

**EFFECTS OF SCHOOL ENVIRONMENTAL FACTORS ON GIRL-CHILD
STAY IN SCHOOL IN PRIMARY SCHOOLS IN BUSOBA SUB COUNTY MBALE
DISTRICT**

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RJ22/MUC/BED/001

**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF BACHELOR
OF EDUCATION OF UGANDA CHRISTIAN UNIVERSITY**

October, 2024



**UGANDA CHRISTIAN
UNIVERSITY**

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DECLARATION

I Musame Zachary declare that this report titled EFFECTS OF SCHOOL ENVIRONMENTAL FACTORS ON GIRL-CHILD STAY IN SCHOOL IN PRIMARY SCHOOLS IN BUSOBA SUB COUNTY, MBALE DISTRICT is entirely mine and it has never been submitted to any institution of higher learning for any award.

Signature .  Date 

MUSAME ZACHARY

APPROVAL

I certify that this research report titled EFFECTS OF SCHOOL ENVIRONMENTAL FACTORS ON GIRL-CHILD STAY IN SCHOOL IN PRIMARY SCHOOLS IN BUSOBA SUB COUNTY, MBALE DISTRICT has been under my supervision and is ready for submission.

Signature:  **Date** ... 

MINJO SAMALI

SUPERVISOR

DEDICATION

I would like to dedicate this work to my dear wife Annet Mwolobi, my children Rodrick, Chrispin, Remmy, Cissy, Raphael and Rodden for their enormous contribution towards my academic endeavour.

ACKNOWLEDGEMENT

First and foremost, I thank God for the gifts of life and knowledge that have enabled me to pursue my education up to this level. I would like to extend my heartfelt appreciation to my research supervisor Ms. Minjo Samali for her tireless and regular guidance that has enabled me to come up with this report. God bless her abundantly.

In a similar vein, I extend my sincere appreciation to my Aunt Zenaida for financial support and encouragement that have enabled me to reach this level. Without her, the compilation of this work would not have been a success. I pray that God protects her for a long time.

In a sincere way, I appreciate Crown Printers, Mbale for typing and binding my work amidst the busy schedule that they always have.

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ABSTRACT

The purpose of this study was to establish effects of school environmental factors on girl child stay in school in Busoba sub county, Mbale district. The study was guided by the following specific objectives; to establish how teacher-pupil relationship affects girl-child stay in primary schools in Busoba Sub County, Mbale district; to find out how sanitation facilities affect girl-child stay in primary schools in Busoba Sub County, Mbale district; and to investigate how school location affects girl-child stay in primary schools in Busoba Sub County, Mbale district. The study used a descriptive survey design. The design was chosen on the rationale that it could be carried out within a short period of time since it was cross sectional. The Target population was 283, which comprised 74 teachers and 209 pupils. The study used simple random sampling to select pupils from primary six from the target schools. Stratified sampling was used to cater for gender differences. The total sample was 191 respondents, comprising 132 pupils and 59 teachers. The researcher used questionnaires to collect data from 132 pupils. The researcher collected data from 59 teachers using interview guides. The quantitative data was analyzed and tabulated using descriptive statistics including frequency tables and percentages. The qualitative data was processed through thematic analysis. The findings show that teacher-pupil relationship and girl-child stay in primary schools are linked. A total of 67% of the respondents agreed that teachers can motivate girls to stay in school. This is possible when teachers encourage girls to stay in school, to form good peer groups and to keep consulting teachers for guidance. Girls are able to stay in school once there are sufficient toilet facilities. They feel comfortable if they are able to help themselves in privacy, without interference from the boys. During menstruation period, girls need safer and secure sanitation facilities. These enable girls to stay in school. The findings show that schools that are easily accessible increase girl-child stay in school. Girls tend to tire easily on their way to school. Schools which are located within the easy reach of the girl-child tend to favour them in terms of regular school attendance. Basing on the findings, this study concludes that there is a strong relationship between teacher-pupil relationship and girl-child stay in primary schools. This is possible when teachers encourage girls to stay in school, to form good peer groups and to keep consulting teachers for guidance. The study further concludes that girls are able to stay in school once there are sufficient toilet facilities. Basing on the findings, schools that are easily accessible increase girl-child stay in school. Once schools are near girls' homes, there are chances that they can

attend daily, have the midday meal at home and go back for the afternoon lessons. Teachers should promote a cordial relation with girls in primary schools. This can be through regular guidance and counselling programs, involvement of girls in activities and rewarding them where necessary. This will increase their stay in school. Primary schools should ensure that there are sufficient sanitation facilities for both girls. They need safer and secure sanitation facilities to enable them to stay in school. Parents should take their girls to study in schools that are easily accessible. This will reduce risks associated with moving long distances. Girls will be able to stay in school.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Globally, despite all efforts and the legal frameworks that enhance and promote the rights of girls and women, Africa and Asia still have numerous challenges in observing the rights of girls to education. In 2007, 101 million children of primary school age were not in school. Almost half of these children live in Africa and 39 percent in Asia. Across the two regions, approximately 20 percent of the girls of primary school age are either not enrolled or are not attending primary (UNICEF, 2009).

The United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2010) report revealed that in East Africa, Uganda has the highest school dropout rate compared to Kenya and Tanzania. Girls constitute the largest proportion of out-of-school children and lag behind boys in performance in national examinations. The latest UNESCO statistics show that 700,000 children in Uganda have no access to school and the country was ranked 11th in the world with the highest number of children out of school.

School-related factors influence pupils' decisions toward school. School policies, attitude and rules regarding absenteeism influence pupils' decision to whether or not be regular at school. There are various reasons for low girl-child education, but some of these reasons may include some girls not liking the school, the school not being secure, climate of tolerance for bullying.

