

**IMPACT OF PARENTAL SOCIAL ECONOMIC STATUS ON GIRL-CHILD
EDUCATION IN GOVERNMENT AIDED SECONDARY SCHOOLS IN
NAMISINDWA DISTRICT:
A CASE STUDY OF MAGALE TOWN COUNCIL**

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**UGANDA CHRISTIAN
UNIVERSITY**

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DECLARATION

I, Khaukha Stephen, declare that this research report titled “Impact of parents’ social economic status on girl-child education in selected secondary schools in Magale Town Council, Namisindwa District,” is entirely my original work and I do acknowledge that it has never been presented to any institution of higher learning for any award.

Sign: 

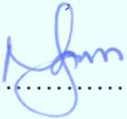
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APPROVAL

This is to certify that this research report has been under my close supervision and is now ready for submission to the department of education of Uganda Christian University for the intended award.

Signed: 

Ms. NABUKENYA ANN
RESEARCH SUPERVISOR

Date: 19.06.2024

DEDICATION

I dedicate this piece of work to my beloved family members for their financial, spiritual moral guidance and compassion they rendered to me during my stay at Uganda Christian University.

ACKNOWLEDGEMENT

I am thankful to Almighty God for giving me the chance to embark on and complete this study. I give Him thanks and praise. I would also like to extend my genuine and heartfelt appreciation to the following persons for their valuable support and endless encouragement, to my supervisor Ms. Nabukenya Ann for her guidance, expertise and time. She tirelessly accepted to guide and make me see ideas from an interactive academic engagement. Her inspiration and guidance were mold qualities value imitating. Ms. Nabukenya Anna made my Bachelors voyage much easier from first to last very friendly constructive criticism, suggestions and guidance. I thank her for helping me find the way in this Degree programme. She enthusiastically pushed me forward and pulled me growing throughout research. Special thanks go to the other lecturers for their encouragement and support that pushed this book far may the Lord bless them abundantly. To all my family members who supported me financially, ideologically and courage me, may the Almighty God bless them abundantly. Their presence in my journey of studies was not only attractive and interactive but also kind. All of them made me realize what it takes to be a successful person in the world today.

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ABSTRACT

This study examined the impact of parental social economic status on girl-child education in government aided secondary schools in Namisindwa District. A case study of Magale Town Council. This research was based on three objectives including: to examine the level of parents' education on girl-child education in Namisindwa District; to establish level of parents' income on girl-child education in secondary schools and to explore the effect of family background on girl-child education. The study adopted a descriptive research design. The study population comprised 100 and data was collected from 80 respondents using both self-administered questionnaires and interviews. Data was analysed using both qualitative and quantitative approaches and the reliability of the instruments was determined using the Statistical Packages of Social Scientists (SPSS). Objective one showed the respondents who reported that provision of psychological, emotional, economical and intellectual support was affected girl-child education and was reported by 28(33%). The second objective showed that parents level of education affects girl-child education and the leading factor was well-to-do parents pay their children's fees in time and was the leading factor which was suggested by 33(41.25%). The third objective sought to analyse the effect of family background on the Girl-Child education and majority of the respondents proposed Parent's family size influences Girl-Child education which was reported by 36(45%). The study concluded that it is evident that parental socio-economic status affects Girl-Child education in all aspects of life. From the findings, it was evidenced that level of parent's education, level of income and family background are predominant factors that influence girl-child education. The study recommended that sensitisation of parents by the government on their role was inevitable to ensure quality education to the girl-child with regard to their roles and responsibility.

LIST OF ABBREVIATIONS AND ACCRONYMS

ANOVA:	Descriptive statistics percentages and inferential statistics
CFPS:	China Family Panel Studies
DV:	Dependent Variable
ID:	Independent Variable
FGM:	Female Genital Mutilation
GCN:	Girl Child Network
NLSY:	National Longitudinal Survey of Youth
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNFPA:	United Nations Population Fund
UNICEF:	United Nations International Children's Emergency Fund
USE:	Universal Secondary Education
WHO:	World Health Organisation

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focuses on the background of the study, statement of the problem, purpose of the study, objectives, research questions and scope of the study, significance, conceptual framework, operational definitions and limitations and delimitations of the study.

1.1 Background to the Study

In most developing countries around the world, education of the girl child has progressively emerged as one of the most topical issues for consideration by various stakeholders (United Nations Educational, Scientific and Cultural Organization UNESCO, 2009; Winthrop & McGivney, 2014; Right to Education, 2015; United Nations Children Fund [UNICEF], 2015). The interest in the education of girls may be attributed to the view that in most developing countries, girls have historically and presently been behind boys in all aspects of education (Lewin, 2007; Jain & Singh, 2017; UNICEF, 2017). Despite this pattern, studies on the benefits of education indicate that there are more benefits to women than men (Schultz, 1989; Summers, 1992; Doyle & Weale, 1994; Ombati & Ombati, 2012; Mzuza, Yudong & Kapute, 2014). These benefits are mostly on the nonmonetary side as opposed to the monetary side of life (United Nations International Children's Emergency Fund [UNICEF], 2010). Among the nonmonetary benefits to education for women are higher immunisation rates, better sustenance for their children, reduced fertility and reduced child mortality, among others (United Nations Population Fund [UNFPA], 2005; World Bank, 2013). In this regard, it is arguably logical to conclude that a woman's education is economically and socially desirable for any society that intends to achieve sustainable development.

Notwithstanding the extensive efforts directed to the improvements in girl education in developing countries such as the United States, girl participation in schools has remained one of the main problems in the educational sphere (Winthrop & McGivney, 2014). Sufficient evidence is available that shows the existence of some problems associated with the inability of girls to participate in educational activities at the same rate as boys. Some studies (e.g. Kadzamira & Rose, 2003; Mzuza et al., 2014) have cited such conditions by grouping them into three categories, namely, socio-economic conditions as well as socio-cultural and class related issues.

According to United Nations, (1993), socio-cultural factors, socio-economic and attitude of parents on girls' education have not kept pace with modernity. Education is an investment whose returns are highly valued throughout the world. Worthen and Sanders (1987) observed that in most nation's education is increasingly reviewed as a secondary means of solving social problems. Through education, people acquire knowledge, skills and attitudes necessary for sustainable economic growth and general development.

Children from higher social classes in New York also have advantages in gaining educational credentials due to their families. Cultural capital is considered an important factor for school success. Yang (2003), suggested possession of cultural resources had the most significant impact on academic achievements on girl-child in most countries. If cultural resources are differentiated according to family background, and if some cultural resources have more value than others in the education system, it is reasonable to assume that differential achievement is related to an individual's social class (Barone 2006). For example, a student's social ability and language style, as well as attitudes toward the school curriculum and teachers, may differ according to social class origins (Barone 2006). As such, parental school choice in some countries favors children from those families that already possess dominant cultural advantages (i.e., children attending private schools in the United States), thus confirming the cultural inequalities between classes and status groups of families to produce educational inequalities among their children (Shavit and Blossfeld 1993).

According to Lareau (2011), further posited that in South Africa, middle-class parents have a different parenting style, which she termed concerted cultivation, fostering their child's talent through organized activities, while working-class parents tend to have a natural growth parenting style, letting their children create their own activities with more unstructured time. Consequently, middle-class families prepare their children better for school since their parenting style is more valued and rewarded by the school system. The World Bank (2012) shows that almost 84 percent of the population in Malawi lives in the rural areas where poverty levels are extremely high, which implies that most girls in Malawi are from economically disadvantaged societies. With the existence of poverty in Malawi, which was estimated at 69.9 percent in 2016 by the World Bank, girls from rural and poor households face numerous barriers in attending and remaining in school.

Most of the girls either repeat classes, get pregnant and in more severe cases drop out before completing secondary education (Kadzamira & Rose 2003; Mzuza et al., 2014).

As reported by the Malawi Ministry of Education (2012), although enrolment rates for both girls and boys were almost on a par in the first grade, the secondary enrolment rate dropped drastically as girl students moved up the grades. In 2012, for example, the secondary completion rate for girls was only 31 percent compared to 49 percent for boys (Ibid). The World Bank (2012) shows that almost 84 percent of the population in Malawi lives in the rural areas where poverty levels are extremely high, which implies that most girls in Malawi are from economically disadvantaged societies. With the existence of poverty in Malawi, which was estimated at 69.9 percent in 2016 by the World Bank, girls from rural and poor households face numerous barriers in attending and remaining in school. Most of the girls either repeat classes, get pregnant and in more severe cases drop out before completing secondary education (Kadzamira & Rose 2003; Mzuza et al., 2014). As reported by the Malawi Ministry of Education (2012), although enrolment rates for both girls and boys were almost on a par in the first grade, the secondary enrolment rate dropped drastically as girl students moved up the grades. In 2012, for example, the secondary completion rate for girls was only 31 percent compared to 49 percent for boys (Ibid).

A study by Brock and Cammish (1997) on factors affecting girl child education in seven developing East African countries found that a mixture of socio-economic and religious factors affected girl education participation. The same study further specified socio-cultural factors, gender bias in teaching materials, geographical location of schools, girls' early marriages and heavier domestic and subsistence workload on girls as some of the main contributing factors. Another related study was conducted by Hunt (2008) who affirmed that girl child education is affected by traditional and cultural practices, financial needs, poor quality of the environment and learning processes, inadequate healthcare, insecurity, civil unrest, un-enforced laws and policies protecting girls and women

Discrimination of girls in education furthermore persists in many African societies due to customary attitude; gender biased and prioritized child education systems (Kabira, 2012). Lack of education affects other aspects of life of a woman and that of children in Africa. It was estimated that every additional education a girl receives after secondary education, child's survival rates increases by about 5%. In Africa, about 18 million girls are without education and more than 2/3

of Africa's 200 million illiterate adults are women. To enable girls participate in education parents are expected to provide adequate teaching and learning facilities, protection against early pregnancy and marriages, personal effects like pads, less housework to enable them have humble time for school homework, prompt school fees payment, clothing and nutrition, positive motivation to change attitude, good accommodation at home and above all be role model in all actions and talks that parents portray (GCN, 2014).

In Uganda, it has been estimated that over the last decade, the politics of gender in education has been carried out with the context that women deserved better in terms of numerical representation. Though women constitute slightly over half of Ugandans population, majority are poor. Education Report of Uganda (1964) mostly known as Ominde Commission and other education reports made recommendation to the need for accelerating the education of the girl child. Republic of Uganda (2013) recognized tremendous efforts made by the Uganda government to improve girls' education including affirmative action on the expansion of facilities to enable the girl child to study. This policy allows a girl who drops out of school due to pregnancy to continue with education (Koringura, 2014).

World Bank (2006), noted that the only way to reduce the disparities in women's involvement in economic activities is to involve girls in education by developing girl friendly measures and packages which should include locating many schools to the communities, abandoning school fees, having locally based female leaders as role models and flexible school calendar that could carter for girls' domestic duties and responsibilities.

According to the District Education office (2019), the general participation of girls in secondary school education had lagged behind as compared to that of the boys in Namisindwa District in terms of their enrolment percentage rates. They reveal that it is to this effect that it became a great concern to encourage girls in the secondary institutions to work hard to prepare them for adulthood responsibilities and enable them to fit and compete favourably in the job market (Republic of Uganda, 2013).

