

**HOME-BASED FACTORS AFFECTING GIRL CHILD COMPLETION OF
UNIVERSAL PRIMARY EDUCATION IN OCWIN PRIMARY SCHOOL OKORE
SUB COUNTY KATAKWI DISTRICT UGANDA**

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**UGANDA CHRISTIAN
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DECLARATION

I Apio Glades declare that this research Desertation is a result of my personal effort, it is my original work and has never been published /submitted to any University/ Institution for any academic award.

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Signature



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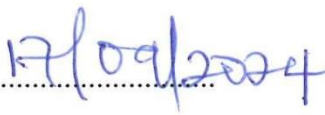
Date

06/09/2024

APPROVAL

This research Dissertation is submitted for examination with my approval as the academic supervisor. I therefore certify that the research will be presented to the department of social science of Uganda Christian University.

Signature.....

Date.....

MR:ODONGO JOSEPH

University supervisor.

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LIST OF ACRONYMS

CAMFED	:	Campaign for Female Education
CIH	:	Community Involvement in Health
CCF	:	Christian Children's' Fund
DDP	:	District Development Plan
EFA	:	Education for All
FGC	:	Female Genital Cut
GoU	:	Government of Uganda
MoES	:	Ministry Of Education and Sports
NURP	:	Northern Uganda Rehabilitation Programme
PSR	:	Poverty Status Report
SPSS	:	Statistical Data Package for Social Scientist
UNICEF	:	United Nations International Children Emergency Fund
UNESCO	:	United Nations Education, Social and Cultural Organization
UPE	:	Universal Primary Education
UPPAP	:	Uganda Participatory Poverty Assessment Plan
VSLA	:	Village Saving and Loan Association
WHO	:	World Health Organization

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ABSTRACT

The study sought to examine the relationship between home-based factors and girl child completion of UPE in Okore Sub County, Karakwi district. The problem statement revealed that there is a big discrepancy between enrolment of girls in school and their completion, with figures indicating that only 22% of girls out of 48% who enroll complete UPE and Katakwi (DDP 2020/2021) further reported that home-based factors such as heavy domestic chores levied on girls and early marriage contribute to low completion rate. The study objectives included; to examine the effects of household income on girl child completion of UPE; to establish the effects of family instability and divorce on girl child completion of UPE; to establish the effects of socio-cultural factors on girl child completion of UPE. The researcher used descriptive survey research design.

The study used a sample size of 101 elements. The analysis of data was done with the help of SPSS (Statistical Package for Social Scientists), and a Pearson correlation method was used to test the relationship between the home-based factors and girl child completion of primary education. Correlation results in Table 4.6 indicate that there is a moderate positive relationship between household income and girl child completion of primary leaving Examination. The study recommends that girls from poor family be supported with scholastic materials to enhance their chances of completion of UPE, government should also discourage the community from hiring girls of school going age to engage in IGA or remain home to carry out domestic responsibility. The study concluded that there is positive relationship between home-based factors and girl child completion of primary school cycle.

CHAPTER ONE:

INTRODUCTION

1.0 Introduction

This chapter brings to light the background to the study, statement of the problem, purpose of the study, specific objectives, research questions, area and scope of the study, significance of the study and the conceptual framework.

1.1 Back Ground to the study

Education is a right to everyone as long as one is a human being; he/she is entitled to education as a fundamental right and a common good. Keeping children out of school is a denial of this fundamental right according to the universal declaration of human rights report (UDHR). Globally, significant progress has been made towards achieving universal Primary Education (UPE), with the adjusted net attendance rate reaching 87% globally in 2021. Despite progress, 64 million children of school going age remain out of school with a majority coming from marginalized groups. Girls remain at a disadvantage in accessing primary education. Sustainable development goals (SDG) NO-4 quality education-ensure inclusive and equitable quality education and promote lifelong learning opportunities for all has also not been achieved because UPE has become more problematic due to additional aspects of quality education which are more difficult to attain.

In Africa, many countries failed to achieve UPE because of the disparities and inequalities that exist in terms of educational quality; even if UPE is achieved, factors such as teenage pregnancy and early marriages and the long-term consequences they manifest further undermine the girl child education. Girls remain at a disadvantage in accessing primary education in Africa with lower attendance rates than boys in the region.

However, in Uganda, UPE has led to significant increase in primary school enrolment especially for girls and contributed to increased equity in education. Despite the progress made, the latest data on completion rates show more trends for girls drop out through grade 4.(Nyaka 2022).

According to Katakwi District report (DDP 2021/2022 and 2020/2019), it is observed that the sex ratio at lower primary level is almost 1:1, however at the upper primary, the ratio of boys to girls gets skewed in favor of the boys.

It is upon this background that the researcher sought to establish the home-based factors affecting girl child completion of primary school.

1.2 Problem statement

Uganda has been commended for achieving more than 70% of Sustainable Development Goal N0-4 which is aimed at ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all boys and girls and to both increase access to primary education and increase girl child schooling opportunities.

Although tremendous enrolment of pupils occurred since the inception of UPE, according to Katakwi District Development Plan 2021/2022 enrolment ratio of girls in UPE is at (30,9556) and accordingly, girls enrolment makes up 48% of total enrolment in the district. However, there is a big discrepancy between enrolment ratio and completion rate among girls; The District Development Plan 2021/2022 DEMIS 2019/2022 revealed that the completion rate of girls in UPE in 2022 was at 26% compared to 48% who enrolled in UPE. The question to ask is: What happened to the 22% who also enrolled, and do not complete? This question could therefore be answered by examining some of the home-based factors that affect girl child completion of primary education.

Katakwi District (DDP 2021/2022 and DEMIS 2018-2021), further revealed that it has been observed that the sex ratio at lower primary level is almost 1:1, however at the upper primary the ratio of boys to girls get skewed in favor of the boys. The key factors could be home-based reasons.

It is upon this background that this study ought to find out the home-based factors that affect girl child completion of primary school.

1.3 General objective of the study

To Assess the influence of home-based factors on girl child completion of primary school in okore sub county, Katakwi district.

1.3.1 Specific objectives

- i) To find out the extent to which house hold income affects girl child completion of primary school.
- ii) To establish the effects of teenage pregnancy on girl child completion of primary school.
- iii) To Find out the extent to which cultural norms affect girl child completion of primary school.

1.4 Research Questions

- i) How does family household income affect girl child completion of primary school.?
- ii) What are the effects of teenage pregnancy on girl child completion of Primary school?
- ii) How does culture affect girl child completion of primary school?

1.5 Scope of the study.

The geographical scope of the study was in the four villages of abobore, Opiananya, Adugulu and Oriomon all under Okore Sub County Katakwi District.

The content scope of the study was to Assess the influence of home-based factors on girl child completion of primary school which include house hold incomes, teenage pregnancy and cultural factors.

The time scope for the study was to take one year thus by October, the researcher will submit the dissertation report to the supervisor.

1.6 Significance of the study

The study will help the stake holders especially in the department of Education to come up with strategies to address the barriers in the education of a girl child.

Basically, the importance of the results will be a basis for making recommendations especially in addressing the home based factors that could be affecting girl child completion of primary school .the girls may benefit from the findings if the results are proved and tested that it is home based factors affecting girl child completion of primary school in ocwin primary schools and thus measures to address such are developed.

