

**A STUDY ON THE EFFECTS OF CHILD NEGLECT ON LATER ACADEMIC  
PERFORMANCE AND CAREER IN KISOKO SUB COUNTY TORORO DISTRICT**

**ANNA AWOR**

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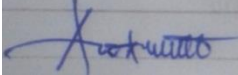


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## DECLARATION

I, Awor Anna solemnly declare that the research report titled EFFECTS OF CHILD NEGLECT ON LATER ACADEMIC PERFORMANCE AND CAREER IN KISOKO SUB COUNTY TORORO DISTRICT, submitted in partial fulfillment of the requirements for the award of bachelors' Social Work and Social Administration, is the result of my own original work. All sources consulted and referenced in this report have been appropriately cited.

Signature: 

Date 13<sup>TH</sup>/09/2024

AWOR ANNA (STUDENT)

## APPROVAL

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

A handwritten signature in blue ink, appearing to be 'J. Pimer', written on a light-colored background.

Signature..... Date...13<sup>TH</sup> /09/2024.....

MRS. UKOKU PIMER JESSICA

(UNIVERSITY SUPERVISOR)

## **DEDICATION**

I dedicate this research report to my parents, whose unwavering love, support, and encouragement have been the driving force behind my academic journey. Their belief in my abilities and constant motivation has been instrumental in helping me overcome effects and achieve this milestone.

## **ACKNOWLEDGEMENT**

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My sincere appreciation goes to my family and friends for their unwavering support and encouragement throughout this challenging journey. Their love, understanding, and patience were vital in keeping me motivated during the ups and downs of this research report.

## TABLE OF CONTENT

DECLARATION .....	i
APPROVAL .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iii
TABLE OF CONTENT .....	iv
LIST OF TABLES .....	vii
ABSTRACT .....	viii
LIST OF ACRONYMS .....	ix
CHAPTER ONE .....	10
INTRODUCTION .....	10
1.1 Introduction.....	10
1.1 Background to the study .....	10
1.1.1 The Global Status of Child Neglect on later academic performance and career .....	10
1.1.2. Regional Context of Child Neglect On Later academic performance in and careee in Africa .....	11
1.1.3. The Uganda Status of Child Neglect of later academice and career.....	12
1.2 Problem Statement .....	13
1.3 General objective .....	13
1.4 Research objectives.....	13
1.5 Research questions.....	14
1.6 Justification of the study .....	14
1.7 Significance of the study.....	15
1.8 Scope of the study .....	<b>Error! Bookmark not defined.</b>
1.8.1 Content scope.....	<b>Error! Bookmark not defined.</b>
1.8.2 Geographical scope.....	<b>Error! Bookmark not defined.</b>
1.8.3 Time Scope .....	<b>Error! Bookmark not defined.</b>
1.10 Chapter summary .....	17
CHAPTER TWO .....	18
LITERATURE REVIEW .....	18

2.1 Introduction.....	18
2.1 Effects of child neglect on later academic performance and career.....	18
2.2 How existing child neglect affect the academic performance and career.....	20
2.3 Interventions that can be applied to overcome the child neglect on later academic performance .....	
2.4 Chapter Summary .....	25
<b>CHAPTER THREE .....</b>	<b>27</b>
<b>METHODOLOGY .....</b>	<b>27</b>
3.1 Introduction.....	27
3.2 Research Approach .....	27
3.3 Research Design.....	27
3.4 Study Population.....	27
3.5 Sample Size and Sampling Strategies.....	28
Table 3.1: showing sample size of respondents.....	28
3.5.2 Sampling Strategies .....	28
3.5.2.1 Purposive Sampling .....	29
3.6 Data Collection Methods and Instruments.....	29
3.6.1 Data Collection Methods .....	29
3.6.1.1 Interview Method.....	29
3.6.1.2 Observation .....	29
3.6.1.3 Document Review.....	30
3.7 Procedure for Data Collection .....	30
3.8 Data Quality Control.....	31
3.9 Data Processing, Analysis, and Presentation .....	31
3.10 Ethical Considerations .....	31
3.11 Limitations of the Study.....	32
3.12 Work plan and Timeline .....	32
3.13 Budget.....	33
<b>CHAPTER FOUR.....</b>	<b>34</b>
<b>DATA ANALYSIS PRESENTATION AND INTERPRETATION OF FINDINGS .....</b>	<b>34</b>
4.0. Introduction.....	34
4.1. Biological Data of the respondents .....	34
4.2.2 How existing child affect later academic performance and career in Kisoko Sub county 1 Tororo district .....	38

