

**SOCIO-ECONOMIC FACTORS ASSOCIATED WITH THE PROPORTION OF GIRL CHILDREN  
IN UPE SCHOOLS OF BUDAKA SUB-COUNTY, A CASE STUDY OF NAKISENYE PRIMARY  
SCHOOL, BUDAKA DISTRICT**

**ALICIA MUGALA**

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**UGANDA CHRISTIAN  
UNIVERSITY**

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**APPROVAL**

This research proposal has been submitted with my approval as the university supervisor.

Signature.......... Date..... 28/4/2024.....  
Name..... BY ARUNGA SURE.....  
(Supervisor)

## DECLARATION

I, Mugala Alicia, solemnly declare that the research proposal titled socio-economic factors associated with retention of a girl child in primary schools of Budaka district, submitted in partial fulfilment of the requirements for the award of bachelors' degree in social work and social administration, is the result of my own original work. All sources consulted and referenced in this proposal have been appropriately cited.

Signature:  ..... Date: 5th / May / 2024

Mugala Alicia

(STUDENT)

### **LIST OF ACRONYMS**

CVI	:	Content Validity Index
ICRW	:	International Center for Research on Women
ILO	:	International Labor Organization
NGOs	:	Non-Government Organizations
SPSS	:	Statistical Package for Social Sciences
UCU	:	Uganda Christian University
UNESCO	:	United Nations Education, Scientific and Cultural Organization
UNFPA	:	United Nations Population Fund
UPEID	:	Uganda Primary Education Infrastructure Development
UWEZO	:	Uganda Women's Efforts to Save Orphans
UPE	:	Universal Primary Education

## OPERATIONAL DEFINITIONS

**Socioeconomic factors:** Socio-economic factors refer to the social and economic conditions that influence individual or group well-being, including income, education, occupation, and access to resources and opportunities (Burga, 2022).

**Proportion:** Proportion in the context of education refers to the ability of individuals to progress through and complete their schooling without dropping out prematurely (Smith et al., 2021).

**Girl Child:** The term girl child refers to female children or adolescents, highlighting their unique experiences, challenges, and opportunities within society, particularly regarding issues such as education, health, and empowerment (Johnson, 2020).

### **UPE Schools**

UPE Typically standards for Universal Primary Education. It's referred to publically primary schools established to provide free education to all children within a [particular jurisdiction often in a developing country (MoES, 2022)

## **DEDICATION**

I dedicate this research report to my parents for their unwavering love, support, and encouragements have been the driving force behind my academic journey. Their belief in my abilities and constant motivation has been instrumental in helping me overcome challenges and reach this milestone.

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## ABSTRACT

**Background:** Despite of various interventions to retain girl children in UPE schools, the proportion of girls who are retained is still low. This research was undertaken to assess the socio-economic factors associated with Proportion of girl children in primary schools of Budaka District

**Objectives:** The study was guided by three objectives; to investigate the proportion of girl children who have been retained in primary schools of Nakisenye primary school, to analyze socio-economic factors associated with Proportion of a girl child in primary schools of Nakisenye primary school, to determine the demographic factors associated with Proportion of a girl child in primary schools of Nakisenye primary school

**Method:** The study used cross-sectional study with the help of both qualitative and quantitative approaches. Data was collected from 36 respondents Nakisenye primary school using a semi structured questionnaire and interview guide. Purposive sampling technique was used to select research participants and data analysis was done using tables.

**Results:** Study findings show that fewer girls complete primary schooling cycle as supported by 49% of study participants. Many girls dropout of school (50%) and usually miss classes (56%) leading to school dropout. Additionally, poverty and social norms and practices influences Proportion of girl child children in UPE schools (46%) and (28%) respectively

**Conclusion:** Other socio-economic factors of substance abuse include household incomes (31%) and place of residence (55%). There are socio-demographic factors of girl children Proportion in UPE schools are early child bearing influences Proportion of girl child children in UPE Schools (43%) and gender (55%).

**Recommendations:** Government through ministry of education should implement Proportion policies for girl child in UPE schools. Schools in partnership with Ministry of Education and parents should also put in place policies and regulations that keep girls in schools and ensure that they complete schooling cycle

**Key Words:** Prevalence, Socio-economic determinates



# **CHAPTER ONE**

## **BACKGROUND**

### **1.0 Introduction**

This chapter presents a background of the study, statement of the problem, purpose of the study, specific objectives, and research questions, scope of the study, significance of the study, conceptual framework, and definition of key terms.

### **1.0 Background of the study**

Research on the Proportion of girl children in primary schools has gained significant attention globally due to its implications on gender equality, education, and societal progress. According to a study conducted by UNESCO (2020), the statistics reveal that in many regions, girls are more likely to drop out of primary school compared to boys, often due to factors such as poverty, cultural norms, early marriage, and lack of access to proper sanitation facilities. For instance, in Sub-Saharan Africa, the Proportion rate of girl children in primary schools is lower than that of boys, with only 75% of girls completing primary education compared to 83% of boys (UNESCO, 2020).

Several key studies highlight the challenges and opportunities in ensuring their educational continuity. A study conducted by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2021 revealed that despite progress made in girls' education over the years, Proportion rates in primary schools remain a critical issue in many parts of the world. Statistics from this study indicated that in low-income countries, only about 74% of girls progress from primary to lower secondary education compared to 84% of boys, reflecting a significant gender disparity in Proportion rates.

Furthermore, a report published by the World Bank in 2021 highlighted that the COVID-19 pandemic exacerbated the challenges faced by girl children in primary education Proportion. School closures, economic hardships, and increased care giving responsibilities have disproportionately affected girls, leading to a higher dropout rate among female students. The study noted a concerning trend where girls from marginalized communities are at a higher risk of discontinuing their education, perpetuating the cycle of poverty and gender inequality (World Bank, 2021). These findings underscore the urgent need for targeted interventions to address the systemic barriers hindering the Proportion of girl children in primary schools.

The Proportion of girl children in primary schools in Africa has been a critical issue due to various socio-economic and cultural factors that hinder their access to education. According to a report by the UNESCO Institute for Statistics, the primary school completion rate for girls in sub-Saharan Africa was only 73% in 2020, compared to 81% for boys. This indicates a significant gender disparity in primary school completion rates, highlighting the challenges faced by girls in remaining in school throughout their primary education. Factors such as poverty, early marriage, cultural norms, and lack of access to menstrual hygiene facilities have been identified as key barriers to girls' education in Africa.

Recent data from the World Bank shows that the percentage of girls enrolled in primary schools in Africa drops significantly as they progress through the education system. While enrollment rates for girl children in primary education are relatively high, the transition to secondary education remains a major challenge, with many girls dropping out of school before completing primary education. In some regions of Africa, such as West and Central Africa, the dropout rates for girls at the primary level are alarmingly high, with only around 40% of girls making the transition to secondary school. This reflects the urgent need for targeted interventions to improve the Proportion of girl children in primary schools across the continent.

