research was carried out in Amach Sub-County, Erute South, Lira District, Northern Uganda. It involved Amach Complex Secondary School only in Amach Sub-County as a representative of all secondary schools in Uganda. The research also limited itself to the contribution of the Government of Uganda, Human Rights Organizations, and the role Model parents on achieving girl-child education. The relevance, effectiveness and impacts of these contributions were used to determine the level of their participation since its inceptions. The study scope established the problems facing the girl-child's education at secondary school level.

## CHAPTER TWO

### LITERATURE REVIEW.

#### **2.1 Introduction.**

The problems affecting girl-child education in secondary schools are of great concern to many people who are in turn putting across many views regarding the same. This chapter therefore reviews other related literature.

This has been sub-divided into cultural influence, financial constraints and attitudinal factors.

#### **2.2 Cultural Influence.**

Sulzer.B (1990) observed that, traditionally boys are always given a higher occupational and educational expectations, and aspirations than girls.

Data .A (1992) revealed that some female adolescents feel that if they achieve in the educational; and occupational sphere, they would be doing so to the detriment of their femininity. Because most achievement situations are of a competitive nature, these would be left for boys to do so.

The government white paper (1992) revealed that the sexual discrimination between boys and girls by parents, dictated by cultural values symbolized divisions for labour which all cultures illustrate with false assumptions, negative and consistent thinking which are always reported to be hindering girl-child education.

David .M (1998) asserted that cultural beliefs and practices revealed that girl-child education is a waste of resources since the girl-child would leave the clan due to heavy domestic work, early pregnancies etc.

The researcher endeavored to find out the problems facing girl-child education along cultural line although most parents still believe that educating a girl was a wastage of time. This was because they looked at them as a source of wealth.

### **2.3 Financial Constraints.**

The Member of Parliament for Ngorwa West in Kabale, Hon. David Bahati observed in the Red Paper of Wednesday 2<sup>nd</sup>, May 2007, that African women have frequently aligned themselves with men because it is where power, resources and security reside. This encourages male chauvinism which is the foundation for the factors that affect girl-child education.

Agnihotri .R (1972) observed that parental economic decisions visibly discriminate against their development and life choices as priority is given to the boy-child when it comes to going to school.

Beek .C (1990) asserted that small girls are sold into marriage or in prostitution through real or false relatives and fraudulent deals to the detriment of their education.

To agree with the above writers, the researcher found out the truth from the field that most parents were poor with no stable income and thus fail to educate their daughters.

### **.4 Attitudinal factors.**

Gibson .T.J (1969) asserted that most female students complain about restrictions concerning proper attire and the length of their hair. This makes the attainment of education less interesting to them. They also complain of lack of motivation rather than lack of ability.

Best J.W and Khan .J (1972) observed that the common perception of lacking ability to do academic work has grossly affected girl-child education. To some extent, the degree to which girl-children identify themselves with their parents and accept them as role models also determine the level of the educational aspirations of the girl-child.

Bugess GR (1989) stated that the majority of sexual abuse are on girls; violation by their fathers and male relatives, many of whom, who are harmed for life lose out on their education and or go into prostitution.

Armed conflicts have captured and enslaved young girls and forced them out at gun-point to provide sexual services and to do domestic cores.

Hunt (1993) revealed that the growth spurt among girls divert their attention to love affairs. They take themselves as mature for schooling due to their physical growth, maturity and outlook.

## CHAPTER THREE

### METHODOLOGY.

#### **3.1 Introduction.**

This chapter involves the methods used in data collection as well as the instruments, and the population that was investigated. These were done in consideration of the purpose of the study.

#### **3.2 Research Design.**

The researcher used the survey design where information was collected systematically by using designed questionnaires and interview schedule.

Apart from the survey design, the investigator also applied observation method where the phenomenon was observed from the field of study.

The naturalistic design was also applied to aid in the study of the population since it naturally occurs.

Above all, the researcher capitalized greatly on the qualitative method. This was because the information got from the field of study through the questionnaire was found to be descriptive; it was also concerned with the individual; the interpretation was also done according to participant; and it was as well a holistic method.