4.2.3 Interventions that can be applied to overcome the child neglect in Kisoko Sub CountyTororo District.....	40
4.2.4 ChildNeglect positions in Kisoko Sub county Tororo District.....	43
CHAPTER FIVE .....	46
SUMMARY,DISCUSSION AND INTERPRETATION OF RESULTS .....	46
5.1 Introduction.....	46
5.2 Summary of the findings.....	46
5.2.1. Various effects that affect child neglict in Kisoko Sub county Tororo district .....	46
5.2.2. How existing effects affecting child neglect in Kisoko Sub countyTororo district.....	46
5.2.3. Interventions that can be applied to overcome child neglect in Kisoko sub county Tororo District.....	47
5.3 Discussion of the Findings.....	47
5.3.1. Various Effectson the effects of child neglect on later academic in Kisoko sub county, Tororo District .....	47
5.3.2. How Existing effectsof child neglectKisoko sub county, Tororo District.....	48
5.3.3. Interventions to Overcome later academic performance and career in Kisoko Sub coun in Kisoko Sub county ,Tororo District.....	49
CHAPTER SIX.....	51
CONCLUSION AND RECOMMENDATION OF THE STUDY .....	51
6.1 Introduction.....	51
6.2 Conclusion of the Findings .....	51
6.2.1 Various effect of child neglect on later academic peroformancein Kisoko Sub county ,Kisoko Sub County.....	51
6.2.2 How Child neglects affect later academc performance and career in Kisoko Sub county ,Kisoko Sub County .....	52
6.2.3 Interventions to Overcome child neglect on later academic performance in Kisoko Sub county ,Tororo District.....	52
6.3 Recommendations.....	53
6.3.1 Recommendations for Addressing effects of child neglect on later academice performnce and careeer in Kisoko , Tororo District .....	53
REFERENCES .....	56
APPENDICES .....	58
APPENDIX I: QUESTIONNAIRE .....	58
Appendix ii: Interview Guide .....	61
Appendix iii: Research Letter .....	<b>Error! Bookmark not defined.</b>

## LIST OF TABLES

Table 4.1. Showing the age of the respondents .....	34
Table 4.2: Showing sex of the respondents .....	34
Table 4.3: Showing marital status of the respondents .....	<b>Error! Bookmark not defined.</b>
Figure 4: Bar graph showing marital status of the respondents.....	<b>Error! Bookmark not defined.</b>
Table 4.4: Showing levels of education .....	35
Figure 5: Bar graph showing levels of education .....	<b>Error! Bookmark not defined.</b>
Table 4.5: Showing various effects of child neglect on later academic performance in Kisoko sub countyTororo district .....	36
Table 4.6: Showing the effects of child neglect on later academic performance in Kisoko Sub countyTororo district .....	38
Table 4.7: Showing interventions that can be applied to overcome the effects of child neglect in Kisoko Sub county Tororo District.....	40
Table 4.8 this section aims at establishing the indicators of child neglect in Kisoko sub county Tororo District .....	43

## **ABSTRACT**

This study determined the effects of child neglect of later academic performance and career in Kisoko sub county, Tororo District. Utilizing a case study design with a sample size of 36 respondents, the research focused on three primary objectives: exploring the effects of child neglect of later academic performance and career, and identifying interventions to overcome these obstacles. The findings revealed that 44.4% of respondents strongly agreed that lack of parental development and support was and poor home environment was a significant barrier for child neglect in the area physical neglect and low self-esteem. And bias were identified by 47.2% of respondents as prevalent issues affecting career progression. Balancing work and family responsibilities was a challenge for 38.9% of respondents. Additionally, 30% strongly agreed that a lack of financial resources was a critical barrier, while 27.8% agreed that community and poor home environment and resources created additional effects of child neglect. For children facing child neglect, 38.9% of respondents agreed that gender lack of parental involvement and support contribute to 47.2% noted that resistance from colleagues was a significant issue. The study also found that chronic stress and trauma contributes to 36.1%, and 33.3% indicate that physical neglect and health problems, societal expectations hindered policy implementation. The study recommends targeted leadership training programs, establishing mentorship networks, enacting gender equality policies, raising awareness to shift societal attitudes, and encouraging parents participate in decision-making processes to create a more supportive and equitable environment for Children at large.

## **LIST OF ACRONYMNS**

<b>HR</b>	- Human Resources
<b>NGO</b>	- Non-Governmental Organization
<b>SME</b>	- Small and Medium Enterprises
<b>ICT</b>	- Information and Communication Technology
<b>USAID</b>	- United States Agency for International Development
<b>UNICEF</b>	- United Nations International Children's Emergency Fund
<b>NGO</b>	- Non-Governmental Organization
<b>UHR</b>	- Uganda Human Right
<b>SPSS</b>	- Statistical Package for the Social Sciences
<b>CSR</b>	- Corporate Social Responsibility
<b>EU</b>	- European Union
<b>UNDP</b>	- United Nations Development Programme
<b>MDG</b>	- Millennium Development Goals
<b>CR</b>	- Children right
<b>SEP</b>	-Socio Economic perspective

# CHAPTER ONE

## INTRODUCTION

### 1.1 Introduction

This study examined the effects of child neglect on later academic performance and career in Kisoko Sub County, Tororo district. Children's roles encountered unique barriers such as lack of parental involvement and support, poor home environment and sources, physical neglect and health problem, chronic stress and trauma.

The study's objectives including identifying and investigating of effects of child neglect academic performance and career. The research questions focused on the effects of child neglect on later academic performance and career and nature of these effects and solution, and potential solutions. The justification for the study lay in its potential to inform policy and improve support systems for Children. The study's scope covered Kisoko Sub County, and the conceptual framework guided the investigation into these child neglect effects.