In a school environment where students do not feel a commitment to school, they would not want to attend, resulting in increased feelings of alienation. Commitment to the school is formed by the pupil's perceptions about respect, love, care and attention they receive in the school. In the school environment where there is a perceived value for love and an emotional commitment, girls would have a sense of security which will translate in increased regular school attendance and retention (Demir, et al, 2015),

However, Clark (2018), highlighted that parents of pupils have enormous impact on girl-child education. He revealed that family's socio-economic background; family's need for student to work; parenting strategies; psychological problems; support or neglect; alcohol or drug problems and parental criminal behaviour also impact on pupils' absenteeism. Other family related factors include divorce; inter-parent conflicts; family structure, such as a single parent, interest or control level for the pupils' behaviour, parents with low level of educational background, negative past school experiences; lack of participation in school or not understanding procedures; and not providing environment for the student to do homework (Eastman et al., 2007).

The school environment refers to factors within the school that influence education of pupils during the teaching-learning process. The school environment includes classrooms, library, technical workshops, teachers' quality, teaching methods, peers, among others variables that can affect the teaching-learning process. Williams (2018) reported that safe and orderly classroom environment, school facilities were significantly related to students' regular school attendance and academic achievement in schools. In the developing countries, poor learning environments have always been identified as key factors that lead to low school attendance and poor performance in public primary school. This is due to overstretching of the available resources due to increased enrolment. In Uganda, physical characteristics of the school have a variety of effects on the teachers, pupils and the learning process.

Poor lighting, noise, high levels of carbon dioxide in classrooms and inconsistent temperatures make teaching-learning process difficult. Poor maintenance and ineffective ventilation systems lead to poor health among the pupils and higher absentee rates among pupils. Beyond the direct effects that poor facilities have on pupils' ability to learn, the combination of poor facilities which creates uncomfortable and uninviting workplace for the teachers combined with frustrating behaviour by the pupil including poor concentration also have an effect on the teaching learning process.

1.2 Statement of the problem

There retention of girls in primary schools in Busoba Sub County is low compared to that of the boys. After the introduction of Universal Primary Education in Uganda, it was expected that both boys and girls would be able to stay in school and complete the

primary cycle. However, many issues surrounding girl child education have persisted and remained a challenge to girl-child education in schools. This trend means that every missed opportunity for an education is a great loss for the girls, since education speeds up human development, empowerment, and transforms society. The situation of girl child education remains wanting. It was therefore necessary for this scientific study to be undertaken to establish if teacher-pupil relationship, sanitation and school location affect girl child education in Busoba Sub County, Mbale district.

1.3 Purpose of the Study

The purpose of this study was to establish effects of school environmental factors on girl child stay in school in Busoba sub -county, Mbale district.

1.4 Objectives of the Study

The study was guided by the following specific objectives.

- i. To establish how teacher-pupil relationship affects girl-child stay in primary schools in Busoba Sub County, Mbale district.
- ii. To find out how sanitation facilities affect girl-child stay in primary schools in Busoba Sub County, Mbale district.
- iii. To investigate how school location affects girl-child stay in primary schools in Busoba Sub County, Mbale district.

1.5 Research Questions

This study was guided by the following research questions.

- i. How does teacher-pupil relationship affect girl-child stay in primary schools?
- ii. How do sanitation facilities affect girl-child stay in primary schools?
- iii. How does school location affect girl-child stay in primary school?

1.6 Scope of the Study

1.6.1 Content Scope

This study covered the school environmental factors that affect girl-child stay in school. The factors include teacher-pupil relationship, sanitation facilities and school location.

1.6.2 Geographical Scope

The study was carried out in Busoba Sub County. This area is located in Mbale district. There are primary schools like Bufukhula, Lwangoli, Busoba, Manyenya, Bunanimi and Rongoro.

1.6.3 Time Scope

This study focused on the period from 2021 to date. This period had cases of girls not being in school for some time.

1.7 Significance of the Study

The study may be important to various stakeholders (Government and development partners) in the arena of education and children's rights in the following ways.

The Government of Uganda, especially the Ministry of Education can use this study to inform policy revision on their commitment and efforts in the furtherance of their duty to fulfill, respect and promote the rights of girls to education.

Humanitarian agencies with focus on children's rights and use this study to support them in evidence-based advocacy and resource mobilization from development partners towards bridging the gaps in ensuring the realization of the rights to education especially for vulnerable groups like the girls. This study will provide them with recommendations that can be used in redesigning their approaches in ensuring a free and safe school environment that promotes and enhances girl child education.

School Management Committee, Parent-Teacher Associations, school administrations, and school health committees can use the findings to conduct fundraising activities and educate the community on the importance of school factors and their impact on girl child education.

Being a researcher and a strong advocate of child protection, this study is expected to broaden the researcher's understanding of the plight of children beyond violence perpetrated against children in and around schools, but rather recognize broader problems faced by children in the school environment.

The study is expected to contribute to the existing body of knowledge and provide avenues for further research on this theme or related themes.

1.8 Limitations

Some respondents could not wish to be part of the study. The research assured the respondents about the purpose of the study, and they agreed to take part in the study. There were a few financial constraints in terms of movements and production of the report. However, the researcher got some support and did the work as expected.

1.9 Operational Definition of Terms

School Environment

According to Mick (2011), School Environment means the extent to which school settings promote student safety and student health, which may include topics such as the physical plant, the academic environment, available physical and mental health supports and services, and the fairness and adequacy of disciplinary procedures, as supported by relevant research and an assessment of validity.

This study defines School environment as the set of relationships that occur among members of a school community that are determined by structural, personal, and functional factors of the educational institution, which provide distinctiveness to schools. They include physical facilities, friendly attitude of teachers and the school location.