However, the pieces of information were collected, organized and presented inform of a report.

#### **3.3 The Study Area.**

The researcher's area of investigation was Amach Complex Secondary School, in Amach Sub-County, Erute South, Lira District. It is located 14 Kilometers south-east of Lira town.



In the Sub-County however, there are two secondary schools namely:- Amach Complex Secondary School and Amach Modern Senior Secondary School, all provide co-education.

The researcher nevertheless, chose Amach Complex Senior Secondary School to be the area of investigation because it was nearer and could easily be accessed. Further more the researcher was conversant with the area of study.

### **3.4 The Study Population.**

The survey population from which the sample was selected included those who are staying in Lango Sub-Region, especially in Lira District, and specifically Amach Sub-County. This included the affected population, 20 female students from each of the four classes, 20 teachers including the senior woman teacher and the matron, and 15 men and women on the parental line.

The target population were students and teachers mostly. This was because the researcher hoped that the students and teachers would give the most reliable information as a sample.

The accessible population was S.3 and S.4 students and they were selected using the simple random sampling technique.

#### **3.5.1 Sources of data.**

For data collection, the researcher relied on both Primary and Secondary sources of data. The Primary source of data was the most important.

Here, teachers, students and some randomly selected parents were physically contacted. They were issued with the questionnaires or interviewed.

#### **3.5.2 Research Instruments.**

The instruments used by the researcher for data collection were the questionnaires and oral interviews. Here the researcher involved in the informal discussions with many parents and other government authorities from whom useful information was expected.

Observation was also important where the researcher observed the general conditions of the school.

### **3.6 *Methods of data analysis.***

The researcher checked accurately on how the data collected matched with the variable of the study. The investigator solicited the assistance or views of experts in this field of study and endeavored further to collect data from the field of study. The investigator then arranged the information according to the values and importance, analyzed it critically, evaluated and interpreted in relation to the topic of study.

The data was summarized using narrative report and finally, the researcher drew conclusion and recommendations for the report.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION.

#### **1.1 Introduction.**

In this chapter the researcher ought to present, analyze and interpret the research findings. It should be noted that the presentation there in is coupled with the interpretation based on information collected systematically using designed questionnaires and interview schedule, observation method from the field of study, population study and pieces of information collected, organized and presented in the form of a report.

#### **1.2 Administration of the research instruments.**

The researcher made all possible efforts to access the respondents who were earlier on targeted for the study. However, due to some inconveniences, some people did not make it to the expectation.

#### **1.3 Cultural Factors.**

From the research, it was found out that cultural factors do hinder the progress of the girl-child in Amach Sub-County.

It was observed that traditionally, boys have had higher occupational and educational expectations than girls and that female adolescents feel that if they achieve in the educational and occupational sphere, they will be doing so to the detriment of their femininity. Even sexual discrimination between boys and girls by parents dictated by cultural values symbolizes divisions for labour which all cultures illustrate with false assumptions, negative and consistent thinking. Girls were married off before age, forced to do domestic core at the expense of their education; neglected or their quest for education is simply ignored.

#### **1.4 Financial Factors.**

The researcher took efforts to find out the financial factors that have blocked the girl-child chances to complete secondary education.

Among the financial problems, most respondents agreed that there is general poverty as the level of income in many households continue to go down. There is income inequality as most parents cannot afford to pay for their children's fees and sometimes give priority to boys and these have grossly affected the girl-child education.

They agreed that there is general marginalization of the girl-child as they are denied by some parents the basic resources like clothings, books, pens, sometimes fees are not promptly paid, compared to the one for boys. Domestic work like digging, scaring off monkeys, selling in markets are preferred instead of education.

They observed that sugar daddies who give money to girl children and sleep with them lead to unwanted pregnancies and sometimes end up getting infected with HIV / AIDS.