The participation of girls in secondary education is of great importance to the nation's socio-economic development, social-cultural growth and for women empowerment. This is because it shapes the whole destiny of a person hence a lot of morals are added to life style of the girl child. This calls for the involvement of parents, teachers, government and other stake holders in

enhancing girl-child participation in secondary education through provision of basic requirements which to a greater extent should come from the parents. Whether this is true in Namisindwa District, there is scanty information to reveal the results. It is from this background that the study sought to examine the impact of parental social economic status on girl-child education in government aided secondary schools in Namisindwa District. A case study of Magale Town Council.

1.2 Problem Statement

Despite the growth of education in Uganda since independence and the introduction of USE in 2007, girls' education still lagged behind. According to the Republic of Uganda, (2016), the legal policies governing the education system of the country show that gender disparity in education continues to prevail with regard to enrolment of girls, their retention, as well as their participation in education. The District Education Officer of Namisindwa District, Ms. Kuloba Sophie, indicates that the early enrolment of learners across the education board shows that children from well to do families keep at school until the end of their education cycle. She however notes that those from the poor families especially the girl-child tend to drop out of school. Kabira, (2012), asserts that discrimination of girls in education is persistent in many African societies due to customary attitude; gender biasness and prioritized child education systems which accounts to their parents' social economic status. This therefore is what created a lot of concern and compels the researcher to carry out a study on the impact of parental social economic status on girl-child education in government aided secondary schools in Namisindwa District. A case study of Magale Town Council.

1.3 Purpose of the Study

The study examined the impact of parental social economic status on girl-child education in government aided secondary schools in Namisindwa District. A case study of Magale Town Council.

1.4 Specific Objectives

The study was guided by the following objectives;

1. To examine the level of parents' education on girl-child education in Namisindwa District.
2. To establish level of parents' income on girl-child education in secondary schools.
3. To explore the effect of family background on girl-child education.

1.5 Research Questions

The study answered the following questions;

1. How does the level of parents' education affect girl-child's education in government aided schools of Namisindwa District?
2. How does the level of parents' income affect girl-child education in secondary schools?
3. How does family background affect girl-child education in Namisindwa Government Aided secondary schools?

1.6 Scope of the study

The scope of the study was limited in terms of content, time and geographical scope.

1.6.1 Geographical Scope

The study was carried out in Namisindwa district. Namisindwa District is in the Eastern Region of Uganda. The town of Bupoto is the district headquarters. Namisindwa District is bordered by Bududa District to the north, Kenya to the east and south, Tororo District to the south-west, and Manafwa District to the west. The district headquarters at Bupoto are located approximately 40 kilometres (25 mi), by road, south-east of Mbale, the largest city of in the sub-region with the coordinates: 00°49'N 34°23'E. Generally, the study was conducted in Magale Town Council. Magale Town Council is bordered by Bumbo Town Council to the East, Makhuyu Sub-county to the Northeast, Magale Sub-county to the South, Bumityero Sub-county to the West and Bumoni sub-county to the Southeast. The following schools were used in the study; Magale Secondary School, Magale Parents' School, Magale Royal Integrated Secondary School, Trinity College Maala and Africana Secondary School.

1.6.2 Content Scope

The study examined the impact of parental social economic status on girl-child education in government aided secondary schools in Namisindwa District. A case study of Magale Town Council.

1.6.3 Time Scope

In terms of time span, the study will be carried out from December 2023 to June 2024. This period was considered because it was the time when UNICEF, UNESCO, WHO, reported the high rates of the socio-economic effects on girl-child participation in secondary schools.

1.7 Significance of the Study

This study was developed to have relevance in the improvement of the education system of not only Magale Town Council but also Namisindwa District and other educational institutions in Uganda and Africa. The study will create awareness to educationists which will help parents to understand that their socio-economic status plays a great role as regards girl-child education.

The result of the study could be used by the school administrators and teachers in understanding girl-child socio-economic, socio-cultural, parents' level of education and distance from school factors and give them necessary guidance and counseling to improve principals' influence on girl child participation in secondary education.

The information may be used by the educators to sensitize teachers on how to make girls to have a positive attitude towards participation in education.

The findings may also be used by the Ministry of Education to enhance provision of teaching learning resources to enable girls to participate well in secondary education.

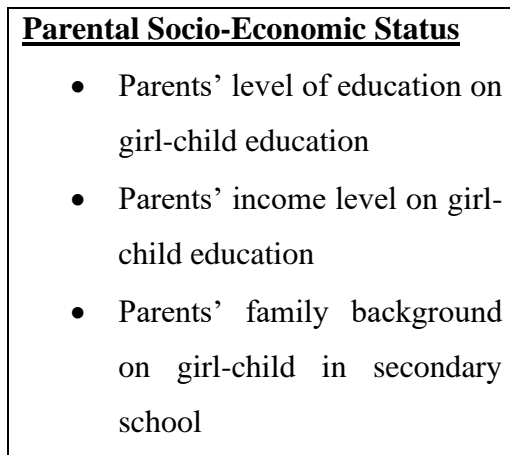
The findings may sensitize parents to be aware of their roles in supporting the girl-child participation in education.

Finally, the results of the study may add to the existing knowledge on factors affecting principals' influence on girl-child participation in secondary education.

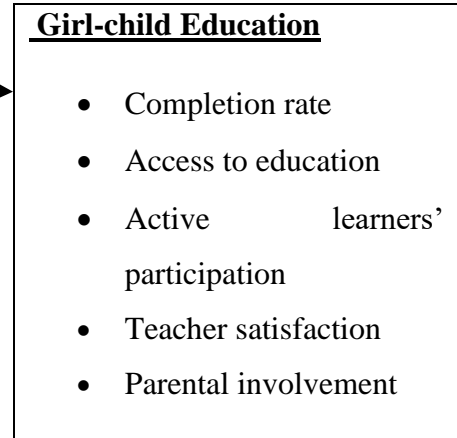
1.8 Conceptual Framework

Figure 1.1: Conceptual framework showing the relationship between the parental socio-economic status and girl-child education.

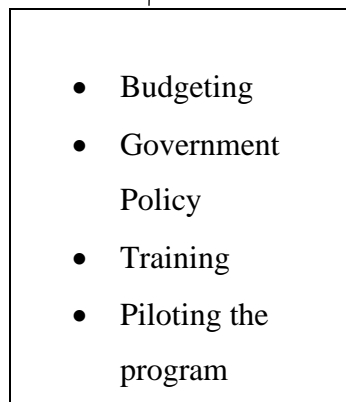
Independent Variable (IV)



Dependent Variable (D)



Intervening Variables



Source: Primary Data, 2024

The conceptual frame work above shows the relationship between parental socio-economic status and girl-child education. It demonstrates that the relationship between independent variable, parental socio-economic status and dependent girl-child education is linear. The negative effect of parental socio-economic status could be controlled by equipping parents in economic activities to enable them uplift their economic status, setting up economic policy guidelines and piloting the program, training more teachers on how to handle and appreciate the programme and a national budget for carrying out the program successfully.

1.9 Definition of significant terms

Attitude: refers to negative or positive predisposition, to think, to perceive, to feel or to behave in a certain way towards people, objects, events or situations or participation.

Economic factors: refer to business activities, farming practices and other jobs which earn salaries or wages or income. Girl - child refers to the female between fourteen (14) years and twenty (20) years. Typically, these are the ages of girls who are supposed to be in secondary school.

Influence: refers to contributing or playing a role towards something's success or failure like contributing towards the girl - child's participation in secondary education.

Participation: refers to taking part, as in the action or attempt like girl-child participation in secondary school education.

1.10 Limitation of the study

According to Best and Kahn (1998) limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their applications to other situations.

Limited Funding

Lack of funding made it difficult for the researcher to reach more schools as is desired. The study was limited to the few selected secondary schools in the Town Council. This limitation was handled by employing mainly a qualitative design and some quantitative aspects to get rich and in-depth information from the respondents.

Teachers' Perception of Researchers

Some respondents view researchers as idlers who go around creating trouble by reporting whatever is not right in their schools to the Ministry. In the schools where this attitude was prevalent, the researcher was neither welcomed nor given audience and upper-class teachers claimed to be very busy. They neither responded to the questionnaire nor allowed the researcher in their lessons to observe how they teach. Nevertheless, the researcher found other schools that were willing to participate in the study.

Principles exist in the mind and not visible with the naked eye

The researcher dealt with a subject of principles which were mental attitudes and thoughts and these couldn't be observed in themselves. He went around this problem by employing observation as a research instrument to observe the effects of the principles and interviews to ask the teachers what principles they use to select teaching methods.

1.11 Delimitation of the study

Delimitations are boundaries of the study (Mugenda and Mugenda, 1999). The study was conducted in Magale Town Council, Namisindwa District. The study examined the level of parents' education on girl-child's Girl-Child education in Namisindwa District; to establish level of parents' income on girl-child's education in secondary schools and to explore the effect of family background on girl-child's academic performance. It concentrated only on school head teachers, teachers, girl-students and City education officers within the area of study so as to make the study manageable. The study covered only selected secondary schools.

CHAPTER TWO LITERATURE REVIEW

2.0 Introduction

This chapter presents the relevant literature for this study. The study presents empirical literature that revolves around the three objectives developed in chapter one. These included: to examine the level of parents' education on girl-child's Girl-Child education in Namisindwa District; to establish level of parents' income on girl-child's education in secondary schools and to explore the effect of family background on girl-child's academic performance.

2.1 Parents Level of Education on Girl-Child education

Parents are considered as the first teachers of their children education. This implies that parental level of education influences children academic attainment. Ahmad (2013) posits that children whose parents have low education attain lower test scores in contrast to pupils whose parents have a high education level. This might be attributed to the fact that educated parents provide psychological, economical, emotional and intellectual support to their children's education than those of illiterate parents. Similarly, children from of educated parents may feel comfortable and adjust to learning process which result in high academic performance.

Desforges and Abouchaar (2003) noted that parental involvement in education of children include: providing a conducive home environment, discussion with the child, role modelling, contact with school, participation in school activities and governments and helping with school homework. Bryan, (2005) adds that children are likely to perform better in a conducive home environment. Haack (2007) noted that less educated parents are not caring, have poor relationship with their children and assume that it's only teachers who have responsibility to guide and counsel students on discipline matters.

According to National Institutes of Health (2013), parental level of education significantly predicts learner's educational performance and reduced behavioral outcome. Educated parents concentrate in raising children of academic self-perception, involve them in intellectual activities that necessitates positive attitude towards learning with minimal discipline outcome. Further, Guryan, Hurst, Kearney and National Bureau of Economic Research (2008) note that better educated parents spare adequate time with children on educational engagement. This implies that children whose parents are educated acquire and model social skills and problem-solving strategies

conducive to their educational attainment. Therefore, children of educated parents exert more interest to learning, have enhanced positive beliefs, are more concerned with education adapts to more learning strategies than children of lower levels of learning.

