

**IMPACT OF SOCIO-ECONOMIC FACTORS ON ACCESS TO QUALITY
EDUCATION OF ORPHANS IN NAMATALA SLUMS, MBALE CITY**

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**UGANDA CHRISTIAN
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DECLARATION

I, Emapusi Difas, solemnly declare that the research report submitted in partial fulfillment of the requirements for the award of bachelors' degree in social work and social administration is the result of my own original work. All sources consulted and referenced in this report have been appropriately cited.

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APPROVAL

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DEDICATION

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

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LIST OF ABBREVIATIONS

LCI	:	Local Council One
NGO	:	Non-Governmental Organizations
OVCs	:	Orphans and Vulnerable Children
SPSS	:	Statistical Package for Social Sciences
UCU	:	Uganda Christian University
UNICEF	:	United Nations International Children's Emergency Fund

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ABSTRACT

This research report was undertaken to investigate the impact of socio-economic factors on access to quality education of orphans in Namatala slums, Mbale city and the literature is reviewed according to the three objectives which include; to examine the impact of household income on access to quality education for orphans in Namatala slums, to assess the effect of parental education on the education attainment of orphans in Namatala slums, to evaluate the influence of community support and social networks on the access to quality education for orphans in Namatala slums. The researcher used a sample size of 63 respondents and used questionnaires to collect data and later the data was analyzed using the statistical package for social sciences (SPSS). Results of the first objective showed that household income has a significant effect on access to quality education for orphans in Namatala slums; 54% of the respondents were positive to the statement low household income limits access to quality education for orphans due to unaffordable school fees and learning materials low household income limits access to quality education for orphans due to unaffordable school fees and learning materials; 62% were positive to the statement that community-based organizations play a key role in bridging education gaps for orphans from low-income households. Results of the second objective following responses; 80% of the respondents were positive to the statement that orphans may struggle with self-motivation in education due to the absence of educated parents as role models, it can be observed that 57% were positive to the statement that educated parents typically provide better learning materials, which orphans may lack. Results of the third objective showed that community support and social networks have a significant effect on the access to quality education for orphans in Namatala slums. 62% forming the majority of respondents were positive to the statement that community initiatives help enroll orphans in schools and ensure they stay in class. There is need for the government to establish robust economic empowerment programs specifically revealed that parental education has a significant effect on the education attainment of orphans in Namatala slums.. Supported by the targeting households that care for orphans. These programs should include grants, interest-free loans, and training in entrepreneurship and sustainable agriculture. The government must also increase investment in community development projects that create job opportunities for orphan caregivers.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

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

1.1 Background of the Study

According to Ziile, Muleya and Simui (2021), orphans often face significant challenges in accessing educational support including inadequate awareness of their educational rights and insufficient resources in public secondary schools. Similarly, a report by UNICEF (2019) highlights that while access to basic education has increased globally, the quality of education remains a concern with over 260 million children and youth still out of school. These findings underscore the need for targeted interventions to provide financial assistance, educational resources and emotional support to ensure access to quality education for orphans.

Access to quality education for orphans has been a significant issue in many parts of the world with several studies highlighting the unique barriers that orphans face in obtaining education. According to a study by Asamoah (2020), orphans in sub-Saharan Africa experience significant educational disadvantages due to factors such as economic hardships, psychological trauma and the absence of a stable family environment. These challenges are exacerbated by the lack of resources in schools which negatively affect orphaned children's academic performance. Asamoah (2020) emphasized that orphans are more likely to drop out of school at higher rates compared to their peers due to the burden of catering for themselves and a lack of financial support. Furthermore orphans are often socially isolated which can impact their emotional and cognitive development hindering their academic achievement (Asamoah 2020).

Various international initiatives and local programs have been implemented to improve educational access for orphans. A study by Ochieng et al (2021) explored the role of government and non-governmental organizations (NGOs) in addressing the education needs of orphans in East Africa. The study found that while there have been some improvements in school enrollment rates for orphans, there is still significant gaps in ensuring that they complete their education carefully. The introduction of scholarship programs, free education policies and

psychosocial support services have been instrumental in helping orphans access education but gaps remain in ensuring quality education and retention. Ochieng (2021) concluded that more concerted efforts are needed to ensure that orphaned children receive access to education but also a conducive environment for learning including addressing their psychological needs and offering financial support.

Recent projects have also focused on the holistic development of orphans to improve their access to quality education. For example the World Bank (2020) launched a \$150 million project to support secondary education in Uganda with a focus on orphans and vulnerable children (OVCs). The project aimed to improve educational infrastructure, provide scholarships, and support the the social inclusion of vulnerable children including orphans. The project has led to an increase in school attendance rates and reduction in dropout rates among orphans in the districts where it was implemented (World Bank 2020). Similarly, a study by Kasozi and Mbabazi (2024) reported positive outcomes from a local NGO initiative that provided school supplies and tuition for orphans in Uganda. The program resulted in higher academic performance and school retention among participants, demonstrating the importance of financial and social support in overcoming the barriers to education faced by orphans (Kasozi and Mbabazi 2024)

Despite significant progress in improving educational access for orphans, there remains critical gaps in understanding the full scope of the challenges they face. One of the major areas where knowledge is lacking is the specific impact of local cultural practices and community support systems on the educational outcomes of orphans. According to Mungai (2022), while policies such as free primary education have been implemented in many countries, the cultural stigma and social isolation experienced by orphans in certain regions are not well understood. Mungai (2022) argued that these factors may contribute to lower educational engagement among orphans but empirical studies that explore the intersection of culture, community attitudes and educational outcomes are scarce. This knowledge gap hinders the development of culturally appropriate interventions that could address these unique barriers.

Studies such as those conducted by Ochieng et al (2021) and World Bank (2020) have focused on school retention and primary education, there is limited research on how orphaned children transition into secondary education and beyond. McAldo et el (2024) denoted that while there have been improvements in primary school attendance , orphans still face significant challenges when it comes to secondary school completion and access to higher education opportunities. The reasons for these challenges are multifaceted involving financial constraints, psychological

barriers, and limited institutional support. However there is a need for more longitudinal studies that track the educational journeys of orphans through different stages of education and beyond.

The effectiveness of interventions aimed at improving the education of orphans has not been extensively evaluated. Although various projects and initiatives such as those supported by the World Bank (2020) and local NGOs have been implemented, there is limited evidence on the long term sustainability and scalability of these programs. Kasozi and Mbabazi (2024) highlighted the positive outcomes of short term interventions such as tuition support and school supplies but the lasting impact of these programs on educational attainment is unclear. Questions remain about how well orphans fare in the long term after receiving support and whether these interventions are most effective in helping orphans achieve long term educational success.

Understanding access to quality education for orphans is crucial as it directly impacts their future opportunities, economic mobility and societal participation. According to a study by Chapelaton et al (2024) ,orphans often face disproportionate barriers to education such as economic hardship, social exclusion and psychological trauma which hinder their ability to succeed academically. These barriers can have long term effects not only on their educational attainment but also on their socio economic outcomes in adulthood. Ensuring orphans have access to quality education is essential for breaking the cycle of poverty and empowering them to become productive members of society. Mungai (2022) emphasized that addressing these educational gaps can significantly contribute to reducing the intergenerational transmission of poverty thus benefiting broader societal development.

Understanding the factors that influence educational access for orphans is vital for informing policy and shaping effective interventions. In Uganda, the introduction of Uganda secondary education expansion project by World Bank (2023) has been a significant step towards improving access to education for orphans. However, while the project focuses on infrastructure development and education materials, a deeper understanding of the specific needs of orphans such as psychosocial support and targeted financial aid remains necessary. As Ochieng et al (2021) pointed out that while some orphans benefit from increased school enrolment, many still struggle with school retention and academic performance due to factors such as trauma and lack of family support. Knowledge of these unique challenges helps policy makers design more holistic and effective programs that address the broader needs of orphaned children.

It is worthy to understand access to quality education for orphans because of the broader societal and economic implications. As Kasozi Mbabazi (2023) highlighted, orphans who successfully complete their education are more likely to contribute positively to the economy and their communities. In contrast, those who are denied quality education may become a burden on social systems due to limited employment opportunities perpetuating cycle of poverty and dependency. By examining and addressing the challenges orphans face in accessing education, societies can ensure that these children do not become marginalized members of society. Furthermore, it is essential for governments, NGOs and international organizations to collaborate in creating an environment where orphans can thrive academically and socially which in turn promote national growth.

According to Bhandari and Rijal (2020), socio economic factors refers to the social economic elements that influence individuals and communities wellbeing including income, education, employment, social status and access to resources. These factors shape the opportunities available to individuals and can significantly affect their quality of life, health and ability to achieve economic stability. In addition, socio economic factors are interconnected with societal issues such as inequality, poverty, and access to public services all of which can impact educational outcomes, employment opportunities and overall life satisfaction (Khan et al 2021) Furthermore, as noted by Smith and Thomas (2023), socio economic factors often influence ones behavior, values, and social relationships thus contributing to the broader context of social mobility and community development. Understanding these factors is essential for addressing inequality and creating policies aimed at improving living conditions and opportunities for disadvantaged population.

Socio economic factors significantly influence individual and community outcomes particularly in areas such as education, health and economic development. According to Ahmed and Bilal (2021) ,socio economic factors such as income, education, occupation create disparities in access to resources ultimately shaping one's life opportunities. Their research highlighted that individuals from lower socio economic background are more likely to experience educational challenges such as limited access to quality schools, learning materials, and opportunities for academic advancement. The unequal distribution of wealth and resources often leads to a cycle of poverty where children from disadvantaged backgrounds face systematic barriers that hinder their social and economic mobility. These factors perpetuate long term socio economic inequality making it difficult for future generations to escape poverty.