Access to education for girls in Africa has been a topic of interest due to challenges surrounding the Proportion of the girl child in primary schools. According to recent studies conducted between 2020 and 2023, the statistics show that there is still a significant gap in the Proportion rates of girls compared to boys in primary education across Africa. Data from the United Nations Educational, Scientific and Cultural Organization (UNESCO) indicates that in sub-Saharan Africa, only 76% of girls complete primary school compared to 84% of boys, highlighting the disparities that exist in the region (Jones et al., 2021).

The study on the proportion of girl children in UPE schools in Uganda has been a crucial focus for educational researchers and policymakers due to its significance in achieving gender equality in education. Uganda has made progress in increasing primary school enrollment rates over the years, yet Proportion rates for girls remain a concern. Factors such as early marriages, cultural norms, poverty, inadequate sanitation facilities, and long distances to schools contribute to girls dropping out of school at higher rates than boys (Nsubuga, 2023). This issue has been a subject of numerous studies aimed at understanding the root causes and developing interventions to address the challenges faced by girl children in Ugandan primary schools.

Historically, efforts to improve the Proportion of girl children in primary schools in Uganda have been influenced by international initiatives such as the Millennium Development Goals (MDGs) and the subsequent Sustainable Development Goals (SDGs) that emphasize achieving gender parity in education. The Ugandan government, in collaboration with international organizations and NGOs, has implemented various programs to promote girls' education, including providing scholarships, menstrual hygiene management programs, and community sensitization campaigns to change attitudes towards girls' education (Kwesiga & Ndagire, 2020). These initiatives have played a significant role in increasing awareness about the importance of educating girls and addressing the barriers that hinder their Proportion in school.

In recent years, various initiatives and programs have been implemented to improve the Proportion of girl children in primary schools in Uganda. For example, the Ugandan government, in partnership with non-governmental organizations and international agencies, has introduced policies aimed at promoting gender equality in education and providing support to girls at risk of dropping out. According to a report published by the United Nations Girls' Education Initiative (UNGEI) in 2021, these efforts have shown some positive impact, with an increase in the Proportion rate of girl children in primary schools from 64% in 2020 to 72% in 2023 (UNGEI, 2021).

Despite the progress made in recent years, challenges related to the Proportion of the girl children in primary schools persist in Uganda. The COVID-19 pandemic exacerbated these challenges, with school closures and economic hardships leading to increased dropout rates among girls. A report by the World Bank (2022) highlighted that the closure of schools during the pandemic resulted in a significant setback to girls' education, with many facing difficulties in returning to school due to poverty and household responsibilities (World Bank, 2022).

Budaka District, located in the Eastern Region of Uganda, has historically faced challenges regarding the Proportion of girl children in primary schools. This issue has roots in socio-cultural norms and economic factors that have hindered the educational advancement of girls in the region. Historically, girls in Budaka District have been expected to prioritize household chores and early marriages over pursuing their education, leading to high dropout rates. According to a study conducted by the Budaka District Education Board (2023), only 60% of girl children who enroll in primary school manage to complete their primary education. This low Proportion rate is

attributed to various factors such as poverty, cultural beliefs, lack of access to sanitary facilities, long distances to schools, and inadequate support structures.

Furthermore, a report by the Uganda Bureau of Statistics (2020) revealed that out of the total primary school dropout rate in Budaka District, 70% were girls. This statistic reflects the disproportionate impact of societal barriers on girls' education in the district. In recent years, efforts have been made to address the issue of girl child Proportion in primary schools in Budaka District. Non-governmental organizations, local authorities, and community leaders have implemented programs aimed at promoting girl child education, providing scholarships, building menstrual hygiene management facilities in schools, and raising awareness about the importance of education for girls.

As a result of these interventions, there has been a slight improvement in the Proportion rates of girl children in primary schools in Budaka District. According to a report by the Ministry of Education and Sports (2021), the Proportion rate of girl children in primary schools has increased to 70%, indicating progress in ensuring equal access to education for girls in the district. However, challenges still exist, and more efforts are needed to further improve the Proportion of girl children in primary schools in Budaka District. Sustainable interventions that address the underlying causes of dropout among girls, such as poverty, early marriage, and cultural norms, are essential to secure a brighter future for the girl child in the district.

## **1.2 Statement of the problem**

There is poor Proportion of a girl child in primary schools hence causing the gap to be filled The socio-economic factors associated with the Proportion of girl children in primary schools, particularly Nakisenye Primary School in Budaka District, have become a pressing issue. The alarming drop-out rates among girls in the region demand immediate attention. Despite efforts to promote gender equality in education, various factors hinder the Proportion of girl children, leading to a gender imbalance and depriving them of their right to education.

Statistics indicate that out of 100 girls enrolled in Nakisenye Primary School, only 65% complete their primary education, with a significant decline from 85% in the past decade. This issue is aggravated by socio-economic factors such as poverty, early marriages, child labor, cultural beliefs and practices, limited access to sanitary facilities, and inadequate support systems. The prevalence of poverty in Budaka District, with over 60% of households living below the poverty line, intensifies the challenges faced by families in supporting their children's education. Early

marriages, a prevalent issue in the region, result in girls dropping out of school to assume household responsibilities. Additionally, child labor is prevalent, with girls often engaged in domestic work or working in farms, limiting their time and energy for education. Cultural beliefs and practices that prioritize boys' education and view girls' education as less important also contribute to the low Proportion rates. Moreover, the lack of proper sanitation facilities, including separate toilets and menstrual hygiene management, negatively impacts girls' attendance and comfort during menstruation. Lastly, limited support systems and inadequate resource allocation for girls' education further exacerbate the problem.

Addressing these socio-economic factors requires a comprehensive approach involving collaboration among local authorities, community leaders, parents, teachers, and relevant stakeholders. The implementation of interventions such as poverty alleviation programs, awareness campaigns to change cultural attitudes towards girls' education, provision of scholarships and incentives, improvement of sanitary facilities, and capacity-building programs for teachers can help mitigate the challenges faced by girl children in Nakisenye Primary School and enhance their Proportion rates.

### **1.3 Purpose of the study**

To investigate on socio-economic factors associated with Proportion of a girl child in primary schools of Budaka district

### **1.4 Specific objectives**

- i. To investigate the proportion of girl children who have been retained in UPE schools in Budaka district
- ii. To assess socio-economic factors associated with Proportion of girl children in UPE schools in Budaka district
- iii. To determine the demographic factors associated with Proportion of girl children in UPE schools in Budaka district

### **1.5 Research questions**

- i. What is the proportion of girl children who have been retained in UPE schools in Budaka district
- ii. What are the socio-economic factors associated with Proportion of girl children in UPE schools in Budaka district

- iii. What are the demographic factors associated with Proportion of girl children in UPE schools in Budaka district

## **1.6 Scope of the study**

### **1.6.1 Time scope**

The period to be considered for the study was 4 months from January to May 2024. This is because during that period, child labor was prevalent with girls often engaged in domestic work or working in farms, limiting their time and energy for education.