1.10 Conceptual Framework

According to Kombo and Tromp (2006), a conceptual framework is a tool intended to help the researcher to develop and present the context for studying the research problem. It acts as a map for understanding the relationship between the variables in the study and to communicate the relationship.

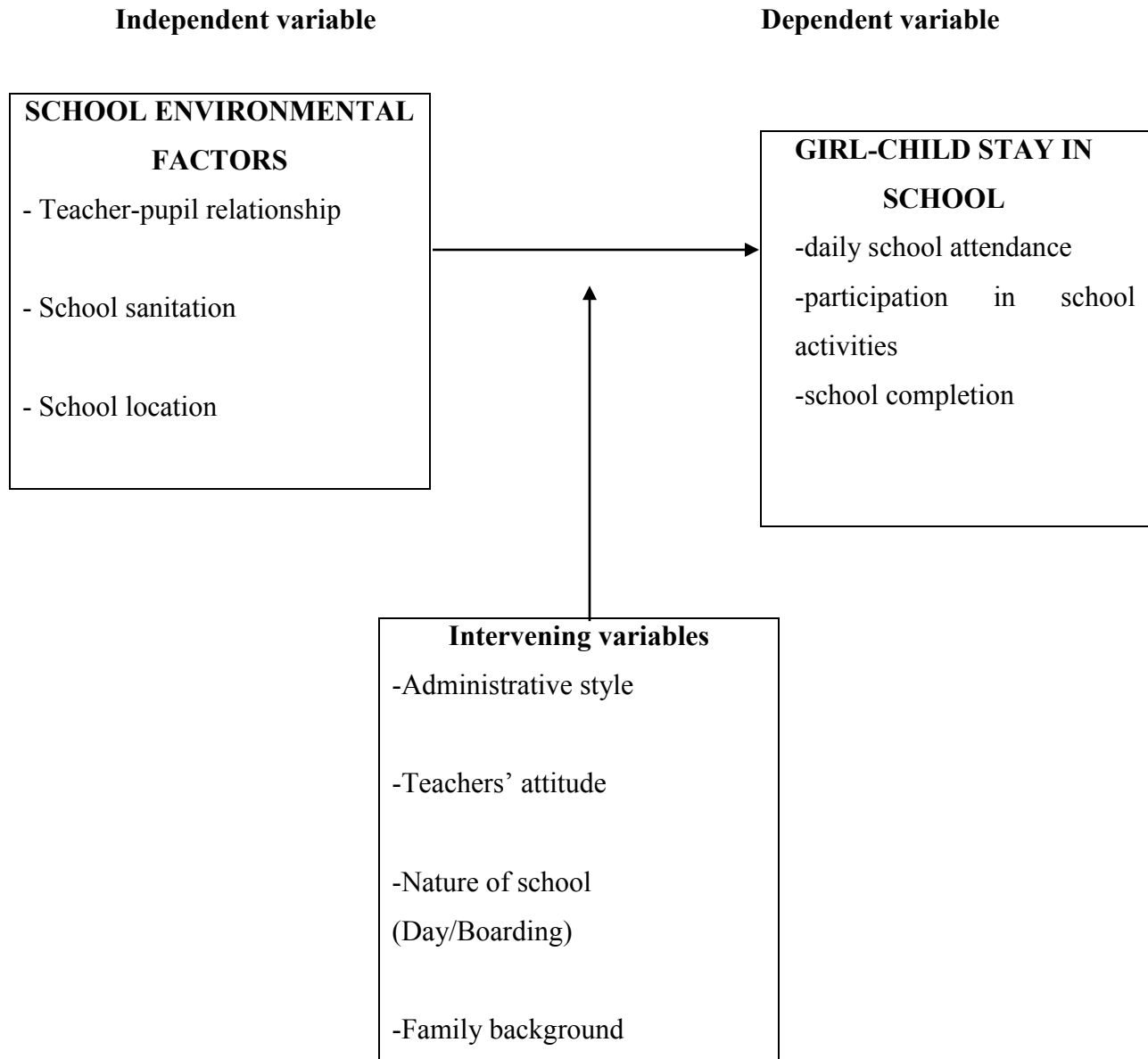


Figure 1.1: Conceptual framework

Source: Researcher (2024)

The conceptual framework shows the independent variable which is school environmental factors like teacher-pupil relationship, school sanitation and school location. These factors are likely to have a bearing on the dependent variable which is girl-child stay in school. The indicators for girls' stay in school include regular school attendance, participation in school activities and completion of the primary cycle. However, there are intervening variables like family background, administrative style, teachers' attitude and nature of school, whether it is a day school or boarding school. This study will attempt to establish the effect of the independent variable on the dependent variable.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter comprises the literature from various scholars whose study was on a similar topic of study. The literature was presented in line with the specific objectives of this study.

2.1 Teacher-Pupil Relationship and Girl-child Stay in School

Lewis, (2001) states that teachers in every society play a vital role in the lives of children in the classroom, They are best known for the role of educating the children who are placed under their care. They set the tone of their classrooms, build warm environment, mentor and nurture children, become role models, listen and look for sign of troubles in the classroom. The responsibility of a teacher in the classroom often goes beyond teaching facts and figures and basic skills. From primary school through adolescence, children undergo constant changes and progress through many stages of development, each stage of development puts different demand on the teacher and changes the dynamics of the classroom. Children also progress at different rates both socially and academically so a teacher must take pain to meet the variety of different needs each day. Teaching children to be good citizens as well as good learners is an important part of the classroom activity that a teacher directs.