Income and education, social capital plays a crucial role in influencing socio-economic outcomes. As noted by Patel et al (2022), social networks, community engagement and family support are essential components of socio economic mobility. Social capital can provide individuals with valuable resources including job opportunities, emotional support and access to informal education. However individuals from marginalized socio economic back ground may lack these networks limiting their opportunities for upward mobility. Patel et al (2022) further argued that strengthening social capital particularly in low income communities is vital for improving socio economic outcomes as it can foster resilience and help individuals overcome the barriers created by socio economic status.

According to Williams et al (2023), people from lower socio economic backgrounds often face poorer health due to limited access to healthcare services, unhealthy living conditions and higher levels of stress. They emphasized that socio economic inequalities are major determinants of health disparities with individuals from disadvantaged backgrounds experiencing higher rates of chronic diseases, mental health issues and reduced life expectancy. Addressing these inequalities through policies that ensure equitable access to healthcare, education, and economic opportunities is crucial for improving public health. By addressing the root socio economic causes of health disparities, governments and organizations can create a more equitable society promoting the wellbeing of citizens.

Despite extensive research on socio economic factors, many complexities remain unresolved particularly concerning how these factors interact with personal and cultural values. According to Gupta and Sharma (2021) ,although socio economic factors like income and education are well established as determinants of life outcomes , there is insufficient understanding of how these factors interact with psychological and environmental influences. While income is often linked to better health and educational outcomes, the specific mechanisms through which socio economic status affects psychological wellbeing remain unclear. Gupta and Sharma (2021) emphasized the need for a more holistic approach that considers how these socio economic elements intertwine with other variables such as social networks and individual resilience to influence long term socio economic mobility.

Research by Patel and Kumar (2022) intimated that while social; capital including family support and community networks play a key role in socio economic mobility, its impact may vary significantly across different cultural and socio economic contexts. While some studies highlight the positive influence of strong social networks in improving economic opportunities others have pointed out that social capital can sometimes reinforce existing inequalities

particularly when access to networks is limited by socio economic boundaries. Patel and Kumar (2022) opined that more studies are needed to investigate how social capital functions in diverse communities and how it can be leveraged to reduce socio economic disparities effectively.

The relationship between socio economic status and mental health is an ongoing area of study with many unknowns still to be addressed. According to Lee and Thomas (2023), while it is widely acknowledged that individuals from lower socio economic background face increased risks of mental health issues, the specific pathways through which socio economic stressors affect mental wellbeing remain inadequately explored. Lee and Thomas (2023) argue that factors such as access to mental health services coping mechanisms and community support need further examination to understand how socio economic disadvantage leads to mental health challenges. Understanding these nuanced relationships is essential for designing interventions that address the mental health needs of marginalized populations and improve overall socio economic outcomes.

Understanding socio economic factors is crucial as they significantly impact various aspects of life including education, health and economic development. According to Anderson and Williams (2021), socio economic factors such as income, education, employment status play a pivotal role in shaping individual opportunities and outcomes. These factors can either enable or hinder access to vital resources such as quality of education, and healthcare. Anderson and Williams (2021), intimates that understanding these dynamics is essential for developing policies aimed at addressing socio economic inequalities. By gaining insights into how socio economic factors influence life trajectories, governments and organizations can implement interventions that promote equity, and reduce disparities in access to essential services thereby improving the overall wellbeing of marginalized populations

1.2 Statement of the problem

Orphans like other children have the right to access quality education as it empowers them with knowledge and opportunities for better future. However many face challenges such as financial struggles and lack of parental support requiring interventions through scholarships and free schooling programs. Ensuring their education promotes equality, breaks the cycle of poverty and helps them become self-reliance, productive members of society

Access to quality education in Namatala slums is significantly influenced by various socio economic factors particularly for orphans. These children often experience heightened

vulnerability due to the absence of parental support leaving them without adequate resources to succeed academically. Studies show that orphans in slum areas tend to have limited access to educational materials, face financial constraints and struggle with low household income (Mutesasira & Wambede 2021). This lack of resources severely impacts their ability to engage in the learning process as many orphans are often required to take on work or assist in household responsibilities to survive. Consequently, their academic performance is frequently compromised and they are less likely to remain in school further entrenching their socio economic disadvantage.

The infrastructure in slum areas like Namatala is typically underdeveloped leading to challenges in the educational system. Poor quality schools, overcrowded classrooms and inadequate teaching materials make it difficult for orphans to benefit from a robust education (Muwanguzi and Nabakooza (2022).The lack of qualified teachers coupled with irregular school attendance due to economic pressures make it even more challenging for these children to achieve academic success. This results in significant disparities in educational outcomes between orphans and their peers reinforcing cycles of poverty and limiting opportunities for social mobility. Consequently, orphans face long term barriers to personal and economic growth as they are often unable to obtain the necessary skills to improve their livelihoods.

It is worthy to note that the lack of financial and infrastructure barriers, lack of social support plays a crucial role in hindering the educational achievements of orphans in Namatala slums. Studies indicate that orphans often lack stable emotional and psychological support from caregivers which are crucial for academic success (Nabukwasi and Kagwa 2020). Without stable and supportive home environment, orphans are more likely to experience stress, trauma, and instability which negatively affect their concentration, motivation and performance in school. This psychological strain compounded by their socio economic challenges creates a situation where orphans are at a distinct disadvantage compared to their peers further perpetuating their marginalization and exclusion from quality education. It is against this background that the researcher intended to find out the impact of socio-economic factors on access to quality education of orphans in Namatala slums, Mbale city

1.3 Research purpose

To investigate the impact of socio-economic factors on access to quality education of orphans in Namatala slums, Mbale city

1.4 Specific objectives

- i. To examine the impact of household income on access to quality education for orphans in Namatala slums
- ii. To assess the effect of parental education on the education attainment of orphans in Namatala slums
- iii. To evaluate the influence of community support and social networks on the access to quality education for orphans in Namatala slums

1.5 Research questions

- i. What is the impact of household income on access to quality education for orphans in Namatala slums?
- ii. What is the effect of parental education on the education attainment of orphans in Namatala slums?
- iii. What is the influence of community support and social networks on the access to quality education for orphans in Namatala slums?

1.6 Scope of the study

1.6.1 Geographical location

This study was carried out from Namatala slums located in Mbale City, situated in the eastern region of Uganda. The slums are primarily located in the central part of the city, to the south of the main Mbale town center. Namatala is surrounded by several key areas, including the Mbale central business district to the north, Namanyonyi Sub-county to the west, and the populous areas of Industrial Division to the east.

1.6.2 Time scope

The period considered for the study was 3 years that is from 2020-2023, this is because during that period, infrastructure in slum areas like Namatala was typically underdeveloped leading to challenges in the educational system. Poor quality schools, overcrowded classrooms and inadequate teaching materials would make it difficult for orphans to benefit from a robust education.

1.6.3 Content scope

The study was limited to the impact of socio-economic factors on access to quality education of orphans in Namatala slums, Mbale city

1.7 Significance the study

The study was significant to academicians as it may contribute to the body of knowledge on socio economic factors influencing access to education in marginalized communities. By exploring the unique challenges faced by orphans in slums, this research may fill a gap in existing literature regarding educational disparities in urban slums as it may provide valuable insights for researchers , educators and students of social sciences, education and development studies.

For stakeholders including non-government organizations (NGOs) and community based organizations working with orphans, the study may provide evidence based recommendations to guide their interventions. It may highlight the specific socio economic barriers that orphans face in accessing education enabling stakeholders to design targeted programs aimed at improving educational access for the vulnerable group. By understanding the socio economic dynamics at play, stakeholders can allocate resources more effectively, implement more impactful educational programs and advocate for changes that may improve the lives of orphans in Nmatala slums.

Policy makers at both local and national levels wasnefit from the findings of this study as it may provide crucial information for formulating policies aimed at reducing educational inequalities in urban slums. By understanding the socio economic challenges that hinder educational access for orphans, policy makers can create more inclusive and equitable policies that address these barriers

To officials of Namatala slums and Mbale city, the study may serve as vital tool in the planning and development of strategies that address the specific needs of orphans in the planning and development of strategies that address the specific needs of orphans in the area.