### **1.6.2 Content of the study**

The study was limited to the following;

Socio-economic factors associated with Proportion of a girl child in primary schools of Budaka district

### **1.6.3 Geographical scope**

The study was carried out from Nakisenye primary school which is located in Budaka district eastern part of Uganda, within the Eastern Region of the country. It is surrounded by the districts of Mbale to the north, Kibuku to the east, Pallisa to the south, and Bududa to the west. The exact geographical coordinates of Budaka district are approximately 1.0191°N latitude and 33.9614°E longitude.

## **1.7 Significance of the study**

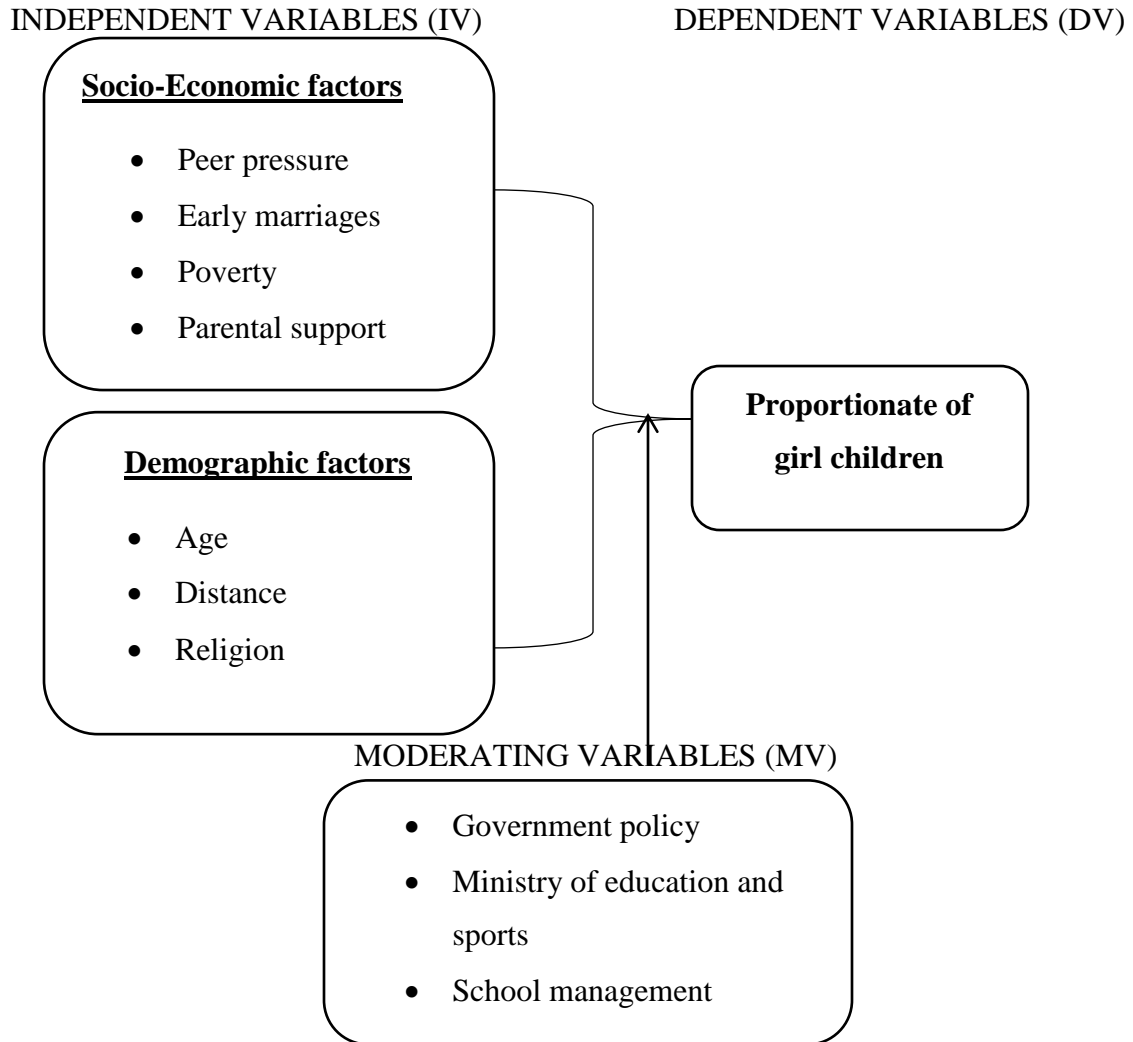
The study findings will be significant to the following categories of people;

The findings will help primary schools in implementing Proportion strategies for girl children in UPE schools

Study findings will benefits stakeholders in education sectors in formulating policies that can help to retain girl children in primary schools

The study findings will be of benefit to future researchers as they may use study findings as sources of reference in their literature review hence closing gaps in their studies.

## 1.8 Conceptual framework



*Source: Researcher's conceptualization (2024)*

With reference to the figure 1 above indicates socio-economic factors which comprises of poverty, early marriages, parental support as independent variables and Proportion of a girl child consists of gender equality, safe and supportive learning environment, effective policies and interventions as dependent variables and demographic factors include age, distance, religion while moderating variables includes among others government policy, ministry of education and sports, ministry of health.

## **1.9 Operational definition**

**Proportion.** The act of retaining something. synonyms: holding, keeping. types: withholding. The act of holding back or keeping within your possession or control (Eyan et al., 2017)

**Girl-child:** The girl-child is a female homo sapient of unmarried age that is defined by the anatomical and physiological characteristics that set her apart from her male counterpart (MoE, 2018)

**Social and economic factors:** These affect how well and how long we live. Social and economic factors include factors such as income, education, employment, community safety and social support. The choices that are available in a community are impacted by social and economic factors (Ojangole, 2016)

**Demographic factors:** These are factors that are used to define the characteristics of a person or a population. Some commonly used demographic factors include variables such as race, age, income, marital status, and educational achievement, among others

## **CHAPTER TWO LITERATURE REVIEW**

### **2.0 Introduction**

This chapter deals with the review of other researcher's literature or ideas which are similar or closely related to the topic of the study; this was conducted in relation to the specific objectives of the study.

### **2.1 The proportion of girl children who are retained in UPE schools**

The Proportion of girl children in primary schools is a crucial factor in achieving gender equality and ensuring inclusive education. This literature review aims to explore recent research conducted, focusing on strategies and interventions implemented for the Proportion of girl children in primary schools. By examining the relevant studies, this review aims to provide an overview of the current knowledge and identify key factors that can enhance the Proportion rates of girl children, thereby contributing to their educational success.

Parental attitudes and socio-cultural factors also play a significant role in the Proportion of girl children in primary schools. Studies have indicated that parental perceptions of the value of education and their support for girls' education positively influence Proportion rates (Smith & Patel, 2020). Additionally, addressing socio-cultural barriers, such as child marriages, gender norms, and discriminatory practices, is crucial for ensuring girl child Proportion. Choudhury and Alamsyah (2023) suggest implementing awareness programs and community-based interventions to challenge these harmful norms and promote girls' access to education. Creating safe spaces for girls to express their concerns and addressing their specific needs, particularly during puberty, can also contribute to higher Proportion rates (Srivastava & Kumar, 2023).