The respondents also noted that most parents are too busy to attend to their children, since they leave their homes very early in the morning to go to attend to their jobs and go back home late in the night, leaving baby sitters and house girls to act as role models in the homes; the girl-child especially, is left with not better alternative for the future via education as she ends up admiring the role of house girls and baby sitters instead.

Other problems that the respondents identified included child labour like forcing them to work in shambas without attending lessons at school or simply being sold off into forced marriages, are all affecting girl-child education. There is lack of patience among young girls as they rush to make quick money like selling bans and local brew in the market. Children of alcoholic persons get dismissed from school due to failure to clear fees due. It is a common problem.

### **1.5 Attitudinal Factors.**

The respondents were particularly concerned about public opinion that girls cannot do sciences. This causes them inferiority complex. Our educational system is not geared towards helping the girl-child acquire basic life skills. The curriculum is also gender biased and leads girls into stereotyped feminine jobs in teaching, nursing or clerical work. This grossly affects the psychology of the girl-child and leads to early dropout from school.

Rape by lustful boys or drunken men, classmates, strangers in private places can cause an embarrassment to the affected person (girl-child) leading to a lasting emotional stress. Defilement is commonly done by teachers and businessmen. Teachers ask for sex in order to award them high marks, and even young boys who keep on pestering them for sex. They fear that this can make them lose their virginity and get morally defiled as well as creating an eminent possibility of dropping out of school. There is discriminative system whereby some of the friends (girls) have been withdrawn from school to give way for their brothers to continue with their studies.

Girl-children between the ages of 12-17 are sexually exploited by their relatives as they are allowed to be used as pornographic tools to advertise for industrial products, and the entertainment industry while putting on mini skirts and getting exposed to lustful men who descend upon them with vigour and impregnate them.

This seriously affects their education.

Use of vulgar language against girl-children by describing their body shapes as "amorphous", "thin like a needle," "fit to be housewives and not school girls" etc gives a bad impression on the side of the girl-child and grossly affects her education and yet bodily changes cause changes in the values of life.

Domestic conflicts that lead to divorce sometimes affect the education of children and more especially the girl-child; peer group influence, whereby girls who got married at

tender ages influence others to do so. Most mothers in Amach Sub-County do not influence over their daughters to continue with studies because they too are illiterate, and yet as parents they should act as role models. Few girls manage to make it to Secondary Schools as a result of unfortunate occurrences such as death of supporting parents and relatives due to the AIDS pandemic and war.

## CHAPTER FIVE

### DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS.

#### **5.1 Introduction.**

Given the literature review in Chapter two and the filed findings as presented in Chapter four, the researcher wished to have these; discussions, conclusions and recommendations to the study intentions and findings respectively.

#### **5.2 Discussions.**

The study in question was aimed at finding those obstacles against Girl-child's education in Amuch Sub-County, especially, Amach Complex Secondary School.

Generally, the financial problems were found rampant and at top. The parents were poor, most of them lacked stable income generating activities and because of such, priorities were given to the boy-child when it came to payments of school fees.

Lack of sex education by parents, alongside lack of recognition and respect for the influence that women bring to the well being of their community when education is given priority.

There is general problem of academic laziness among girls of secondary school going age, as they view education as an additional task on them. This is because from home, they do most of the domestic work with their mothers; there is poor health due to medical neglect; child abuse by drunken parents and relatives. They are sometimes given heavy punishment for small crimes committed like denying them food for the whole day. This makes them weak and unable to study hence dropping out becomes the only option.

There is less concern for shaping the moral life of a child in many modern families, especially in Urban areas which leaves parents with less influence over their children. Hardly can neighbours be expected to discipline a child in the neighbourhood who had misbehaved in the absence of the parents.

In the past, children were raised, now they simply grow. The education of the child is therefore left in the hands of the creator.

Awubuwa .A (2001) observed that permissiveness was the biggest problem affecting girl-child education in Uganda. The researcher agreed that too much freedom exposed to most children in modern families especially in Amach Sub-County, has left little attention given to the virtue of discipline. In the name of respecting all sorts of immoral habits since they choose to spare the rod, many children get spoilt and this directly affects their education (Girl-child inclusive).