### 1.1 Background to the study

#### 1.1.1 The Global Status of child neglect Positions

The landscape of children's neglects positions varies significantly across different regions of the world, highlighting both progress and persistent effects of child neglect in children achieving gender parity and empowerment. In Europe, despite legal frameworks supporting children, gender equality, and children faces a problem of child neglect in ascending to deeply environmental factors and social problems affecting families ingrained cultural norms and societal expectations. Patriarchal attitudes often undermine children's authority and limit their access to decision-making positions in their homes and their environment areas s (Jeynes &Christenson, 2004).

America presents a contrasting picture where some countries have seen notable advancements in children's affairs. For instance, Argentina and Chile have promoted children's right, marking significant milestones in gender equality. However, children in their attainment of development still faced by problem of child neglect, gender-based violence, and limited access to economic resources, which impede their full participation and effectiveness (Henderson. and Mapp, 2002).

In Europe, efforts to promote gender diversity and children welfare have resulted in varies outcomes. Countries like Norway have implemented quotas to decrease of children neglect representation on corporate boards, demonstrating progress towards gender parity in business leadership. Yet, gender gaps persist in senior management and executive positions across the continent, reflecting enduring barriers such as the glass ceiling phenomenon and workplace discrimination.

India presents a complex landscape where physical neglect and health problem, traditions and socio-economic factors shape children's welfare and opportunities. In Japan, for example, children confront the "glass ceiling" and structural barriers that hinder their advancement to top leadership roles in corporate and political spheres. Despite advancements in education and

Workforce participation, gender stereotypes and workplace biases persist, limiting children's access to educational system (Nakano & Ogasawara, 2022). Conversely, countries like New Zealand and Taiwan have made significant strides in promoting gender equality in leadership, implementing policies that support children's career advancement and leadership development (Gekara et al., 2020).

Lastly, while there has been notable progress in promoting children's right globally, persistent effects of child neglect emotional neglect and low self-esteem such as cultural biases, gender discrimination, and insufficient support networks continue to hinder children's full participation and leadership effectiveness. Addressing these effects requires comprehensive efforts from governments, organizations, and society to create inclusive environments that empower children's to thrive in leadership roles and contribute to decision-making processes worldwide.

### **1.1.2. Regional Context of Children neglect Positions in Africa**

Globally, the United Nations has played a pivotal role in advancing children's right through various frameworks and initiatives. The Sustainable Development Goals (SDGs), particularly Goal 5, focus on achieving gender equality and advocating for the right of boys and girls. This goal has spurred numerous international programs and funding aimed at enhancing children's right capabilities. For instance, the UNICEF that campaign "campaign has successfully mobilized global support for gender equality and challenged discriminatory practices. Additionally, the World Bank's 2018 report highlighted the significant strides made in promoting gender equality but also underscored ongoing effects. Despite substantial financial and technical assistance provided to projects aimed at advocating for children right, barriers such as patriarchal norms and limited access to resources continue to impede progress. According to this report, in Nigeria, children constitute a considerable portion of the workforce and hold significant family positions, yet their journey to leadership roles is often hindered by deep-rooted discriminatory practices.

This persistent issue reflects a broader challenge that international efforts aim to address by promoting policy reforms and providing support systems to children's leaders globally.

In Africa, regional efforts have also been crucial in addressing factors facing the children as they encounter to their progress gender disparities in leadership. For example, Nigeria has made notable attempts to overcome these barriers through legislative reforms and targeted initiatives. The Gender Equality Bill and the efforts of organizations like the Nigerian children Trust Fund aim to tackle the educational and economic barriers that children face. The World Bank's 2019 report on Nigeria reveals that despite progress in some areas, effects such as patriarchal norms and restricted access to resources continue to limit children performance advancement into leadership roles. The report highlights that children's hold only 6.7% of the seats in the Nigerian Senate, underscoring the need for continued reform and support.

Similarly, Ethiopia has undertaken legislative reforms and children's rights to promote gender equality. However, the effects remain. The UN children's right 2021 report notes that while Togo has made strides in advocating for children's right political representation, children's still encounter systemic barriers that restrict their full participation in leadership roles.

This report indicates that children's representation in parliament increased from 20% in 2010 to 25% in 2021, reflecting slow but steady progress in addressing these barriers.

In Algeria, constitutional guarantees and quota systems have been introduced to boost children's right in parliament. The International Foundation for Electoral Systems (IFES) 2020 report highlights that while these measures have led to child neglect holding 31.6% of parliamentary seats, cultural attitudes and conservative interpretations of Islam continue to pose significant effects. These cultural barriers limit children's ability to achieve meaningful leadership roles beyond symbolic representation.

Gabon has seen improvements in children's participation due to supportive policies. According to the UN Children's 2020 report, children's representation in parliament rose to 28% in 2020, demonstrating the impact of targeted policies aimed at enhancing children's. Despite these advancements, effects such as political instability and economic disparities continue to affect development and influence.

In Mali, the situation is more complex due to conflict and instability. The UNDP 2002 report reveals that although there have been efforts to promote children's right through legal reforms and community empowerment initiatives, barriers such as limited educational opportunities and restrictive cultural practices persist. The report shows that children occupy only 10.5% of their rights, reflecting significant barriers despite ongoing efforts.