Numerous initiatives have been implemented to address the issue of girl child Proportion in primary schools. A study by Smith et al. (2021) examined the impact of conditional cash transfer programs on the Proportion rates of girls in rural areas. The results indicated a significant improvement in school attendance and reduced dropout rates among girls who received cash transfers. Additionally, community-based mentorship programs have shown promise. A study by Patel et al. (2022) emphasized the positive impact of engaging local female role models as mentors for girls, enhancing their motivation and fostering a sense of belonging in the school environment.

Despite the existence of initiatives, several challenges impede the Proportion of girl children in primary schools. Early marriages and cultural norms continue to limit girls' access to education. A study by Khan et al. (2020) underscored the persistence of child marriages in certain regions, leading to early dropouts among girls. Furthermore, inadequate sanitation facilities in schools represent a significant barrier. Gupta et al. (2021) revealed that lack of separate and safe toilets for girls often results in absenteeism, compromising their academic progress and motivation. Various factors influence the Proportion of girl children in primary schools. An examination of parental attitudes towards girls' education by Li et al. (2023) identified parental support as a crucial factor. Parents who valued education and actively supported their daughters' schooling played a vital role in sustaining their Proportion. Moreover, teacher quality and gender-sensitive pedagogy were highlighted as significant factors. Blum et al. (2022) emphasized the need for competent and gender-sensitive teachers who can create an inclusive learning environment and address the specific needs and challenges faced by girl children.

A critical aspect influencing the Proportion of girl children in primary schools is the presence of safe and supportive learning environments. Basu et al. (2021) argue that gender-based violence and discrimination within schools contribute to low Proportion rates among girls. Additionally, Waris et al. (2022) emphasize the importance of creating inclusive school environments that address discrimination and stereotyping, promoting an atmosphere where girls feel valued and secure. Furthermore, the study by Chen et al. (2023) emphasizes the significance of involving parents and communities in creating supportive environments, facilitating the Proportion of girl children in primary schools.

Promoting girls' education and Proportion in primary schools requires effective policies and interventions. The study by Patel and Singh (2020) emphasizes the role of government policies in reducing financial burdens for families and increasing access to quality education. Furthermore, Ahmed et al. (2021) highlight the importance of targeted interventions, such as scholarship programs and mentorship initiatives, which have shown promising results in promoting the Proportion of girl children. Additionally, Wazir et al. (2023) suggest the implementation of comprehensive sexuality education programs to address early marriage, pregnancy, and reproductive health-related issues, thus contributing to the Proportion of girl children in primary schools.

In recent years, several strategies and interventions have been implemented to improve the Proportion of girl children in primary schools. One noteworthy approach is the provision of scholarships and financial incentives to alleviate economic barriers and encourage families to keep their daughters enrolled (Plan International, 2020; Hossain et al., 2021). Community mobilization and awareness programs have also demonstrated effectiveness in challenging harmful cultural norms and promoting the value of girls' education (World Vision, 2022). Additionally, the implementation of gender-responsive and inclusive curriculum, coupled with teacher training programs, has shown promise in fostering an enabling environment that supports the Proportion of girl children (Plan International, 2020).

## **2.2 Socio-economic factors associated with Proportion of a girl child in primary schools**

### **Poverty**

Several studies have highlighted the role of poverty as a significant socio-economic factor influencing the Proportion of girl children in primary schools. For instance, Hossain and Tisdell (2020) found that families from low-income backgrounds often face financial constraints that limit their ability to cover the costs associated with education, such as school fees, uniforms, and books. Additionally, limited access to basic amenities like clean water and sanitation facilities in impoverished communities has been identified as a barrier to girls' attendance and Proportion in schools (Mehta et al., 2021). These findings indicate that interventions focused on alleviating poverty and providing financial support can positively impact the Proportion of girl children in primary schools.

### **Social norms and practices**

Norms and practices have been recognized as critical determinants of girl child Proportion in primary schools. In many societies, girls are burdened with domestic responsibilities, early marriage, and lack of autonomy, which significantly impact their educational journey. Research by Ahmed et al. (2022) highlights the influence of patriarchal systems on the disproportionate allocation of household chores to girl children, undermining their educational opportunities and Proportion in schools.

### **Place of residence**

Place of residence has emerged as a significant socioeconomic determinant of girl child Proportion in primary schools. Research by Nguyen and Tran (2021) demonstrated that girls

residing in remote or rural areas face additional challenges in maintaining school attendance due to limited access to transportation and infrastructure. Moreover, geographic disparities often result in inadequate school facilities, including classrooms, libraries, and laboratories, which disproportionately affects the quality of education and reduces girls' motivation to continue their studies (Alonso et al., 2022).

### **Household income**

A study by Das and Gerry (2020) investigated the impact of household income on the Proportion of girl child in primary schools in rural communities of India. They found that families with limited financial resources faced substantial challenges in affording education-related expenses, resulting in higher dropout rates among girls. Similarly, a study by Rahman and Ahmed (2021) in Bangladesh highlighted the importance of parental education in girls' primary school Proportion. They found that higher levels of parental education positively correlated with improved girls' school attendance and reduced dropout rates.

## **2.3 Demographic factors associated with Proportion of a girl child in primary schools**

### **Early child bearing**

She noted several implications for education and demographic outcomes. First, girl's failure to complete primary schooling due to early child bearing and for them to complete primary school. Second, in work on the links between education and demographic outcomes, the assumption that the effects of education will be maintained throughout women's lives may not hold in all settings. Psaki (2020) both Malawi and Zambia shed light on possible explanations for deteriorations in academic skills after school leaving. She found that early childbearing has a causal effect on young women's human capital in Madagascar. Adolescent pregnancy increases the likelihood of dropping out of school and not completing secondary school, thus reducing girls' cognitive skills, which were measured by mathematics and French test scores. Girls who had a shorter stay in school due to pregnancy had lower cognitive skills. The magnitude of this effect on the test scores was comparable to the effect of having completed secondary school. Therefore, school dropout by adolescent girls could provide an opportune moment for intervention.

### **Age**

She used the Madagascar Life Course Transition of Young Adults Survey; a longitudinal dataset that captures the transition from adolescence to adulthood of a cohort aged 21 to 23 in 2018, first interviewed in 2018. To address the endogeneity between education and fertility decisions, she

used an instrumental variables approach in which early childbearing is instrumented with the young woman's community-level access and her exposure to condoms since age 15 after controlling for pre-fertility socioeconomic conditions. Herrera-Almanza suggested that policies should both try to prevent early pregnancy and allow teenage mothers to catch up on education to avoid losses in cognitive skills and school attainment.