Bryne M (1990) observed that bullying in schools leads to dodging of classes.

The girl-child in Secondary according to this research is not spared from this and it leads to lack of concentration. Girl children are made to take care of fellow children, do washing, cooking, cleaning the home, fetching water, collecting firewood, tilling land etc.

Bahati (2007) reported that incest which is having sexual relations among relatives is a common problem in Uganda and that this terribly affects the emotions and mental growth of the child, yet they get intimidated never to report.

This researcher concurs with him as he (Researcher) discovered that most of them, especially girls end up not continuing with their education.

Kaija Peter Akiiki (2001) noted that child rejection is another problem leading to girl-child drop out. This is when a child is denied parental acceptance from the presumed father as his legitimate child. Such a child whether a boy or a girl, would lack self acceptance and social esteem throughout his / her life. The researcher agrees with this observation and noted that most of the boys end up in the streets as street kids and girls are turned into baby sitters, house girls, sex tools etc.



David M (1998) revealed that child parenting is a common occurrence today as one can witness a child in charge of his / her fellow orphans – brothers and sisters as a result of AIDS pandemic. The cumbersome responsibility for these children to maintain the family overwhelms them, leading to emotional stress and fear.

The researcher agrees with him as this affects their education right from primary level.

He further observed that a child who grows up in a hostile environment while faced with negative criticisms, malice and hatred, grows in fear, develops selfishness and lacks self esteem as they relate with others due to undeveloped control of emotions. This researcher agrees with him as it makes them hate community settings such as the school environment. The girl-child too faces such a challenge in her educational career.

Chauhan (1993) stated by giving examples from India that some families have abused their children by giving them less food for normal growth. This is because some parents tend to imagine that they are entitled to a lion's share of all the meat, fish, milk, eggs and other things they bring at home. This researcher concurs with him because this leaves the children malnourished and weak. The girl-child is inclusive hence affecting her education in secondary school since this is a period of growth and therefore a child needs a complete balanced diet.

### **5.3 Conclusion.**

From the analysis and interpretation of results and findings of the study, the researcher made the following conclusions: that girl-child education in secondary schools in Amach Sub-County is faced with a number of problems ranging from economic, social, cultural and attitudinal factors. However, the economic factors were the leading factors in blocking a girl-child's education in Amach Sub-County.

### **5.4 Recommendation.**

In light of the findings and conclusions presented in the proceeding section of the study, the researcher wishes to recommend the following:-

- I. There should be further enhancement of the right of a girl-child to education as stipulated in Chapter 4, article 33 of the 1995 constitution that contains several provisions pertinent to questions about women's right, especially clauses 5 and 6.
- II. The right to affirmative action by women should be held with high esteem as indicated in clause 5 which states that ' without prejudice to article 32 of the constitution, women (including girl-child) shall have right to affirmation for the purpose of redressing the imbalance created by history, tradition and custom"
- III. Government, through sensitization should provide material and personnel support for the women sensitization programs on their fundamental human rights through seminars, workshops, conferences and the media, to let all women known as well as such men who ignorantly oppress girl-children and woman.
- IV. More girls' schools should be established to demonstrate respect for equality in the academic struggle between girls and boys. Besides mixed schools have exposed a realistic competitive environment that exists in life outside school.
- V. Protective laws that are strict in nature should be put in place aimed at protecting the girl-child and women as the weaker sex who are often taken advantage by lustful and forceful men who defile, rape, sexually harass and batter them.
- VI. Employment policy should be non-sex discriminatory for both men and women.
- VII. Government should establish financial organizations that particularly aim at empowering women economically to live a sustainable life.
- VIII. On individual and organization levels, bursaries should be given out to best performing female pupils so as to ensure the promotion of girl-child education.
- IX. Guidance and counseling services should be up held and improved upon to help sensitize the girl-child about her rights to formal education.
- X. Police community Liaison Officers should help to interpret the law governing human rights and more especially those that concern domestic violence against women, power over the children or property, participation in politics, sexual exploitation, discriminative education, use of women and girl-children as pornographic tools. Here resolution is based on the fact that girl-child education should be seen as the only means of liberating the women folk from bondage of gender imbalances and inequalities in our society