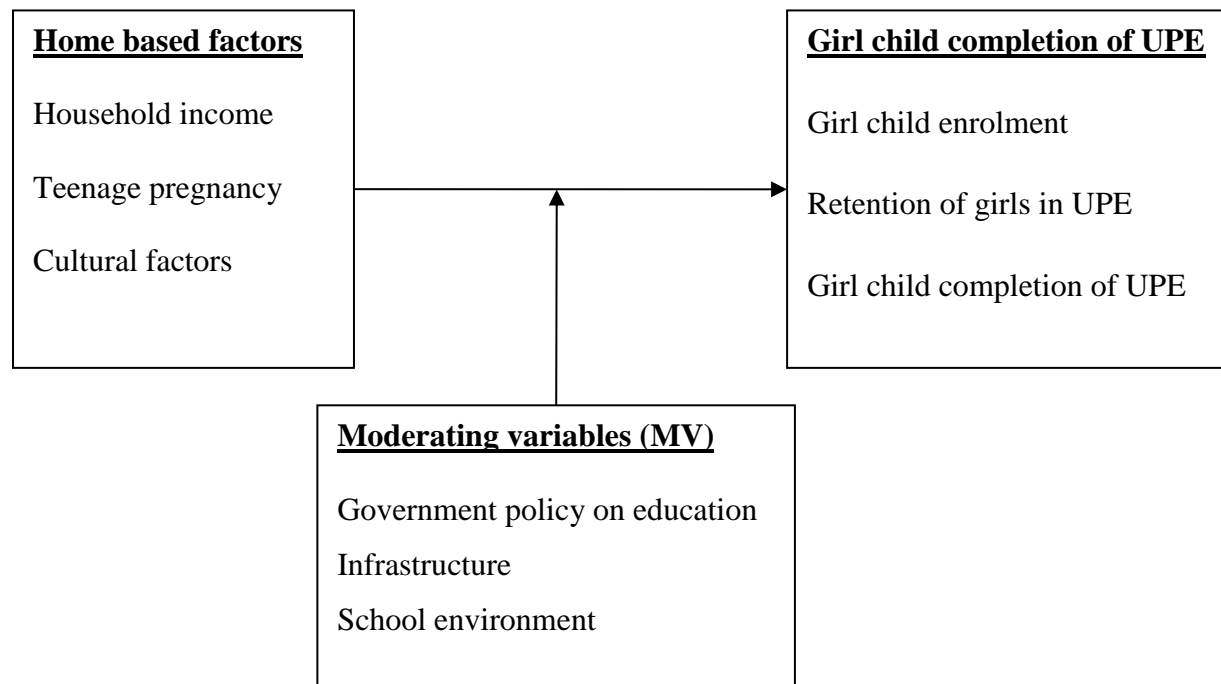
The Findings will help the researcher to achieve her Bachelor's degree a ward of social work since the study is the partial requirement for the award.

1.7 Conceptual framework

Fig 1: Conceptualization of home-based factors affecting girl child completion of UPE

Independent Variables (IV)

Dependent Variable (DV)



Source: Primary data (2024)

Fig. 1: Conceptual framework explaining the Relationship between home-based factors and girl child completion of UPE

The above conceptual framework examines the relationship between home-based factors and girl child completion of primary school cycle (UPE). The independent variable is measured in terms of: household income, family instability, socio-cultural factors, while the dependent variable is girl child completion of UPE. Girl child completion is measured against: Girl child enrolment in UPE, their retention in school and finally their completion of the UPE cycle.

However, these relationships may be interfered by the moderating variables such as: Government policy on education, especially UPE, school infrastructure, school environment, and distance from

school. It is assumed that home-based factors such as low income, family instability and socio-cultural factors within the home influence girl child completion of UPE cycle. The researcher's interest is to establish the relationship between the two variables independent and dependent variables and their influence on girl child completion of UPE Okore Sub County, Katakwi district.

CHAPTER TWO

LITERATURE REVIEW.

2.0 Introduction

This chapter will deal with the literature review. Different themes will be reviewed in order to synthesize what is known and not known about the topic. The literature will be reviewed according to the specific objectives: the effects of household income on girl child completion of primary school, the effects of Teenage pregnancy on girl child completion of primary school, Effects of cultural norms on girl child completion of primary school. In almost all developing countries, school dropout or low completion rates have been a subject of interest to academics, researchers, and policy makers for a long time. According to the Poverty Status Report (PSR, 2019), the phenomenon of low girl child retention rate continues to pose a big challenge to the successful implementation of national policies.

2.1 Definition of key terms.

2.1.1 UPE

UPE stands for universal Primary Education. It is a global education goal that aims to provide all children, regardless of their backgrounds, location or circumstances with access to quality education.

The concept UPE was first introduced in 1990 at the world conference on education for all in Jomtien, Thailand. It was further emphasized in 2000 at the world Education forum in Dakar, Senegal where world leaders committed to achieving UPE by 2015 as part of the millennium development goals (MDGS)

2.1.2 Girl child

The term girl child refers to a female human being between the ages of infancy and adolescents, roughly spanning from birth to 18 years old.

The term is often used in international development, human rights, and social justice context to emphasize the unique challenges and vulnerabilities faced by girls in many parts of the world.

2.1.3 Home based factors

Refers to various elements and influences within an individual's home environment that can impact their physical, emotional, social and cognitive development, as well as their overall well-being. These factors may include: - family dynamics and relationship, parenting styles and practices, socioeconomic status, access to resources and amenities, teenage pregnancy, etc.

2.2 The house holds income and girl child completion of primary school.

Holmes (2019) finds out that overall; females receive less education than males, and they tend to dropout, or are withdrawn earlier for numerous home-based reasons. The study further argues that the opportunity cost of sending female children to school in rural areas, where girls are married quite early, is high because benefits of their schooling will not accrue to their parental household. Similarly, Kasente, (2020), Kakuru, (2021) explain how early marriages influence children's completion of primary school cycle especially as regards the girl child as it is perceived by parents that marrying off the girl child is an escape route from poverty.

It is so clear from the above literature that poverty and low financial capacities among families impedes girls' chances of completing UPE. This often leads to early marriages since girls may be looked as assets by parents who finds marrying them off as source of income for the family. This predicament may have a lot of bearing to the plight of girls in Okore sub County Katakwi

District, it therefore worth investigating the relationship between this literature and the actual situation in the area of study. This is important because different households, families and societies treat girls differently and the literature does not give concrete evidence on the factors leading to early marriages. This research intends to exhaust what factors compel parents to marry their daughters off at an early age when they are supposed to go to school; and also find possible remedies to this challenge.

According to UNICEF report, house hold income has a significant impact on girl child completion of primary school. The quality of education as implied by the inadequate infrastructure, lack of access to food and general loss of interest in education generally affects the education of a girl child.

However, government policy such as the policy of cost sharing and it's effects on girl child education also impacts on girl child completion of primary school.

Taking into account of the gender dimension of retentions, UNICEF, notes that girls are more likely to fail to progress at school than boys and that pupils whose mothers have not attained any level of education will most likely not progress with

2.3 Effects of Teenage pregnancy on girl child completion of primary school.

The percentage of teenagers who have begun child bearing varies from region to region. The highest teenage pregnancy rates are reported in East Central region (30.6%) and Karamoja Regions (29.7%) while south west region has got the lowest (15%). Rural teenagers start parenthood other than their urban counterparts (UBOS and ICF International Inc 2020)

According to Uganda's Demographic teenage pregnancy ssdtdHS 2021) reveals that teenage pregnancy and child marriage remain a wide spread practice across many cultures in Uganda

evident from the national statistics that over 15% of every married woman aged 20-49 years were married at the age of 15 years and 49% were married at the age of 18 years.