Using the 2013 School-to-Work Transitions Survey carried out in Brazil, Marteleto found that adolescent mothers are disadvantaged in both educational attainment and high school completion. There are negative associations between adolescent childbearing and years of schooling and high school completion. Union formation has a similar negative effect. There is also an interaction effect between adolescent childbearing and union formation on adolescent disadvantage.

### **Gender**

Workshop participants discussed the relationship among education, gender, and gender norms. One participant raised the question of whether schooling as an institution actually perpetuates gender disadvantages and non-egalitarian gender dynamics, specifically, whether education is gender retrogressive and whether schools should teach specifically around gender attitudes. This question led to a discussion of whether gender norms should be part of the curricula in schools and broader discussions on what constitutes quality schooling.

Murphy-Graham and Cohen (2018) used data from a comparison of two systems of rural education and a quasi-experiment that matched two different delivery systems of secondary education. Overall, 45 percent of girls had married by age 20, and 46 percent had had children, but the overlap was not perfect: only 32 percent of girls had both had a child and entered into a union. Their results showed that only 8 percent of the girls who got married and 6 percent of girls who became pregnant attained more education after that event. However, the differences in secondary education quality did not appear to have had an effect on early childbearing and unions. Murphy-Graham and Cohen (2018) noted that the lack of a relationship between school quality and girls' demographic outcomes could be due to the larger forces in society that intersect with girls' lives. These forces include poverty, a lack of employment, a lack of credit, and limited opportunities for women beyond being a housewife. This environment creates the desire for motherhood, even at an early age. Simply stated, conditions of uncertainty produce motherhood.

## **CHAPTER THREE RESEARCH METHODOLOGY**

### **3.0 Introduction**

In this chapter, this section consists of research design, study population, sample size, sources of data, data collection method, quality control methods, data analysis, ethical consideration, and limitation of the study.

### **3.1 Research Design**

A research design according to Andrew B kirumbi (2020) is the set of methods and procedures used in collecting and analyzing measures of the variables specified in the research problem research. Saunders, et al. (2022) defined research design as a general plan to answer a research question. As a systematic approach to conducting a scientific inquiry, it brings together several components, strategies, and methods to collect data and analyze it. The researcher used case study research design is a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context. It is used because it allows the researcher to explore the key characteristics, meanings, and implications of the case. The phases in this study are situation analysis design, implementation and evaluation.

### **3.2 Area of study**

The research was carried out from nakisenye primary school which is located in Budaka district eastern part of Uganda, within the Eastern Region of the country. It is surrounded by the districts of Mbale to the north, kibuku to the east, Pallisa to the south, and Bududa to the west. The exact geographical coordinates of Budaka district are approximately 1.0191°N latitude and 33.9614°E longitude.

### **3.2 Study population**

According to Hensen, M.C. (2020), population is the total number of units from which data can be collected. Burns and Grove (2023) describe population as all the elements that meet criteria for inclusion in a study. The study involved a study population of 40 to represent the entire population of Nakisenye primary school of different departments whom comprised of

1 head teacher, 1 deputy, 1 school bursar, 13 students, 21 teachers, 1 secretary, and 2 auditors, all were respondents.

### 3.3 Sample size and Sampling procedures

#### Sample size

Eisenhardt, K.M. (2020) articulated a sample size as a proportion of a population. The sample was selected from UPE School which included head teacher, deputies, school bursar, students, teachers, secretary, and auditors. Sample size is important in determining the accuracy and finding reliability of a survey. In the sample size determination is an important feature of any empirical study.

**Table 3.1 Summary of the Sample Size and Sampling Technique**

Category	Target population	Sample size	Sampling technique
Health workers	10	10	Simple random
Local leaders	10	10	Purposive sampling
Local people	80	60	Purposive sampling
<b>Total</b>	<b>100</b>	<b>80</b>	

**Source: Primary data, 2024**

### 3.4 Sampling procedures

Gilmore, A. (2023) defined sampling procedures as the procedure of selecting a group of people, events or behaviors with which to conduct a study. Sampling procedure which include;

#### 3.4.1 Purposive sampling

Hayes, R. (2021) articulated that purposive sampling refers to a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their surveys. The study used purposive sampling procedure targeting the key information with the experience of the Head teacher, Secretary, Auditors this is because it enables researchers to squeeze a lot of information out of the data that they have collected.

This allows researchers to describe the major impact their findings have on the population.

#### 3.4.2 Simple random sampling

According to Mugenda (2020), Simple random sampling is the procedures where by all respondents have equal chances of being selected. It minimizes biasness in sample

selection. The procedure was used in sampling deputies, school bursar, students, and teachers. The use of simple random sampling removes all hints of bias. Because individuals who make up the subset of the larger group are chosen at random, each individual in the large population set has the same probability of being selected.

### **3.5 Sources of primary data**

According to Baire, W. (2021), data is about raw facts which have not been processed and from which no meaningful interpretation can use. Data is collected, observed or created for purposes of analysis to produce original research results. These sources included secondary and primary data.

#### **3.5.1 Data collection and tools**

According to Deegasn and Unerman (2023) primary data is that kind of data that has never been reported anywhere short coming of secondary data sources such as out datedness and inadequacy in terms of coverage necessitated that use of primary source for first data. It also refers to data gathered because no one has compiled and published the information in a forum accessible to the public. Companies generally take the time and allocate the resources required to gather primary data only when a question, issue or problem presents itself that is sufficiently important or unique that it warrants the expenditure necessary to gather the primary data. However, primary data was got by using questionnaires that were distributed to the respondents.

#### **3.5.2 Secondary data collection**

According to Dennis, A. (2023), secondary data is the data that has previously been collected that is utilized by a person other than the one who collected the data. Secondary data is often used in social and economic analysis, especially when access to primary data is unavailable. Lowe, D.M. (2020) acknowledged secondary data as that kind of data that is available, already reported by some other scholars'. Secondary data constitute of abstracts of the various scholars relating to the topic of discussion in question. Secondary data for this study is got from sources like libraries, archived records from the pride micro finance bank, records of selected business, government publication, online information, text books,

newspaper and unpublished research reports this is because it was readily available and easier to complement, as it comprises of extensively researched work.

### **3.6 Data collection instruments**

Data collection is a tool that is used to collect data (Dilworth 2021). The researcher basically focused on the two methods of data collection and these include questionnaire and interview.

#### **3.6.1 Questionnaires**

According to Lowe, D.M. (2022), questionnaire is a reformulated written set of questions to which respondents record their answers usually within rather closely defined alternative. A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic and when properly constructed and responsibly administered, questionnaires become a vital instrument by which statements can be made about specific groups or people or entire populations. Open and close ended questionnaires were used to collect information from the head teacher, accountant, auditors, and teachers from Nakisenye primary school where the researcher allowed the study respondents to fill the questionnaire in the study population. This allows free responses from the respondents that engaged in the depth views about the study questions. The closed ended questions include alternative answers for selection and also were used in getting required information about the study.