## REFERENCES

- AGNIHOTRI .R. (1992) : Educational Environment and student morale, New Delhi, Deep and Deep Publishers.
- AWUBWA .A. (2001): Presentation about problem of a girl in Secondary School May, 2001.
- BAHATI (2007): The Red Paper, Wednesday May 02, 2007, page 7.
- BEEK. C (1990): Better school, a value perspective, Britain Falmer Press.
- BEST .J.W AND KHAN .J (1992): Research in Education, 8<sup>th</sup> Ed, New Delhi, Prentice Hall Private Limited.
- BURGESS .G.R (1985): Education, school and schooling, London, Macmillan Publishers Limited.
- CHANGING THE DISCOURSE: A Guide to women and Human Rights,  
1<sup>st</sup> Published in 1993 printed by the Book Factory  
35/37 Queensburg Road, London N7 7AH
- CHUNHAN SS (1993): Advancing Education Psychology,  
5<sup>th</sup> Edition, Delhi India.
- CONSTITUTION OF THE REPUBLIC OF UGANDA (1995)**
- JATTA .A (1992): A Sociology of Education,  
Hong Kong, Macmillan Press Ltd.
- DAVID .M (1998); Better Achievements in Education,  
Monitor News Paper, 22<sup>nd</sup> November 1998, page 6.

GIBSON T.J (1996): Psychology for classroom, 2<sup>nd</sup> Edition, USA Prentice Hall Inc.

HUNT (1993): Education and marriage, Saze Publishers, London.

KAIJA PETER AKIKKI: CRE for Secondary Schools "O" Level, 223, 2001 Edition,  
Phenehas Publishing House Kampala.

NAMAZZA (2007): The Sunday Vision January 21<sup>st</sup> 2007, Real Life in Kampala

OBWOYA RT (1960): Academic performance, A function of students

SEKAMWA J.C (1997): History and Development of Education in Uganda.

SULZER .B. (1990): Achieving Educational Excellence using behavioral Strategies.  
Canada.

WHYTE .J. (1998) New some Report, London, July 1998.

## APPENDICES

## APPENDIX I

## QUESTIONNAIRE

## KAMPALA INTERNATIONAL UNIVERSITY

Dear Respondent,

The researcher is an under graduate at Kampala International (KIU) trying to find out factors that affect girl-child academic progress in Secondary Schools in Uganda. Your response to the questions and any information you will give shall be treated as confidential and used for academic purposes only.

## SECTION A.

Name (Optional)

**Instruction:** In this section, you are requested to either tick  or give the answer in the spaces provided or in the answer box.

## BACKGROUND INFORMATION

1-Place of Residence.

- a) Town ( )
- b) Centre ( )
- c) Camp ( )
- d) Village ( )
- e) Mobile ( )
- f) Gender male ( ) Female ( )

2 (a) To which age bracket do you belong?

18 – 25 ( )

- i. 26 – 35 ( )
- ii. 36 – 55 ( )
- v. 56 – 75 ( )
- / 76 – 90 ( )

b) What is your educational background?

- a) Primary ( )
- b) Secondary ( )
- c) Institutional level ( )
- d) University ( )
- e) None ( )

3. Marital Status.

- a) Married ( )
- b) Single ( )
- c) Separated ( )
- d) Widowed ( )

4. To which tribe do you belong?

5 (a) Occupation ..... Your title ..... Status  
(optional) .....

(b) For how long have you stayed in Amach Sub-County? .....

**APPENDIX II**

**Questionnaire for teachers.**

Please give appropriate answer (s) for the following questions. (Tick or fill in the blanks)

**VB: Where applicable, give relevant examples.**

1. School ..... Sex ..... Age ..... Religion .....

2. Marital Status ..... Teaching Experience .....

3. Qualification: Graduate, Grade V, Licensed.

4. Are there enough teachers for all subjects in the School? Yes, No.

5. (a) Why have obstacles to girl-child education been persisting for many years inspite of various attempts by different institutions / organizations to resolve it?