Kunje (2009) concluded that parental level of education has a positively significant association with learner's education aspirations. Vellymalay (2010) conducted a study on the relationship between parents' level of education and children's attainment. The study revealed that there exist no significant differences between parental level of education and children's academic outcome. Ogoye (2007) noted that illiterate parents cannot help their children with homework assignments. Muola (2010) assert that children's motivation at their educational attainment largely depends on parental income and level of education.

Rana, Nadeem and Saima (2015) carried out a study on influence of parents' educational level on secondary school students' academic achievements in Rajanpur district, Pakistan. A sample of 200 students was sampled through simple random technique. The inferential statistics, Z-test was used to indicate the relationship between parental level of education and students' academic performance. The study concluded that highly educated parents have a positive influence on children academic outcome. However, the present study was conducted in pre-primary schools and used ANOVA to indicate the relationship between variables under investigation.

Ahmad and Naeema (2013) posit that parents of good educational background are in a position to act as second teachers, provide necessary learning materials and guiding and counseling their children in educational matters than those of illiterate parents. Echaun, Ndiku and Sang (2015) investigated influence of parental engagement in children's homework Girl-Child education in public primary schools in Teso North Sub County, Busia- Kenya. The study concluded that parents assist children in reading, writing and solving problems. Musgrave, (2000) noted that children from a good educated background always prefer to copy the footsteps of their parents therefore work extremely harder in their studies.

A study by Sureehkumar (2012) in Malaysia indicated that educated parents act as home tutors, engage most of their time and resources in their children's education, cooperate with school on education-related activities with teachers and prepare home learning time table for the children. These have advantages that enable children to academically perform better.

Aqsa, Ilyas, Azam and Abid (2013) conducted a study on impact of parents' education on children's Girl-Child education in Punjab state, Pakistan. The study adopted cluster random sampling technique to select a sample of 394 students from one University. A self-administered questionnaire was utilized to collect data. Descriptive statistics percentages and inferential statistics ANOVA was used to analyse data. The study concluded that parent level of education has a high association on children's performance.

A study by Amuda and Domiya (2016) determined parental level of education as a predictor of students' Girl-Child education among NCE students in Nigeria. The researcher used a sample of 1200 student selected from a population of 13529 students through stratified sampling and simple random techniques. A Proforma developed by the researchers was used to collect data. Data was analysed using descriptive statistics and multiple linear regression analysis. The study concluded that parental level of education does not significantly correlate with students' academic performance. The study recommended that parents should assist their children with practices such as English-speaking language and reading and holding frequent discussions with their children on how to improve in their academic studies.

Osei Akodo et.al (2012) conducted a study on the extent to which parents are involved in their Girl-Child education in Ghana. The study used randomized cluster sampling technique in which 100 schools were selected from eight out of the total ten regions. The study revealed that a majority of parents (83%) assisted their children with educational programmes while 17% of the parents did not assist in their educational endeavors. Similarly, Guolaung Erlendsdottir (2010) conducted a qualitative survey study in Namibia on the extent of parental involvement in students' education performance. The study used seven parents of students who had attained high grade scores in examinations. The study revealed a positive correlation between parental involvements in their children education. This was consistent with Kosgey (2016) findings who did a study on influence of parental involvement on students' Girl-Child education in Nakuru County, Kenya. The study used ex-post factor design and stratified random sampling technique to sample 180 students in 6 secondary schools. The researcher established that parental involvement did not significantly influence students' academic performance.

In Pakistan, Suleman, (2012) established that parental level of education has an effect on secondary school students' academic performance. Ruth, et al (2011) in Spain also posits that there was a

positive relationship between parental level of education and cognitive performance in Spanish adolescents. McIntosh (2008) in Canada further established that highly educated parents enable their children to be more successful at school. Farooq, et al (2011) in Pakistan also agree that parental level of education had a significant influence on students' overall Girl-Child education especially in Mathematics and English.

A study by Lara-Cinisomo, et al., (2004) among children from sixty-five Los Angeles neighborhoods in USA established that mothers who had not received secondary school education did not provide reading and other learning materials to their children at home because of their inability to effectively visits the library regularly and read stories to them. This is a clear indication that children of low parental level of education are disadvantaged with school homework assistance. However, the present study looked at parental level of education on both parents unlike the reviewed study that only looked at mothers' level of education.

Additionally, studies by Barnett, Carolan, Fitzgerald and Squires (2011) found out that there exists a correlation between parental levels of education and children's readiness for learning. The study further established that parents with higher educational levels have a better understanding of what their children needs such as teaching and learning resources necessary to support children's readiness for school. This study however, only looked at parental level of education and children's readiness while the present study investigated on children's Girl-Child education for grade one.

Kingori and Kingori (2018) conducted a study on parental level of education and students' Girl-Child education in secondary schools in Laikipia County, Kenya. The study was based on Feininger's social comparison theory. It employed ex post facto research design. A questionnaire was used to collect data among 375 Form three and four students in 106 public secondary schools through simple random sampling technique. Descriptive statistics were produced using percentages and frequency while inferential statistics χ^2 statistic was used to indicate relationship between variables at .05 alpha level of confidence. The study revealed that parental level of education had a positive influence on students' academic performance. However, the study did not establish a strong relationship between parental level of education and students' performance at (Cramer's $V=.145$) and statistically insignificant ($\chi^2=21.22$; $df= 15$; $p> .05$). The study further revealed that parental level of education ($p> .05$) increased with students' educational expectations. However, the present study was based on Bronfenbrenner's (1997) theory of human

development and both quantitative and qualitative instruments were used to collect data from head teachers, teachers and parents for analysis and interpretation on pre-primary learners' performance.

Korir and Wambugu (2018) conducted a study on influence of parental level of education and parental income on students' Girl-Child education in public day secondary schools in Kipkelion Sub-county, Kericho County, Kenya. The study had a sample of 210 form four students selected using stratified and simple random sampling techniques based on causal-comparative research design. Questionnaire and document analysis were used to gather information on students' home environment and on mock examination respectively. Data was analyzed based on descriptive and inferential statistics (ANOVA). The study established that the parental level of education had no effect on students' academic attainment. The study recommended that parents should be sensitized on involvement in the education of their children.

Kainuwa and Yusuf (2013) concur that parents of good educational background are in a better position to model positive social skills, problem solving skills, and positive moral values in children in contrast to those of lowly educated parents. Other related studies established a positive relationship between parental level of education and learners Girl-Child education (Onderi, 2014; Makewa, et al, 2012; Nitika, 2014). This aspect is supported by Ogweno, et al (2014) who found a positive correlation between mother's level of education and students' academic performance. The above mentioned afore are also in consistence with the findings of Muruwei, (2011) and Alokun, (2013) in Nigeria who established that parental level of education greatly influence students' academic performance.

2.2 Parents' level of income on Girl-Child education of students

Parental level of income is a major source of educational inequality. Students whose parents are poor are educationally disadvantaged. Along this line of argument, Liu and Qiu (2018) argue that poor parents do not invest adequately in their children's education which leads to poor educational outcomes. In support of this claim, Ovansa (2017) noted that poor parents may often not pay school fees on time; provide uniforms and other essential school materials hence negatively affecting their children's academic performance.

On the other hand, students whose parents have high levels of income outperform their peers from poor backgrounds due to several factors. Liu and Qiu (2018) maintained that affluent parents can afford to organize home tutoring, and in this way, consolidate their influence on their children's

performance. As a consequence, the authors note that students from high-income parents have higher educational aspirations and expectations than their peers from poor backgrounds.

Furthermore, Zhao and Hong (2012) contend that parental income influences parental behavior support. In this regard, the authors posit that rich parents are more involved in their children's education in areas such as assisting and supervising homework and this fosters the formation of good study habits leading to good academic performance. Chinyoka and Mugweni (2020) revealed that increased parental involvement is linked to increased class attention and motivation to do well in school.

Because of the high poverty rate in the United States, the link between parental income and students' outcomes has emerged as an important area of study (US Census Bureau, 2009). For instance, by matching data from 4,500 children participating in the National Longitudinal Survey of Youth (NLSY) to that of their mothers, Dahl and Lochner (2012) investigated how family income impact child achievement. The study results established that parental income had a significant influence on students' achievement. Their study further showed that a \$ 1,000 increase in family income would raise test scores by about 6 percent. Whereas this study was done in a foreign context and used secondary data, the current study was done in Kenya and gathered primary data from four classes of respondents.

In China, past studies have shown that parents' economic status is a powerful predictor variable influencing the Girl-Child education of children (Liu, 2008; Wu, 2009; Wu, 2013a; Li, 2016). To further these studies, Lin and Han (2017) using family data drawn from 1,050 samples derived from China Family Panel Studies (CFPS) investigated the effect of family income on children's education. The results of the study showed that family income has a significant impact on children's education. The study concluded that a financially well-off family can provide more educational resources. Further, the study concluded that lower-income parents spent most of their time looking for jobs, has low educational expectations for their children and may prioritize subsistence to their children's learning. This study was done in China which is a foreign context while the current study was done in Kenya. Whereas this study relied on secondary data, the present study gathered primary data from respondents and was thus able to seek qualitative views from respondents.

In Japan, a study concluded that parents' level of income is positively correlated with students' academic performance. By including a sample of 300 students from two high schools who were randomly selected, Machebe, et al. (2017) investigated the impact of parental level of income on students' Girl-Child education in high schools. The study employed questionnaires to collect data. The study findings showed that parents' level of income had a positive influence on students' academic performance. Specifically, the study established that greater academic achievement for a student was attained by students from high-income families. This study however involved only 2 high schools while the current study involved a larger sample of 24 schools. Whereas this study involved only students, the current study sought opinions from more participants such as principals, teachers and parents' representatives in addition to students.

In Ghana, Adzido, et al. (2016), designed a study to investigate how family income influences the Girl-Child education of tertiary students. The study employed a descriptive survey research design and used questionnaires to gather data from a sample of 480 students selected through a stratified-quota-simple random sampling technique. Data analysis techniques included frequency distribution tables and bar charts. The study findings suggested that family income positively affects students' academic performance. This study concluded that high parental income helps improve students' motivation and learning processes and hence leads to better academic performance. However, this study has several methodological limitations compared to the present study. Whereas the present study employed both descriptive and inferential data analysis techniques, the reviewed study used only descriptive data analysis techniques which included tabulating frequencies and bar charts. As such, this reviewed study fell short of establishing the association between the independent variable and the dependent variable.

Through both quantitative and qualitative approaches, Omoniyi, Gamede and Uleanya (2022) investigated the impact of the household poverty trap on learner's achievement in rural secondary schools in the Zululand District of South Africa. The study was implemented in 5 schools and it involved 250 students who were selected through a simple random sampling technique and 5 educators who were conveniently sampled. Data from students was collected through the use of a questionnaire while data from educators was gathered through focus group discussion. Quantitative data were analyzed mainly through frequencies and percentages while qualitative data was analyzed thematically. The findings of the study demonstrated that poverty is of negative

consequences on learners' academic achievement. The study recommended educators; leaders and other stakeholders identify strategies that can help learners from poor backgrounds to overcome barriers that hamper their performance. Unlike the present study, this study however failed to perform inferential statistics that would have shown how variables were correlated. In the absence of inferential statistics, descriptive statistics alone are not enough to arrive at major conclusions.