The teacher plays an important role in molding and shaping the attitudes, habits, manners and above all the character and personality of pupils therefore, his absence in the classroom is a hindrance to the development and progress of children in the society. The following quotations were the views of some great philosophers, thinkers and statesmen in relation to the importance of a teacher in the classroom cited in Argawal (2016). The presence of a teacher in the classroom is a central aspect of education and a necessary

condition for pupils learning. The gender gap in school attendance is largely a rural and urban phenomenon in Ghana, attributed to a historically low level of government investment in human development.

Froiland, Worrell, and Oh (2019) discovered factors that affect teacher-student relationships and the positive effects of these relationships on teachers and their students in school. Samples of students were gathered from various ethnicities and races and studies. These studies informed researchers that the quality of teacher-student relationships was dependent on whether needs for inclusion, relationships, and feelings of accomplishment and success are met. These feelings will lead to enjoyment of students and their teachers in the classroom (Froiland et al., 2019).

2.2 Sanitation facilities and Girl-child Stay in School

In this section, the study reviewed documents on sanitary facilities and girl child education to establish the relationship between the two variables and the possible gaps. Sanitation facilities are facilities and services for the safe disposal of human urine and feces (WHO, 2000). Worldwide, one in five children of upper primary school age is out of school (UNESCO, 2010).

Girls in developing countries disproportionately drop out of school, particularly around puberty, which some have been attributed to lack of sanitation facilities for menstruating girls. Adequacy of sanitary facilities has affected girl's participation in education and this is because girls thrive well in a clean environment and they are sensitive to embarrassment, diseases and issues that create trauma on them (Priscilla and Kyalo, 2014).

Lack of clean and healthy sanitation facilities like toilets and a latrine means that girls often do not have anywhere to change or dispose of pads safely and privately and this affects their education (UNESCO 2009). School girls in South Africa also reported a fear of using sanitation facilities due to sexual assaults in school toilets located far from the school building as well as avoiding schools during menstruation (Naeemah, Shanaaz, and Petunia, 2006). Sommer (2010) in his study found that post-pubescent female school girls in Tanzania face challenges to travel to attend school because of inadequate school facilities and water.

From a practical perspective, girls who lack adequate sanitary materials may miss school each month during their periods. If girls attend schools which-as many do-lack adequate latrines and water supplies for girls comfortably change sanitary pads and wash themselves in privacy, they may be unable to remain comfortably in class during their menstrual cycle (Kirk, 2005). Adequate facilities in schools, especially sanitary facilities and materials for girls like wash rooms, pads to help them during menstruation management at school is said to be promoter of girl's retention in primary schools.

2.3 School location and Girl-child Stay in School

The distance travelled to school every day by both primary school pupils and secondary school students has substantial adverse effects on attendance at school. In the mid-1980s the mean distance travelled to school by 11–16-year-olds in the UK was just over 2 miles; by 2013 this had almost doubled, increasing to 3.7 miles (Department of Transport, 2013).

Firstly, a marked increase in the size of schools which began in the post-war decades has resulted in schools drawing their pupil intakes from wider catchment areas on average. The suburbanization and decentralization which have occurred in many cities have dispersed some school-age children to family housing in low density new-housing estates on the outskirts which involves both longer travel distances and an urban form that favours car use (Dieleman et al, 2002).

Another factor that has also influenced the length of children's journey to school is legislation promoting parental choice, which has encouraged the selection of out-of area schools. In recent studies it has been estimated that less than half of all school-age children now attend their nearest school (Allen, 2007 and Green, 2013). In Nigeria school attendance levels are lower for girls than for boys, (NPC and RTI International). According to the 2010 NEDS the main reason that parents and guardians gave for their primary aged children having never attended school was the distance to school.

Kazeem et al (2010) estimated that a model of school attendance based on household characteristics taken from 2004 NDHS data, controlling for various demographic aspects such as wealth and location. They found that household wealth, religion, mothers' and

fathers' education and distance to the nearest school were the most important determinants of child school attendance

Empirical research in the Third World countries indicates that early school dropout is positively related to the distance between schools and students' homes (Vasquez, 2001). Distance from school is related to enrolment and attendance.

Home-to-school distance is perhaps one of the major contributing factors for increasing the number of dropouts and low level school completion (Stanley, Emmanuel, & Igboh, 2017). In Eritrea, the dropout rate has been increasing from time to time.

However, distance from school is mostly a case seen in remote and rural areas. As the settlement pattern of rural areas are mostly scattered, it makes it hard to build or allocate schools in every village (Oneya & Onyango, 2021). Juneja (2001) notices that in areas where schools are located far from residence, distance may be considered too long for students to travel. Even though some of villages have transportation facilities like school bus and public transport, students cannot afford the transport expenses for the whole year. They cannot even live in rented houses because of financial problems. The only option that they may have is walking. Therefore, accessibility and proximity of school in an area is among the most important consideration of school location.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research design, the area of study, the target population, sample size and selection method, research methods, methods of data analysis, research procedure, ethical considerations, validity and reliability of data.

3.2 Research Design

The study used a descriptive survey design. According to Mugenda and Mugenda (2003), surveys are systematic descriptions of the facts and characteristics of a given population accurately and objectively. It was extensive and cross sectional, dealing with a relatively large number of cases at a particular time. It helped to describe the nature of existing conditions determining existing relationship between a specific event influencing and affecting a present condition. The design was chosen on the rationale that it could be carried out within a short period of time since it was cross sectional. It also maintains ethics and it does not manipulate behaviour and it can incorporate different data collection techniques.

3.3 Area of Study

The study was carried out in Busoba Sub County, Mbale district. It focused on the government primary schools in the subcounty. The primary six pupils were selected to take part in this study.