UNICEF observed that over 25% of the girls before the ages of 15-19. Although the prevalence of teenage pregnancy and child marriage is declining with fewer women marrying at young ages, (before the age of 15) a study by ICRW Jain and Kurlz (2019) ranked Uganda the 9th among the 20 hot spot countries for child marriage.

(Bantebya et al 2019) emphasized on poverty as the major cause of girls vulnerability to teenage pregnancy.

Civil society organizations (CSOs) as platforms for change and fostering social norms around child marriage in Uganda emphasizes that teenage pregnancy leads to increased dropout rates among girls hindering their ability to complete primary school. Pregnant girls often face stigma and discrimination limiting their access to education and increasing the likelihood of dropping out.

CSOs play a critical role in both raising awareness to change attitudes but also in providing a service as abridge to support teenage mothers and school drop outs in acquiring the much-needed vocational skills. They are key players in engaging both the adolescents and parents to change beliefs and attitudes associated with child marriage and practices in the community.

2.4 Effects of socio-cultural factors on girl child completion of primary school.

UNICEF defines cultural norms as patterns of behavior that individuals prefer to conform to on condition that most people in their relevant network believe they ought to conform to it (Normative expectations).

UNESCO (2019), indicates that child marriage is associated with lower levels of schooling for girls in every region of the world and is a barrier to international development goals. A lost opportunity for education is not only harmful for girls but has wide-reaching repercussions for their children and communities. Educating girls creates many positive outcomes for economic development and poverty reduction by improving a girl's income-earning potential and socio-economic status.

In the above study by UNESCO, child marriage is one of the socio-cultural factor that deter girls from schooling, however the literature does not discuss the causes of high level of child marriage; its focus is on the impact of child marriage on education. This research intends to examine the causes of high level of child marriage in Katakwi community, that eventually lead to girls dropping out of school and failure to complete the UPE cycle.

UNICEF (2020) further reveals that child marriage impedes girls' education. The education a girl receives is the strongest predictor of the age she will marry, according to ICRW analysis in 18 of the 20 countries with the highest prevalence of child marriage. In all regions, girls with higher levels of schooling are less likely to marry as children. In particular, girls with secondary schooling are up to six times less likely to marry as children when compared to girls who have little or no education. Girls may be married at young ages due to a lack of other alternatives, such as educational or economic opportunities, or girls may be pulled from school to be married. In the Amhara region of Ethiopia, 30 percent of girls who were not in school said that the primary reason was marriage. After marriage, young girls' access to formal and even non-formal education is severely limited because of domestic burdens, childbearing and social norms that view marriage and schooling as incompatible.

Hari (2020), reveals that research has determined that parental attitude and support has a great deal of influence on girls' participation and level of success attained in education. Parents and community attitudes are mainly influenced by traditional beliefs regarding the ideal roles of women and girls in society. Traditionally, the only roles available to women are those of wives and mothers. Women are thus seen as nurturers and mainly as providing support for men who worked to provide for the family. it is therefore important to evaluate the roles of girls in the community of Okore to perceive the role impact on their chances of completing UPE.

2.5 conclusion (Research gaps)

The studies highlighted significant research gap in addressing the impact of home-based factor affecting girl's child completion of universal primary education in Ocwin primary school. These gaps include limited training and capacity building, inadequate work soap, awareness creation of community on the values of educating the child.

To address those gaps future research should focused on the effective and efficient service delivery so as to improve on the education standard in Ocwin primary school and the entire Katakwi district.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter will present the methodology of the study. The chapter will constitute of the research design, study population, sample size determination and data analysis methods.

3.1 Research Design

The researcher used qualitative survey research design. This type of research design will present oriented design used to investigate populations by selecting samples to analyze and discover occurrences. The design provided numeric descriptions of some part of the population, describe and explain events as they are.

3.2 Area of study Study

The study was conducted in Okore Sub County, Katakwi District. Katakwi is located in the far East district of Soroti city, moving towards the Karamoja Regions. It shares borders with Amuria, Soroti, kumi, and Napak district. Most of the inhabitants are poor and mainly Itesots ethnic group. Okore Sub County is selected by the researcher for the study because of low retention rate of girls in primary schools even with the advent of UPE which would make it suitable, unique and representative of the population.

3.3 Study population

In the study, the target population was comprising of the head teacher 1, pupils of Ocwin primary school 60, teachers 20, parents 20 and local leaders 20

3.4 Sample size.

A sample size of 111 respondents was selected for the study, where by 20 girls, from each stream of class 5,6 and 7, from Ocwin primary School Okore Sub County and 20 teachers. The sample Will also consist of 1 Head teacher of the school, 20 parents and finally 10 local leaders.

3.5 Sampling procedure

The girls were selected using stratified random sampling. In this case, the sample size will be proportionate to the size of the stratum. 10 girls will be selected from each class of p.5, p.6 and p.7. The teachers will also be selected using stratified random sampling method i.e 10 teachers from the school, while 1 Head teacher will be purposively sampled, this is because the Head teacher is knowledgeable and experienced in the education field and purposive sampling is used to collect focused information. The 20 parents will be sampled using stratified random sampling; 10 parents will be sampled for the study and 10 local leaders. The sample size will be determined using the table from a study by Morgan and Krejcie (1970). this therefore means that the sample size will be 61 participants as it will be depicted in table 3.1 below.

Table 3.1: Category of respondents

	Category of respondents	Population	Sample size	Sampling technique used
1	Girls	60	30	Stratified Random Sampling
2	Teachers	20	10	Stratified Random Sampling
3	Head Teacher	1	1	Purposive Sampling

4	Parents	20	10	Stratified Random Sampling
5	Local Leaders	20	10	Purposive Sampling
	Total	111	61	

Source: primary data (2024)

3.6 Data collection methods and tools.

According to Oso and Onen (2009), data is anything given or admitted as a fact on which a research inference was based. Instrumentation or data collection method refers to the tools to be used for collecting data and how those tools were developed (Oso and Onen, 2009). In investigating the home-based factors affecting girl child completion rate in UPE schools, Questionnaires and Interviews will be used to generate data for the study.

3.6.1 Self-Administered Questionnaire

Questionnaire method refers to a collection of items to which a respondent is expected to react, usually in writing (Oso and Onen, 2009). Questionnaires will be designed to teachers. This method had the advantage of enabling the researcher to collect data at low cost even when the target population is widely spread geographically. This method will also be free from the bias of the interviewer; answers will be in the respondent’s own words and respondents will have adequate time to give a well thought answers and also respondents who will have a difficulty the approach could be conveniently reached through the questionnaire method. The questionnaire will be designed with research objectives in mind, in order to elicit responses on each objective. The questionnaire will contain open ended questions to allow for collection of qualitative data. Section A of the questionnaire will contain general overview of personal characteristics, and section B

dealt with the objectives of the study; Household income, Teenage pregnancy and socio-cultural factors within the home that affects girl child completion of the primary school cycle.

3.6.2 Interview Guide

The interview method of collecting data involved presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. The head teacher and parents will be interviewed to elicit information that could not be directly observed and gain control over the line of questioning.