Gemechu (2018) in Ethiopia investigated the effect of family socioeconomic status on students' academic achievement at Haramaya University, Eastern Ethiopia. The study results showed that there was a weak positive relationship between family income and students' academic achievement. The study employed a descriptive research survey design and used a stratified random sampling technique to include 172 students. This study is however different from the present study in that it included a larger sample of 378 respondents consisting of students, parents, school heads and teachers to triangulate responses.

In Kenya, a study done in Bungoma County, Kenya by Kiboi (2018) on the effect of parental socioeconomic status on students' Girl-Child education in secondary schools reported a positive statistical correlation between parent level of income and students' academic performance. The study randomly selected 120 students and purposively sampled 8 head teachers, 8 class teachers and 8 guidance and counseling staff. This study did not include responses from parents and therefore gathered parents' income data indirectly through other parties. The present study may include parent representatives to fill that gap.

Closely related to how parents' level of income influences students' academic performance, Owuor and Sika (2019) implemented a study in Mbita Sub County, Kenya to explore how parental financing influences the Girl-Child education of secondary schools. The study employed a descriptive survey research design and included 18 secondary schools. All 18 principals of the participating schools were purposively sampled. In addition, the survey involved 108 teachers, 72 students and 72 parents. Questionnaires were used to collect data from respondents. The study reported a significant moderate relationship between parental financing and students' academic performance. Descriptive results revealed that it was only a small percentage of students paid school fees on time. The finding could suggest that parental income limited parents to pay fees and finance other school activities. This study did not seek to establish the parental income which was

done in the current study. The study was done in Mbita Sub-county which is a different geographical and social context from Magale Town Council where the current study is done.

2.3 Effect of family background on students' Girl-Child education

Kubue & Okolo (2008) defined family as a small kinship structural group with the key function of natural socialization of the new born. Similarly, Okunniyi (2004), family is defined as a primary social group of parents, offspring and possible other members of the household. The family has the potentials to influence academic performance. This is because it is the first environment of the child and the initial experience. Family background of students determines how the child views himself and the way he views others. The society is a function of these two factors. In other words, the environment of the child at home determines his behavior as well as how he relates with others. However, the essential factors inherent in a home or family are the socio-economic, cultural and psychological factors. Family background refers to all the conditions and circumstances in the family which influence the child physically, intellectually and emotionally (Muola, 2010).

Children coming from different family backgrounds are affected differently by such family condition, which is why some children have good family background while some have poor background. Formal education therefore remains the vehicle for human development which must start from the family. There are different categories of families. The major categories of families according to Anderson & Taylor (2000) includes: Traditional families—where the father is the major breadwinner and mother at home rearing children; divorced families—families that have been reconstituted following the breaking of marriage; single parent families—likely headed by women; step families—with new siblings and new parents stemming from re-marriage. A family could also be categorized as extended or nuclear. Extended families are those in which large group of related kin in addition to parents and children live together in the same household. This is the type of families prevalent in African countries. Nuclear families are families where married couple resides together with their children. This type of family is common in Western countries (Andersen & Taylor 2000).

Eamon (2005) emphasizes that the size of the family determines to a great extent the relative amount of physical attention and time which each child gets from his parents. Large families are more common among the lower class of the society. Children in large families may suffer poverty and lack parental encouragement and stimulus which motivate their Girl-Child education (Eamon,

2005). Family environment affects children intellectually because a child from a small family (nuclear) would be different from a child from a large family (polygamous) intellectually vice-versa. The implication is that a proper stimulating family environment with intellectual potential and appropriate teaching methods will definitely enhance maximum performance of the child.

The economic implication of large family size is better explained in Okunniyi (2004) who observed from his study that as families get larger, parents cannot give their children the same amount of individual attention. They could not afford to provide them with so many of the things which will help them to make the best possible use of their years at school such as educational aids, and quiet comfortable rooms in which to do home-work undisturbed by the television, outings to places of interest, leisure time pursuits, and opportunities for traveling. What is most probably important of all, according to him is the fact that the parents of large families were found not to talk with their children to the same extent as parents of small families. Another aspect of family environmental factor is the structure of the family.

Structurally, a family is either broken or intact. Eamon, (2005), agrees that a broken family in this context is one that is not structurally intact for various reasons; such as death of a parent, divorce, separation, desertion and illegitimacy in which case, the family is never complete. Life in a single parent family can be stressful for both the child and the parent and such families are faced with the challenges of diminished financial resources, assumptions of new roles and responsibilities, establishment of new pattern in interfamilial interactions and reorganization or routines and schedules, in single parent families, children may suffer some psychological and social problems which affect their academic performance.

According to Jeynes (2002), the socio-economic status (SES) of a child is most commonly determined by combining parent's educational level, occupational status, and income level. Social class and economic status of the parents determine the type of school and the standard of training they desire for their children. The occupation or profession of the parents, the educational level and whether the mothers are working or non-working mothers places them at an advantage or disadvantage to evaluate their children's academic work and monitor their progress. Status is often determined by the individuals' economic attainment, though it is sometimes ascribed on the individual.

Francis (2007), opined that the lower income families may be aware of the importance of education in the society, but at the same time, they are also aware of their limited resources to measure up with such educational demands. According to the author, a family that can scarcely provide for the basic needs of the family which include food, shelters and clothing will hardly motivate the academic excellence of their children, instead they will pressurize their children to seek for job opportunities with the little education they acquired so far to support the family. The implication of the agreement is that some families are likely to give their children poor academic background because of lack of financial support.

Okwulanya (2003), opines that motivation is another very important key factor to successful education. He emphasizes that motivation from educated parents strengthens the academic aspiration and language development in their children to perform better in their academic work. According to the scholar, some children may come from homes where academic is much valued, where there are books around them and most of the time, they see their parents reading. Their parents may give them books as Christmas presents. They encourage them to read many books whether by organizing mini library for them at home or by encouraging them to use the state library. Okwulanya (2003) went further to emphasize that some children may come from illiterate homes, where no importance is attached to books. In such family's children scarcely see their parents at home. In all, the researcher's conclusion is that motivated students are likely to engage in an activity more vigorously and more effectively than unmotivated one. Motivation is always goal orientated. The importance of parental level of education to Girl-Child education of students cannot be over emphasized.

According to (Steinberg et al. 1992; Fan and Chen 2001; Zhao and Hong 2012), parents' educational expectation and behavioral support for children affect their economic status, resources and ability. There is a significant difference in the educational support such families will provide. Parents' behavioral support for their children's education such as checking homework, discussing their results and school conditions can also foster the formation of good study habits of children depending on the family background influence their academic performance.

Bourdieu and Passeron, (1990), stress that family cultural resources and environment determine children's educational aspirations and performance. Compared with families with insufficient capital, parents with rich cultural capital are more aware of the school rules, invest more in cultural

resources, and pay more attention to cultivate their children's educational aspirations and interest, help children with school curriculum and enable them to perform in academics outstandingly.

Jeynes (2002), asserts that highly educated parents can use their social capital to promote their children's development. A cohesive social network of well-educated individuals socializes children to expect that they too will attain high levels of academic success. It can also transmit cultural capital by teaching children the specific behaviors, patterns of speech, and cultural references that are valued by the educational and professional elite.

Closely related to the above Muola, (2010), stresses that highly educated parents are more likely than their less-educated counterparts to read to their children. Educated parents enhance their children's development and human capital by drawing on their own advanced language skills in communicating with their children. They are more likely to pose questions instead of directives and employ a broader and more complex vocabulary. Estimates suggest that, by age 3, children whose parents receive public assistance hear less than a third of the words encountered by their higher-income peers. As a result, the children of highly educated parents are capable of more complex speech and have more extensive vocabularies before they even start school. Whether this is true in Magale Town Council, there is no evidence as data is yet available.

2.4 Literature Gap

Most studies that look into the students' Girl-Child education but do not attach it with inadequacy or lack of parental involvement and socio-economic status. Although studies in Uganda (see for example those of Sumra and Rajani, 2006; Hakielimu, 2007; Makombe et al, 2010) have lamented on poor performance in secondary schools, they did not link this situation with parental social economic status of a girl-child. United Nations, (1993), confirms that the level of parental education, income and family background influence girl-child education. Since education is an investment whose returns are highly valued throughout the world, the low girl-child enrolment may have been attributed to low girl-child or women empowerment. Much as many scholars have done studies on family background and academic performance; Eamon, (2005), who notes that family environment affects children intellectually because a child from a small family (nuclear) would be different from a child from a large family (polygamous) intellectually vice-versa. The

implication is that a proper stimulating family environment with intellectual potential and appropriate teaching methods will definitely enhance maximum performance of the child. These have not been done in Magale Town Council. It is from this point of view that a study on parental socio-economic status on Girl-Child education in government aided secondary schools be done and thus, the study sought to make a contribution to the literature on quality education with the help of parental socio-economic status in Namisindwa District, a case study of Magale Town Council - Uganda.

CHAPTER THREE RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research approaches, study area, target population, sample size, sampling procedures, sources of data collection, data quality control, data processing and presentation and ethical considerations.

3.1 Research Design

Aaker et al (2002) defines a research design as the detailed blue print used to guide a research study towards its objectives. The study adopted a descriptive research design with both qualitative and quantitative approaches. The study was descriptive in that it described the impact of parental socio-economic status on Girl-Child education in government aided secondary schools in Namisindwa District, a case study of Magale Town Council. Qualitative research method was used to describe life experiences and give meaning to them, while quantitative approach involved conversion of data into numeric forms for analysis and interpretation.

3.2 Area of Study

Generally, the study was conducted in Namisindwa district, a case study of Magale Town Council. Magale Town Council is bordered by Bumbo Town Council to the East, Makhuyu Sub-county to the Northeast, Magale Sub-county to the South, Bumityero Sub-county to the West and Bumoni sub-county to the Southeast. The following schools were used in the study; Magale Secondary School, Magale Parents' School, Magale Royal Integrated Secondary School, Trinity College Maala and Africana Secondary School.

3.3 Population of the Study

The population of the study consisted of 100 respondents which included 59 students, 35 teachers and 05 head teachers and 01 District Education Officer. Students were selected because they were victims who bear the impact of parental socio-economic status on Girl-Child education in government aided secondary schools in Namisindwa District, a case study of Magale Town Council and can sincerely express their experience and those of others without coercion or favor. Teachers on the other hand are selected because they work closely with both the learners and

parents in their classes, communities and could provide pertinent information for the study while head teachers and district education officers were considered because they had authentic information pertaining the impact of parental socio-economic status on Girl-Child education in government aided secondary schools.

3.4 Sample Size

According to Mugenda (2010) and Peter (2012), sampling is the process of choosing the research units of the target population, which are to be included in the study. The sample size of study was drawn from the total population of 80 respondents which comprised 48 students, 32 teachers, 05 head teachers and 01 District Education Officer. The sample size was determined using Morgan and Krejcie (1970), table as given by Amin, (2005) (Appendix V).

Table 3.1: Sample size and distribution

Respondent Category	Target Population	Sample Size	Sampling Technique	Reason
District Education officers	01	01	Purposive	Convenient
Head Teachers	05	05	Purposive	Convenient
Teachers	35	32	Random	Unbiased
Students	59	48	Random	Unbiased
Total	100	080		

Source; Secondary Data 2024

3.5 Sampling Procedures

Sampling technique is defined as the process of selecting samples to represent the population (Kothari (2009)). In this study, a researcher used simple random and purposive sampling techniques as described below.