3.4 Target Population

Target population is explained as the concentrated area of research from which the researcher wishes to obtain the data about the research problem. There are government primary schools in Busoba subcounty. These are Bufukhula Primary School, Lwangoli Primary School, Busoba Primary School, Manyenya Primary School, and Bumanimi Primary School. The total population was as below.

Table 3.1: Target population

PRIMARY SCHOOLS	P. 6 PUPILS	TEACHERS	TOTAL
Bufukhula Primary School	36	17	53
Lwangoli Primary School	45	14	59
Busoba Primary School	20	12	32
Manyenya Primary School	38	14	52
Bunanimi Primary School	40	8	48
Rongoro Primary School	30	9	39
TOTAL	209	74	283

Source: Head teachers' Offices of the Primary Schools (2024)

3.5 Sample Size and Selection

A sample is a small population of a target population. According to Orodho (2002), any statements made about the sample should also be true about the population. The study used simple random sampling to select pupils from primary six from the target schools. Stratified sampling was used to cater for gender differences. This technique involved giving a number to every member of the target population and the numbers were placed in the container before being picked at random (Mugenda and Mugenda, 2003).

According to Amin (2005), when the total population is between 200 and 210, the sample is supposed to be 132 respondents. When the population is between 70 and 75, the sample is 59. The total sample was 191 respondents.

Table 3.2: Sample size and sampling technique

Respondents	Target population	Sample size	Sampling technique
P.6 Pupils	209	132	Stratified and Simple Random Sampling
Teachers	74	59	Simple Random Sampling
Total	283	191	

Source: Researcher, 2024

3.6 Research Instruments

Research instruments are tools that are used to collect the required data from the respondents. Kombo and Tromp (2006) argue that the researcher requires methods that provide high accuracy, generalization and high explanatory power, with low cost, rapid and minimum management demands with administrative convenience.

The researcher used questionnaires to collect data from 132 pupils. They contained closed-ended questions. The researcher used questionnaires for easy accumulation of data. The questionnaires also leave the respondents anonymous. The researcher collected data from 59 teachers using interview guides.

3.7 Data Analysis

Kombo and Tromp (2006) state that data analysis refers to the interpretation of collected data into useful information. The data was edited and analyzed quantitatively. The quantitative data was analyzed and tabulated using descriptive statistics including frequency tables and percentages. The qualitative data was processed through thematic analysis.

3.8 Research Procedure

The researcher got a letter from the Education Department of Uganda Christian University, Mbale University College and then report to the head teachers of the various schools in the subcounty where the study was carried out. The researcher delivered the instruments to the selected respondents and explained the purpose of the study to them. The researcher assured them of confidentiality. Data was collected and this report was compiled.

3.9 Ethical Considerations

According to Amin (2005) and Nsubuga (2008), during the planning, collection and processing of data, the researcher has to follow a number of research guidelines to maintain ethical standards which include; seeking informed consent of the respondents and making it known that their participation is voluntary and they are free to withdraw at any time or may not answer questions they are uncomfortable with. The researcher accorded due respect to the respondents' privacy and confidential treatment so that the names of the participants and their schools could not be identified. In other words, the respondents remained anonymous. The researcher sought permission from the head teachers to gain access to their schools for the study. The researcher was objective in conducting the research process to avoid bias. The researcher displayed high level of confidentiality with data collected from the respondents and sought consent from them before administering data collection instruments.

3.10 Validity

According to Mugenda and Mugenda (2003), validity is defined as the accuracy and meaningfulness of inferences which are based on the research results. Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. According to Borg and Gall (1989), validity is the degree to which a test measures what it is intended to measure. The researcher will consult the supervisor who will assess the validity of the instruments. The researcher will not pressurize the respondents to select specific choices among the given choices.

3.11 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results after a repeated attempt (Mugenda and Mugenda 2003). The researcher will attempt to be objective to have reliable results. The researcher will also carry out constant data comparison and comprehensive analysis of data from original sources. Items in the questionnaire and interview guide that can lead to wrong assumptions will be avoided.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents the findings of the study, the analysis and interpretation based on the specific objectives of the study. The objectives were: to establish how teacher-pupil relationship affects girl-child stay in primary schools in Busoba Sub County, Mbale district; to find out how sanitation facilities affect girl-child stay in primary schools in Busoba Sub County, Mbale district; to investigate how school location affects girl-child stay in primary schools in Busoba Sub County, Mbale district.

4.1 Gender of Respondents

The researcher attempted to get the gender of respondents. This was aimed ensuring gender that there is gender parity among the respondents. The findings are summarized in Table 4.1 below.

Table 4.1: Gender of Respondents

Gender	F	%
Male	89	47
Female	103	53
Total	191	100

The findings in Table 4.1 indicate that 47% of the respondents were male while 53% were female. This shows that there was a slight gender disparity among the respondents. However, this did not lead to any kind of bias among the respondents.

4.2 Questionnaire Return Rate

The researcher quantified the return rate of the respondents who were issued with questionnaires. The findings are in Table 4.2 below.

Table 4.2: Questionnaire Return Rate

QUESTIONNAIRES	F	%
Distributed	132	100
Returned	132	100

According to Table 4.2, a total of 132 questionnaires were distributed to the respondents. All of them (100%) returned the questionnaires to the researcher. This enabled the researcher to analyze data basing on the responses given by the respondents.

4.3 Teacher-Pupil Relationship and Girl-Child Stay in Primary Schools

The findings on this objective are presented in the table below.