3.7 Quality Control

3.7.1 Validity of research instruments

Validity therefore is the ability of the instruments to measure what they are supposed to measure; entailing accuracy and precision. The validity of this study was obtained through pilot testing of the research instruments (questionnaire tool, interview guide and focused group discussion), to establish the contents which were used

The purpose of pilot testing was to refine the questionnaires tool, interview guide and FGD so that respondents do not have problems answering questions and recording data. The content validity index technique (CVI) was used to obtain the validity of instruments. The content validity index (CVI) of the questionnaire was computed using the formula;

$$\text{CVI} = \frac{\text{Number of items rated as relevant}}{\text{Total number of items in the questionnaire}}$$

3.8 Ethical consideration

In order to address the issues of ethics and integrity since the study will deal with human subjects, the researcher will adhere to several ethical procedures. The researcher will first get permission and approval from the different levels of authority in order to conduct research. A letter of consent

will be obtained for use as introductory requirements. The researcher also will have observed confidentiality of whatever information respondents will give. Respondents will be protected by keeping the information given confidential; even where the responders may not be concerned about confidentiality, their consent will be sought before revealing any information.

CHAPTER FOUR

PRESENTATION AND DISCUSSIONS OF FINDINGS

4.0 Introduction

This chapter presents and discusses the major findings of the study. The study sought to examine the relationship between home-based factors and girl child completion of UPE in in Okore Sub County, Katakwi district. The study used the following objectives: to examine the effects of household income on girl child completion of primary school cycle; to establish the effects of teenage pregnancy on girl child completion of UPE; to find out the extent to which cultural norms affect girl child completion of primary school cycle

4.1 Response rate

The study administered 111 questionnaires to collect data, however only 61 questionnaires were received back, thus the response rate was 61% which was enough to conduct this study.

4.2 Demographic characteristics of respondents

Table 4.1 Gender of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	25	30.1	30.1	30.1
	Female	58	69.9	69.9	100.0
	Total	83	100.0	100.0	

Source: Primary data (2024)

Table 4.1 indicates that most of the respondents were female 69.9% while male were represented by 30.1%. This implies that the study was well represented by category of people by Gender. Since the study focused on girls, females being the majority shows that the study dealt with many females

who directly experienced the challenges arising from home-based factors that influenced girl child completion of UPE.

Table 4.2 Age of respondents

It was also found necessary to establish the age groups of the respondents as shown in the table below

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below 25 years	36	43.4	43.4	43.4
25 – 39 years	18	21.7	21.7	65.1
40 – 49 years	20	24.1	24.1	89.2
50 and above	9	10.8	10.8	100.0
Total	83	100.0	100.0	

Source: Primary data (2024)

Table 4.2 indicate that the study was dominated by the respondents aged below 25 years with 43.4% of representation in this study, followed by those ones aged between 40-49 years by 24.1%%, then those ones aged between 25-39 years by 21.7%, lastly those ones aged 50 years and above 10.8%. This implies that results gotten from this study is reliable because it was dominated by young people since the study was also on girl child completion of UPE and the young directly experienced of the home-based factors affecting girl child completion of UPE.

Table 4.3 Highest level of education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	34	41.0	41.0	41.0

Source: Primary data (2024)

4.3.1.1 Description of household income

Table 4.4 Descriptive Statistics of Household income

Household income	N	Mean	Std. Deviation
Girls from the low income household lack scholastic materials which deprive them of the chance of completion of UPE.	83	4.29	.595
Girls from the low income household often refuse to go to school during menstrual periods for lack of sanitary pads	83	4.08	.858
Low incomes force young girls of school going age to engage in income generating activities to support their families rather than attend school.	83	3.69	.840
Girls engage in sexual promiscuity for monetary gains and contract unwanted pregnancies and are forced to drop out from primary school.	83	3.94	.786
Girls from low income household drop out of school for lack of functional fees.	83	2.90	.864
Valid N (listwise)	83	3.78	0.789

Source: Primary data (2024)

Findings revealed that on average the aspects of household income were rated high (overall mean = 3.78 and standard deviation of 0.789), implying that the respondents agreed on the statement of the aspects of household income. Respondents agreed that girls from the low income household lack scholastic materials that deprive them of the chance of quality education and significantly affect their completion rate of UPE, (mean = 4.29 and S.dev = .595), implying that girls from poor family face the challenges of scholastic materials and miss out on the completion of UPE. On the aspect of girls from low income household often refusing to go to school during the menstrual periods for lack of sanitary pads, findings revealed that the aspect was rated high (mean = 4.08 and S.dev = .858), implying that respondents agreed on the statement.

Respondents expressed that household low income force young girls of school going age to engage in income generating activities to support their families rather attend school. Findings revealed that the aspect was rated high (mean = 3.69 and S.dev = .840), implying that respondents agreed on the statement. On the other hand, on whether girls engaged in sex for monetary gain and end up with unwanted pregnancies and are forced to drop out from primary school. Findings revealed that the aspect was rated high (mean = 3.94 and S.dev = .786), implying that respondents agreed on the statement. On whether girls from low income household dropout of school for lack of functional fees; results indicated that the aspect was rated high (mean = 2.90 and S.dev = .864), implying that respondents agreed on the statement.

Findings from structured interview on effects of household income on girl child completion of UPE, majority of respondents strongly agreed that; girls from poor families experience heavy domestic chores levied on them to ensure that the family struggle through the difficulties they face and make ends meet. Many girls of school going age also tend to engage in early sexual practices with older men in exchange for gifts and monetary value, this love for money ends up in early pregnancy, diseases such as HIV/AIDS that sabotage girls' education. Therefore, low family income (poverty) contributes to high dropout from school among girls and eventual low completion rate of UPE.

The findings of the research indicate similarity with earlier findings by Holmes (2003) who argued that the opportunity cost of sending female children to school in rural areas, where girls are married quite early, is high because benefits of their schooling will not accrue to their parental household, as such poverty compel parents to marry their girls off, or girls themselves start engaging in sexual promiscuity to gain financial support. This argument was extended by Kasente, (2004), Kakuru,

(2003) who explained that parents marry off girls as an escape route from poverty at the expense of girl child education.

4.3.1.2 Relationship between Household income and Girl child completion of primary education

Table 4.5 Correlation between household income and girl child completion of primary education

		Household income	Girl child completion of UPE
Household income	Pearson Correlation	1	.552
	Sig. (2-tailed)		.000
	N	83	83
Girl child completion of UPE	Pearson Correlation	.552	1
	Sig. (2-tailed)	.000	
	N	83	83

Source: Primary data (2024)

Table 4.6 revealed that there is a moderate positive relationship between household income and girl child completion of primary education at Pearson correlation coefficient $r = 0.552$ and sig = .000 value of significant at critical alpha level 0.01 implying that the variations in household income leads to the variations in girl child completion of primary education.

4.3.1.3 Regression of Household income on girl child completion of UPE

Table 4.6 Regression of Household income on girl child completion of UPE

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.552 ^a	.305	.296	3.98195

a. Predictors: (Constant), Household income

Source: Primary data (2024)

Findings on regression in Table 4.7 a) indicates that Household income contribute only 29.6 to variations of girl child completion of primary education (R square = 0.296), meaning that there are other factors which strongly explain variations in girl child completion of primary education other than Household income.

(b) ANOVAb

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	562.897	1	562.897	35.501	.000 ^a
	Residual	1284.332	81	15.856		
	Total	1847.229	82			

a. Predictors: (Constant), Household income

b. Dependent Variable: Girl child completion of UPE

Source: Primary data (2024)

The relationship between Household income and girl child completion of primary education was also supported by the regression value of 562.897 less than the residual value of 1284.332. However, the variable of household income is critical to determine girl child completion of primary education.