1.8 Conceptual frame work

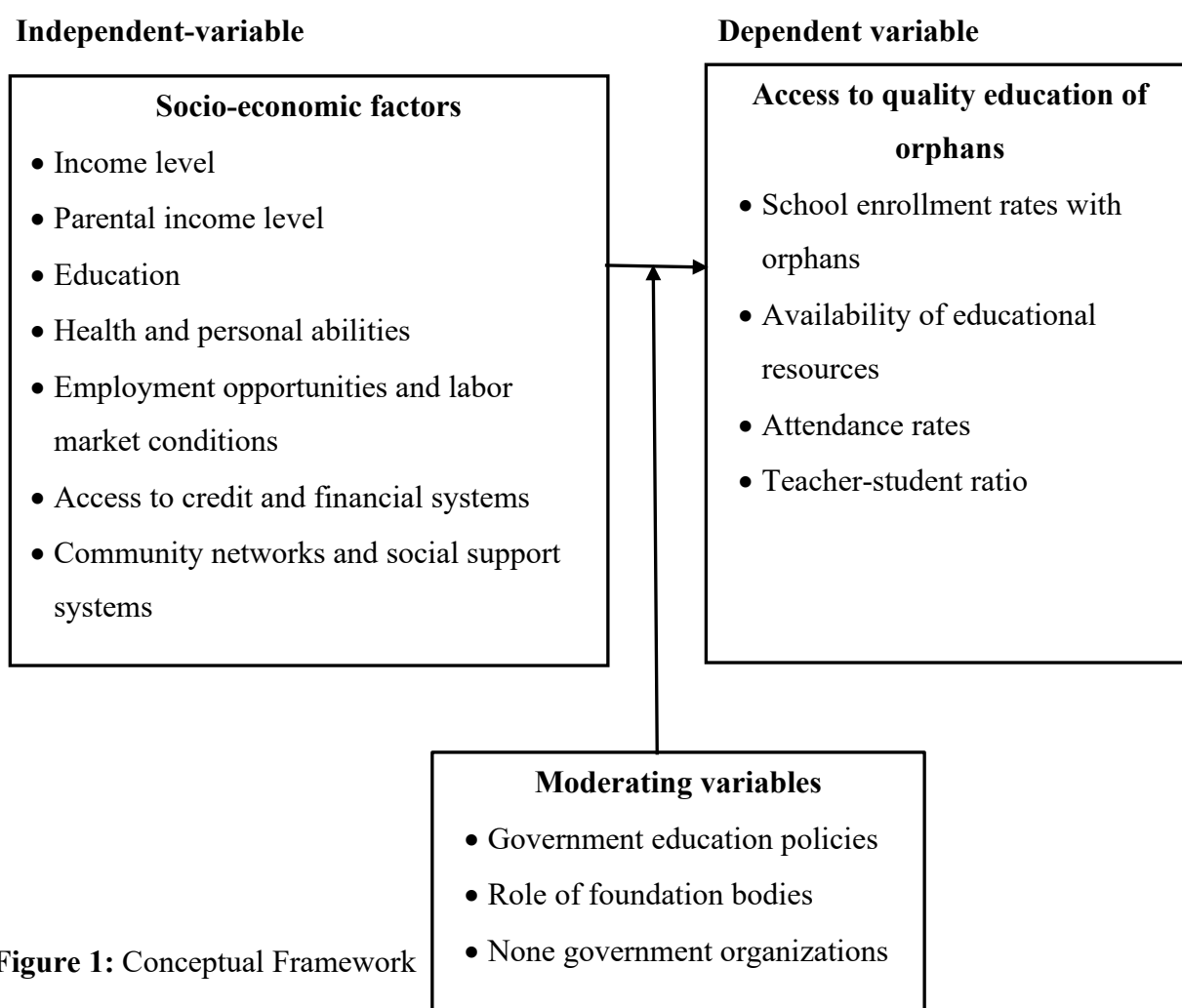


Figure 1: Conceptual Framework

Source: Researcher's conceptualization (2025)

Figure 1 above indicates socio-economic factors significantly influence orphans' access to quality education by shaping their financial stability, social support and overall wellbeing. Limited income levels and low parental income often result in inadequate resources for school fees, learning materials and basic needs forcing orphans to drop out. Poor education and health conditions affect cognitive development and academic performance while restricted employment opportunities and unfavorable labor market conditions limit guardian's ability to provide consistent education support. Lack of access to credit and financial systems further reduces investment in education while weak community networks and social support systems leave orphans without mentorship, guidance.

Access to quality education for orphans as a dependent variable is influenced by several key indicators that determine their learning experiences and academic success. School enrollment rates among orphans reflect their ability to access formal education often impacted by financial constraints and social support. The availability of educational resources such as text books, learning materials and infrastructure plays a crucial role in ensuring a conducive learning environment. Attendance rates indicate consistency in education where orphans facing economic hardships or lack of parental support may experience irregular attendance or dropouts. The teacher student ratio is another critical factor as overcrowded classrooms reduce personalized attention and affect learning outcomes.

Moderating variables such as government policies, foundation bodies and non-governmental organizations (NGOs) play a crucial role in influencing the relationship between socio-economic factors and orphans' access to quality education. Government policies including free primary education and secondary education programs, scholarships and school feeding initiatives can alleviate financial burdens and improve enrollment and attendance rates among orphans. Foundation bodies and non-governmental organizations provide additional support through educational sponsorships, provision of learning materials and psychological support, reducing the negative impact of poverty and social instability. These interventions can mitigate the challenges posed by low income levels, inadequate education resources and poor community support systems thereby enhancing orphans access to quality education despite adverse socio-economic conditions.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The general research objective in this study sought to investigate the impact of socio-economic factors on access to quality education of orphans in Namatala slums, Mbale city and the literature is reviewed according to the three objectives which include; to examine the impact of household income on access to quality education for orphans in Namatala slums, to assess the effect of parental education on the education attainment of orphans in Namatala slums, to evaluate the influence of community support and social networks on the access to quality education for orphans in Namatala slums and gaps identified in the existing literature.

2.1 The impact of household income on access to quality education for orphans

The relationship between household income and access to quality education is a critical concern especially for orphans who often face compounded economic challenges. Recent analyses highlight a widening gap in educational access correlated with household income levels. Dorling et al (2024) emphasizes that children from lower-income families encounter significant barriers including inadequate educational resources and support adversely affecting their academic performance. This disparity is more pronounced among orphans who may lack the familial support systems that mitigate educational changes. Similarly, the Joseph Rowntree foundation (2024) reports that over a quarter of children in the north of England are growing up in poverty with those from the lowest income households being five times more likely to experience poor academic achievement.

Financial assistance plays a pivotal role in bridging educational gaps. A study by Civitas (2024) reveals that two thirds of parents rely on external financial help to afford private schooling. However, this support is less accessible to low income families including those caring for orphans thereby limiting their educational choices. The report advocates for mid-market independence schools and increased bursaries to enhance accessibility to disadvantaged students.

In response to these challenges, the United Kingdom government has implemented measures aimed at supporting vulnerable children. The department for education (2023) extended the duties of virtual school heads to promote the educational achievements of all children in care,

including orphans. This initiative seeks to address the educational disparities faced by children with a social worker acknowledging the compounded disadvantages experienced by orphans. Additionally, the House of Lords Library (2023) outlines government strategies to combat poverty such as increasing high paying jobs and improving access to quality education and skills training which could indirectly benefit orphans by enhancing their educational opportunities.

In West Africa, household income plays a critical role in determining the accessibility of quality education for orphans. According to Olayemi & Olufemi (2020), the financial constraints faced by orphaned children are compounded by the economic difficulties that their guardians experience. This issue is specifically pronounced by the rural access areas where households often rely on low income sources hindering the ability to support education related expenses such as tuition fees, uniforms, and school supplies. The study by Bassey and Olagoke (2021) also suggests that in many West African countries, orphans face significant barriers to education due to these financial limitations which ultimately limit their chances for academic achievement and social mobility.

The government role in reducing these barriers has been central to efforts aimed at improving educational access. A report by Nwosu and Okonkwo (2022) noted the importance of government interventions in funding education for disadvantaged children including orphans. Despite some successes in policies such as free primary education, access to quality education remains limited due to poor infrastructure and insufficient resources. Nwauwa and Akinyemi (2020) argue that while free education policies are beneficial, they often fall short of addressing the indirect costs associated with schooling. For instance, lack of access to learning materials, qualified teachers, and extracurricular opportunities affects the education of orphans further perpetuating cycles of poverty.

The involvement of non-governmental organizations (NGOs) in providing educational support has shown promise in alleviating some of these challenges. According to Atake and Essien (2021), non-governmental organizations in West Africa have played a key vital role in bridging the gap by providing scholarships, learning materials and emotional support for orphans. However, their efforts are often limited by the availability of funds and their scale of need across the region. Moreover, the study by Alhassan and Mensah (2020) reveals that household income continues to be a major determinant of educational success as many families even with external support cannot afford to meet the full range of educational costs particularly in the

post-secondary level. Thus while non-governmental organizations provide crucial support, systemic financial barriers persist highlighting the need for further reforms.

In Uganda, household income remains a significant determinant of access to quality education for orphans. Kayongo & Ssemanda (2020) intimated how low-income households struggle to cover the costs associated with education such as school fees, uniforms, and learning materials. These financial constraints often lead to orphans being excluded from school or receiving an education of lower quality. This is particularly problematic in rural areas where economic opportunities are limited and orphaned children are often raised by extended family members who may also face economic hardships. Tumwine & Otim (2021) opined that while Uganda has implemented policies to support education for vulnerable children, orphans remain disproportionately affected by the lack of sufficient household income to support their educational needs limiting their academic success.

Government efforts to provide free education have had some positive impact but are insufficient in addressing the broader financial barriers faced by orphaned children. Wamala et al (2023) intimated that Uganda's free primary education policy has increased enrollment rates, yet many orphaned children still drop out due to indirect costs such as transport, uniforms and examination fees. Additionally, the lack of resources in public schools including poor infrastructure and unqualified teachers means that quality of education is often compromised for orphans even if they are able to attend school. Furthermore, Mukasa & Baguma (2020) postulated that the gap between government efforts and the realities faced by orphaned children is widening as household income remains a fundamental barrier to accessing quality education despite government policies aimed at inclusion.

Non-government organizations (NGOs) have played a crucial role in mitigating the impact of low household income on orphans' education in Uganda. Kiskeye & Nsubuga (2021) describe various Non-government organizations that provide scholarships, educational materials and psychological support to orphaned children. However the reach of these organizations is limited by funding constraints and the increasing number of orphans in the country.

2.2 The effect of parental education on the education attainment of orphans

The level of parental education has a profound impact on the educational attainment of children and effect is especially pronounced for orphans in North America. In families where one or both parents are deceased, orphaned children often lack the direct academic support and guidance that parents typically provide. This lack of support can lead to lower educational

outcomes as demonstrated by Williams and Garcia (2020) who found that orphaned children with lower parental education levels tend to perform worse in school. Furthermore, the absence of educated parents can affect orphan's cognitive and emotional development which in turn influences their ability to achieve academically. Martin and Rodriguez (2021) asserted that orphans are more likely to experience educational setbacks compared to children from two parent households particularly in contexts where extended family members who take guardianship may not have the same educational qualification.

Educational attainment among orphans is linked to socio-economic factors where parental education plays a pivotal role. A study by Harris and Walker (2022) emphasize that the level of education achieved by parents especially in economically disadvantaged households significantly affects the resources available for their children's education. Orphaned children often face additional economic hardship due to the loss of one of the parents and this can lead to fewer educational opportunities. Similarly, Lee and Thompson (2020) suggests that orphans in North America are more likely to experience educational delays when their care givers have low educational backgrounds as they may lack the resources or time to offer academic support. This further exacerbates educational disparities for orphans in comparison to their peers.