3.5.1 Simple Random Sampling

According to Cohen, et al (2000), simple random sampling appears when each unit of the sample has been selected entirely by chance where each subject or unit in the population has an equal chance of being selected. This technique was used to select the students and teachers from the

government aided secondary schools from Namisindwa Town Council, Namisindwa District. After the pieces of papers had been mixed up in a basket, researcher asked learners and teachers to randomly pick up coupons one at a time until a sample of five schools is obtained. Simple random sampling procedure was preferred because of its power to minimize biasness and maximize sample representativeness.

3.5.2 Purposive Sampling

Purposive sampling technique was used to obtain head teachers and District Education Officers from the selected public secondary schools who were expected to provide information about the impact of parental socio-economic status on Girl-Child in selected secondary schools. The technique was also used to sample out the head teachers who are responsible for the management of the schools. The district education officers are also considered for this sample because they were the overseers of the schools and hence had information regarding the use of instructional materials in the selected schools.

3.6 Data Collection Instruments

Research instrument is a survey, questionnaire, test, scale, rating, or tool designed to measure the variable(s), characteristic(s), or information of interest, often a behavioral or psychological characteristic. In this research, questionnaire, and Interview checklist were used.

3.6.1 Questionnaire

A questionnaire is defined as a list of questions which are designed to solicit specific responses that are required, Sarantakos, (2005) which used in this study. This method was used to aid in the collection of data from teachers and parents. According to Amin, (2005), a questionnaire is a self-report instrument used for gathering information about variables of interest in an investigation. Closed ended likert scale questionnaire will be designed and used in accordance with the objectives one and two and the key variables of the study. A questionnaire is appropriate for large samples and respondents can fill them at their own convenience as recommended by, (Mugenda & Mugenda, 1999). The questionnaire was designed as follows; section A had demographic data, Section B questions on the study variables with closed ended questions and section C had open ended questions. The researcher developed a questionnaire based on a four-point Likert scale as follows: Strongly Agree 4, Agree 3, Disagree 2 and Strongly Disagree 1.

3.6.2 Interview

According to Gubrium, (2012), an interview is essentially a structured conversation where one participant asks questions, and the other provides answers. Commonly, the word "interview" refers to a one-on-one conversation between an interviewer and an interviewee. Interviews are discussions, usually one-on-one, between an interviewer and an individual meant to gather information on a specific set of topics (Gubrium, 2012). The researcher used semi-structured interviews, which are essentially and verbally administered questionnaires in which a list of predetermined questions were asked to the head teachers and District Education Officers with no variation but with some scope for follow-up questions to responses that warranted further elaboration. Interviews also gave the researcher an opportunity to revisit some of the issues that had been over-looked in other methods and yet they were deemed vital for the study.

3.7 Data Quality Control

In an attempt to achieve quality data, the researcher made an analysis with respect to instrument validity and reliability.

3.7.1 Validity of the Instruments

Validity refers to quality of data gathering instrument or procedures that enables it to measure what it sought to measure (Best and Kahn, 2004). To determine the validity of instruments, the researcher conducted a preliminary survey at Bugobero Secondary School located in Manafwa District since this had the same characteristics with the schools under study. The questionnaires and interviews were piloted to 8 teachers and 5 students before the larger actual survey was conducted in Namisindwa Town Council. This was done to discover the ambiguities and some grammatical errors in the question items before they are corrected. This helped to cross check the validity of the instruments. The researcher had an opportunity to discuss with the respondents especially on difficult vocabularies or grammatical errors or rather with ambiguity statements in order to rephrase or delete them. In addition, the researcher sought for expertise advice from his supervisor who would help to improve on the clarity on the items from the questionnaires and interviews. The Content Validity Index (CVI) of the instrument was calculated using the formula below. The instrument was considered valid because its value was of 0.6 and above was achieved.

$$\text{CVI} = \frac{\text{total number of relevant items}}{\text{Total number of items}}$$

3.7.2 Reliability of the Instrument

Reliability means the degree of consistency and precision in which the measuring instruments demonstrates. Reliability of the instrument is the measure of consistence over time and over similar sample (Cohen et al, 2007). The Statistical Packages of Social Scientists (SPSS) was used to ascertain it. Cronbach's Alpha of a minimum reliability analysis of 0.70 and above was taken as reasonable measure of internal reliability. The score obtained was 0.818 and above 0.7; and the instrument was adopted as being reliable. The points were achieved when the valid items were divided by the total number of items times one hundred;

$$17/21 \times 100 = 80.95.$$

Table 3.2: Reliability statistics

Cronbach's Alpha	No of Items
0.818	21

Source: Primary Data, (2024)

3.8 Data Collection Procedure

The researcher went to the field after getting an authorization letter from the Head of Department Uganda Christian University, Mbale University College, which introduced him as a student of the University from the Department of Education. The head teachers of the selected schools of Namisindwa Town Council helped the researcher to collect data by giving him a go ahead. The researcher then collected the data in the Town Council.

3.9 Data Processing and Analysis

Data analysis is a systematic process involving working with organizing data and breaking them into manageable unity (Bagdon & Biklen, 1992). It is also concerned with systematizing data searching for patterns, discovering what is important, what is to be learnt and deciding what to tell others (Cohen et al, 2007). All information that is collected from interviews and questionnaires was subjected to content analysis which involved identifying coherent and important examples, themes and patterns in data collected from the field work. Qualitative approach therefore, was analyzed through thematic analysis where data was categorized according to their relevant themes and patterns developed accordingly. Quantitative data from the questionnaires was analyzed through simple descriptive statistics after tabulation and conversion into frequencies and percentages for descriptive purposes. In the first-place data was cleaned from errors and then

coded. After coding, data was analyzed through content analysis to examine its influence on learners' academic performance.

3.10 Ethical Considerations

Research ethics refers to moral principles guiding research (Horman, 1991). It means conducting research in a way that goes beyond merely adopting the most appropriate research methodology but conducting research in a responsible and morally defensible way.

To ensure these ethical considerations are taken into account, the consent of the respondents and confidentiality was sought and they are assured that the data they will provide was strictly for purposes of the study.

In addition, to enhance the participant's privacy, the respondents' names were not used thus; Confidentiality was practiced by avoiding the use of names but rather initials or codes.

The researcher respected the rights of the respondents in the process of getting the information; seek for permission from the local leadership before carrying out the study.

Coercive approach was as much as possible be avoided in trying to access information from the respondents but rather observe professional ethics in conducting the study. It can be emphasized that this study is original work, and that no known study regarding the impact of parental socio-economic status on Girl-Child education in government aided secondary schools in Namisindwa District; a case study of Magale Town Council had been carried out.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

The chapter presented findings on the impact of parental socio-economic status on Girl-Child education in selected secondary schools in Magale Town Council, Namisindwa District. Data was analysed using self-administered questionnaires and interviews. It contained the response rate, demographic characteristics of the respondents and the data already existing and the information collected as being presented and discussed below.

4.1 Response rate of the respondents

Table 4.1 Response rate of the respondent

Response	Frequency	Percentage
Expected respondents	80	100
Actual respondents	78	97.5
Non-response	02	2.5

Source: Secondary Field Data (May, 2024)

In this study, the researcher expected to interview 80 respondents (100%), however, she was able to interview 78(97.5%) with only 02(2.5%) that did not participate. This implies that the researcher was successful in getting majority of the expected respondents who participated in the study

4.2 Demographic characteristics of respondents

This section described the age, sex, marital status, level of education and religious affiliation.

4.2,1 Age of the respondents

Table 4.2 Age of the respondents.

Years	Frequency	Percentages
13-20	30	37.5
21-30	28	35
31-35	12	15
40-49	6	7.5
50 above	4	5
TOTAL	080	100%

Source: Secondary Field Data (May, 2024)

The data from research study showed that the respondents in the age bracket of (13-20) were represented by 30(37.5%), (21-30) were represented by 28(35%), (31-35) were represented by 12(15%), (40-49) were represented by 6(7.5%) and the least being 50 above with 4(5%).The implication behind this is that the majority of the pupils are below the age of 19 years,. This was followed by 21-35and this indicates that most of the teachers are at the age of 21years and above while those above of 50 years were the least and it includes head teachers and few retired parents and local leaders. These were few and had problems of sight. In most cases they used spectacles. This also implied that, the researcher provided an equal opportunity for all respondents of different age groups to participate in the study for accuracy and uniformity

4.2.2 Sex of the respondents

Table 4.3 Sex composition of the respondents

Sex	Number	Percentage
FEMALE	50	62.5
MALE	30	37.5
TOTAL	080	100%

Source: Secondary Field Data (May, 2024)

Findings from the table 4.3 above showing the sex of respondents indicated that 50(62.5%) were females whereas the male respondents represented by 30(37.5%), this indicates that the researcher was gender sensitive and provided opportunity to both genders to express their views however the large female response could be attributed to the fact there were more females in comparison to the males in the research study area.

4.2.3 Marital status of the respondents

Table 4.4: Marital status of the respondents.

Category	Number of respondents	Percentages
Single	30	37.5
Widowed	25	31.25
Separated	15	18.75
Married	7	8.75
Divorced	3	3.75
Total	56	100%

Source: Secondary Field Data (May, 2024)

According to table 4.4 above, single respondents were represented by 30(37.5%) and this made the highest response. These were mainly school children. This was followed by widowed respondents who made 25(31.25%). Those who had separated were 15(18.75%). The married were represented by 7(8.75%) and divorced was rated at 3(3.75%). From the table above, it therefore revealed that the majority of the respondents were single and these were children taking on studies at school.

4.2.4 Level of education

The table 4.5: The level of education of the respondents.

Level of Education	Frequency	Percentages
Unskilled	35	43.75
Certificate	20	25
Degree	15	18.75
Master	10	12.5
Total	80	100%

Source: Secondary Field Data (May, 2024)

The findings from the table 4.5 above indicated that 35(43.75%) were unskilled though had reached secondary. 20(25%) had acquired certificates. This is attributed to the fact that having a certificate is one of the requirements to be recruited in the public service as teacher. 15(18.75%) had acquired degrees while 10(12.5%) of the respondents were masters' holders. From the findings in the table above, it therefore showed that the majority of the respondents were learnt and lives in the civil society. Most of the respondents who had acquired degrees were mainly head teachers hence a requirement for one to appointed as a head teacher in secondary schools.

4.2.5 Religion

The table 4.6: The religious affiliations of the respondents

Religion	Number	Percentage
Islam	28	35
Christianity	52	65
TOTAL	56	100

Source: Secondary Field Data (May, 2024)

In line with table 4.6 above, the research findings indicated that the majority of the respondents 52(65%) were Christians and this could be because the Christians were more than the Muslims in most secondary schools in Magale Town Council, Namisindwa District. The least response came from the Muslims who made 28(35%). The low response can be attributed to the fact there were few Muslims generally compared to the Christians counterparts in the region.