(c) Coefficients a

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
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girl child completion of primary school and the findings are presented using descriptive statistics, correlation and regression analyses.

Table 4.8 descriptive statistics of teenage pregnancy

Family instability	N	Mean	Std. Deviation
Family instability result into poor performance of girl child due to emotional stress which discourage her to go back to school.	83	4.37	.792
Family disputes often separate girls from their parents which leads to discontinuation from school.	83	4.11	.781
Reduced household income to take care of schooling as a result of divorce and lack of cohesion by couples supporting each other to finance girls education	83	4.16	.788
Girl child in divorced family received less emotional support, financial support and practical help from their parents which translates into poor academic performance and often encourages school dropout.	83	4.16	.930
Family instability, divorce and separation reduce family resources to support girl child education.	83	4.01	.956
Domestic violence often causes severe injury to girls which discourage them from attending schools	83	3.81	.833
Valid N (listwise)	83	4.10	0.85

Source: Primary data (2024)

Data collected from the field revealed that the aspect of family instability affects girl child completion of primary schools (mean = 4.10 and S.dev = 0.8).

On whether family instability causes poor performance of girl child which discourage her to go back to school; findings revealed that the aspect was rated high (mean =4.37 and S.dev = .792), implying that respondents agreed on the statement.

Respondents state that family disputes often separate girls from their parents which leads to discontinuation from schools (mean = 4.11 and S.dev =.781), implying that respondents agreed on the statement. On whether reduced household income to take care of schooling as a result of divorce. Findings revealed that the aspect was rated high (mean =4.16 and S.dev =.788), implying that respondents agreed on the statement

Girl child in divorced family received less emotional support, financial support and practical help from their parents which translates into poor academic performance and often encourages school dropout. Results indicate that the aspect was rated high (mean =4.16 and S.dev = .930), implying that respondents agreed on the statement.

On aspect on whether family instability, divorce and separation reduce family resources to support girl child education, results indicate that the aspect was rated high (mean = 4.01 and S.dev = .956), implying that family instability face the challenges of finance to support girl child to complete UPE. Respondents support the statement that domestic violence often causes severe injury to girls which discourage them from attending schools, (mean =3.81 and S.dev =.833), implying that injured girl child face the problem of appearing in public and therefore causes absenteeism and eventual dropout from primary schools.

Information gathered through interviews further reveal that; family instability which is characterized by violence causes fear in young girls and some of the girls from such families' resort to early marriage in order to escape from the problems in their families, thereby affecting their progress in school. Respondents also revealed that family instability may result into

separation, and this weakens the energy and combined effort of husband and wife in raising children; single parenting has numerous limitations such as failure to raise the requirements for girls' education and teaching/parental guidance inadequacy which sabotage girls completion of UPE. Respondents also revealed that family instability involving separation leaves girls with huge responsibility at home, which responsibility would have been managed by parents; girls become young parents to their siblings. All these negatively affect girls' chances of completion of UPE. In order to solve the problem of family instability leading to divorce and separation, respondents suggested the following: Religious and local leaders teaching and sensitization of community members the love of God and respect for one another for peaceful co-existence, teachings about the danger of alcoholism which many respondents agreed upon as the major vice eating up families and leading to divorce.

The findings above show a close relationship with Vanassche, (2013, 3) earlier findings which revealed that, divorce permanently weakens the relationship between children and parents. In education, divorce diminishes learning capacities and high school and college attainment. Divorce and separation also reduces household income and massively cuts the life-wealth of individuals to support the education of their children.

4.3.2.3 Regression of teenage pregnancy on girl child completion of primary education

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.317 ^a	.100	.089	4.52923

a. Predictors: (Constant). Teenage pregnancy

Source: Primary data (2024)

Findings on regression in Table 4.10 a) indicates that family instability, divorce and separation contribute only 8.9 % to variations of girl child completion of primary education (R square = 0.089), meaning that there are other factors which strongly explain variations in girl child completion of primary education than family instability, divorce and separation.

b) ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	185.600	1	185.600	9.047	.004 ^a
	Residual	1661.629	81	20.514		
	Total	1847.229	82			

a. Predictors: (Constant), family instability, divorce and separation

b. Dependent Variable: Girl child completion of UPE

Source: Primary data (2024)

The relationship between Teenage pregnancy and girl child completion of primary education was also supported by the regression value of 185.600 less than the residual value of 1661.629. However the variable of family instability, divorce and separation is critical to determine girl child completion of primary education

(c) Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	34.355	3.935		8.730	.000
Family instability, divorce and separation	.477	.159	.317	3.008	.004

a. Dependent Variable: Girl child completion of UPE

Source: Primary data (2024)

The results in Table 4.10, c) indicated that family instability, divorce and separation are significant predictors of girl child completion of primary education (beta = 0.317, t = 3.008 and sig = 004).

4.3.3 Effect of Socio-cultural factors on girl child completion of primary education

The third objective was to examine the effect of Socio-cultural factors on girl child completion of primary education and the findings are presented using descriptive statistics, correlation and regression analyses

4.3.3.1 Description of Socio-cultural factors

Table 4.11 Descriptive statistics on Socio-cultural factors

Socio-cultural factors	N	Mean	Std. Deviation
Cultural attitudes, practices are hindrance to girl's enrolment	83	4.25	.853
Perception that domestic roles of girls can be learnt from home and community. not in school	83	4.18	.885
Belief that girl's education is waste of time and money since they will get married off	83	4.24	.726
Boys are looked at as future bread winners therefore focus is put on them and not girls	61	4.34	.720
Early marriages forces early exit of girl child from schools	61	3.82	1.095
Girl child drop out of schools to take care of sick family members affected by health-related issues including HIV AIDS	61	4.20	.694
Valid N (listwise)	61	4.17	0.83

Source: Primary data (2024)

Respondents support the statements under Socio-cultural factors, on average results showed a mean of 4.17 and standard deviation of 0.83. Detailed explained is shown below: on whether culture attitudes practices are hindrance to girls' enrolment. Results reveal that the aspect was rated high (mean =4.25 and S.dev =.853), implying that respondents agreed on the statement. Respondents further indicated that cultural practices such as last funeral rites and sacrifices such as (Tum, in Luo meaning cleansing); are very expensive and take away a great deal of resources that would have been used to support girl child education, thus this affect the chance of a girl completing the UPE cycle.

On whether perception that domestic roles of girls can be learnt from home and community, but not from school, results indicate that the aspect was rated high (mean =4.18 and S.dev =.885), implying that families hold their girls from attending school, thinking that girls can learn domestic matters from home since they will end up as house wives in future.

On whether belief that girls' education is waste of time and money since they will get married off. Results show that the aspect was rated high (mean = 4.24 and S.dev =.726), implying that respondents agreed on the statement. Additional data from the interview guide further reveal that; parents think that girls are unreliable for the future because they will get married off and they will channel their effort and resources to develop the man's family. This makes many parents to consider girls education as a liability rather than an asset.