Community support and educational interventions can mitigate the negative effects of low parental education on orphan's academic success. Davis and Blackwell (2023) argue that initiatives aimed at providing orphans with mentorship, tutoring and academic counseling can bridge the gap created by low parental education. While these interventions help, they are not always sufficient in addressing the broader socio-economic challenges that orphans face. As noted by Moore and Adams (2019), children who have lost one or both parents often require comprehensive support that goes beyond academic assistance including emotional and psychological care to succeed academically. These findings underscore the importance of multifaceted approaches that consider both parental education and the broader context of orphaned children's lives in North America.

Parental education has a crucial influence on the academic success of children including orphans and this impact is notably pronounced in South Africa. Orphans often lack the parental involvement and support necessary to excel in their education. Research by Adams and Maseko (2020) opined that the absence of educated parents often leads to limited guidance in homework, school projects and career choices which significantly affects the educational outcomes of orphans. This is compounded by the fact that many orphans are raised by relatives who may not have the educational qualifications to provide adequate support. Similarly,

Vander Merwe and Nkosi (2021) intimated that orphans are less likely to achieve academic success when parental figures have lower educational levels which affects their ability to cope with academic challenges and leads to poorer academic performances.

The socio-economic conditions associated with low parental education also play a crucial role in shaping educational outcomes for orphans in South Africa. Moyo and Masinga (2022) noted that orphans in households with lower parental education levels often face the financial barriers that restrict their access to quality education such as the inability to afford school fees, uniforms or learning materials. These financial constraints exacerbate the disparities between orphaned children and their peers from more educated and financially stable families. Furthermore, Khoza and Maluleke (2019) asserted that children with uneducated or low educated caregivers are less likely to receive academic support outside of School which limits their opportunities to improve academically and attain higher education.

Some studies show that interventions aimed at supporting orphans can mitigate the impact of low parental education on the educational attainment. Sithole et al (2023) alluded that programs designed to provide academic assistance, mentorship and financial support to orphans can help overcome the disadvantages they face due to the lack of educated parental figures. These interventions however require consistent funding and community involvement to be effective. Despite the positive effects of these programs, they are not always enough to fully address the complex issues faced by orphans in South Africa particularly in rural areas where access to quality education is still limited.

Parental education significantly influences the educational outcomes of children including orphans in Uganda. A study by Nsubuga and Katungi (2022) postulated that orphans who often lack educated parental figures face educational challenges due to the absence of parental guidance and support. They argue that orphans typically receive less academic help from guardians especially in households where caregivers have limited education. This lack of academic support negatively affects orphan's ability to perform well in schools as they are deprived of the guidance that could help them navigate their educational journey. Tumusime et al (2023), noted that the lower the level of education of guardian, the more likely orphans are to struggle with school related tasks affecting their long term educational achievement.

The socio-economic status of orphans is another crucial factor influenced by parental education. Kigozi et al (2023) noted that when orphans are raised by extended family members with low educated levels, they often live in poverty which restricts their access to quality

education. Financial difficulties such as the inability to afford school fees or necessary learning materials are widespread in these households. Orphans in these socio-economically disadvantaged settings tend to drop out of school earlier than their peers from financially stable homes as alluded by Ndagire et al (2024). These financial barriers result in poor educational outcomes limiting the opportunities orphans have for upward social mobility through education.

Despite these challenges, several interventions have been identified that can help mitigate the negative impact of low parental education on orphan's academic outcomes in Uganda. According to Otim and Rwenjura (2023), community based support programs and mentorship initiatives have proven effective in assisting orphans to succeed academically even in the absence of educated parental figures. These programs provide the emotional, social and academic support that orphans need to overcome the challenges. Additionally, Ssemugabi & Muwanga (2023) argue that such interventions can create a support system that encourages orphans to remain in school thus improving their chances of completing their education and achieving higher academic performance.

2.3 The influence of community support and social networks on the access to quality education for orphans

Community support and social networks play a pivotal role in the educational attainment of orphans in Canada. A study by Collins and McPherson (2022) contends that orphans often face barriers to education due to the lack of a stable family structure which can be mitigated by strong community support systems. These networks provide emotional and financial assistance creating a nurturing environment that helps orphans succeed in their educational pursuits. Thompson and Richardson (2023) opined that orphans who are integrated into well-established social networks are more likely to remain in school and perform better academically as these networks offer practical support such as tutoring and childcare and psychological encouragement.

The role of social networks in improving access to quality education for orphans is particularly evident in urban settings in Canada. Leblanc and Foster (2022) demonstrates that community based organizations often step in to provide resources such as school supplies, mentorship programs and financial assistance which significantly alleviate the barriers faced by orphans. These social networks help orphans navigate the educational system more effectively reducing dropout rates and increasing academic achievements. Programs that promote social cohesion

and peer support have been shown to foster positive educational outcomes for orphans. A study by Albright and Bell (2023) opined that orphans who engage with community networks experience a greater sense of belonging which positively affects their motivational and educational success.

However, despite the positive impact of community support, the accessibility and effectiveness of such networks are not uniform across Canada. In rural and remote areas, access to such support structures can be limited which in turn hampers orphans' ability to access education. According to Young and Martin (2023), orphans living in less connected communities often face additional challenges such as transportation barriers which limit their access to educational resources and extracurricular activities. Furthermore while social networks offer valuable support, the effectiveness of these networks depend on the resources available within the community. This limitation is explored by Carter and Taylor (2024) affirmed that in some areas, community organizations may lack the necessary funding or infrastructure to provide sufficient educational support to orphans.

Community support and social networks have been identified as key factors enhancing educational opportunities for orphans in Egypt. A study by Ahmed and El-Helaly (2023) stressed that in many Egyptian communities, orphaned children who are part of strong social networks benefit from financial assistance, mentorship programs and emotional support which improve their ability to access and succeed in education. Similarly, Faruuk & Zaki (2022) denoted that social networks in Egyptian communities such as religious and educational institutions often provide orphans with essential resources like school materials and tutoring which help mitigate the financial changes they face in accessing quality education.

Further research on the role of community support in Egypt acknowledges the importance of social capital in improving the educational outcomes of orphans. According to Hassan and Saleh (2023), orphans in Egypt who are integrated into supportive community networks tend to perform better in school because these networks provide not only material support but also a sense of belonging and security. Additionally, Kasseem and Abdel Rahman (2024) explored the role of community organizations especially non-government organizations in promoting educational equity for orphans. They contend that these organizations help build social connections for orphans which foster greater academic engagement and reduce dropout rates thereby increasing the chances of educational attainment.

Despite the positive impacts of community support, the available and effectiveness of these networks can vary significantly in Egypt. El-Sayed & Ahmed (2022) asserted that in rural areas where community resources are often scarce, orphans face greater challenges in accessing quality education. Without strong social networks or community organizations to provide support orphans in these regions may struggle with basic educational needs. Furthermore, despite the efforts of non-government organizations, Abdallah and Mahmoud (2024) affirmed that the sustainability of such programs remains a concern as many community based initiatives in Egypt lack consistent funding and resources to reach all orphans in need of assistance.

Community support and social networks play a significant role in enhancing educational opportunities for orphans in Uganda. In the study by Ntege & Kakooza (2021) noted that the strong social fabric of Ugandan communities often leads to collaborative efforts between family, neighbors, and local institutions to support orphaned children. These networks offer both material and emotional support which are crucial for orphans who face financial barriers to education. Furthermore, Tumwesigye & Okello (2020) denoted that local religious organizations and youth groups often provide scholarships and mentoring programs thus creating a supportive environment that enables orphans to access quality education despite economic challenges.

The validity of community resources is also critical in reducing the educational disparities faced by orphans in Uganda. According to Bukenya & Ssemakula (2022), orphans integrated into well connected communities are more likely to benefit from community based educational programs such as school feeding initiatives and school supply donations. These programs often organized by local governments or non-government organizations significantly improve orphans' school attendance and academic performance. In addition, Mugisha and Kamuhangire (2023) argue that community social networks offer a safety net for orphans helping them navigate challenges such as mental health issues and bullying which can otherwise hinder their educational success.

Despite the positive influence of community support, disparities in the effectiveness of these networks exist across Uganda. Kizito & Mwesigwa (2023) contend that in rural regions of Uganda where community resources are scarce and there is limited access to social services, orphans face greater difficulties in accessing quality education. Additionally, despite the contribution of non-government organizations and community groups, Oryem & Nantege (2022) note that the sustainability of such programs remains a concern. Limited funding and consistent community involvement often restrict the reach of these initiatives leaving many

orphans without sufficient support to excel in their education. Kassem and Abdel Rahman (2024) explored the role of community organizations especially non-government organizations in promoting educational equity for orphans. They contend that these organizations help build social connections for orphans which foster greater academic engagement and reduce dropout rates thereby increasing the chances of educational attainment. Programs that promote social cohesion and peer support have been shown to foster positive educational outcomes for orphans (Albright and Bell et al 2021).

2.4 Research gaps

Existing literature primarily focuses on financial barriers to education but lacks a detailed analysis of how different income sources influence educational access. There is limited research on the role of financial literacy among guardians in optimizing resources for education. Additionally, disparities between rural and urban households in utilizing income for educational needs remain underexplored. More comparative studies are needed to assess how income stability affects long term educational outcomes.

Most studies emphasize the role of biological parents in shaping educational attainment overlooking the influence of foster or guardian education. There is a gap in understanding whether highly educated guardians prioritize education similarly for non-biological children. Limited research on how parental education levels impact academic motivation and aspirations among vulnerable learners. More insights are needed into intergenerational effects of education on long-term academic success.