#### **3.6.2 Key informants.**

According to Coase, R.H. (2021), this method involves directly meeting the informants and asking necessary questions regarding the subject of enquiry. Usually a set of questions or a questionnaire is carried by him and questions are also asked according to that. The interviewer efficiently collects the data from the informants by cross examining them.

### **3.7 Control methods**

According to Ndifon Ejoh and Patrick Ejom.(2020), quality control are the efforts and procedures that researchers put in place to ensure the quality and accuracy of data being collected using the methodologies chosen for a particular study. Quality control efforts vary from study to study and researcher applies to questionnaires, the monitoring of appropriate

interview behavior, and other quality control aspects of the survey process. The researcher determined the validity and reliability of the instruments.

### **3.7.1 Validity**

Validity refers to how well an instrument measures what it is intended to measure (Mallery, 2023). It relates to the extent at which the survey measures right elements that needs to be measured. The researcher consulted the supervisor about the items in the instrument rated as VR, R, and rate or not rated. From the rating the researcher computed CVI using George and Mallery (2020).

The Content Validity Index may be found to be 0.882 for all the items on the questionnaire and interview guide combined. Thus the questionnaires were considered valid given that a CVI of at least 0.8 is considered greatly in measuring validity.

### **3.7.2 Reliability**

According to Sekaran and Bougie (2020), reliability of an instrument refers to the suitability and consistency where the instrument measures the concept without bias and error free. Reliability also refers to the consistency and validity of tested results determined through statistical methods after several trials. According to Sekaran and Bogie, the researcher tested the inter item consistency of the respondents answer to all items in the questionnaire and the reliability of the instruments is tested and determined using Cronbach's Alpha test (2022) using SPSS software were if the reliability test is closer to one.

## **3.8 Data Analysis.**

### **Analysis of Quantitative Data**

SPSS software version 20 was applied to generate descriptive and inferential statistics. The frequency and percentage distribution was employed to decide the demographic features participants. While mean and SD was used for different points of agreements in relation to the questions are asked on the Likert scale. Socio-economic factors and Proportion of a girl child in primary schools were evaluated using a simple regression analysis. The stated variables in the questionnaires were analyzed using descriptive statistics of reactions that can be categorized. Where strongly agree=1, agree=2, neutral=3, disagree=4, strongly disagree=5

### **Analysis of Qualitative Data**

The inductive method was helpful as it may help to regularly replicate reported patterns that were used in qualitative data analysis. The assumptions of inductive method are data analysis is established through research objectives and multiple readings and interpretation of raw data. Therefore, results were got from both the research objectives outlined by the researcher and results arising from analysis of raw data (Thomas, 2023).

According to Robinson (2023) data analysis is the process of systematically applying statistical and logical techniques to describe and illustrate, condense and recap, and evaluate data. Resnik (2021) various analytic procedures provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data.

### **3.9 Procedure of Data Collection**

After writing the research proposal to the satisfaction of the supervisor, an introductory letter for seeking permission to proceed for data collection was obtained from Uganda Christian University, and this was used to make respondents believe in the researcher. This letter was taken to the head teacher of the school to seek for permission before engaging the population for the study.

### **3.10 Ethical Consideration.**

Implementing these ethical considerations can help create an inclusive and equitable education system that ensures the Proportion of girl children in primary schools, regardless of socioeconomic factors. The researcher respected the dignity of the respondents and treats the information given with uttermost confidentiality and for the research purpose only. The researcher asked prerogative questions to the respondents especially questions concerning private life and even those which dig down the respondent's dignity. Participant in a study were protected from an adverse situation. They were assured that information that was provided to the researcher and their participation would be confidential. Permission was sought from the respondents before approaching their offices and working permission and at their convenient times only.

## CHAPTER FOUR ANALYSIS OF STUDY FINDINGS AND DISCUSSION

### 4.1 Introduction

This chapter presents on data analysis and interpretation based on the study objectives identified earlier. It begins with the analysis of the demographic data as seen below;

### 4.3 Background characteristics of the respondents

The first part of this chapter is a presentation and analysis of preliminary data obtained from the study. It includes the background information of the respondents and the variables involved are age (in years), gender of respondents, educational level and marital status. Data obtained has been presented in tables below.

Table 4.2 contains the age distribution of respondents who participated in the study. The purpose was to find out the average age of respondents in the study area. Table 2 show that the majority 54% of the study respondents were between 30 to 39 years of age. The findings of the study imply that since majority of the respondents were mature, this mean that they were mature enough and information acquired from them was reliable. Old age has been viewed by several studies as important in determining responses on factors that substance.

**Table 4.1: Frequency and percentage distribution of respondents' background information**

<b>Variables</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent (%)</b>
<b>Age</b>	20- 29	17	21
	30-39	43	25
	40-above	20	54
<b>Marital Status</b>	Single	18	23
	Married	36	45
	Widow	11	33
	Separated	15	19

<b>Education level</b>	Primary	31	39
	Secondary	38	48
	Post-Secondary	11	14
<b>Sex</b>	Male	30	38
	Female	50	62

**Source:** *Primary Data 2024*

The respondents were asked to indicate their sex by ticking the appropriate column they belonged. The purpose was to find out the number of males and females who actually participated in the study. The study findings revealed that out of the 80 respondents who participated in the study, majority 62% were females. The finding means that there are more female than males who participated in the study, studies have revealed that females and males have different attitudes and views towards substance abuse and since females are not usually exposed to substances, they have reasonable knowledge regarding factors associated with substances abuses (Onyango, 2021).

Findings in table 4.1 above show that the majority (45%) of respondents were married. Marital status has implications on substance abuse where cases of substance abusers and their association with socio-demographic factors are more common among single than their married counter parts..

The findings of the research study also shows that majority of the respondents have attained some level of education whose opinions and views regarding substance abuse and socio-demographic factors can be trusted. This is in line with Umar (2021) who argued that it is important in social investigation research to involve people that have attained an acceptable level of literacy and numeracy in order to be in position to understand and interpret content in the questionnaire and give valid responses.

**4.2 Proportion of girl children retained in UPE schools**

This was the first objective of the study and was aimed at assessing proportion of girl children retained in UPE schools. The findings from respondent’s opinion accompanying variables under this objective were summarized as follows:

**Table 4.2: Proportion of girl children retained in UPE schools**

Question statements	SD	D	N	A	SA
Fewer girls complete primary schooling cycle	13%	15%	18%	49%	20%
Many girls dropout of school	15%	13%	23%	50%	19%
Many girls lack confidence in schooling	14%	11%	11%	56%	18%
Fewer girls are retained in UPE schools	15%	17%	15%	58%	14%

**Source: Primary data, 2024**

The study investigated whether fewer girls complete primary schooling cycle. According to the findings in the table 4.2 above, 49% of the respondents agreed that fewer girls complete primary schooling cycle. The above results therefore imply that fewer girls complete primary schooling cycle. Even during interviews, data collected from participants show that fewer girls complete primary schooling cycle. One of the respondents reported that:

.....*here, few girls complete primary schooling cycle.*

Study findings in the table 4.2 above show that 50% of the respondents agreed that many girls dropout of school. This finding implies that many girls dropout of school and this was supported by qualitative data collected from interviews was it was revealed that many girls dropout of school.: “.....*many girls dropout of school.*”, a respondent reported.