4.3 Parental level of Education on Girl-Child Education in Magale Town Council

The respondents were asked to examine the parental level of education affects learner’s academic performance. The following responses were captured as indicated in table 4.7 below:

Table 4.7: Parental level of Education on Girl-Child Education in Magale Town Council

Response	Frequency	Percentage
Educated parents provide psychological, emotional, economical and intellectual support?	28	33
Educated parents create a conducive home learning environment?	22	27.5
Educated parents help children with homework assignments?	14	17.5
Educated parents provide necessary learning materials to their children?	08	10
Educated parents provide positive social skills, moral values?	05	6.25
Educated parents predict their learner’s education performance?	03	3.75
Total	080	100%

Source: Secondary Field Data (May, 2024)

From the table above, 4.7 it indicated that parents’ level of education affects the Girl-Child education. The study findings show that 28(33%) agree that educated parents provide psychological, emotional, economical and intellectual support. This observation rhymes with Ahmad (2013) who posits that educated parents provide psychological, economical, emotional and intellectual support to their children’s education than those of illiterate parents. Similarly, children from of educated parents may feel comfortable and adjust to learning process which result in high

academic performance. However, children whose parents have low education attain lower test scores in contrast to pupils whose parents have a high education level.

Educated parents create a conducive home learning environment. Conducive learning environment was proposed by 22(27.5) of the respondents who affirm that failure to provide a conducive learning environment leads to poor performance. Considering this, Bryan, (2005), opines that children are likely to perform better in a conducive home environment. This is in agreement with Haack (2007), who notes that less educated parents are not caring, have poor relationship with their children and assume that it's only teachers who have responsibility to guide and counsel students on discipline matters. Such parents cannot create a conducive learning environment for their learners. Desforges and Abouchaar (2003), further noted that parental involvement in education of children include: providing a conducive home environment, discussion with the child, role modelling, contact with school, participation in school activities and governments and helping with school homework.

The idea that educated parents help children with homework assignments was reported by 14(17.5%). They opine that educated parents spare some time helping their children with homework as compared to the uneducated who actually don't know that their children need time and their help as well. This is also in agreement with Guryan, Hurst, Kearney and National Bureau of Economic Research (2008), who found out that better educated parents spare adequate time with children on educational engagement. This implies that children whose parents are educated acquire and model social skills and problem-solving strategies conducive to their educational attainment. Therefore, children of educated parents exert more interest to learning, have enhanced positive beliefs, are more concerned with education adapts to more learning strategies than children of lower levels of learning. Ogoye (2007), also noted that illiterate parents cannot help their children with homework assignments however, Muola (2010), confirms that children's motivation at their educational attainment largely depends on parental level of education and helping their children with extra activities at home.

Furthermore, Echaun, Ndiku and Sang (2015) investigated influence of parental engagement in children's' homework Girl-Child education in public primary schools in Teso North Sub County, Busia- Kenya. The study concluded that parents assist children in reading, writing and solving

problems. Musgrave, (2000) noted that children from a good educated background always prefer to copy the footsteps of their parents therefore work extremely harder in their studies.

08(10%) of the respondents say that educated parents provide necessary learning materials to their children which helps them to progress positively with their studies. This is in agreement with Ahmad and Naeema (2013), who affirm that parents of good educational background are in a position to act as second teachers, provide necessary learning materials and guiding and counseling their children in educational matters than those of illiterate parents. A study by Surehkumar (2012) in Malaysia also indicated that educated parents act as home tutors, engage most of their time and resources in their children's education, cooperate with school on education-related activities with teachers and prepare home learning time table for the children. These have advantages that enable children to academically perform better.

Educated parents provide positive social skills, moral values and this supports learners' academic performance. Positive social skills, moral values were proposed by 5(6.25%), of the respondents who indicate that the social capital of the children from educated families is highly respected and supports academic excellence. The finding is supported by Kainuwa and Yusuf (2013), who concur that parents of good educational background are in a better position to model positive social skills, problem solving skills, and positive moral values in children in contrast to those of lowly educated parents. Other related studies established a positive relationship between parental level of education and learners Girl-Child education (Onderi, 2014; Makewa, et al, 2012; Ntitika, 2014). This aspect is supported by Ogwen, et al (2014) who found a positive correlation between mother's level of education and students' academic performance. The above mentioned afore are also in consistence with the findings of Muruwei, (2011) and Alokun, (2013) in Nigeria who established that parental level of education greatly influence students' academic performance.

3(3.75%), of the respondents accept that educated parents predict their learner's education performance. This is in line with the findings by Barnett, Carolan, Fitzgerald and Squires (2011), who confirmed that there exists a correlation between parental levels of education and children's readiness for learning. An educated parent will predict the education achievement of their children as compared to the illiterate parents the study further established that parents with higher educational levels have a better understanding of what their children needs such as teaching and learning resources necessary to support children's readiness for school. This study however, only

looked at parental level of education and children’s readiness while the present study investigated on children’s Girl-Child education for grade one.

4.4 Parents’ level of income on Girl-Child education

After interaction with respondents on different fora’s, they reported that parents’ level of income affects Girl-Child education. Table 4.8 below;

Table 4.8: Parents’ level of income on Girl-Child education in Magale Town Council.

Response	Frequency	Percentage
Well-to-do parents pay their children’s fees in time	33	41.25
Rich parents involve in their children’s education	27	33.75
Well-to-do parents provide shelter, food and healthcare to their children	10	12.5
Wealthy parents increase students’ academic achievements	05	6.25
Well-to-do parents finance school related activities	03	3.75
Rich parents hire teachers for extra help of their children’s education	02	2.5
Total	080	100%

Source: Secondary Field Data (May, 2024)

In accordance to table 4.8 33(41.25%) of the respondents reported that well-to-do parents pay their children’s fees in time. This is in line with Liu and Qiu (2018), who assert that parental level of income is a major source of educational inequality. Students whose parents are poor are educationally disadvantaged. Poor parents do not invest adequately in their children’s education which leads to poor educational outcomes. In support of this claim, Ovansa (2017), noted that poor parents may often not pay school fees on time; provide uniforms and other essential school materials hence negatively affecting their children’s academic performance.

In an interview with the head teachers in the Town Council, they report that many parents in Magale Town Council live below the poverty line unlike a few who are able to sponsor

their girl-child education. A girl-child can stay in school the whole year without both scholastic materials and fees. Such children miss a lot especially during the time schools try to send them home for fees. Some of the girls especially above 12 years will end up in boy friends' homes and end up pregnant those who may not be pregnant end up performing so poorly in class and or are infected with HIV....”

Evans & Garthwaite, (2010), contends that students who are sent home frequently to collect school fees miss a lot of instructional time implying that they do not cover the syllabus effectively. Students from poor parents may be deprived of other basic needs. Omoniyi (2019), also agreed with this sentiment when he noted that children of poor parents often lack adequate food, shelter, and good healthcare. This hurts Girl-Child education because Okioga (2013) stated that students from low-income families are unable to concentrate on class activities due to a lack of basic needs. Poverty is linked to increased levels of parental stress, depression, and poor health conditions that might negatively affect parents' ability to nurture their children well. Thus, it can be seen from the foregoing that children from disadvantaged backgrounds are at a higher risk of lacking quality education.

Parents involve in their children's education reported by 27(33.75%) of the respondents who asserts that rich parents are always involved in their children's education. Lin and Han (2017), is in agreement when they note that family income has a significant impact on children's education. The study concluded that a financially well-off family can provide more educational resources. Further, the study concluded that lower-income parents spent most of their time looking for jobs, has low educational expectations for their children and may prioritize subsistence to their children's learning. This study was done in China which is a foreign context while the current study was done in Kenya. Whereas this study relied on secondary data, the present study gathered primary data from respondents and was thus able to seek qualitative views from respondents.

“Magale Town Council has mixed group of parents; some with very low income. In most families, children eat one meal because their parents can't afford all meals. Parents revealed that they are responsible for their girl-child's education but however, their income is very small to have their girls acquire quality education. Sometimes, when schools send them back to us, we leave them to stay home because we can't afford the fees. If not so, we resort to USE schools which give little to our children. In the USE schools, girls are

very vulnerable because male teachers use them. The worst part of it is when they call for meetings that require money, we don't go....”

10(12.5%) of the respondents confirmed that well-to-do parents provide shelter, food and healthcare to their children and without which, it lowers the learners' academic performance. This was in agreement with Owuor and Sika (2019) contend that parental income influences parental behavior support. In this regard, the authors posit that rich parents provide all the basic necessities to their children such as shelter and food and Sare more involved in their children's education in areas such as assisting and supervising homework and this fosters the formation of good study habits leading to good academic performance.

Wealthy parents increase students' academic achievements. This was supported by 5(6.25%) of the respondents who opined that rich parents increase their children's academic performance. The finding was in line with Dahl and Lochner (2012), who investigated how family income impact child achievement. The study results established that parental income had a significant influence on students' achievement. Their study further showed that a \$ 1,000 increase in family income would raise test scores by about 6 percent. Whereas this study was done in a foreign context and used secondary data, the current study was done in Kenya and gathered primary data from four classes of respondents.

In an interview with the head teachers, they confirm that rich parents in most cases help them run the schools. Since Magale is a developing town, only learners whose parents see their teachers and engage them, those who pay fees in time and are able to provide requirements for their girl-child are helped.

Furthermore, 3(3.75%) of the respondents confirm that well-to-do parents finance school related activities. Omoniyi, Gamede and Uleanya (2022) stated that rich parents provide support for school activities such as games and clubs. Because of what children from poor families go through, leaders and other stakeholders identify strategies that can help learners from poor backgrounds to overcome barriers that hamper their performance. Unlike the present study, this study however failed to perform inferential statistics that would have shown how variables were correlated. In the absence of inferential statistics, descriptive statistics alone are. Omoniyi, Gamede and Uleanya (2022), confirm that poverty is of negative consequences on learners' academic achievement.

“Yes, there are some parents who go an extra mile to help schools in school activities however they are few. During AGMs, co-curricular activities, tours among others, some parents who are financially stable help schools to have the girls taken for the same. Girls whose parents can’t afford such end up finding means of getting money from boyfriends which leaves some pregnant others infected...”

To add on, some rich parents hire teachers for extra help of their children’s education. Hiring teachers was reported by 2(2.5%) of the respondents who said that well-to-do parents go an extra mile to hire teachers and pay them for extra help. This was in line with Zhao and Hong (2012) contend that parental income influences parental behavior support. In this regard, the authors posit that rich parents go on to hire teachers for their children. They are more involved in their children’s education in areas such as assisting and supervising homework, getting teachers for coaching for their children and this fosters the formation of good study habits leading to good academic performance. Chinyoka and Mugweni (2020) revealed that increased parental involvement is linked to increased class attention and motivation to do well in school.

4.5 Effect of family background on Girl-Child education in Magale Town Council

The respondents were asked whether family background affects Girl-Child education in the secondary schools in Magale Town Council. The following responses were recorded as shown in the table below.