Current research highlights institutional support but lacks in-depth analysis of informal networks such as extended families and religious groups. The influence of peer interactions within vulnerable communities on educational persistence remains underexplored. Additionally, little is known about the comparative effectiveness of community led versus government-led initiatives in enhancing education. More studies are required to understand cultural variations in community support and their impact on educational access.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents research design, area of study, sources of information, population and sampling techniques, variables and indicators, measurement levels, data collection procedures, data collection instruments, quality control, data processing and analysis, ethical considerations,

3.1 Research Design

The research study used descriptive research design focusing on the systematically capturing and analyzing data to understand the existing conditions, patterns and relationships among key variables. This design involved surveys and structured questionnaires to gather quantitative data from selected sample providing statistical insights into prevailing trends. Additionally, qualitative techniques such as interviews and observations helped capture detailed perspectives from relevant stakeholders. By emphasizing this approach, the study presented a clear picture of the current situation highlighting key challenges and opportunities while ensuring an objective and factual representation of the findings.

3.2 Area of study

The research study was carried out from Namatala slums which is located in Mbale city eastern part of Uganda and bordered by Nakaloke to the north and industrial city division to the west. The area is characterized by high population density, poor housing conditions, and limited access to based services such as education, healthcare, and sanitation. It has been selected for the study because of its poverty levels, socio-economic vulnerabilities and the presence of many disadvantaged households. The community faces significant challenges related to instability, unemployment, and inadequate social support services making it critical location for examining the effects of these factors on key development outcomes.

3.3 Sources of information

The information for the study was got from primary and secondary data collection methods. Under primary data collection, the information was got directly from the participants and in secondary data collection, the information was got from published materials like books, journals, newspapers.

3.4 study population

The study was focused on the study population of 75 individuals to ensure a well-rounded understanding of the subject matter. These include 25 orphaned children from whom a sample of 21 was selected using simple random sampling to ensure equal chances of participation. Additionally, 15 care givers was targeted with a sample of 12 chosen through purposive sampling to include those directly responsible for children's upbringing. The study also involved 10 school administrators who was a selected through purposive sampling to gain insights from their professional experiences in the education sector.

3.5 Sample size determination

Furthermore, 10 community leaders was considered with a sample of 8 was selected through purposive sampling to provide perspectives on such socio-economic conditions. Social workers were made up target population of 7 with 6 selected through purposive sampling due to their involvement in supporting vulnerable groups. Additionally, 5 local government officials was included with 5 chosen through purposive sampling for their role in policy implementation and service delivery and 3 cultural leaders was targeted with sample of 3 selected through purposive sampling to offer insights into the socio and cultural influence in the area. The selection of the sample followed the methodology proposed by krejae and Morgan 1970

Table 1 showing sample size determination

Respondents	Population	Sample size	Sampling procedures
Orphaned children	25	21	Simple random sampling
Care giver	15	12	purposive sampling
School administrators	10	8	purposive sampling
Community leaders	10	8	purposive sampling
Social workers	7	6	purposive sampling
Local government officials	5	5	purposive sampling
Cultural leaders	3	3	purposive sampling
Total	75	63	

Sampling techniques

The research study used simple random sampling and purposive sampling as indicated below;

Simple random sampling

Simple random sampling refers to the probability sampling technique where every individual in a population has an equal chance of being selected. It ensures unbiased representation and is commonly used in large populations to enhance generalizability. This was comprised of orphaned children

Purposive sampling

Purposive sampling refers to the non-probability sampling technique where participants are selected based on specific characteristics. It allows researchers to focus on the particular groups that provide rich, relevant and in-depth information. This consisted of care giver, school administrators, community leaders, social workers, local government officials, cultural leaders.

3.5 Variables and indicators

This consists of independent and dependent variables as below

3.5.1 Independent variables

Socio-economic factors significantly influence orphans' access to quality education by shaping their financial stability, social support and overall wellbeing. Limited income levels and low parental income often result in inadequate resources for school fees, learning materials and basic needs forcing orphans to drop out. Poor education and health conditions affect cognitive development and academic performance while restricted employment opportunities and unfavorable labor market conditions limit guardian's ability to provide consistent education support. Lack of access to credit and financial systems further reduces investment in education while weak community networks and social support systems leave orphans without mentorship, guidance.

3.5.2 Dependent variable

Access to quality education for orphans as a dependent variable is influenced by several key indicators that determine their learning experiences and academic success. School enrollment rates among orphans reflect their ability to access formal education often impacted by financial constraints and social support. The availability of educational resources such as text books, learning materials and infrastructure plays a crucial role in ensuring a conducive learning environment. Attendance rates indicate consistency in education where orphans facing economic hardships or lack of parental support may experience irregular attendance or dropouts. The teacher student ratio is another critical factor as overcrowded classrooms reduce personalized attention and affect learning outcomes.

3.5.3 Moderating variables

Moderating variables such as government policies, foundation bodies and non-governmental organizations (NGOs) play a crucial role in influencing the relationship between socio-economic factors and orphans' access to quality education. Government policies including free primary education and secondary education programs, scholarships and school feeding initiatives can alleviate financial burdens and improve enrollment and attendance rates among orphans. Foundation bodies and non-governmental organizations provide additional support through educational sponsorships, provision of learning materials and psychological support, reducing the negative impact of poverty and social instability. These interventions can mitigate the challenges posed by low income levels, inadequate education resources and poor community support systems thereby enhancing orphans access to quality education despite adverse socio-economic conditions.

3.6 Measurement levels

The study utilized four levels of measurement to ensure accurate data collection and analysis. The nominal level categorized respondents based on attributes such as gender, role of the community and occupation without any ranking. The ordinal level was used to measure perceptions and attitudes such as the extent of financial challenges or quality of available services by ranking perceptions in their ordinal manner. Participant's opinions was ranked according to the likert scale rating system.

3.7 Data collection procedure

The data collection process was started with obtaining an official data collection letter from the head of department of social sciences at Uganda Christian University (UCU), authorizing field work in the selected area. This letter was presented to the local council one (LC1) chairman to seek permission and support for data collection within the community. After securing approval, introductory visits was made to local authorities, schools and relevant stakeholders to establish rapport and explain the study's purpose. Structured questionnaires were distributed to selected respondents ensuring clarity and confidentiality in the responses. Key informant interviews was conducted with community leaders, school representatives and care givers to gain deeper insights into the study's focus. Focus group discussion was also be organized to collect diverse perspectives from different groups within the community

3.8 Data collection instruments

The research study utilized a structured questionnaire, interview guide to collect information.

3.8.1 Interview guide

The interview guide was used to facilitate structured discussions with key informants such as community leaders, school administrators and care givers. It contained open ended questions designed to explore in depth perspectives on various social and economic aspects affecting daily life. The guide ensured that all interviews remain focused while allowing respondents the flexibility to elaborate on their experiences. Interviews were conducted in a quiet and comfortable setting to encourage open discussions and responses was carefully recorded for further analysis. This method helped to uncover detailed qualitative insights that may not be easily captured through structured surveys.

3.8.2 Questionnaire

The questionnaire was used to collect standardized data from selected individuals within the community including care givers, school administrators and older children. It will consist of both closed ended and linkert scale questions to gather quantifiable information on relevant social and economic factors. The questionnaire was self-administered where possible allowing respondents to complete it at their convenience with clarification provided when needed. For those who may have literacy challenges, the researcher or assistants assisted in filling out responses while maintaining neutrality. This method ensured the collection of objective and comparable data facilitating statistical analysis and providing a broader understanding of the key issues under study.

3.9 Validity and reliability of data

3.9.1 Validity

Validity ensured that the study accurately measures the intended concepts by using well-structured research instruments and verified data sources. Triangulation of data from multiple respondents enhanced accuracy and minimize biases. Establishing content and construct validity helped in drawing meaningful and applicable conclusions.

3.9.2 Reliability

Reliability was ensured by maintain consistency in data collection through standardized procedures and repeated measurements. Pre-testing research tolls and training data collectors reduced errors and enhance uniformity. Using dependable sources and statistical tests strengthened the credibility of the findings.

3.10 Data processing and analysis

Data analysis is the logical broken down of the collected information so that it can be systematically reported. Data analysis depends on whether it is qualitative or quantitative.

3.10.1 Qualitative data analysis

Qualitative data was analyzed using thematic analysis where responses from interviews and focus group discussion was transcribed and carefully examined to identify common patterns and emerging themes. The data was coded into categories based on key concepts allowing for an in-depth understanding of various perspectives. Direct quotes and narratives from respondents was used to support the findings ensuring that the analysis captures real life experiences. These results were used to support the findings ensuring that the analysis captures real life experiences. The results were interpreted in relation to existing literature and contextual factors highlighting significant insights while maintaining objectivity. This approach provided a deeper understanding of the underlying issues influencing the study area.

3.10.2 Quantitative data analysis

Quantitative data was analyzed using statistical package for social sciences (SPSS) software version 23 to identify trends, relationships and patterns within the collected information. Descriptive statistics such as frequencies, percentages, and means was used to summarize the data making it easier to interpret. Inferential statistical tools such as correlations and regression analysis will also be applied to establish the relationships between the two variables.

3.11 Ethical considerations

Participants were fully informed about the purpose, procedures and significance of the study before the beginning of data collection. Their consent was sought voluntarily ensuring they understand their right to participate or withdraw at any stage without facing any negative consequences. No individual was coerced into taking part and their willingness to contribute was respected.

Confidentiality was maintained by ensuring that personal information and responses are kept private and secure. Identifiable details was anonymized and access to collected data was restricted to authorized researchers. Findings were presented in a way that does not reveal individual identities, protecting participants' privacy and ensuring their safety.

Respect for all individuals was upheld through the study regardless of their background, social; status or level of education. Participants were treated with dignity and their opinions were valued. No form of discrimination, bias or undue influence was exercised during interactions ensuring a fair and inclusive research process.

Measures were taken to prevent any harm whether physical, emotional, or psychological to those involved in the study. Questions were framed carefully to avoid distress and sensitive topics were handled with professionalism. If participants expressed discomfort, they had an option to skip questions or end their participation at any time without explanation.

Honesty and transparency was maintained in all aspects of data collection, analysis and reporting. The research process was conducted with integrity ensuring that findings are presented accurately without frustration or manipulation. Any limitations or challenges encountered during the study was acknowledged maintaining credibility and ethical standards.