Respondents involved in the study revealed that families see boys as the future bread winners therefore focus is put on them and not girls (mean =4.34 and S.dev =.720), implying that girls education is undermined in favor of boy's education, thus affecting their completion rate at primary school level. Data collected through the interview guide further revealed that; parents have negative attitude of looking at girls as assets or source of wealth from the dowery that is paid upon marriage. This makes them not to attach any value to girls' education; instead they force to marry early so that the bride price can be used to pay the school fees for the girl child. This attitude negatively affects girl child completion of UPE

On whether early marriages force early exit of girl child from schools; results indicate that the aspect was rated high (mean =3.82 and S.dev = 1.095), implying that respondents agreed on the statement. Respondents supported the statement that girl child drop out of schools to take care of sick family members affected by health related issues including HIV/AIDS, (mean =4.20 and S.dev =.694), implying that girls from families withhealth-related issues do not have time for

schools. Respondents further revealed that lack of educated females among families for girls to look up to is a challenge, because girls do not have an avenue to draw inspiration from since their mothers, aunts and other community women also lacked basic education to inspire the girls. In this case, girls attitude towards education and its importance is negatively influenced by this factor, hence affecting their chances of completion of UPE.

The findings from the descriptive statistics above is closely related to an earlier finding by Hari (2003) who revealed that parental attitude and support has a great deal of influence on girls' participation and level of success attained in education, though Hari (2003) focused on college education and this study focused on UPE. It should be noted that these attitudes are drawn from traditional beliefs, socio-cultural attributes regarding the ideal roles of women and girls in society. This implies that socio cultural factors have a bearing in girl child completion of UPE.

4.3.3.2 Relationship between Socio-cultural factors on girl child completion of primary education

Table 4.12 Correlation between Socio-cultural factors on girl child completion of primary education

		Socio-cultural factors	Girl child completion of UPE
Socio-cultural factors	Pearson Correlation	1	.447
	Sig. (2-tailed)		.000
	N	83	83
Girl child completion of UPE	Pearson Correlation	.447	1
	Sig. (2-tailed)	.000	
	N	83	83

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data (2024)

Table 4.12 revealed that there is a moderate positive relationship between Socio-cultural factors and girl child completion of primary education at Pearson correlation coefficient $r = 0.447$ and sig

=.000 value of significant at critical alpha level 0.01 implying that the variations in Socio-cultural factors lead to the variations in girl child completion of primary education.

4.3.3.3 Regression of Socio-cultural factors on girl child completion of primary education

Table 4.13 Regression of Socio-cultural factors on girl child completion of primary education

a) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.447 ^a	.200	.190	4.27169

a. Predictors: (Constant), Socio-cultural factors

Findings on regression in Table 4.13 a) indicates that Socio-cultural factors contribute only 19 to variations of girl child completion of primary education (R square = 0.190), meaning that there are many other factors which strongly explain variations in girl child completion of primary education than Socio-cultural factors.

b) ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	369.198	1	369.198	20.233	.000 ^a
	Residual	1478.031	81	18.247		
	Total	1847.229	82			

a. Predictors: (Constant). Socio-cultural factors

b. Dependent Variable: Girl child completion of UPE

Source: Primary data (2024)

The relationship between Socio-cultural factors and girl child completion of primary education was also supported by the regression value of 369.198 less than the residual value of 1478.031.

However, the variable of Socio-cultural factors is critical to determine girl child completion of primary education.

c) Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	23.591	5.025		4.694	.000
Socio-cultural factors	.899	.200	.447	4.498	.000

a. Dependent Variable: Girl child completion of UPE

Source: Primary data (2024)

The results in Table 4.13,c) reveal that Socio-cultural factors are significant predictors of girl child completion of primary education (beta = 0.447, t = 4.498 and sig = 000).

4.4 Completion of girl child

As described in the conceptual framework in chapter one, the dependent variable is girl child completion, which was defined as girl child enrolment, retention of girls in UPE, girl child completion of UPE, The Means and standard deviations were generated on this variable as presented in Table 4. 14 below:

Table 4.14 Descriptive Statistics

Completion of girl child	N	Mean	Std. Deviation
Poor family background discourages girls from completing primary schools	83	4.25	.824
Poverty affect the level of completion among girls in primary schools	83	3.05	.896
Sensitizing the cultural leaders on the importance of education enable girl child to complete primary schools.	83	4.11	.812
Legal for enrolment of all children of school going age has increased enrolment of girl child in UPE	83	3.60	.923
Discouraging early marriages by law leads to completion of girl child of primary schools	83	4.29	.654
supporting poor families through income generating activities increase girl child completion of primary schools	83	3.23	.941
Increased level of education of household members encourages girl child to completion of primary schools.	83	3.66	.901
Good household health standards foster girl completion of primary education.	83	3.98	.937
Stable families provide emotional and moral support which foster girl child completion of primary education.	83	4.04	1.017
Valid N (listwise)	83	3.81	0.88

Source: Primary data (2024)

On the statement of girl child completion of primary school, results revealed that the aspect was rated high (overall mean = 3.81 and standard deviation of 0.88), implying respondents agreed on

the statements. Poor family background discourages girls from completing primary school. Findings revealed that the aspect was rated high (mean =4.25 and S.dev =.824), implying that girls from poor families are incapable of completing the UPE cycle.

On whether poverty affects the level of completion among girls in primary schools, Findings revealed that the aspects was rated high (mean =3.05 and S.dev =.896), implying the completion of primary schools mostly depend on the ability to finance scholastics materials necessary for education. Additional information gathered from interview guide also revealed that girls from poor families tend to drop out of school due to inability to meet basic requirements such as uniforms, feeding, scholastic materials and also contribute money for P.T.A. Poverty also forces young girls to engage in work for money such as quarrying work, small scale businesses such as selling food items in markets, while others end up into sexual exploitation in exchange for money. All these factors contribute negatively towards girl's education and affect their completion of UPE.

Sensitizing the cultural leaders on the importance of education enables girl child to complete primary schools. Results indicate that the aspect was rated high (mean =4.11 and S.dev =.812), implying that respondents agreed on the statement. On whether legal mandate for enrolment of all children of school going age has increased enrolment of girl child in UPE; Findings revealed that the aspect was rated high (mean =3.60 and S.dev =.923), implying that respondents agreed with the statement. Poor family background discourages girls from completing primary schools Findings reveal that the aspects was rated high (mean =3.92 and S.dev =.872), implying that respondents agreed on the statement.

Respondents support the statement that discouraging early marriages by law leads to girl child completion of primary school; Findings revealed that the aspect was rated high (mean = 4.29 and S.dev =.654), implying that young girls of school going age loose chance of continuing with education upon marriage.

Supporting poor families in income generating activities increase the girl child completion of primary school. Findings revealed that respondents were undecided on the statement, (mean =3.23 and S.dev =.941).

Increased level of education of household members encourages a girl child to complete primary schools. Results indicate that the aspect was rated high (mean =3.66 and S.dev =.901), implying that girl child completion of primary schools is influenced by the level of education of the members of the household, whom she looks at as role models.

Respondents suggest that good household health standards foster girls completion of primary education (mean =3.98 and S.dev =.937), implying that good and stable health keep the girl at school, since the girl will not withdraw from school due to bad health or get withdrawn from school due to bad health of a family member and she has to take care of this sick family member. This enhances the chances of a girl completing the UPE cycle.

Stable families provide emotional and moral support which foster girl's completion of primary education. Results indicate that the aspect was rated high (mean =4.04 and S.dev =1.017), implying that respondents agreed on the statement.

Information gathered through the interview guide further revealed that; local and religious leaders should raise awareness on the danger of alcoholism that is eating up the energies of able bodied youths and also parents who have become unproductive and irresponsible. This would help parents save money and pay fees and also scholastic materials for the girls.