These regional and international efforts illustrate both progress and ongoing effects in addressing gender disparities in leadership. Continued collaboration and targeted interventions are essential to dismantling barriers and fostering an environment where children's can fully participate and lead effectively in shaping equitable and sustainable development across Africa.

### **1.1.3. The Uganda Status of Children's right Positions**

In Uganda, children's have increasingly in positions across various sectors due supporting, including politics, business, and civil society. Political representation has notably improved, with children's holding approximately 35% of parliamentary seats as of recent reports (Inter-Parliamentary Union, 2021). This progress reflects efforts to promote gender equality in governance and decision-making processes.

However, children's roles face significant effects rooted in socio-cultural norms and economic disparities. Traditional gender roles often prioritize male leadership, limiting children's access to influential positions and decision-making spheres. Moreover, pervasive gender-based violence, including domestic violence, remains a critical issue affecting children's across the country, particularly in urban centres like Kampala and Gulu (Uganda Bureau of Statistics, 2021).

To address these effects, the Ugandan government has implemented various strategies supported by civil society organizations and international partners. Legal reforms, such as the enactment of the Domestic Violence Act, aim to protect children's from violence and promote their rights. Affirmative action measures in political representation and leadership roles further aim to

enhance children's participation in decision-making bodies (Ministry of Gender, Labour and Social Development, Uganda, 2021).

Capacity-building programs play a crucial role in empowering children's leaders with skills and knowledge necessary for effective governance and leadership. These initiatives focus on promoting gender-responsive governance practices and fostering inclusive environments where children's can contribute meaningfully to Uganda's socio-economic development. Public awareness campaigns and advocacy efforts also seek to challenge harmful cultural practices and stereotypes that hinder children's advancement positions.

In conclusion, while strides have been made in advancing children's in Uganda, persistent barriers such as socio-cultural norms, gender-based violence, and economic disparities require continued and concerted efforts from all sectors of society. By addressing these effects comprehensively and promoting gender equality agendas, Uganda can create more inclusive and equitable opportunities for children's to thrive as leaders in their communities and beyond.

## **1.2 Problem Statement**

The study addresses a significant gap by providing a focused examination of the specific effects faced by children's affair in positions within Kisoko sub county, Tororo District. While existing literature, such as the work by Kasiryer R (1986) and the Uganda Children's International's Day Edition Magazine (March 2023), acknowledges the general importance of children's and the barriers they face, there is a lack of detailed, localized analysis specific to Tororo District. Current studies often highlight broad trends but do not fully capture the unique, contemporary effects faced in this region. This study aims to fill this gap by assessing how these effects affect children's effectiveness and participation in leadership roles. Additionally, it will address the issue of gender norms and the distribution of household responsibilities, an area not thoroughly explored in previous research. By providing localized insights and concrete evidence, this study seeks to offer targeted recommendations for improving children's' education and promoting gender equity Kisoko Sub County.

## **1.3 General objective**

The study objective included determining the Effects of Child neglect on later academic performance and career in Kisoko Sub County Tororo District

## **1.4 Objectives of the study**

- i. To determine the percentage of neglected children who experience a decline in academic performance Kisoko sub county, Tororo District.
- ii. To identify the specific cognitive skills for example reading mathematic, problem solving among children who are most affected by child neglect.
- iii. To examine the relationship between child neglect and career advancement ( promotions, job satisfaction)

## **1.5 Research questions**

- i. What is the percentage of neglected children who experience a decline in academic performance in Kisoko sub county, Tororo District?
- ii. What are the specific cognitive skills needed in solving problems which children who are mostly affected by child neglect.
- iii. What are relationships between child neglect and career advancement (promotions, job satisfaction).

## **1.8 Scope of the study**

The study will comprise of content, geographical and time scope.

### **1.8.1 Content scope**

The research will encompass various aspects related to domestic violence in Kisoko Sub County, including the effects of child neglect on later academic performance, It, will also explore how these existing effects affect children's roles and responsibilities in the area and seek to identify interventions that can be applied to overcome these effects effectively.

### **1.8.2 Geographical scope**

The area of the study will be restricted to Kisoko sub county, Tororo District because it is expected to be convenient to the researcher to access the information from the respondents.

### **1.8.3 Time Scope**

This will cover between 2023-2024 because during this period more child neglect cases will have arose.

## **1.6 Justification of the study**

The justification for studying the effects faced by later academic performance and career of children in Kisoko sub county, Tororo District is multifaceted. First and foremost, it aligns with the broader imperative of gender equality and children's empowerment, as enshrined in numerous international conventions and frameworks such as the Convention on the Elimination of All Forms of Discrimination against Children (CEDAW). Despite progress in promoting gender equality globally, disparities persist, particularly in leadership roles where children often encounter systemic barriers. Understanding these effects is essential for advancing gender equity and fostering inclusive governance. Moreover, examining the obstacles faced by children in Kisoko Sub County specifically provides localized insights that can inform targeted interventions and policy measures tailored to the unique context of Tororo District. Additionally, addressing gender disparities in leadership has far-reaching implications for societal development and progress. Research indicates that diverse leadership teams, including gender-based ones, are associated with improved decision-making, innovation, and overall organizational performance. Therefore, investigating the effects hindering children's' participation in education in Kisoko Sub County not only serves principles of justice and equity but also holds promise for enhancing governance effectiveness and societal well-being (Mc Ewen., 2000).