Acknowledgement of contributions was ensured by properly citing sources, recognizing the support of institutions and crediting individuals who contributed to the study. This upheld academic integrity and prevented plagiarism.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents the findings on the impact of socio-economic factors on access to quality education of orphans in Namatala slums, Mbale city. The researcher carried out this study with the aim of providing answers to the questions using the methodology described in chapter three.

4.1 Response rate

The sample size of the population was 63. Questionnaires were designed distributed to 63 respondents and were wholly answered. This implies that the response rate was excellent.

4.2 Bio Data

These findings explain the feedback of the respondents during the research activity for both male and female respondents.

4.2.1 Gender of respondents

Table 2 showing the Gender of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	20	32.0	32.0	32.0
Valid Females	43	68.0	68.0	100.0
Total	63	100.0	100.0	

Source: primary data (2025)

The table 2 above shows that, 32% were male while 68% were female. This implies that the views of females were more represented in the study findings than those of the males and it also implies that the study involved more females with 68% than males at 32% in Namatala slums.

4.2.2 Marital status of respondents

Table 3 showing marital status of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Single	12	19.0	19.0	19.0
Married	30	48.0	48.0	67.0
Valid Divorced	8	13.0	13.0	80.0
Widowed	13	20.0	20.0	100.0
Total	63	100.0	100.0	

Source: Primary data (2025)

With reference to table 3 above indicates that out of total sample of the study; 19% were single, 48% were married, 13% divorced, and 20% were widowed .this implies that Namatala slums employs the majority of its employees who are married with 48% which shows that they are responsible enough to carry out the tasks being assigned to which can improve on the performance of the entity.

4.2.3 Age of respondents

Table 4 showing Age group of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
21-30 years	12	19.0	19.0	19.0
31-40 years	22	35.0	35.0	54.0
Valid 41-50 years	10	16.0	16.0	70.0
Above 50 years	19	30.0	30.0	100.0
Total	63	100.0	100.0	

Source: Primary data (2025)

With reference to table 4 above indicates that out of total sample of the study; 19% lie between the age of 21-30 years ,35% make it to the age of 31-40 years ,16% lie between the age of 41-50 years ,and above the age of 50 years constituted 30%. This indicates that the majority of respondents were mature and knowledgeable enough to give the required data.

4.2.4 Qualification of respondents

Table 5 Showing academic qualification of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Secondary	11	17.0	17.0	17.0
Certificate	8	13.0	13.0	30.0
Diploma	25	40.0	40.0	70.0
Bachelor's	14	22.0	22.0	92.0
Masters	5	8.0	8.0	100.0
Total	63	100.0	100.0	

Source: primary data (2025)

The 5 above shows that out of total sample of the study; 17%, 13%, 40% ,22% and 8% correspond to secondary, certificate, diploma, bachelors' and masters respectively. This indicates that all respondents who participated in giving out information in Namatala slums hard attained certain level of education with the majority of the respondents corresponding to 40% who are mainly of diploma holders.

4.2.5 Years of working

Table 6 showing years of working by respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 1 year	15	24.0	24.0	24.0
1-2 years	38	60.0	60.0	84.0
Above 3 years	10	16.0	16.0	100.0
Total	63	100.0	100.0	

Source: Primary data (2025)

Table 6 above shows that 24%, 60%, and 16%, correspond to less than 1 year, 1-2 years, and above 3 years respectively, This however implies that Namatala slums employs experienced workers who have had reasonable numbers of years of experience with 40% such that the goals formulated by the entity can be achieved well besides this it also implies that majority of the respondents had served for a considerable period which indicates that most of the respondents had vast knowledge which could be relied upon by this study.

4.3.0 Research question one: Finding out the impact of household income on access to quality education for orphans in Namatala slums

4.3.1 Low household income limits access to quality education for orphans due to unaffordable school fees and learning materials

The table 7 Showing whether low household income limits access to quality education for orphans due to unaffordable school fees and learning materials

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	19	30.0	30.0	30.0
Agree	15	24.0	24.0	54.0
not sure	11	17.0	17.0	71.0
Disagree	6	10.0	10.0	81.0
strongly disagree	12	19.0	19.0	100.0
Total	63	100.0	100.0	

Source: primary data (2025)

Table 7 above indicates that 54% (30%, 24%) were positive to the statement that low household income limits access to quality education for orphans due to unaffordable school fees and learning materials, while 29% (10%, 19%) forming the minority of the respondents were negative to the same statement, 17% were not sure hence implying that low household income limits access to quality education for orphans due to unaffordable school fees and learning materials.

4.3.2 Orphans from low-income households rely on government or NGO scholarships to access quality education

The table 8 Showing whether orphans from low-income households rely on government scholarships to access quality education

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	3	5.0	5.0	5.0
Agree	9	14.0	14.0	19.0
not sure	4	6.0	6.0	25.0
Disagree	18	29.0	29.0	54.0
strongly disagree	29	46.0	46.0	100.0
Total	63	100.0	100.0	

Source: primary data (2025)

With reference to table 8, above it can be seen that minority of respondents 19% (5%, 14%) were positive to the statement that orphans from low-income households rely on government or NGO scholarships to access quality education while 75% (29%, 46%) of the respondents were negative to the same statement while 6% of the respondents were not sure. This concurs with the research carried out by Krahn GL (2013) intimated that orphans from low-income households rely on government or NGO scholarships to access quality education there by implying that orphans from low-income households rely on government or NGO scholarships to access quality education.

4.3.3 Poor households often lack access to well-equipped schools, affecting orphans' learning outcomes

Table 9 Showing whether poor households often lack access to well-equipped schools, affecting orphans' learning outcomes

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	7	11.0	11.0	11.0
Agree	14	22.0	22.0	33.0
not sure	8	13.0	13.0	46.0
Disagree	20	32.0	32.0	78.0
strongly disagree	14	22.0	22.0	100.0
Total	63	100.0	100.0	

Source: primary data (2025)

Table 9 above shows that minority of respondents 33% (11%, 22%) were positive to the statement that poor households often lack access to well-equipped schools, affecting orphans' learning outcomes, 54% (32%, 22%) had negative responses to the same statement, 13% were not sure. This is an indication that poor households often lack access to well-equipped schools, affecting orphans' learning outcomes

4.3.4 Community-based organizations play a key role in bridging education gaps for orphans from low-income households.

Table 10 Showing whether community-based organizations play a key role in bridging education gaps for orphans from low-income households.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	21	33.0	33.0	33.0
Agree	18	29.0	29.0	62.0
not sure	10	16.0	16.0	78.0
Disagree	2	3.0	3.0	81.0
strongly disagree	12	19.0	19.0	100.0
Total	63	100.0	100.0	

Source: primary data (2025)

With reference to table 10 above, it can be seen that 62% (33%, 29%) were positive to the statement that community-based organizations play a key role in bridging education gaps for orphans from low-income households, 22% (3%, 19%) were negative to the same statement while 16% of the respondents were not sure. This was in accordance to Tsui AO, Brown (2011) pointed out that community-based organizations play a key role in bridging education gaps for orphans from low-income households implying that community-based organizations play a key role in bridging education gaps for orphans from low-income households.

4.3.5 Limited household income restricts orphans' access to digital learning resources, affecting their educational opportunities

Table 11 Showing whether limited household income restricts orphans' access to digital learning resources, affecting their educational opportunities

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	30	48.0	48.0	48.0
Agree	8	13.0	13.0	61.0
not sure	9	14.0	14.0	75.0
Disagree	14	22.0	22.0	97.0
strongly disagree	2	3.0	3.0	100.0
Total	63	100.0	100.0	

Source: primary data (2025)

Table 11 above indicates that 61% (48%, 13%) of the respondents were positive to the statement that limited household income restricts orphans' access to digital learning resources, affecting their educational opportunities, 25% (22%, 3%) were negative to the same statement forming the majority of the respondents while 14% of the respondents were not sure, this is an indication that limited household income restricts orphans' access to digital learning resources, affecting their educational opportunities.

4.4.0 Research question two: Finding out the effect of parental education on the education attainment of orphans in Namatala slums

4.3.1 Higher parental education levels often lead to better academic support for children, but orphans lack this guidance

Table 14 Showing whether higher parental education levels often lead to better academic support for children, but orphans lack this guidance

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	22	35.0	35.0	35.0
Agree	13	21.0	21.0	56.0
not sure	2	3.0	3.0	59.0
Disagree	20	31.0	31.0	90.0
strongly disagree	6	10.0	10.0	100.0
Total	63	100.0	100.0	

Source: primary data (2025)

With reference to table 14 above, it can be seen that 56% (35%, 21%) of the respondents were positive to the statement that higher parental education levels often lead to better academic support for children, but orphans lack this guidance, 41% (31%, 10%) were negative to the same statement while 3% of the respondents were not. These findings were in line with Pratap N (2011) stresses that higher parental education levels often lead to better academic support for children, but orphans lack this guidance.

4.4.2 Orphans may struggle with self-motivation in education due to the absence of educated parents as role models

Table 15 Showing whether orphans may struggle with self-motivation in education due to the absence of educated parents as role models

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	21	33.0	33.0	33.0
Agree	30	47.0	47.0	80.0
not sure	8	13.0	13.0	93.0
Disagree	1	2.0	2.0	95.0
strongly disagree	3	5.0	5.0	100.0
Total	63	100.0	100.0	

Source: primary data (2025)

Table 15 above indicates that 80% (33%, 47%) of the respondents were positive to the statement that orphans may struggle with self-motivation in education due to the absence of educated parents as role models, 7% (2%, 5%) were negative to the same statement while 13% of the respondents were not sure. This concurs with the research carried out by Abern, (2016) intimated orphans may struggle with self-motivation in education due to the absence of educated parents as role models implying that orphans may struggle with self-motivation in education due to the absence of educated parents as role models.