Table 4.9: Effect of family background on Girl-Child education

Response	Frequency	Percentage
Parent’s family size influences their children’s academic performance	36	45
Parent’s broken family influence academic performance	20	25
Parent’s education and occupation status affects the academic level of children	14	17.5
Parent’s lower income influences the education level of learners	7	8.75
Parent’s social capital boosts children’s education background	3	3.75
Total	080	100%

Source: Secondary Field Data (May, 2024)

In accordance with table 4.9 above, 36(45%) indicated parent's family size influences their children's academic performance. Eamon (2005), is in agreement with the findings when he emphasizes that the size of the family determines to a great extent the relative amount of physical attention and time which each child gets from his parents. Large families are more common among the lower class of the society. Children in large families may suffer poverty and lack parental encouragement and stimulus which motivate their Girl-Child education (Eamon, 2005). Family environment affects children intellectually because a child from a small family (nuclear) would be different from a child from a large family (polygamous) intellectually vice-versa. The implication is that a proper stimulating family environment with intellectual potential and appropriate teaching methods will definitely enhance maximum performance of the child.

In an interview with the inspectors of schools, it was reported that girl-children from large families are commonly among the lower class of the parents in Magale Town Council. You can't find a family with a manageable number of dependents in this Town Council. Girls in large families suffer a lot of poverty because their parents' income is very small to support their education. The provision of basic needs in such families is very hard. Girl-children end up getting married at an early age because their parents can't afford even a simple lunch at school.

Furthermore, the economic implication of large family size is better explained in Okunniyi (2004) who observed from his study that as families get larger, parents cannot give their children the same amount of individual attention. They could not afford to provide them with so many of the things which will help them to make the best possible use of their years at school such as educational aids, and quiet comfortable rooms in which to do home-work undisturbed by the television, outings to places of interest, leisure time pursuits, and opportunities for traveling. What is most probably important of all, according to him is the fact that the parents of large families were found not to talk with their children to the same extent as parents of small families. Another aspect of family environmental factor is the structure of the family.

Regarding broken families, respondents provided divergent views with 20(25%) confirming that parent's broken family influence Girl-Child education. From the interviews conducted by the researcher, respondents gave their views as follows;

In Magale Town Council, we have the biggest number of broken families mostly as a result of divorce. This is because many young people enter into relationships that cannot last. Such families end up in single parenthood which is very stressful to both the students and the parent. Yes, other causes of broken families are due to death of a partner which of course can't be avoided. In Magale Town Council, a big number of the children in schools are orphans and lack the basic needs that can fully enable them to fully [participate in their education. Such children end up dropping out of school.

The findings are in line with Eamon, (2005), who agrees that a broken family in this context is one that is not structurally intact for various reasons; such as death of a parent, divorce, separation, desertion and illegitimacy in which case, the family is never complete. Life in a single parent family can be stressful for both the child and the parent and such families are faced with the challenges of diminished financial resources, assumptions of new roles and responsibilities, establishment of new pattern in interfamilial interactions and reorganization or routines and schedules, in single parent families, children may suffer some psychological and social problems which affect their academic performance.

Parent's education and occupation status was accounted for 14(17.5%). Some respondents commented by saying;

In Magale Town Council, we have almost four to five categories of people. Those who are educated have their girls trained in faraway best schools. Their children are ok. They have all the school necessities to enable them achieve the highest grades. The status of such children is just as it is with their parents. However, there are also parents who are medium income earners and have their children in the best schools within the district which other parents can't afford. Those who can't raise any fees take their children to USE schools and their status is very low. However, some girls from low status families think their parents have deserted them and relax in their education hence poor performance

This was supported by Jeynes (2002), who proposed that the socio-economic status (SES) of a child is most commonly determined by combining parent's educational level, occupational status, and income level. Social class and economic status of the parents determine the type of school and the standard of training they desire for their children. The occupation or profession of the parents, the educational level and whether the mothers are working or non-working mothers places them at an

advantage or disadvantage to evaluate their children's academic work and monitor their progress. Status is often determined by the individuals' economic attainment, though it is sometimes ascribed on the individual.

Parent's lower income was supported by majority of the respondents with 7(8.75%). In their response to this, respondents confirmed that parents whose income is stable afford the education of their children. This assertion was supported by many who reported that;

In the Town Council, many parents from low income status families know and value education but however they can't afford it for their children because of poor family background.

This is in agreement Francis (2007), who opined that the lower income families may be aware of the importance of education in the society, but at the same time, they are also aware of their limited resources to measure up with such educational demands. According to the author, a family that can scarcely provide for the basic needs of the family which include food, shelters and clothing will hardly motivate the academic excellence of their children, instead they will pressurize their children to seek for job opportunities with the little education they acquired so far to support the family. The implication of the agreement is that some families are likely to give their children poor academic background because of lack of financial support.

3(3.75%) reported that Parent's social capital boosts children's education background. This was in line with Jeynes (2002), who asserts that highly educated parents can use their social capital to promote their children's development. A cohesive social network of well-educated individuals socializes children to expect that they too will attain high levels of academic success. It can also transmit cultural capital by teaching children the specific behaviors, patterns of speech, and cultural references that are valued by the educational and professional elite.

A girl-child from families with high social capital in the Town Council has set goals for their education background and know their expectations. Unlike those from a poor background whose parents are not educated and they too, feel they can't go far

Closely related to the above Muola, (2010), stresses that highly educated parents are more likely than their less-educated counterparts to read to their children. Educated parents enhance their children's development and human capital by drawing on their own advanced language skills in communicating with their children. They are more likely to pose questions instead of directives

and employ a broader and more complex vocabulary. Estimates suggest that, by age 3, children whose parents receive public assistance hear less than a third of the words encountered by their higher-income peers. As a result, the children of highly educated parents are capable of more complex speech and have more extensive vocabularies before they even start school.

CHAPTER FIVE DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussions, conclusions and recommendations on study findings. These are all based on research objectives.

5.1 Discussion of findings on objective one

Objective one aimed to examine the extent to which parental level of education affects Girl-Child education in Magale Town Council. The results from the findings presented by the respondents show that the leading parental education level as provision of psychological, emotional, economical and intellectual support. Provision of psychological, emotional, economical and intellectual support was reported by 28(33%). This was followed by other factors such as; creating a conducive home learning environment which was suggested by 22(27.5%); helping children with homework assignments was proposed by 14(17.5%) providing necessary learning materials to the children which was suggested by 8(10%); providing positive social skills, moral values which was proposed by 5(6.25%) and predicting learner's education performance was suggested by 3(3.75%) respectively.

The second objective parents level of income affects Girl-Child education. Well-to-do parents pay their children's fees in time was the leading factor suggested by 33(41.25%). Other effects per the findings included; Rich parents involve in their children's education which was reported by 27(33.75%), Well-to-do parents provide shelter, food and healthcare to their children was suggested by 10(12.5%), Wealthy parents increase students' academic achievements which was proposed by 5(6.25%), Well-to-do parents finance school related activities was proposed by 3(3.75%) and Rich parents hire teachers for extra help of their children's education was proposed by 2(2.5%) respectively.

Objective three sought to analyse the family background on Girl-Child education Majority of the respondents proposed Parent's family size influences their Girl-Child education which was

reported by 36(45%). This was supported by Eamon (2005) when he emphasizes that the size of the family determines to a great extent the relative amount of physical attention and time which each child gets from his parents. Large families are more common among the lower class of the society. Children in large families may suffer poverty and lack parental encouragement and stimulus which motivate Girl-Child education (Eamon, 2005). Family environment affects children intellectually because a child from a small family (nuclear) would be different from a child from a large family (polygamous) intellectually vice-versa. The implication is that a proper stimulating family environment with intellectual potential and appropriate teaching methods will definitely enhance maximum performance of the child.

In an interview with the inspectors of schools, it was reported that girl-children from large families are commonly among the lower class of the parents in Magale Town Council. You can't find a family with a manageable number of dependents in this Town Council. Girls in large families suffer a lot of poverty because their parents' income is very small to support their education. The provision of basic needs in such families is very hard. Girl-children end up getting married at an early age because their parents can't afford even a simple lunch at school.

Furthermore, the economic implication of large family size is better explained in Okunniyi (2004) who observed from his study that as families get larger, parents cannot give their children the same amount of individual attention. They could not afford to provide them with so many of the things which will help them to make the best possible use of their years at school such as educational aids, and quiet comfortable rooms in which to do home-work undisturbed by the television, outings to places of interest, leisure time pursuits, and opportunities for traveling. What is most probably important of all, according to him is the fact that the parents of large families were found not to talk with their children to the same extent as parents of small families. Another aspect of family environmental factor is the structure of the family.

Regarding broken families, respondents provided divergent views with 20(25%) confirming that parent's broken family influence Girl-Child education. From the interviews conducted by the researcher, respondents gave their views as follows;

In Magale Town Council, we have the biggest number of broken families mostly as a result of divorce. This is because many young people enter into relationships that cannot last.

Such families end up in single parenthood which is very stressful to both the students and the parent. Yes, other causes of broken families are due to death of a partner which of course can't be avoided. In Magale Town Council, a big number of the children in schools are orphans and lack the basic needs that can fully enable them to fully [participate in their education. Such children end up dropping out of school.

The findings are in line with Eamon, (2005), who agrees that a broken family in this context is one that is not structurally intact for various reasons; such as death of a parent, divorce, separation, desertion and illegitimacy in which case, the family is never complete. Life in a single parent family can be stressful for both the child and the parent and such families are faced with the challenges of diminished financial resources, assumptions of new roles and responsibilities, establishment of new pattern in interfamilial interactions and reorganization of routines and schedules, In single parent families, children may suffer some psychological and social problems which affect their academic performance.

Parent's education and occupation status was accounted for 14(17.5%). Some respondents commented by saying;

In Magale Town Council, we have almost four to five categories of people. Those who are educated have their girls trained in faraway best schools. Their children are ok. They have all the school necessities to enable them achieve the highest grades. The status of such children is just as it is with their parents. However, there are also parents who are medium income earners and have their children in the best schools within the district which other parents can't afford. Those who can't raise any fees take their children to USE schools and their status is very low. However, some girls from low status families think their parents have deserted them and relax in their education hence poor performance

This was supported by Jeynes (2002), who proposed that the socio-economic status (SES) of a child is most commonly determined by combining parent's educational level, occupational status, and income level. Social class and economic status of the parents determine the type of school and the standard of training they desire for their children. The occupation or profession of the parents, the educational level and whether the mothers are working or non-working mothers places them at an advantage or disadvantage to evaluate their children's academic work and monitor their

progress. Status is often determined by the individuals' economic attainment, though it is sometimes ascribed on the individual.

Parent's lower income was supported by majority of the respondents with 7(8.75%). In their response to this, respondents confirmed that parents whose income is stable afford the education of their children. This assertion was supported by many who reported that; In the Town Council, many parents from low income status families know and value education but however they can't afford if for their children because of poor family background.

This is in agreement Francis (2007), who opined that the lower income families may be aware of the importance of education in the society, but at the same time, they are also aware of their limited resources to measure up with such educational demands. According to the author, a family that can scarcely provide for the basic needs of the family which include food, shelters and clothing will hardly motivate the academic excellence of their children, instead they will pressurize their children to seek for job opportunities with the little education they acquired so far to support the family. The implication of the agreement is that some families are likely to give their children poor academic background because of lack of financial support.