Respondents also revealed that in order to improve on the income status of families so that they are able to meet the expenses of girls' education, Oxen and ox-plough should be distributed by government in order to boost the agricultural activities which is the main source of income for the

communities in Okore Sub County. Respondents also indicated that soft loans should be given by government through Village Saving and Loan Association (VSLA), at low interest rates so that parents borrow money for other income generating activities and boost their level of income and be able to cater for their children school demands.

Respondents also agreed that empowering religious and local leaders by government to engage in psycho-social re-building of the communities that have suffered from atrocities during the two decade LRA war. This according to respondents would help to stabilize families and prevent separations and divorce which is rampant. In this case girls completion of UPE would flourish.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter focuses on the summary, conclusion and recommendations of the study.

5.1 Summary of Major Findings

The purpose of the study was to examine the relationship between home-based factors and girl child completion of primary school cycle in Okore Sub County, Katakwi district. The study used descriptive statistics, correlation, and regression to analyze the relationship between independent variable (home based factors) and the dependent variable (girl child completion of primary school).

The summary was done objective by objective:

The first objective was to find out the extent to which house hold income affects girl child completion of primary school cycle. Findings in Table 4.5 reveal that on average the aspects of household income were rated high (overall mean = 3.78 and standard deviation of 0.789)

Secondly objective was to establish the effects of divorce and separation on girl child completion of UPE. Data collected from the field revealed that the aspect of family instability according to their experience affects girl child completion of primary school (Table 4.8, mean = 4.10 and S.dev = 0.8).

Thirdly objective was to establish the effects of socio cultural factors on girl child completion of primary school cycle. Findings in Table 4.11 reveal that the aspects of Socio-cultural factors were rated high (mean of 4.17 and standard deviation of 0.83), indicating that respondents agreed on the statements. Correlation results in Table 4.12 revealed that there is a moderate positive relationship between Socio-cultural factors and girl child completion of primary education at Pearson correlation coefficient $r = 0.447$ and sig = .000 value of significant at critical alpha level of 0.01. Regression results in Table 4.13 a) indicates that Socio-cultural factors contribute only 19% to

variations of girl child completion of primary education ($R^2 = 0.190$), meaning that there are many other factors which strongly explain variations in girl child completion of primary education than Socio-cultural factors.

5.2.0 Conclusions

The purpose of the study was to examine the relationship between home-based factors and girl child completion of primary school cycle in Okore Sub County, Katakwi district. The study findings concluded that there is positive relationship between home-based factors and girl child completion of primary school. The conclusion was done as per objective

5.2.1 To find out the effect of household income on girl child education.

This was to examine the effect of household income on girl child completion of primary school cycle. The study concluded that there is a moderate positive relationship between household income and girl child completion of primary education.

5.2.2 To establish the effect of teenage pregnancy on girl child completion of UPE.

The objective was to establish the effects of teenage pregnancy on girl child completion of UPE. The study further concluded therefore that there is a weak positive relationship between family instability and girl child completion of primary education.

5.2.3 To establish the socio-cultural factors and their effects on girl child completion of primary School cycle.

The objective was to establish the socio-cultural factors and their effects on girl child completion of primary school cycle. The study also concluded that there is a moderate positive relationship between Socio-cultural factors and girl child completion of primary education.

5.3 Recommendations

Based on the study findings and conclusions, the following are the recommendations according to the study objectives:

The first objective was to examine the effect of household income on girl child completion of primary school cycle

The study found that girls from families with low household income lack scholastic materials which deprive them of the chance of quality education and sabotaged their chances of completion of UPE. The study recommends therefore that girls from poor family be supported with scholastic material to enhance their chances of quality education and therefore lead to high retention of girls in primary school, and eventually completing the UPE cycle.

The study also found that low household income force young girls of school going age to engage in income generating activities to support their families rather than enroll, attend and are retained in primary schools. The study recommends that the government, local and religious leaders should sensitize the community on the value of sending children especially the girls to school and discourage the community from hiring girls of school going age for work. This will help in retention of girls in UPE and the eventual completion of the primary school cycle.

The desire for money force young girls to engage in sexual immorality in search for monetary gains; in the process girls end up with unwanted pregnancies and are forced to drop out from primary school. The study therefore suggests that the government strictly enforces the law of defilement by punishing perpetrators of defilement and procurers of promiscuity without compromise. The community members should also uphold the cultural norms that discourage immorality and uphold moral behaviors through informal education so that girls are protected from sexual abuse.

Government, non-governmental organizations should support poor family in income generating activities to increase the level of their income so that they are in position to support their children education through scholastic materials, paying PTA money, feeding to help girls complete the UPE cycle. This support may come in form of loans with low interest rates channeled through VSLA.

Since the majority of the rural population rely on agriculture as their main source of income generation, government through its agencies should develop the agricultural sector; PMA, PEAP, Operation Wealth Creation have not yielded the desired results. Therefore, any programme to benefit the communities in Okore Sub County should put the community at the fore front; partnership with the community is paramount. Oxen and ox-plough would be important and distribution of tractors per parish to boost agricultural production, so that people shift from the traditional subsistence agriculture to high scale production that is profitable. This will bring earnings to the parents and will afford to provide better education to their children and enhance the completion rate of the girls in UPE.

The second objective was to establish the effect of teenage pregnancy on girl child completion of UPE

Teenage pregnancy negatively affects the girl child emotion, morale to continue with studies, it is therefore pertinent that girls who conceive at tender age need guidance and counseling so that they become emotionally stable to attend school and complete the UPE cycle

Prevention is always better than cure, it is important that government departmental unit of family and child protection unit within the Uganda Police and also the Gender ministry perform much more through community outreach sensitizing the community members about the benefit of intact family as opposed to divorce. This will help strengthen family relations and keep families intact, thus benefitting children and their education.

Local and Religious Leaders should be empowered by government to do advocacy work and provide psycho-social support to the community members in order to rebuild the Sub County that was r. This will help reduce family instability and domestic violence that make children especially girls so vulnerable to dropping out of school, due to the fact that the family gets torn apart by violence and heavy responsibility of caring for the young and old are left on the girl child.

The third objective was to establish the socio-cultural factors and their effects on girl child completion of primary school cycle

Patriarchal dominance of Uganda's societies hinders girl child education, belief that girl child education is waste of time since they will end up as housewives. This belief is drawn from the society and the cultural prescriptions, it is therefore important that education and sensitization of parents by local leaders, religious leaders and government agents, right from family level to community level on the benefit of girl child education and supporting government programme of UPE.

Parents and community members have to be informed that the future of girls and the benefit that can accrue to parents of girls lie in education, not early marriage. Information gathered from the questionnaire and interview guide revealed that many parents marry off their girls because of the cultural attitude that girls are better when married off. Therefore, the constitutional age of consent to marriage and adulthood of (18) years should be upheld. Parents who force their girls for early marriage should be severely punished by the law and the police as law enforcers, as well as men who marry young girls of UPE School going age.

Strict laws regarding the sale, purchase and consumption of alcohol should be enacted because alcoholism, according to data collected through the interview guide is observed as one of the socio-cultural aspect that has disorganized many families in Okore Sub County. The time for alcohol

consumption should also be regulated so that during day time people can be engaged in productive work and consume alcohol in the evening

5.4 Area for further research

This study was based on the variables that are related to home-based factors such as household income, family instability, and socio-cultural factors. Further researcher may look at other factors such as government policy on education, Infrastructure, School environment, School feeding programme, Distance of schools from communities, Handling of menstrual periods, scholastic materials; that may be related to girl child completion of primary education.