## 1.7 Significance of the study

The study will be significant to Government, Policy makers, future researchers and researcher herself in the following ways.

Effects of child neglect on later academic performance and career Faced by Children's position in Kisoko Sub County Tororo District holds significance for various stakeholders.

**Government/Policymakers:** The research findings may inform policymakers and government officials at both local and national levels about the specific effects faced by children as pertaining their educational system within Kisoko Sub County. This information may guide the development of targeted policies and initiatives aimed at addressing gender disparities in leadership and fostering greater gender inclusivity in decision-making processes.

**Civil society organizations/Advocacy groups:** Civil society organizations and advocacy groups focused on children's rights and empowerment may utilize the research findings to tailor their advocacy efforts and programs. By understanding the effects encountered by children's leaders Kisoko Sub County, these stakeholders may develop targeted support and resources to assist children's aspiring to leadership roles.

**Local community members:** The research findings may raise awareness among local community members about the importance of gender equality and diverse leadership. By highlighting the barriers faced by children's in performance, the findings may encourage community members to advocate for gender equity within local governance structures and support children's leaders.

**Current children's leaders:** The research findings may provide validation and recognition of the experiences and effects faced by current children's performance serving Kisoko Sub County. This recognition may empower children's leaders to advocate for their rights and seek institutional support to overcome obstacles to their.

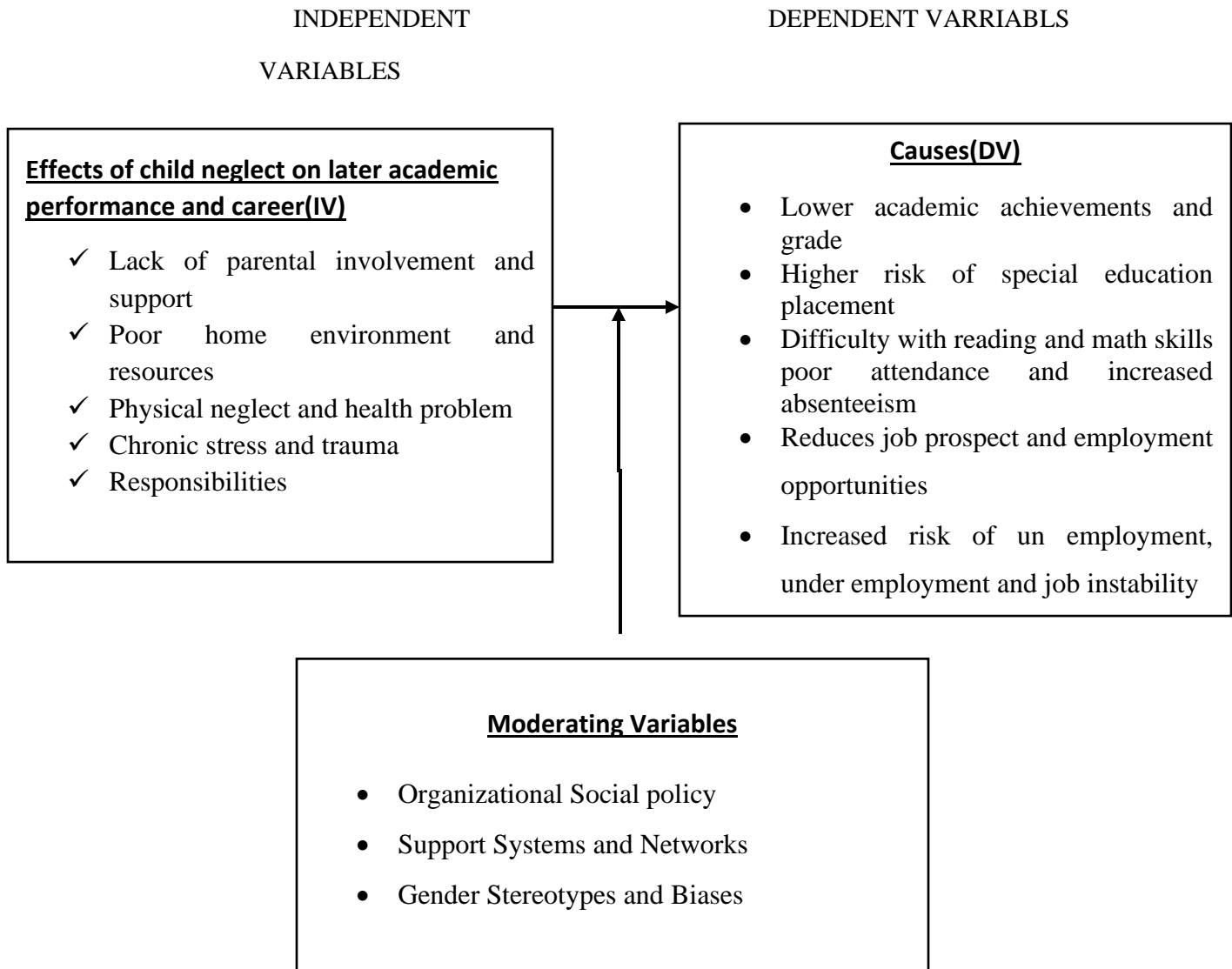
**Future children's leaders:** Aspiring children's leaders in Kisoko Sub County may benefit from the research findings as a roadmap for navigating the complexities of performance. By documenting the effects faced by their predecessors, future children's leaders can better prepare themselves for leadership roles and develop strategies to overcome gender-based barriers.