Table 4.3: Teacher-pupil relationship and girl-child stay in primary schools

Statement	Yes	No	I Don't Know	Total
Teachers can motivate girls to stay in school	89 (67%)	9 (7%)	34 (26%)	132 (100%)
A poor pupil-teacher relationship stresses girls at school	78 (59%)	00 (00%)	54 (41%)	132 (100%)
Teachers guide girls when they have a good relationship	104 (79%)	00 (00%)	28 (21%)	132 (100%)
Teachers who are friendly to girls enable girls to work hard and excel	63 (47%)	30 (23%)	39 (30%)	132 (100%)

The findings show that teacher-pupil relationship and girl-child stay in primary schools are linked. A total of 67% of the respondents agreed that teachers can motivate girls to

stay in school. This is possible when teachers encourage girls to stay in school, to form good peer groups and to keep consulting teachers for guidance. Even when teachers reward girls for outstanding performance in academic and non-academic events, this is sufficient enough for the girls to stay in school. It is an indicator that teacher-pupil relationship and girl-child stay in primary schools are linked.

A total of 7% of the respondents disagreed while those who never knew made up 26% of the respondents. Those who disagreed could base on the rationale that there are girls who do not follow the guidance which is offered by the teachers. Some girls join bad peer groups, others face issues like family neglect and they end up dropping out of school. This implies that a good teacher-pupil relationship alone cannot keep girls in school. In a section of the respondents who had no idea about teacher-pupil relationship, this could be because they do not understand the scope and relevance of teacher-pupil relationship. It was therefore, challenging for them to link the two concepts. However, once school is comfortable for learners, it is possible that girls can stay in school.

The study wanted to establish if a poor pupil-relationship stresses girls at school. In line with this, 59% of the respondents agreed, while 41% expressed that they did know if that was true. Learners can be stressed at school when teachers don't care about what they go through at school. When some girls lack sanitary towels, scholastic materials or guidance and counselling opportunities, there are chances that girls will not stay in school. It is therefore important for teachers to offer necessary guidance to girls and ensure that they have a healthy relationship in order to enable them succeed at school. The respondents who had no idea may have not had such experiences at school.

The other area of concern was whether teachers guide girls when the teachers have a good relationship with the girls. Majority of the respondents who made up 79% agreed while 21% stated that they did not know if that was true. Those who agreed based on the fact that good relationships foster togetherness and a cordial working relationship. Teachers are likely to provide the necessary guidance to girls, and this can enable them to stay in school. For instance, teachers can tell girls to avoid bad peer groups, to work hard at school and to seek help whenever they are faced with any challenges. These strategies can help girls to stay in school.

In the same vein, 47% of the respondents expressed that teachers who are friendly to girls enable girls to work hard and excel. This could be certainly true since friendly teachers have better approaches of interacting with learners. Girls feel free to interact with teachers who promote confidentiality of their personal issues, and academic matters. By encouraging such healthy interactions between teachers and girls, there are chances that girls will stay in school and excel. A total of 23% of the respondents disagreed while those who were not aware made up 30% of the respondents. Those who disagreed may have based their argument on the rationale that there are friendly teachers who end up defiling young girls and the girls drop out of school. However, putting that aside, friendly teachers motivate girls to work hard and, in the end, they succeed.

Some teachers stated that they have a good relationship with their learners. One teacher had to say the following;

We interact with the girls freely. They are free to share their challenges with us and we offer the necessary help. We also involve them in all activities that we do as a school.

The teachers also noted that some girls attend school regularly. There are those who are irregular due to different home based or school-based factors. The teachers also noted that the completion rate for the girl-child is commendable. The girls are able to complete the primary school unless there are some serious challenges.

Some teachers said; *We encourage girls to stay in school despite the numerous challenges they may face.*

4.4 Sanitation Facilities and Girl-Child Stay in Primary Schools

The findings on this objective are presented in the table below.

Table 4.4: Sanitation Facilities and Girl-Child Stay in Primary Schools

Statement	YES	NO	I DON'T KNOW	Total
The school has sufficient toilet facilities for girls	63 (48%)	49 (37%)	20 (15%)	132 (100%)
There are separate toilets for boys and girls	132 (100%)	00 (00%)	00 (00%)	132 (100%)
Separate toilets for girls and boys encourage girls to stay in school	57 (43%)	26 (20%)	49 (37)	132 (100%)
Separate toilets for boys and girls motivate older girls to stay in school	99 (75%)	26 (20)	7 (5%)	132 (100%)

Another salient factor for girl-child stay in school is sanitation facilities. On whether the school has sufficient toilet facilities for girls, 48% of the respondents agreed, 37% disagreed while 15% of the respondents expressed that they were not aware. Those in agreement based on the notion that girls are able to stay in school once there are sufficient toilet facilities. They feel comfortable if they are able to help themselves in privacy, without interference from the boys. During menstruation period, girls need safer and secure sanitation facilities. These enable girls to stay in school.

All the respondents agreed that there are separate toilets for boys and girls. In the same vein, the respondents agreed that separate toilets for girls and boys encourage girls to stay in school. This was agreed to by 43% of the respondents, 21% disagreed while 37% did not know if it was there. Separating girls from boys in terms of toilets promotes order and psychological comfort to girls. The facilities provide safety from the opposite sex, and girls are able to stay in school despite the fact that there are other factors which may lead to their not staying in school. The disagreement from some respondents arises as a result of some respondents not being sure of the number of toilets their school is supposed to have in relation to the number of students.

The findings also show that separate toilets for boys and girls motivate older girls to stay in school. 75% of the respondents agreed, 20% disagreed while those who said I don't

know were 5% of the total number of respondents. This is true since older girls tend to be shy when associating with younger girls. The older girls deal with issues of adolescence which involves body changes. It is safer for girls in this category to have separate toilets to increase their chances of staying in school. The respondents who disagreed tend to think that older girls may be lured into marriage much as they may have sufficient sanitation facilities in school.