4.4.3 Orphans with guardians who have low education levels may receive less academic assistance at home

Table 16 Showing whether orphans with guardians who have low education levels may receive less academic assistance at home

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	4	6.0	6.0	6.0
Agree	9	14.0	14.0	20.0
not sure	15	24.0	24.0	44.0
Disagree	27	43.0	43.0	87.0
strongly disagree	8	13.0	13.0	100.0
Total	63	100.0	100.0	

Source: primary data (2025)

With reference to table 16 above, it can be seen that 20% (6%, 14%) were positive to the statement that orphans with guardians who have low education levels may receive less academic assistance at home, 56% (43%, 13%) of the respondents were negative to the same statement and 24% of the respondents were not sure. This is an indication that orphans with guardians who have low education levels may receive less academic assistance at home.

4.4.4 Educated parents typically provide better learning materials, which orphans may lack

Table 17 showing whether educated parents typically provide better learning materials, which orphans may lack

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	16	25.0	25.0	25.0
Agree	20	32.0	32.0	57.0
not sure	6	10.0	10.0	67.0
Disagree	8	13.0	13.0	80.0
strongly disagree	13	20.0	20.0	100.0
Total	63	100.0	100.0	

Source: primary data (2025)

With reference to table 17 above, it can be seen that 57% (25%, 32%) were positive to the statement that educated parents typically provide better learning materials, which orphans may lack, 10% of the respondents were not sure while 33% (13%, 20%) were negative to the same statement making the minority of the respondents. This is an indication that educated parents typically provide better learning materials, which orphans may lack..

4.4.5 Parental education helps in career planning, but orphans often miss this mentorship

Table 18 showing whether parental education helps in career planning, but orphans often miss this mentorship

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	22	35.0	35.0	35.0
Agree	10	16.0	16.0	51.0
not sure	6	10.0	10.0	61.0
Disagree	14	22.0	22.0	83.0
strongly disagree	11	17.0	17.0	100.0
Total	63	100.0	100.0	

Source: primary data (2025)

Table 18 above indicates that the majority of the respondents 51% (35%, 16%) were positive to the statement that parental education helps in career planning, but orphans often miss this mentorship, 39% (22%, 17%) were negative to the same statement while 10% of the respondents were not sure. These findings were in line with Agbaje MA (2016) pointed out parental education helps in career planning, but orphans often miss this mentorship. This is an indication that parental education helps in career planning, but orphans often miss this mentorship.

4.5.0 Research question three: Finding out influence of community support and social networks on the access to quality education for orphans in Namatala slums

4.5.1 Social networks connect orphans with mentors who guide them academically and emotionally

Table 19 showing whether social networks connect orphans with mentors who guide them academically and emotionally

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	5	8.0	8.0	8.0
Agree	13	21.0	21.0	29.0
not sure	7	11.0	11.0	40.0
Disagree	18	29.0	29.0	69.0
strongly disagree	20	31.0	31.0	100.0
Total	63	100.0	100.0	

Source: primary data (2025)

With reference to table 19 above, it can be seen that 29% (8%, 21) were positive to the statement that social networks connect orphans with mentors who guide them academically and emotionally, 60% (29%, 31%) were negative to the same statement while 11% of the respondents were not sure. This concurs with the research carried out by Noble JA. (2014) postulated that social networks connect orphans with mentors who guide them academically and emotionally. This implies that social networks connect orphans with mentors who guide them academically and emotionally.

4.5.2. Community initiatives help enroll orphans in schools and ensure they stay in class

The table 20 Showing whether community initiatives help enroll orphans in schools and ensure they stay in class

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	24	38.0	38.0	38.0
Agree	15	24.0	24.0	62.0
not sure	11	17.0	17.0	79.0
Disagree	4	6.0	6.0	85.0
strongly disagree	9	15.0	15	100.0
Total	63	100.0	100.0	

Source: primary data (2025)

Table 20 above shows that the majority of the respondents 62% (38%, 24%) were positive to the statement that community initiatives help enroll orphans in schools and ensure they stay in class., 21% (6%, 15%) were negative to same while 17% of the respondents were not sure. This agrees with the research carried out by Birdsall N (2016) asserted that community initiatives help enroll orphans in schools and ensure they stay in class hence implying that community initiatives help enroll orphans in schools and ensure they stay in class.

4.5.3 Strong social networks provide emotional encouragement, boosting orphans' motivation to learn

Table 21 Showing whether strong social networks provide emotional encouragement, boosting orphans' motivation to learn

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	14	22.0	22.0	22.0
Agree	18	29.0	29.0	51.0
not sure	10	16.0	16.0	67.0
Disagree	9	14.0	14.0	81.0
strongly disagree	12	19.0	19.0	100.0
Total	63	100.0	100.0	

Source: primary data (2025)

Table 21 above shows that the majority of the respondents 51% (22% , 29%) had a positive response to the statement that strong social networks provide emotional encouragement, boosting orphans' motivation to learn, 33% (14%, 19%) of the respondents were negative to the same statement meanwhile 16% of the respondents were not sure. This is an indication that strong social networks provide emotional encouragement, boosting orphans' motivation to learn.

4.5.4 Community centers offer tutoring and extracurricular activities to enhance learning opportunities for orphans

Table 22 Showing whether community centers offer tutoring and extracurricular activities to enhance learning opportunities for orphans

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	34	54.0	54.0	54.0
Agree	13	21.0	21.0	75.0
not sure	1	2.0	2.0	77.0
Disagree	11	17.0	17.0	94.0
strongly disagree	4	6.0	6.0	100.0
Total	63	100.0	100.0	

Source: primary data (2025)

With reference to table 22 above, it can be seen that 75% (54%, 21%) were positive to the statement that community centers offer tutoring and extracurricular activities to enhance learning opportunities for orphans, 23% (17%, 6%) respondents were negative to the same statement while 2% of the respondents were not sure. This was in accordance to Finnigan (2012) intimated that community centers offer tutoring and extracurricular activities to enhance learning opportunities for orphans. This is a manifestation that community centers offer tutoring and extracurricular activities to enhance learning opportunities for orphans.

4.5.5 Social networks advocate for policies that improve access to quality education for orphans

Table 23 Showing whether social networks advocate for policies that improve access to quality education for orphans

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	27	43.0	43.0	43.0
Agree	16	25.0	25.0	68.0
not sure	8	13.0	13.0	81.0
Disagree	10	16.0	16.0	97.0
strongly disagree	2	3.0	3.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With allusion to table 23 above, it can be observed that the majority of the responds 68% (43% ,25%) had a positive response to the statement that social networks advocate for policies that improve access to quality education for orphans, 19% (16%, 3%) were negative to the same statement while 13% of the respondents were not sure hence implying that social networks advocate for policies that improve access to quality education for orphans.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

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

5.1 Summary of findings

The researcher provided a summary of findings in line with the objectives as follows;

5.1.1 Research Question one: Findings on the impact of household income on access to quality education for orphans in Namatala slums

The study investigated into the impact of household income on access to quality education for orphans in Namatala slums. Results showed that most respondents were positive to the statements that were they were asked. For example; majority of respondents constituting 54% of the respondents were positive to the statement low household income limits access to quality education for orphans due to unaffordable school fees and learning materials low household income limits access to quality education for orphans due to unaffordable school fees and learning materials; 62% were positive to the statement that community-based organizations play a key role in bridging education gaps for orphans from low-income households; 61% of the respondents were positive to the statement that limited household income restricts orphans' access to digital learning resources, affecting their educational opportunities.

On the other hand, 75% constituting the majority were negative to the statement that orphans from low-income households rely on government or NGO scholarships to access quality education, 54% were negative to the statement that poor households often lack access to well-equipped schools, affecting orphans' learning outcomes.

It can be concluded that household income has a significant effect on access to quality education for orphans in Namatala slums.

5.1.2 Research Question two: Findings on the effect of parental education on the education attainment of orphans in Namatala slums.

The study investigated into the effect of parental education on the education attainment of orphans in Namatala slums. Majority of the respondents 56% of the respondents were positive to the statement that higher parental education levels often lead to better academic support for children, but orphans lack this guidance, 80% of the respondents were positive to the statement that orphans may struggle with self-motivation in education due to the absence of educated parents as role models, it can be observed that 57% were positive to the statement that educated parents typically provide better learning materials, which orphans may lack, 51% were positive to the statement that parental education helps in career planning, but orphans often miss this mentorship while 56% of the respondents forming the majority were negative to the statement that orphans with guardians who have low education levels may receive less academic assistance at home. Basing on the above results, it can be concluded that parental education has a significant effect on the education attainment of orphans in Namatala slums.

5.1.3 Question three: Findings on the influence of community support and social networks on the access to quality education for orphans in Namatala slums

The findings revealed that 62% forming the majority of respondents were positive to the statement that community initiatives help enroll orphans in schools and ensure they stay in class, 51% had a positive response to the statement that strong social networks provide emotional encouragement, boosting orphans' motivation to learn, 75% were positive to the statement that community centers offer tutoring and extracurricular activities to enhance learning opportunities for orphans, 68% had a positive response to the statement that social networks advocate for policies that improve access to quality education for orphans. On the other hand, 60% forming the majority disagreed to the statement that social networks connect orphans with mentors who guide them academically and emotionally.

Results according to probable statistics, it can be concluded included that community support and social networks have a significant effect on the access to quality education for orphans in Namatala slums.

5.2 Conclusion

Basing on the research objective one which was to examine the impact of household income on access to quality education for orphans in Namatala slums, it can be concluded that household income has a significant effect on access to quality education for orphans in Namatala slums and can be enhanced by through the promotion of income-generating activities such as small-scale businesses, vocational training, and agriculture projects that target foster families or guardians of orphans. When guardians are economically empowered, they are more likely to prioritize the educational needs of the orphans in their care. Additionally, access to microfinance services and revolving credit schemes can provide families with the capital needed to start or expand businesses, thus improving their ability to cater for educational expenses such as tuition, uniforms, scholastic materials, and transport. Furthermore, non-governmental organizations and community-based initiatives can play a vital role in building household resilience by offering skills development and financial literacy programs. Supporting guardians of orphans with startup kits, market access for their products, and linking them to cooperative societies ensures sustainable income growth. Strengthening social protection programs such as cash transfers for orphaned children can also relieve financial pressure, making education more accessible.