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APPENDICES

Appendix A: Self-Administered Questionnaire

Dear respondent, my name is Apio Glades A student at UCU. This questionnaire is for academic purpose and the questions seek information on home-based factors and girl child completion of UPE cycle in Okore Sub County in Katakwi District. Please kindly respond to the questions and statements as frankly and truthfully as you can. Your cooperation and contribution towards this research will be very much appreciated. All information given will strictly be kept confidential.

SECTION I: DEMOGRAPHIC CHARACTERISTIC OF RESPONDENTS

Gender (Tick your category)

Female	Male

Education: What is your level of education?

Certificate	Diploma	Bachelor's degree	Masters Degree	Others (specify)

What is your age group?

< 25 years	25 – 30 years	31 – 35 years	36 – 40 years	> 40 years

What is your level of income

Low	Middle	High

Section II: Effect of household income on girl child completion of UPE

No.		1	2	3	4	5
1	Girls from the low income household lack scholastic materials deprive the chance of quality education.					
2	Girls from the low income household face are often refuse to school by menstrual periods for lack of sanitary pads					
3	Low incomes force young girls of school going age to engage in income generating activities to support their families rather than schools.					
4	Girls engage in sex for monetary gain contract unwanted pregnancies and are forced to drop out from primary school.					
5	Girls from low income household drop out of school for lack of functional fees.					

SECTION III: Effects of teen girl child completion of UPE

State your level of agreement with the following statements concerning family instability, divorce (Your answers should range from a maximum of 1 (for strongly agree) to a minimum of 5 for strongly disagree). 1 = strongly agree, 2 = agree, 3= not sure, 4 =disagree, strongly disagree.

No.		SD 1	D 2	NS 3	A 4	SA 5
1	Family instability causes poor performance of girl child which discourages them to go back to schools.					
2	Family disputes often separate girls from their parents which leads to discontinuation from schools.	Te				
3	Reduced household income to take care of schooling as a result of divorce					
4	Girl child in divorced family received less emotional support, financial support and practical help from their parents which translates into poor academic performance and often encourages school dropout.					
5	Family instability, divorce and separation reduce family resources to support girl child education.					
6	Domestic violence often causes severe injury to girls which discourages them from attending schools					

SECTION IV: The effects of Socio-cultural factors on girl child completion of UPE

State your level of agreement with the following statements concerning socio-cultural factors (Your answers should range from a maximum of 1 (for strongly agree) to a minimum of 5 for strongly disagree). 1 = strongly agree, 2 = agree, 3= not sure, 4 =disagree, strongly disagree.

No.		SD 1	D 2	NS 3	A 4	SA 5
1	Culture attitudes practices are hindrance to girls enrolment					
2	Perception that domestic roles of girls can be learnt from home and community, not in school					
3	Belief that girls education is waste of time and money since they will get married off					
4	Boys are looked at as future bread winners therefore focus is put on them and not girls					
5	Early marriages forces early exit of girl child from schools					
6	Girl child drop out of schools to take care of sick family members affected by health related issues including HIV AIDS					

DEPENDENT VARIABLE : GIRL CHILD COMPLETION OF UPE

No.		SD 1	D 2	NS 3	A 4	SA 5
1	Poor family background discourages girls from completing primary schools					
2	Poverty affect the level of completion among girls in primary schools					
3	Sensitizing the culture leaders on the importance education enable girl child to complete primary schools.					
4	Legal for enrolment of all children of school going age has increased enrolment of girl child in UPE					

5	Poor family background discourages girls from completing primary schools					
6	Discouraging early marriages by law leads to completion of girl child of primary schools					
7	Encouraging poor family in income generating activities increase the completion of girl child of primary schools					
8	Increased level of education of household members encourages girl child to completion of primary schools.					
9	Good household health standards foster girl completion of primary education.					
10	Stable families provide emotional and moral support fosters girls completion of primary education.					

What do you think should be done to improve on family’s household income so that they can support girls’ education?

In your own view, what do you think can be done to help girls from unstable families complete the UPE cycle?

Appendix B 1: Structured Interview for Parents

1. Do girls complete UPE cycle in your community?
2. Do girls face some home based challenges that affect their academic progress?
3. What are some of the home based factors that affect a girl child completion of UPE cycle?
4. What are the effects of low household income on girl child retention and completion of UPE cycle?
5. What would you suggest as possible strategies to improve your household income so that you become financially stable and boost girls' education?
6. Do you make follow up of the performance of your girl in school?
7. Are you a single parent or married?
8. Do you think family instability affect girl child completion of UPE? Yes No
9. If yes, how does family instability affect girl child completion of UPE?
10. What do you suggest should be done to main families intact so that they support the girls in education process?
11. Do you think parents attitude affect girl child completion of UPE? Yes No
12. If yes, how do parents attitude affect girl child completion of UPE?
13. Mention some of the socio- cultural factors that affect girl child completion of UPE?
14. Suggest ways to overcome these socio-cultural factors that hinder girls completion of UPE?

Appendix B 2: Structured Interview for Girls

1. Do girls complete UPE cycle in your community?
2. What are the homes based factors that affect your academic progress?
3. What is the income status of your household?
4. What are the effects of low household income on your retention and completion of UPE cycle?
5. What would you suggest as possible strategies to improve your household income so that you are supported to complete UPE?
6. What is the nature of your family?
 - a. Single parent family
 - b. Married family
 - c. Divorced family
 - d. Separated family
7. Are you followed up by any of your parents on your academic progress?
8. Do you think family instability affect girls completion of UPE?
9. If yes, how does family instability affect girl child completion of UPE
10. What do you suggest should be done so that girls from separated families supported in education process?
11. Do you think parents attitude affect girl child completion of UPE? Yes No
12. If yes, how do parents attitude affect girl child completion of UPE?
13. Mention some of the socio-cultural factors that affect girl child completion of UPE?
14. Suggest ways to overcome these socio-cultural factors that hinder girls completion of UPE?

Appendix B 3: Structured Interview for Local Leaders

1. Do girls complete UPE cycle in your community?
2. Do girls face some home-based challenges that affect their academic progress?
3. What are some of the home-based factors that affect a girl child completion of UPE cycle?
4. What are the effects of low household income on girl child retention and completion of UPE cycle?
5. What would you suggest as possible strategies to improve household income so that families become financially stable to boost girls' education?
6. Do parents make follow up of the performance of girls in school?
7. If yes, how does family instability affect girl child completion of UPE?
8. What do you suggest should be done to maintain family stability so that they can support the girls in education process?
9. Do you think parents attitude affect girl child completion of UPE? Yes No
10. If yes, how do parents attitude affect girl child completion of UPE?
11. Mention some of the socio-cultural factors that affect girl child completion of UPE?
- 12.** Suggest ways to overcome these socio-cultural factors that hinder girls completion of UPE?



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Office of the Academic Registrar

To THE HEAD
TEACHER



Dear Sir/Madam,
Re: Academic Research
Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss APLO GWADES

Of Registration Number; J23/MUC/BSW/021 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree SOCIAL WORK

He/she is required to carry out an academic research on the topic HOME BASED FACTORS AFFECTING GIRL CHILD COMPLETION OF UNIVERSAL PRIMARY EDUCATION

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