**Researchers/Universities:** The research contributes valuable empirical data and insights to the broader literature on gender and leadership. By documenting specific effects faced by children's leaders Kisoko Sub County, the research enriches scholarly discourse on gendered power dynamics and governance structures, thereby advancing knowledge in the field.

## 1.9 Conceptual framework

The conceptual frame work shows the relationship between independent variables and dependent variables. Their relationship is indicated among their perimeters outline<sup>3d</sup> within their diagrams. the diagrams below represents the relationship between the independent variables which is

effects of child neglect on later academic performance and career .this variable interact with one another but the effect is felt in dependent variables. These variables have sub variables that also interact or influence the aspect of independent variables (effects of child neglect as reflected on the diagram below).



*Source: Researcher 2024*

## **Definition of variables**

### **Definition of key terms.**

Child neglect refers to failure of apparent, care giver or guardian to provide a child with necessary care, support and protection resulting in harm or risk of harm to the child's physical, emotional, psychological or social well being.

Physical neglect refers to provide basic needs like food, shelter, clothing and medical care.

Emotional neglect refers to failure to provide love, support and emotional connection.

Educational neglect refers to failure to ensure access to education or neglecting child's special education needs.

### **1.10 Chapter summary**

This chapter provides a comprehensive overview of the research study focusing on the Effects Faced by Child neglect and later academic performance Kisoko sub county, Tororo District. It begins with the background of the study, highlighting the context and relevance of investigating this topic. The statement of the problem identifies the specific issues that the study aims to address, followed by clear objectives and research questions to guide the investigation. The justification and significance of the study emphasize the importance of understanding and addressing gender disparities in leadership within the context of Tororo District. The scope of the study delineates its boundaries in terms of content, geography, and time frame, ensuring a focused and rigorous examination of the research topic. The conceptual framework outlines the theoretical underpinnings and key variables that will be explored in the study. Overall, this chapter serves as a foundational framework for the subsequent research endeavors, providing a roadmap for investigating and analyzing the effects faced by children's in leadership positions Kisoko sub county's Tororo District.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter centers on the main objective of the study: to determine the effects faced by children's in pertaining education Kisoko sub county, Tororo District. The literature review will be conducted in connection with this objective and will address the study's three core aims: exploring the various effects affecting children's Kisoko Sub County, assessing how these effects impact children's in leadership roles, and identifying potential interventions to overcome these obstacles. This chapter provides a detailed discussion of the literature relevant to these aims.

#### **2.1 Effects that affect Child Neglect on later academic performance.**

At the international level, gender bias and discrimination are significant barriers affecting children's leadership. The World Economic Forum (2023) reports that children's hold only 30% of senior leadership positions globally, illustrating a persistent gender gap. This global trend is mirrored Kisoko Sub County, where children's face similar biases that hinder their performance potential. However, there is a gap in localized studies that connect these international trends to specific barriers experienced by children's in Kisoko. For instance, while global reports indicate systemic discrimination, they do not provide granular details on how these international biases are reflected in local contexts like Kisoko. The lack of localized data on the specific forms of discrimination faced by children's in Kisoko limits the understanding of how global trends impact local opportunities and highlights the need for focused research on the nuances of gender discrimination in specific settings.

Regionally, African children's face numerous barriers that hinder their leadership roles, with only 24% holding political seats across the continent (UN Children's, 2022). This statistic highlights a significant gender disparity, with children's in countries like Nigeria and Togo encountering systemic effects. Kisoko sub county, these regional barriers are compounded by local cultural norms and economic conditions. The gap here lies in the lack of detailed regional studies that link broader African trends to the specific obstacles faced in Kisoko. For instance, while regional reports provide a broad overview, they often overlook how local cultural and economic factors in Kisoko exacerbate these issues. Understanding the intersection of regional and local effects is crucial for developing targeted interventions that address both overarching regional barriers and specific local constraints.

In Uganda, children's hold only 50% of children's positions, reflecting significant gender disparities (Uganda Bureau of Statistics, 2022). Traditional practices and cultural norms contribute to these effects, with children's facing barriers similar to those described at the regional level. However, there is a gap in understanding how these national statistics translate into specific effects with Kisoko Sub County. National data provides a broad perspective but does not detail how local practices and economic conditions in Kisoko impact children's

leadership opportunities. For example, while national reports may indicate progress in gender equality, they often fail to address the localized issues that hinder children's advancement in

specific areas like Kisoko . This gap underscores the need for detailed local studies that connect national trends to the unique effects faced in Kisoko.