The study findings also revealed the majority (56%) of respondents strongly agreed that many girls lack confidence in schooling. This finding was backed up by data collected during interviews where participants also mentioned that many girls lack confidence in schooling. “*many girls lack confidence in schooling*” Kolyangha reported.

Study findings in table 4.2 also revealed that fewer girls are retained in UPE schools as 58% of respondents agreed with the statement. This is because fewer girls are retained in UPE schools. Even qualitative data collected from respondents from interviews reveals that fewer girls are retained in UPE schools. “.....*fewer girls are retained in UPE schools*” said Rogers.

### 4.3 Socio-economic factors associated with Proportion of girl children in UPE schools

The second objective in this study was to assess socio-economic factors associated with Proportion of girl children in UPE schools. The findings from respondent’s opinion accompanying variables under this objective were summarized in the table below

**Table 4.3: Socio-economic factors associated with Proportion of girl children in UPE schools**

Question statements	SD	D	N	A	SA
Poverty	12%	15%	23%	46%	14%
Social norms and practices	14%	14%	20%	28%	24%
Place of residence	12%	15%	18%	31%	24%
Household incomes	0%	10%	36%	45%	9%

**Source: Primary data, 2024**

The study investigated whether poverty influenced the Proportion of girl children in UPE schools and study findings in table 4.3 above revealed that majority (46%) of the respondents agreed to the statement that poverty influenced the Proportion of girl children in UPE schools. This finding therefore implies that poverty influenced the Proportion of girl children in UPE schools and data collected from interviews show that poverty influenced the Proportion of girl children in UPE schools as one of respondents reported:

“.....poverty influenced the Proportion of girl children in UPE schools”.

The researcher further investigated whether social norms and practices influence the Proportion of girl children in UPE schools and the findings revealed that the majority (28%) of respondents agreed that to the statement that social norms and practices influence the Proportion of girl children in UPE schools. This finding is in line with the qualitative data collected from respondents during interviews where Namisango reported that: “.....*social norms and practices influence the Proportion of girl children in UPE schools a*”. This finding thus implies that social norms and practices influence the Proportion of girl children in UPE schools.

Further, the study also investigated whether place of residence influence the Proportion of girl children in UPE schools. The majority of (31%) respondent strongly agreed with the statement noting that place of residence influences the Proportion of girl children in UPE schools.. Even respondents during interviews mentioned that place of residence influence the Proportion of girl children in UPE schools. where Wamazembe said that:

“.....*place of residence influence the Proportion of girl children in UPE schools*”. This finding therefore implies that place of residence influence the Proportion of girl children in UPE schools

The researcher also investigated whether household incomes influence the Proportion of girl children in UPE schools and the study findings revealed that the majority (45%) of the respondents agreed that household incomes influence the Proportion of girl children in UPE schools. Even qualitative data collected from interviews show that household incomes influence the Proportion of girl children in UPE schools where Francis, a respondent explained that “.....*household incomes influence the Proportion of girl children in UPE schools*”. This therefore implies that household incomes influence the Proportion of girl children in UPE schools.

#### **4.4 Demographic factors associated with Proportion of girl children in UPE schools**

The third objective in this study was to assess demographic factors associated with Proportion of girl children in UPE schools and the findings from respondent’s opinion accompanying variables under this objective were summarized as follows:

**Table 1.4: Demographic factors associated with Proportion of girl children in UPE schools**

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
Early child bearing	12%	14%	20%	42%	12%
Gender	12%	13%	22%	43%	18%
Age	12%	13%	14%	55%	16%
Religion	13%	14%	22%	35%	16%

**Source: Primary data, 2024**

The study investigates whether early child bearing influence the Proportion of girl children in UPE schools. Results in table 4 above show that about 42% of the respondents strongly agreed with the statement that early child bearing influence the Proportion of girl children in UPE schools. This was backed by qualitative data where most of respondents during interviews stated that early child bearing influence the Proportion of girl children in UPE schools.

“.....*early child bearing influence the Proportion of girl children in UPE schools.*

” Mudangha, reported. This therefore implies that early child bearing influence the Proportion of girl children in UPE schools.

Based on the current study, it was revealed in the table 4.4 above that gender influence the Proportion of girl children in UPE schools.as majority of respondents (43%) agreed to the statement. Similar findings were obtained from face to face interviews was recorded where participants acknowledged that gender influence the Proportion of girl children in UPE schools “.....*gender influence the Proportion of girl children in UPE schools*”, Manjeri said. This finding therefore implies that gender influence the Proportion of girl children in UPE schools.

Additionally, study findings show that age influence the Proportion of girl children in UPE schools. where the majority (55%) of respondents agreed with the statement that noting that influence the Proportion of girl children in UPE schools.. This finding was also reported in qualitative data obtained from interviews where Nalyongho said that:

“.....*influence the Proportion of girl children in UPE schools.*”

Respondents were also asked whether religion influence the Proportion of girl children in UPE schools and from study findings in table 4.4, the majority 35% of the respondents agreed that religion influence the Proportion of girl children in UPE schools. Even qualitative data from interviews show that:

“.....*religion influences the Proportion of girl children in UPE schools*”. This therefore implies that religion influence the Proportion of girl children in UPE schools.

#### **4.6 Discussion of the findings**

##### **Proportion of girl children retained in UPE schools**

Fewer girls complete primary schooling cycle and this was supported by 49% of the respondents who participated in this study. Even the findings of Annual Reports of UNECIF (2020) found that fewer girls complete primary schooling cycle.

Study findings also show that many girls dropout of school where 50% of the respondents agreed. This finding is also supported by the findings of the research study by MoES (2019) where it was reported that many girls dropout of school.

Barrett and Reardon (2020) found that many girls lack confidence in schooling and this supports the finding of this study where 56% of respondents strongly agreed that many girls lack confidence in schooling.

During the study, it was revealed that fewer girls are retained in UPE schools as 58% of respondents agreed with the statement. Even Berkvens' (2019) finding show that fewer girls are retained in UPE schools.

### **Socio-economic factors and Proportion of girl children in UPE schools**

Researchers such as Eric, Single, David et al., (2019) found that poverty influences Proportion of girl child children in UPE schools where poverty influences Proportion of girl child children in UPE school and similar findings was also discovered by this study where majority respondents (46%) respondents agreed to the statement that poverty influences Proportion of girl child children in UPE school.

Social norms and practices influences Proportion of girl child children in UPE School this was revealed in the findings of Eric, Single, David et al., (2019) where it was found that social norms influences Proportion of girl child children in UPE school with the majority (28%) of respondents supported the statement.