The teachers remarked that they have sanitation facilities like latrines, urinals and changing rooms for girls. They also noted that they have separate latrines for boys and girls. The better the sanitation facilities, the higher the chances of girls staying in school.

4.5 School Location and Girl-Child Stay in Primary Schools

School location poses a number of opportunities and challenges to learners. The study aimed to find out how school location affects girl-child stay in primary schools. The findings are summarized in Table 4.5 below.

Table 4.5: School Location and Girl-Child Stay in Primary Schools

STATEMENT	YES	NO	I DON'T KNOW	TOTAL
Easily accessed schools increase girl-child stay in school	68 (52%)	47 (36%)	17 (12%)	132 (100%)
Schools in trading centres have high rates of girl-child stay in school	29 (22%)	66 (50%)	37 (28%)	132 (100%)
Distance to school affects attendance	74 (56%)	30 (23%)	28 (21%)	132 (100%)
Schools in hilly areas may negatively affect girl-child stay in school	91 (69%)	20 (15%)	21 (16%)	132 (100%)

The findings show that schools that are easily accessible increase girl-child stay in school. This was agreed to by 52% of the respondents. Girls tend to tire easily on their way to school unlike the boys. Schools which are located within the easy reach of the girl-child tend to favour them in terms of regular school attendance. The girls also do not experience

any fatigue as they go to school. This indeed enables them to stay in school until they complete the primary cycle and go to the next level of education. On the other hand, a total of 36% of the respondents disagreed while 12% of the total number of respondents did not know about this possibility. Some respondents think that girls can stay in school no matter the location of the school. There are also those who think that other factors can lead to dropout of girls from school even when the distance to the school is fairly short.

On whether schools in trading centres have high rates of girl-child stay in school, only 22% of the respondents agreed. This could be because such centres have strict laws against girls who don't attend school. They may also have committees set up to check on children who stay home during school time, unlike villages where there are no trading centres. A total of 50% of the respondents disagreed while 28% of the respondents expressed their lack of knowledge about the same.

It was confirmed by 56% of the respondents that distance to school affects attendance. Only 23% of the respondents disagreed. This is true because there are many challenges which learners face on their way to and from school. Girls get sexual advances from men on their way to and from school. Some of the girls spend time at school without meals, so it becomes a very big problem to them if they are to go to school daily. However, once their schools are near home, there are chances that they can have the midday meal at home. The cases of sexual advances from men also reduce once their homes are close to the schools. This improves attendance and girls stay in school.

In other responses, 69% of the respondents affirmed that schools in hilly areas may negatively affect girl-child stay in school. Hilly areas have poor transport services, and this makes movement of girls to school a very big challenge. In the rainy season, hill areas are muddy and slippery, so this is another uphill task for girls to overcome. Rivers can flood thereby making movements very difficult. Girls who study from schools located in hilly areas have challenges in accessing school and they have high chances of not staying in school. A total of 15% of the respondents expressed disagreement while 16% of them stated that they don't know if it is true or not true. Those who disagreed think that there are girls who come from hilly areas and they are used to that kind of environment. Therefore, they cannot fail to stay in school.

The girls are able to access schools by walking to the respective schools. They also observed that rainy weather affects girl-child stay in schools. Sometimes roads are slippery, rivers flood making school access a challenge. Despite location of schools, girls are able to persevere and reach schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter covers the summary of findings, conclusions and recommendations under the specific objectives of this study.

5.1 Summary of Findings

5.1.1 Teacher-Pupil Relationship and Girl-Child Stay in Primary Schools

The findings show that teacher-pupil relationship and girl-child stay in primary schools are linked. A total of 67% of the respondents agreed that teachers can motivate girls to stay in school. This is possible when teachers encourage girls to stay in school, to form good peer groups and to keep consulting teachers for guidance.

Learners can be stressed at school when teachers don't care about what they go through at school. When some girls lack sanitary towels, scholastic materials or guidance and counselling opportunities, there are chances that girls will not stay in school.

5.1.2 Sanitation Facilities and Girl-Child Stay in Primary Schools

Girls are able to stay in school once there are sufficient toilet facilities. They feel comfortable if they are able to help themselves in privacy, without interference from the boys. During menstruation period, girls need safer and secure sanitation facilities. These enable girls to stay in school. Separating girls from boys in terms of toilets promotes order and psychological comfort to girls. The facilities provide safety from the opposite sex, and girls are able to stay in school despite the fact that there are other factors which may lead to their not staying in school.

5.1.3 School Location and Girl-Child Stay in Primary Schools

The findings show that schools that are easily accessible increase girl-child stay in school. Girls tend to tire easily on their way to school. Schools which are located within the easy reach of the girl-child tend to favour them in terms of regular school attendance. Some respondents think that girls can stay in school no matter the location of the school. There are also those who think that other factors can lead to dropout of girls from school even when the distance to the school is fairly short.

It was confirmed by 56% of the respondents that distance to school affects attendance. Girls get sexual advances from men on their way to and from school. Some of the girls spend time at school without meals, so it becomes a very big problem to them if they are to go to school daily. However, once their schools are near home, there are chances that they can have the midday meal at home. The cases of sexual advances from men also reduce once their homes are close to the schools. This improves attendance and girls stay in school.

5.2 Conclusions

5.2.1 Teacher-Pupil Relationship and Girl-Child Stay in Primary Schools

Basing on the findings, this study concludes that there is a strong relationship between teacher-pupil relationship and girl-child stay in primary schools. This is possible when teachers encourage girls to stay in school, to form good peer groups and to keep consulting teachers for guidance.