3(3.75%) reported that Parent's social capital boosts children's education background. This was in line with Jaynes (2002), who asserts that highly educated parents can use their social capital to promote their children's development. A cohesive social network of well-educated individuals socializes children to expect that they too will attain high levels of academic success. It can also transmit cultural capital by teaching children the specific behaviors, patterns of speech, and cultural references that are valued by the educational and professional elite.

A girl-child from families with high social capital in the Town Council has set goals for their education background and know their expectations. Unlike those from a poor background whose parents are not educated and they too, feel they can't go far

Closely related to the above Muola, (2010), stresses that highly educated parents are more likely than their less-educated counterparts to read to their children. Educated parents enhance their children's development and human capital by drawing on their own advanced language skills in communicating with their children. They are more likely to pose questions instead of directives and employ a broader and more complex vocabulary. Estimates suggest that, by age 3, children whose parents receive public assistance hear less than a third of the words encountered by their

higher-income peers. As a result, the children of highly educated parents are capable of more complex speech and have more extensive vocabularies before they even start school.

5.2 Conclusion

Based on the above findings, it is evident that parental socio-economic status affects Girl-Child education in all aspects of life. From the findings, it is evidenced that level of parent's education, level of income and family background are predominant factors that influence children's academic performance.

5.3 Recommendations

Sensitisation of parents by the government on their role to ensure quality education should be carried out with regard to their role and responsibility.

Government to create income generating projects that will boost the income of parents to ensure quality education for all.

Teachers and parents whose learners are victims of low income to try to guide and counsel them and make them understand that the disparities among their parents in the Town Council do not stop them from realizing their academic dream.

The religious leaders on top of church sessions should make an effort of extending the lessons to broken families in the Town Council to reunite and support their girl-child.

Finally, the researcher acknowledges that this research is not the end of the impact of parental socio-economic status on Girl-Child education. It is recommended that further research should be undertaken in both private and government secondary schools, urban and rural to have a comparative analysis of what goes on in these settings.

5.5 Areas for further study

- Carrying out a comparative study on the impact of parental socio-economic status in both private and government aided secondary schools.
- Examining the roles of stakeholders in empowering parents comically in secondary schools
- Investigating the influence of influence of family background on Girl-Child education on.

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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR TEACHERS

I am Khaukha Stephen, a student of Uganda Christian University, department of education conducting a research project on the above stated topic. The aim of carrying out this research is purely for academic purposes. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

SECTION A (PERSONAL INFORMATION)

Sex: Male () Female ()

1. Age: 20-25 (), 26-35 (), 36-45 (), 46-above ()
2. Marital status: Single (), Married (), Widowed (), Separated ()
3. Educational level: Certificate (), Diploma (), Degree (), Others ()
4. Occupation: Employed (), Self-employed (), Unemployed ()

SECTION B: Questions on the variables of the study

Please tick what best applies to you.

Key: 4. strongly agree (SA) 3. Agree (A) 2. Disagree (D) 1. Strongly disagree (SD)

Level of parents' education on girl-child education	SA	A	D	SD
1. Educated parents provide psychological, emotional, economical and intellectual support?				
2. Educated parents create a conducive home learning environment?				
3. Educated parents help children with homework assignments?				
4. Educated parents provide necessary learning materials to their children?				
5. Educated parents provide positive social skills, moral values?				
6. Educated parents predict their learner's education performance?				
Level of parents' income on girl-child education	SA	A	D	SD
7. Well-to-do parents pay their children's fees in time?				
8. Rich parent involve in their children's education?				
9. Well-to-do parents provide shelter, food and healthcare to their children?				
10. Wealthy parents increase students' academic achievements				
11. Well-to-do parents finance school related activities?				
12. Rich parents hire teachers for extra help of their children's education?				
Family background on girl-child education	SA	A	D	SD
12. Parent's family size influences their children's academic performance?				
13. Parent's broken family influence academic performance?				
14. Parent's education and occupation status affects the academic level of children?				
15. Parent's lower income influences the education level of learners?				
16. Parent's social capital boosts children's education background?				

SECTION C

1. 9. Do you think parental level of education affect their children education?

Yes () No ()

b) If yes, please explain how.

2. Give other socio-cultural factors that influence girl-child participation in secondary schools in the Town Council

Do educated parents provide guidance and counselling to their children??

Yes () No ()

If yes, please, explain when it is done?

3. What socio-economic factors affects the girl-child education in secondary schools in the Town Council?

4. What can be done to help reinforce girl-child education in secondary schools in Magale Town Council?

5. In which way does family background affect the education level of a girl-child?

APPENDIX: II
QUESTIONNAIRE FOR STUDENTS

I am Khaukha Stephen, a student of Uganda Christian University, department of education conducting a research project on the above stated topic. The aim of carrying out this research is purely for academic purposes. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

SECTION A (PERSONAL INFORMATION)

Sex: Male () Female ()

1. Age: 15-20 (), 20-25 (), 26-35 (), 36-45 (), 46-above ()
2. Marital status: Single (), Married (), Widowed (), Separated ()
3. Educational level: Senior One (), Senior Two (), Senior Three (), others ()
4. Occupation: Employed (), Self-employed (), Unemployed ()

SECTION B: Questions on the variables of the study

Please tick what best applies to you.

Key: 4. strongly agree (SA) 3. Agree (A) 2. Disagree (D) 1. Strongly disagree (SD)

Level of parents' education on girl-child education	SA	A	D	SD
1. Educated parents provide psychological, emotional, economical and intellectual support?				
2. Educated parents create a conducive home learning environment?				
3. Educated parents help children with homework assignments?				
4. Educated parents provide necessary learning materials to their children?				
5. Educated parents provide positive social skills, moral values?				
6. Educated parents predict their learner's education performance?				
Level of parents' income on girl-child education	SA	A	D	SD
7. Well-to-do parents pay their children's fees in time?				
8. Rich parent involve in their children's education?				
9. Well-to-do parents provide shelter, food and healthcare to their children?				
10. Wealthy parents increase students' academic achievements				
11. Well-to-do parents finance school related activities?				
12. Rich parents hire teachers for extra help of their children's education?				
Family background on girl-child education	SA	A	D	SD
12. Parent's family size influences their children's academic performance?				
13. Parent's broken family influence academic performance?				
14. Parent's education and occupation status affects the academic level of children?				
15. Parent's lower income influences the education level of learners?				
16. Parent's social capital boosts children's education background?				

SECTION C

6. Do you think parental level of education affect their children education?

Yes () No ()

b) If yes, please explain how.

7. Give other socio-cultural factors that influence girl-child participation in secondary schools in the Town Council

Do educated parents provide guidance and counselling to their children??

Yes () No ()

If yes, please, explain when it is done?

8. What socio-economic factors affects the girl-child education in secondary schools in the Town Council?

9. What can be done to help reinforce girl-child education in secondary schools in Magale Town Council?

10. In which way does family background affect the education level of a girl-child?

APPENDIX III
INTERVIEW GUIDE FOR HEAD TEACHERS

I am Khaukha Stephen, a student of Uganda Christian University, department of education conducting a research project on the above stated topic. The aim of carrying out this research is purely for academic purposes. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

1. Do you think parental level of education affect girl-child education in secondary education?

Yes () No ()

b) If yes, please explain how.

2. Give other factors through which parent's income affects girl-child education in secondary schools in the Town Council

Does poverty affect girl-child participation?

Yes () No ()

If yes, please, explain how?

3. How does family background affect the girl-child education in secondary schools in the Town Council?

4. What can be done to help reinforce girl-child education in secondary schools in Magale Town Council?

5. Do family cultural resources affect girl-child education?

6. Yes () No ()

If yes, please, explain how?

Thank you very much

APPENDIX III

INTERVIEW GUIDE FOR DISTRICT EDUCATION OFFICER

I am Khaukha Stephen, a student of Uganda Christian University, department of education conducting a research project on the above stated topic. The aim of carrying out this research is purely for academic purposes. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

1. Do you think parental level of education affect girl-child education in secondary education?

Yes () No ()

b) If yes, please explain how.

2. Give other factors through which parent’s income affects girl-child education in secondary schools in the Town Council

3. Does poverty affect girl-child participation?

Yes () No ()

If yes, please, explain how?

4. How does family background affect the girl-child education in secondary schools in the Town Council?

5. What can be done to help reinforce girl-child education in secondary schools in the Town Council?

6. Does family cultural resources affect girl-child education?

7. Yes () No ()

If yes, please, explain how?

Thank you very much

APPENDIX V
Kjercie and Morgan Population Table (1970)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Key: N= Population. S= Sample

APPENDIX VI INTRODUCTION LETTER



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

Office of the Academic Registrar

To HEADTEACHER
MAGALE PARENTS' S.S



Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. KHAUKHA STEPHEN

Of Registration Number; R322.1MUC/BED 1.D.1.6 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree

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

THE IMPACT OF PARENTS' SOCIAL-ECONOMIC STATUS ON EARLY-CHILD EDUCATION IN GOVERNMENT AIDED SECONDARY SCHOOLS; A CASE STUDY OF MAGALE TOWN COUNCIL -MAMISINDWA DISTRICT

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

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

Thank you.

Yours faithfully,

[Signature]

19 FEB 2024

Mr. Akampurira Timothy

Academic Registrar



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

Office of the Academic Registrar

To HEAD-TEACHER.....
MAGALE ROYAL INTEGRATED S.S.



Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. KHAUKHA STEPHEN

Of Registration Number; R322/MUC/BED/016.....pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree

He/ she is required to carry out an academic research on the topic
THE IMPACT OF PARENTS' SOCIAL-ECONOMIC STATUS ON GIRL-CHILD EDUCATION IN GOVERNMENT AIDED SCHOOLS; A CASE STUDY OF MAGALE TOWN COUNCIL - NAMISIMBULA DISTRICT.

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,

19 FEB 2024

Mr. Akampurira Timothy

Academic Registrar



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

Office of the Academic Registrar

To HEADTEACHER.....
MAGALE SEC. SCHOOL

Reported for the activity
on 06 JUN 2024

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

We are honored to introduce to you Mr. Mrs./Miss... KHALUKHA STEPHEN.....
Of Registration Number; RJ27/IMUC/BED/016.....pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree BACHELOR'S DEGREE.....

He/ she is required to carry out an academic research on the topic
THE IMPACT OF PARENTS' SOCIAL-ECONOMIC STATUS ON GIRL-CHILD
EDUCATION IN GOVERNMENT-AIDED SECONDARY SCHOOLS;
A CASE STUDY OF MAGALE TOWN COUNCIL-NAMISINDWA DISTRICT
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



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

Office of the Academic Registrar

To HEAD TEACHER
AFRICANA S.S

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

*Considered to carry out
his academic research
at my school*



We are honored to introduce to you Mr. Mrs./Miss. KHAUKHA STEPHEN
Of Registration Number; RT22/MUC/BED/016 pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree


He/ she is required to carry out an academic research on the topic
IMPACT OF PARENTS' SOCIAL-ECONOMIC STATUS ON EARLY-CHILD EDUCATION
IN NAMSINDWA DISTRICT; A CASE STUDY OF MAGALE TOWN

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,

 19 FEB 2024

Mr. Akampurira Timothy
Academic Registrar

APPENDIX VII
A MAP OF NAMISINDWA DISTRICT SHOWING THE AREA OF STUDY