Cultural norms and traditional gender roles significantly impact children's academic performance opportunities in Kisoko, with practices such as gendered labor divisions restricting children's public participation (Stella, 2002). Despite this, there is a gap in comprehensive studies that link these cultural practices to specific barriers faced by children's in Kisoko. While cultural studies provide valuable insights, they often lack detailed analysis of how these norms specifically affect children's leadership roles in localized settings. For example, cultural norms might be described broadly, but there is limited data on how these norms are experienced and addressed in Kisoko's unique context. This gap highlights the need for research that examines how traditional practices impact children's ability to participate in leadership roles within Kisoko and suggests targeted interventions to address these specific cultural barriers.

Economic disparities exacerbate gender inequality in Kisoko, with children's having lower access to financial resources and economic opportunities (Anderson & Lee, 2021). The Uganda National Household Survey (2021) indicates that children's have lower asset ownership and access to credit, which impacts their leadership potential. However, there is a gap in understanding how these economic disparities specifically affect children's leadership roles in Kisoko. While national surveys provide a general picture, they do not offer detailed insights into how economic barriers play out in the local context of Kisoko. For example, local economic conditions and access to resources might vary, affecting children's ability to invest in leadership roles and business ventures. Addressing this gap requires localized research to better understand the specific economic effects faced by children's in Kisoko and develop targeted solutions to enhance their economic opportunities.

Political participation remains a significant challenge for children's in Kisoko, with only 30% holding local government seats (Uganda Electoral Commission, 2022). Despite constitutional guarantees, children's face discrimination and resistance in accessing Basic needs. The gap here is in understanding how these national and regional statistics translate into specific barriers within Kisoko. National data on political representation often overlooks the unique effects faced at the local level. For instance, while national reports may show overall gender disparities, they might not capture the specific forms of political resistance or lack of support networks experienced by children's in Kisoko. Research focused on local political dynamics is needed to address these gaps and develop strategies to improve children's political representation and participation in Kisoko.

Institutional barriers and systemic discrimination further restrict children's leadership opportunities in Kisoko. Studies indicate that children's face discriminatory practices in recruitment and promotion (Tororo District Children's Right, 2021). However, there is a gap in localized studies that connect these institutional barriers to specific practices in Kisoko. While research highlights general institutional biases, it often lacks detailed analysis of how these

biases manifest in the local context. For example, local recruitment practices and promotion processes might differ from national trends, impacting children's access to leadership roles.

Addressing this gap requires in-depth local research to understand how institutional barriers affect children's in Kisoko and develop tailored interventions to promote gender equality in leadership.

The lack of institutional support and resources for children's in Kisoko impedes their leadership effectiveness (Tororo District Children's Leadership Initiative, 2021). Children's often struggle with inadequate access to funding, training, and mentorship opportunities. However, there is a gap in understanding how these support issues specifically affect children's leadership roles in Kisoko. While reports highlight general support effects, they often do not provide detailed insights into local resource availability and support mechanisms. For instance, local variations in funding opportunities and training programs might affect children's ability to compete effectively with male counterparts. Research focused on local support systems is needed to address these gaps and ensure that children's in Kisoko have access to the resources they need to succeed in leadership roles.

Gender-based violence and harassment impact children's leadership roles in Kisoko, with children's facing threats and intimidation (Tororo District Gender Equality Commission, 2021). Despite this, there is a gap in understanding how these issues specifically affect children are in Kisoko. National and regional studies often provide broad overviews but lack detailed analysis of local experiences of violence and harassment. For example, the prevalence and impact of gender-based violence might vary locally, affecting children's ability to participate in leadership roles. Addressing this gap requires localized research to understand the specific nature of gender-based violence in Kisoko and develop targeted measures to ensure children's safety and participation in leadership.

The lack of recognition and respect for children's leaders in Kisoko undermines their authority and effectiveness (Kisoko Children's Leadership Institute, 2021). Children's often face dismissiveness and belittlement, impacting their morale and motivation. However, there is a gap in detailed studies that connect these issues to specific effects faced by children's in Kisoko. While general research highlights issues of recognition, it often lacks localized data on how these effects affect children's leadership roles in Kisoko. For instance, local cultural attitudes and community dynamics might influence how children's leaders are perceived and treated. Addressing this gap requires research that examines the specific forms of recognition and respect issues faced by children's in Kisoko and develops strategies to improve their status and Performance

## **2.2 How existing effects affect Children's in performance**

Gender bias presents a significant barrier for children's positions Kisoko Sub County. Globally, gender bias results in children's occupying only about 30% of senior roles, as reported by the World Economic Forum (2023). In Uganda, the situation is slightly better but still problematic, with children's holding their rights only 35% of across various sectors, according to the Uganda

Bureau of Statistics (2022). In Kisoko, these biases manifest in subtle forms child neglect, including unequal provision of basic assistive, limited promotion opportunities, and biased evaluations. Research by Brown et al. (2021) highlights that these biases contribute to fewer

children's being considered as one of the most important persons roles and hinder their career advancement. However, there is a significant gap in understanding how these biases specifically impact children's in Kisoko While national and regional statistics provide an overview, localized research is lacking. This gap makes it challenging to develop targeted interventions that address the specific nature of gender bias faced by children's in Kisoko. Detailed local studies are needed to explore how gender biases operate in Kisoko's socio-economic and cultural context, which would inform more effective strategies to promote children's advancement in leadership roles.