5.2.2 Sanitation Facilities and Girl-Child Stay in Primary Schools

The study further concludes that girls are able to stay in school once there are sufficient toilet facilities. During menstruation period, girls need safer and secure sanitation facilities. These enable girls to stay in school.

5.2.3 School Location and Girl-Child Stay in Primary Schools

Basing on the findings, schools that are easily accessible increase girl-child stay in school. Once schools are near girls' homes, there are chances that they can attend daily, have the midday meal at home and go back for the afternoon lessons.

5.3 Recommendations

The study has come up with the following recommendations.

Teachers should promote a cordial relation with girls in primary schools. This can be through regular guidance and counselling programs, involvement of girls in activities and rewarding them where necessary. This will increase their stay in school.

Primary schools should ensure that there are sufficient sanitation facilities for both girls. They need safer and secure sanitation facilities to enable them to stay in school.

Parents should take their girls to study in schools that are easily accessible. This will reduce risks associated with moving long distances. Girls will be able to stay in school.

5.4 Areas for Further Research

- i. Effect of homebased factors on girl-child stay in school in primary schools in Busoba Sub County, Mbale District.
- ii. Effect of school-based factors on pupils' school attendance in primary schools in Busoba Sub County, Mbale District.
- iii. Influence of school-based factors on pupils' school attendance in primary schools in Busoba Sub County, Mbale District.

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APPENDIX I: QUESTIONNAIRE FOR PUPILS

Dear Respondent,

I am Musame Zachary, a student of UCU, undertaking a study on the *Effects of School Environmental Factors on Girl-Child Stay in School in Primary Schools in Busoba Sub County, Mbale District*. I would like you take part in this study. All the responses provided will be treated with utmost confidentiality and they are for this research only. Fill in by putting a tick in the appropriate box. Please do not include your name on this questionnaire.

Part A: Background information

1. What is your gender?

- Male ()
- Female ()

TEACHER-PUPIL RELATIONSHIP AND GIRL-CHILD STAY IN PRIMARY SCHOOLS

STATEMENT	YES	NO	I DON'T KNOW
Teachers can motivate girls to stay in school			
A poor pupil-teacher relationship stresses girls at school			
Teachers guide girls when they have a good relationship			
Teachers who are friendly to girls enable girls to work hard and excel			

SANITATION FACILITIES AND GIRL-CHILD STAY IN PRIMARY SCHOOLS

STATEMENT	YES	NO	I DON'T KNOW
The school has sufficient toilet facilities for girls			
There are separate toilets for male and females			
Separate toilets for girls and boys encourage girls to stay in school			
Separate toilets for boys and girls motivate older girls to stay in school			

SCHOOL LOCATION AND GIRL-CHILD STAY IN PRIMARY SCHOOLS

Statement	YES	NO	I DON'T KNOW
Easily accessed schools increase girl-child stay in school			

Schools in trading centres have high rates of girl-child stay in school			
Distance to school affects attendance			
Schools in hilly areas may negatively affect girl-child stay in school			

Thank you so much.

APPENDIX II: INTERVIEW GUIDE FOR TEACHERS

1. Comment about the teacher-pupil relationship in this school.
2. What can you say about the enrolment and attendance of girls in this school.
3. Comment about the completion rate for girl-child in this school.
4. What sanitation facilities do you have in this school?
5. Do you have separate ones for boys and girls?
6. Comment about adequacy of sanitation facilities.
7. How do sanitation facilities affect girl-child stay in primary schools.
8. How are girls able to access this school?
9. Does rainy weather affect girl-child stay in this school?
10. How are girls able to cope with the location of this school?

END

APPENDIX III: INTRODUCTION LETTER



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

Office of the Academic Registrar

To THE HEADTEACHER



Received
on
28/8/2024
[Signature]

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. MUSPINE ZACHARY

Of Registration Number; K12/140/201 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree BACHELOR'S DEGREE

He/ she is required to carry out an academic research on the topic

EFFECTS OF SCHOOL ENVIRONMENTAL FACTORS ON PUPILS' STAY IN SCHOOL IN A RURAL AREA IN A RURAL AREA

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,

[Signature]

28 FEB 2024

Mr. Akampurira Timothy

Academic Registrar

APPENDIX IV: INTRODUCTION LETTER



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

Office of the Academic Registrar

To Mr. Akampurira Timothy

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

Received and welcomed.
MANYENYA
P.O. BOX 1000
DATE: 20 FEB 2024
HEA
ACADEMIC REGISTRAR'S SIGN

We are honored to introduce to you Mr./Mrs./Miss MUSAME ZACHARY

Of Registration Number; 512/MS/DE/001 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree BACHELOR'S DEGREE

He/ she is required to carry out an academic research on the topic

EFFECTS OF LOCAL ENVIRONMENTAL FACTORS ON SUI-CHINA STAY
AS A CASE STUDY IN MUKWANA SUB-COUNTY DISTRICT, UGANDA

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,

20 FEB 2024

Mr. Akampurira Timothy
Academic Registrar

APPENDIX VI: INTRODUCTION LETTER



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

Office of the Academic Registrar

To 2023 H.M. ZACHARY

Received and
welcome
HEADTEACHER
LWANGOLE SCHOOL
DATE: FEBRUARY 2024

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss MUSAME ZACHARY

Of Registration Number; K122/MUS/REG/2021 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree BACHELOR'S DEGREE

He/ she is required to carry out an academic research on the topic

EFFECTS OF CLIMATE ENVIRONMENTAL FACTORS ON SUSTAINABLE DEVELOPMENT IN RWANDA

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,

28 FEB 2024

Mr. Akampurira Timothy

Academic Registrar

APPENDIX VII: MAP OF BUSOBA SUB- COUNTY