.....  
.....  
.....

(b) How is girl-child education being handled in your School?

.....  
.....

(c) To what extent has the community in Lango Sub-Region attained in the promotion of girl-child education?

.....  
.....  
.....

(d) What has :

- i. Government done .....
- ii. Society .....
- iii. You .....

2. What are the contributions of these institutions in response to resolving the problems or factors limiting girl-child academic progress in Lango Sub-Region?

- i. Politicians .....
- ii. Religious leaders .....
- iii. Cultural leaders .....
- iv. Government .....

3. As a teacher, what can be done to resolve the problems affecting girl-child education in Uganda?

.....

.....

.....

4. Do parents pay school fees in time?

Yes, No

5. If no, what do you do to make them pay?

Nothing, Send students home.

6. Does your school experience political instabilities / conflicts?



Yes,      No

7. If yes, list the effects.

.....  
.....  
.....

8. Suggest how a girl-child's academic performance at secondary level can be improved in your school.

.....  
.....  
.....



**APPENDIX III**

**QUESTIONNAIRE FOR S.3 AND S.4 GIRLS**

Please fill in the blank spaces provided and tick the answers you think are correct.

- 1. School ..... Sex ..... Religion .....
- 2. Parent's / Guardian's occupation ....., Peasant farmer ....., Business man ....., Civil servant ..... etc.
- 3. Where do you spend your holidays?  
Town ....., Village .....
- 4. Which of these scholastic materials are lacking in your school?  
Text books ....., Science equipments ....., Library ....., Classrooms ....., Laboratory ....., Desks ....., etc.
- 5. What is your view about the present school fees / PTA?  
.....
- 6. Is your school fees / PTA usually paid in time?  
Yes , No
- 7. Do rebel activities / conflicts affect your school?  
Yes , No
- 8. If yes, list down the effects  
.....  
.....
- 9. Do you have teachers for all subjects?  
Yes , No
- 10. Are the groups of people you stay with interested in studies?  
Yes , No
- 11. List down the activities you do during the holidays.  
.....  
.....
- 12. What do you think should be done to make you pass your examinations?  
.....

**APPENDIX IV**

This section of the question is a guide meant for the respondents who can not read and write.

(a) What are the root causes of those factors limiting girl-child academic progress in Lango Sub-Region?

.....  
.....  
.....

b) Why has it persisted?

.....  
.....  
.....

2. What has your community done to promote girl-child education in Lango Sub-Region?

.....  
.....  
.....

3. What have the following groups done?

i. Government .....

.....  
.....

ii. Society .....

.....  
.....

iii. Politicians .....

.....  
.....

iv. International Community .....

.....  
.....

v. Local leaders .....

.....  
.....

vi. Cultural leaders .....

.....  
.....

vii. Lango Elders .....

.....

4. What are the obstacles to girl-child education?

.....  
.....  
.....

5. (a) What do you suggest as the best means to promote girl-child education?

.....  
.....

(b) Explain any other observations.

.....  
.....  
.....

**APPENDIX V**

**KAMPALA INTERNATIONAL UNIVERSITY  
INSTITUTE OF OPEN AND DISTANCE LEARNING  
P.O.BOX 20000, KAMPALA, UGANDA**

---

DATE: 21<sup>ST</sup> OCT 2009

**INTRODUCTORY LETTER**

OFFICE OF THE DIRECTOR

**TO WHOM IT MAY CONCERN;**

**MPYENE DENIS MECAMBUGA REG. NO. BED/20441/71/DU-LR**

Dear Sir / Madam,

**RE: RESEARCH.**

The above named is our student in the institute of open and distance learning (IODL), pursuing a Degree in Education.

RESEARCH is a requirement for the award of Bachelors degree of Kampala International University. Any assistance accorded to him will be highly appreciated.

Thank you.

**PROF. FAGBAMIYE EMMANUEL**

**DIRECTOR IODL**