With reference to the research objective two which was to assess the effect of parental education on the education attainment of orphans in Namatala slums. It can be concluded that parental education has a significant effect on the education attainment of orphans in Namatala slums in Iriiri Sub-county and can be enhanced through adult literacy programs that target foster families, equipping them with reading, writing, and numeracy skills. These programs increase their understanding of school requirements, support homework, and improve communication with teachers. Community education initiatives can also raise awareness on the importance of education for orphans, reducing neglect and school dropout rates. Training in parenting skills and child development can empower guardians to create supportive learning environments at home. Additionally, outreach efforts by schools and NGOs to provide education seminars and workshops help inform guardians about their roles in supporting orphan education. Leveraging local leaders and religious institutions to promote parental involvement in education also strengthens community participation. These initiatives help shift attitudes and build commitment towards long-term educational goals for orphans.

With allusion to the third objective which was to evaluate the influence of community support and social networks on the access to quality education for orphans in Namatala slums, it can

be concluded that community support and social networks have a significant effect on the access to quality education for orphans in Namatala slums. This can be enhanced by strengthening community-based organizations, local councils, and religious institutions to take an active role in identifying and supporting orphans within their areas. When communities are sensitized about the value of education for orphans, they can form support groups that provide scholastic materials, mentorship, emotional support, and follow-up on school attendance. Establishing peer support groups and community mentorship programs can help orphans feel connected and motivated to stay in school. Local leaders can also mobilize resources and promote inclusive educational practices to ensure that no orphan is left behind. Social networks like village savings groups and parent-teacher associations can contribute towards school fees or organize community fundraising events to support vulnerable children. Community volunteers, retired teachers, and youth groups can offer tutoring or homework assistance to orphans. These efforts collectively create a nurturing and encouraging environment that promotes learning and academic success.

5.3 Recommendations

There is need for the government to establish robust economic empowerment programs specifically targeting households that care for orphans. These programs should include grants, interest-free loans, and training in entrepreneurship and sustainable agriculture. The government must also increase investment in community development projects that create job opportunities for orphan caregivers. Partnering with NGOs to provide mentorship, business incubation services, and market access would further boost the economic capacity of households. Furthermore, the government should subsidize education for orphans through scholarships, bursaries, and free provision of scholastic materials to reduce the burden on low-income families. Strengthening social welfare systems to provide regular support to orphaned children and their caregivers would ensure stable access to education. There is also a need for district education offices to monitor and support orphans' school attendance and performance. Encouraging public-private partnerships to sponsor orphan education programs can foster community responsibility. Lastly, establishing community savings and loan groups will promote financial independence and reduce over-reliance on external support..

There is need for the government to prioritize adult education and parenting skills training programs aimed at guardians and foster parents of orphans. This includes expanding access to community-based learning centers where caregivers can receive literacy and numeracy education. The government should also integrate educational awareness campaigns into health

and social service programs, ensuring that guardians understand the importance of consistent school attendance and performance tracking. Training teachers and social workers to engage with caregivers more effectively can improve collaboration between homes and schools. There is also a need to introduce incentives for guardians who participate in educational training, such as food packages or small stipends, to encourage participation. The government should partner with NGOs and community leaders to conduct workshops that promote child rights and the value of education. Furthermore, mobile outreach programs using radio and local language broadcasts can reach rural guardians with key educational messages. By supporting lifelong learning for guardians, the government will be fostering an environment where orphans are more likely to thrive academically and socially.

There is need for the government to work closely with community leaders to establish and fund community support structures that specifically address the educational needs of orphans. This includes providing grants to local organizations and faith-based groups that are actively supporting orphaned children. The government should facilitate training for community volunteers in child protection and educational support to build their capacity to assist orphans effectively. Establishing community education centers and safe learning spaces within villages make it easier for orphans to access resources. There is also need to institutionalize community-based monitoring systems to ensure that orphans are enrolled and retained in school. Furthermore, the government should encourage the formation of local education committees with representation from different community sectors to identify and support at-risk children. Partnerships with NGOs and private sectors can help provide bursaries, uniforms, and meals for orphaned learners. By investing in and empowering local social networks, the government will create sustainable community-based safety nets that support orphans' right to quality education.

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APPENDICES

APPENDIX I: QUESTIONNAIRE

Dear respondent;

I am Emapusi Difas carrying out research on the topic “impact of socio-economic factors on access to quality education of orphans in Namatala slums, Mbale city.” as a partial fulfillment for the award of bachelors degree of social work and social administration at Uganda Christian University .The questionnaire is designed to help me collect relevant information and therefore I kindly request you to participate in responding to the questions that was asked .However the information given was treated confidential and will only be used for academic purpose.

SECTION 1: DEMOGRAPHIC DATA

(Tick in the box provided)

1. Gender distribution of the respondent

a) Male b) Female

2. Marital status of the respondent

a) Single b) Married Divorced Widowed

3. Age bracket of the respondent (years)

a) 5-10 b) 11-15 c) 16-20 C) 30 and above

4. Academic qualification of respondent

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

5. Years of working by the respondents.

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

Section A: To examine the impact of household income on access to quality education for orphans in Namatala slums

. This section aims at examining the impact of household income on access to quality education for orphans in Namatala slums. Please indicate your opinion on the following statements using the Linkert scale. Key: **1= agree, 2= strongly agree; 3= not sure; 4= disagree; 5= strongly disagree**

No		1	2	3	4	5
1	Low household income limits access to quality education for orphans due to unaffordable school fees and learning materials.					
2	Orphans from low-income households rely on government or NGO scholarships to access quality education					
3	Poor households often lack access to well-equipped schools, affecting orphans' learning outcomes.					
4	Community-based organizations play a key role in bridging education gaps for orphans from low-income households.					
5	Limited household income restricts orphans' access to digital learning resources, affecting their educational opportunities.					

Section B: To assess the effect of parental education on the education attainment of orphans in Namatala slums

This section aims at assessing the effect of parental education on the education attainment of orphans in Namatala slums. Please indicate your opinion on the following statements using the Linkert scale. Key: **1= agree, 2= strongly agree; 3= not sure; 4= disagree; 5= strongly disagree.**

No		1	2	3	4	5
1	Higher parental education levels often lead to better academic support for children, but orphans lack this guidance					

2	Orphans may struggle with self-motivation in education due to the absence of educated parents as role models					
3	Orphans with guardians who have low education levels may receive less academic assistance at home.					
4	Educated parents typically provide better learning materials, which orphans may lack.					
5	Parental education helps in career planning, but orphans often miss this mentorship.					

Section C: To evaluate the influence of community support and social networks on the access to quality education for orphans in Namatala slums

This section aims at evaluating the influence of community support and social networks on the access to quality education for orphans in Namatala slums. Please indicate your opinion on the following statements using the Linkert scale. Key: **1= agree, 2= strongly agree; 3= not sure; 4= disagree; 5= strongly disagree.**

No		1	2	3	4	5
1	Social networks connect orphans with mentors who guide them academically and emotionally.					
2	Community initiatives help enroll orphans in schools and ensure they stay in class.					
3	Strong social networks provide emotional encouragement, boosting orphans' motivation to learn.					
4	Community centers offer tutoring and extracurricular activities to enhance learning opportunities for orphans.					
5	Social networks advocate for policies that improve access to quality education for orphans.					

APPENDIX II: INTERVIEW GUIDE

First research objective: To examine the impact of household income on access to quality education for orphans in Namatala slums

1. How does household income affect an orphan's ability to enroll in and stay in school?
2. What are the main financial challenges that orphans face in accessing quality education?
3. How does household income influence the availability of learning materials and school-related expenses for orphans?
4. Are there specific school programs or financial aid initiatives that support orphans from low-income households?
5. How do financial limitations affect orphans' academic performance and overall learning experience?
6. What strategies do guardians or caregivers use to manage school expenses for orphans in low-income households?

Second research objective: To assess the effect of parental education on the education attainment of orphans in Namatala slums

1. How does the level of parental education influence an orphan's motivation to pursue education?
2. In what ways do orphans from highly educated parents differ in educational attainment compared to those from less-educated parents?
3. How does the absence of educated parents affect orphans' access to academic support and career guidance?
4. Are there alternative support systems that help orphans overcome challenges related to parental education levels?
5. What role do guardians or extended family members play in shaping orphans' educational aspirations?
6. How can educational programs be designed to support orphans lacking parental guidance in academics?

Third research objective: To evaluate the influence of community support and social networks on the access to quality education for orphans in Namatala slums

1. How do community-based initiatives help orphans access quality education?
2. What role do social networks (friends, relatives, mentors) play in supporting orphans' education?
3. Are there specific community programs that provide scholarships, school materials, or emotional support for orphans?
4. How do orphans benefit from mentorship programs in terms of academic and personal development?
5. What are some challenges orphans face in accessing community-based educational support?
6. How can communities strengthen their support systems to enhance access to quality education for orphans?

APPENDIX III: INTRODUCTORY LETTER



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

Office of the Academic Registrar

To TOWN CLERK MBILE
INDUSTRIAL CITY AWARD



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

We are honored to introduce to you Mr. Mrs./Miss EMAPUSI AIFAS
Of Registration Number; 57111111/016 pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree IN SOCIAL WORK & SOCIAL ADMINISTRATION

He/ she is required to carry out an academic research on the topic
IMPACT OF SOCIO-ECONOMIC FACTORS ON ACCESS TO QUALITY
EDUCATION OF ORPHANS IN MAMITHA SLUMS, MBALE CITY.

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

*Permission granted
responsible persons should
provide documents*