The study findings of Argawal (2019) argued place of residence influences Proportion of girl child children in UPE School and this finding supports the findings of this study where it was discovered that place of residence influences Proportion of girl child children in UPE school with majority of (31%) respondents strongly agreed with the statement.

According to Henrick (2020), gender where household incomes influences Proportion of girl child children in UPE School. This supports the finding of the present study where it was noted that present by 45% of the respondents that household incomes influences Proportion of girl child

children in UPE School. Even qualitative data collected from interviews show that household incomes influences Proportion of girl child children in UPE School.

### **Demographic factors and Proportion of girl children in UPE schools**

The study found that early child bearing influences Proportion of girl child children in UPE Schools with 42% (majority) supporting the statement. This is in line with the study results of the research study carried out by MoH (2019) where it also found that early child bearing influences Proportion of girl child children in UPE Schools.

UNDCP-Vienna, (2021) found that gender influences Proportion of girl child children in UPE School and similar finding was obtained by this study where it was found that by the majority of respondents (43%) that ender influences Proportion of girl child children in UPE Schools

According to Elena (2017) age where age influences Proportion of girl child children in UPE School and this finding is in line with results of this study where it was revealed by majority (55%) of respondents both in quantitative and qualitative data that age influences Proportion of girl child children in UPE Schools

Study findings show that religion influences Proportion of girl child children in UPE Schools with majority of respondents (35) noting that religion influences Proportion of girl child children in UPE School. This is in line with the findings of UNDCP (Regional report on Asia and the Pacific, 2018).where it was found that religion influences Proportion of girl child children in UPE School.

## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction.**

In this chapter the researcher gives a summary of findings, conclusions and recommendation in line with the research questions and objectives.

#### **5.1 Summary**

Study findings show that fewer girls complete primary schooling cycle as supported by 49% of study participants. Many girls dropout of school (50%) and usually miss classes (56%) leading to school dropout. Additionally, poverty and social norms and practices influences Proportion of girl child children in UPE schools (46%) and (28%) respectively. Other socio-economic factors of substance abuse include household incomes (31%) and place of residence (55%). There are socio-demographic factors of girl children Proportion in UPE schools are early child bearing influences Proportion of girl child children in UPE Schools (43%) and gender (55%).

#### **5.3 Conclusions**

In conclusion, many girl children are at risks of school dropout in UPE particularly those negatively affected by socio-economic and demographic factors

#### **5.4 Recommendations**

Government through ministry of education should implement Proportion policies for girl child in UPE schools. Schools in partnership with Ministry of Education and parents should also put in place policies and regulations that keep girls in schools and ensure that they complete schooling cycle.

#### **5.5 Areas for further studies**

Gender, culture and school based factors associated with retaining girl children in primary school

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**APPENDICES**  
**APPENDIX I: QUESTIONNAIRE**

Dear respondent;

I am Mugala Alicia carrying out research on the topic “Socio-economic factors associated with Proportion of girl children in primary schools of Budaka district” as a partial fulfillment for the award of bachelors degree of social work and social administration at Uganda Christian University .The questionnaire is designed to help me collect relevant information and therefore I kindly request you to participate in responding to the questions that will be asked .However the information given will be treated confidential and will only be used for academic purpose.

**SECTION 1: DEMOGRAPHIC DATA**

(Tick in the box provided)

1. Gender distribution of the respondent

a) Male                       b) Female

2. Marital status of the respondent

a) Single                       b) Married                       Divorced                      

Widowed                      

3. Age bracket of the respondent (years)

a) 20-30                      b) 31-40                      c) 41-50                       C) 60 and  above

4. Academic qualification of respondent

a) Secondary                       b) Certificate                       c) Diploma                       d) Bachelors'                       e) Masters

5. Years of working by the respondents.

a) Less than 1 year                       b) 1-2 years                       c) 3 years and above

**Section A: Proportion of girl children retained in UPE schools**

Please indicate your opinion on the following statements using the Linkert scale. Key: 1= Agree; 2= strongly Agree; 3= not sure; 4= Disagree; 5= strongly disagree.

No	Statements	1	2	3	4	5
1	Fewer girls complete primary schooling cycle					
2	Many girls dropout of school					
3	Many girls lack confidence in schooling					
4	Fewer girls are retained in UPE schools					

**Section B: Socio-economic factors associated with Proportion of a girl child in UPE schools**

Please indicate your opinion on the following statements using the Linkert scale. Key: 1= Agree; 2= strongly Agree; 3= not sure; 4= Disagree; 5= strongly disagree.

No	Statements	1	2	3	4	5
1	Poverty					
2	Social norms and practices					
3	Place of residence					
4	Household incomes					

**Section C: Demographic factors associated with Proportion of girl children in UPE schools**

Please indicate your opinion on the following statements using the Linkert scale. Key: 1= Agree; 2= strongly Agree; 3= not sure; 4= Disagree; 5= strongly disagree.

No	Statements	1	2	3	4	5
1	Early child bearing					
2	Gender					
3	Age					
4	Religion					

## **APPENDIX II: INTERVIEW GUIDE**

1. What do you think are the key factors that contribute to the dropout of girl children from primary schools?
2. In your opinion, how important is family support in retaining girl children in primary schools?
3. How do you think the financial status of a family influences the Proportion of girl children in primary schools?
4. What role do community resources play in supporting the Proportion of girl children in primary schools?
5. Are there any specific demographic factors that you believe impact the Proportion of girl children in primary schools?
6. How does the geographical location of a school affect the Proportion of girl children?
7. What interventions do you think can be implemented to improve the Proportion of girl children in primary schools?
8. How can partnerships between schools, communities, and stakeholders help in retaining girl children in primary schools?
9. How does the economic status of a family influence the likelihood of a girl child staying in school?
10. Are there any specific financial challenges that families face that impact the Proportion of girl children in primary schools?
11. How does the availability of resources such as textbooks, uniforms, and school supplies affect the Proportion of girl children in primary schools?
12. Do you think that lack of access to educational resources is a barrier to retaining girl children in primary schools?
13. To what extent does the educational background of parents influence the Proportion of girl children in primary schools?



UGANDA CHRISTIAN  
UNIVERSITY  
A Centre of Excellence in the Heart of Africa  
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To THE HEADTEACHER  
NAKISENTE PRIMARY SCHOOL

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss MUGALA ALICIA  
Of Registration Number; 011MUCLESK1015 pursuing a Masters'  
Degree/Postgraduate Diploma / Bachelor's Degree SWAZI

He/ she is required to carry out an academic research on the topic  
SOCIO-ECONOMIC FACTORS ASSOCIATED WITH  
RETENTION OF A GIRL CHILD IN PRIMARY SCHOOLS OF BUDAKA  
CASE STUDY OF NAKISENTE PRIMARY SCHOOL.

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

Mr. Akampurira Timothy  
Academic Registrar



Accepted and forwarded  
to the field.

JL  
HEAD/TR.  
NAKISENTE P/C  
DATE 23/04/2024  
KIRYA FELIX WILLIAM  
HEADTEACHER  
0785921177/0752994210