Economic effects further compound the difficulties children's face in leadership positions. The Uganda National Household Survey (2021) reveals a stark disparity in financial resources between men and children's, with children's having lower access to assets, credit, and investment opportunities. This economic marginalization severely impacts children's ability to invest in leadership roles and entrepreneurial ventures. Kisoko Sub County, children's struggle with limited financial resources and economic opportunities, which are crucial for career advancement. Anderson and Lee (2021) note that economic barriers exacerbate children's vulnerability and restrict their professional growth. The Tororo District Children's Initiative (2021) also highlights that these economic constraints prevent children's from pursuing or excelling in leadership roles. However, there is a notable gap in localized research that connects economic effects to the specific barriers faced by children's in Kisoko. While broader studies provide general insights, they do not capture the nuances of local economic conditions. Understanding these localized economic barriers is essential for developing targeted strategies that can enhance children's access to resources and support their leadership ambitions.

Cultural norms and traditional gender roles play a crucial role in shaping the leadership opportunities available to children's Kisoko Sub County. Cultural practices, such as early marriages and gendered labor divisions, limit children's career prospects and leadership aspirations, as highlighted by Stella (2002). These norms often confine children's to domestic roles and discourage their participation in public and leadership roles. In Kisoko, cultural expectations frequently dictate that children's prioritize family responsibilities over professional ambitions, which hinders their involvement in leadership. Garcia et al. (2019) argue that entrenched patriarchal attitudes and cultural practices undermine children's autonomy and effectiveness in leadership roles. The significant gap here is the lack of detailed local research on how these cultural norms specifically impact children's leadership opportunities in Kisoko. While general studies provide valuable context, they often fail to address the specific cultural dynamics at play in Kisoko. Conducting localized research would provide deeper insights into how cultural practices influence children's leadership roles and inform culturally sensitive strategies to support their advancement.

Political participation and representation are critical issues affecting children's leadership opportunities. Despite constitutional provisions for gender equality, children's face substantial

barriers in accessing political power. The Uganda Electoral Commission (2022) reports that children's hold only 30% of local government seats, indicating a persistent gender gap in political representation. Kisoko Sub County, children's encounter specific effects such as resistance and discrimination when seeking political positions. Jones (2022) highlights that

Political processes often favor men, and children's face obstacles such as lack of support networks and mentorship opportunities. These effects hinder children's ability to participate in politics and advocate for their rights. The gap here is the lack of localized research that connects these national and regional effects to specific barriers faced by children's in Kisoko. Detailed local studies are needed to examine how political participation issues manifest in Kisoko and develop targeted strategies to improve children's representation and engagement in political roles.

Institutional barriers and systemic discrimination are significant effects for children's roles. Research indicates that discriminatory practices in upbringing children recruitment, promotion, and advancement hinder children's access to (Tororo District children's right, 2021). These systemic issues perpetuate gender inequality and limit children's opportunities for career advancement. Kisoko Sub County, children's face specific institutional barriers that affect their wellbeing prospects, such as biased recruitment practices and limited promotion opportunities. Patel (1987) points out that the lack of scholastic materials, chronic stress and trauma among children's representatives also contributes to their underrepresentation in leadership roles. The gap here lies in the lack of localized research on how institutional barriers specifically impact children's in Kisoko. While broader studies provide general insights, they do not address the specific institutional effects faced by children's in Kisoko. Localized studies are needed to explore these systemic barriers in detail and develop effective measures to address them and support children's leadership advancement.

The lack of support and resources for children's in Kisoko Sub County severely affects their ability to compete in leadership roles. Children often face effects in accessing funding, training, and mentorship opportunities, which are crucial for career development. According to Brown et al. (2021), the scarcity of institutional support and resources limits children's ability to succeed in leadership positions. In Kisoko, children's leaders struggle with inadequate support systems and resources, which hampers their professional growth. The Kisoko Children's Leadership Institute (2021) highlights that children's often lack the necessary support networks to advance in leadership roles. The gap here is the lack of detailed local research on the availability and effectiveness of support systems for children's in Kisoko. While general studies provide an overview, they do not capture the specifics of support issues in Kisoko. Conducting localized research would help assess the support needs of children's in Kisoko and develop targeted interventions to enhance their access to resources and support.

Gender-based violence and harassment are significant obstacles for children's in leadership positions. The Tororo District Gender Equality Commission (2021) reports that children's leaders often face threats, intimidation, and physical violence due to their advocacy and leadership roles. This violence undermines their safety and effectiveness of children's positions.

Kisoko Sub County, gender-based violence and harassment present serious effects, discouraging children's from participating in their development and impacting their performance. Johnson (2021) notes that inadequate legal protections and support services exacerbate these issues, leaving children vulnerable. The gap here is in understanding how gender-based violence specifically affects children's in Kisoko. While national and regional studies provide general

insights, there is limited localized research on the prevalence and impact of violence against children's leaders in Kisoko. Localized studies are needed to examine the specific forms of violence faced by children's in Kisoko and develop targeted measures to ensure their safety and support.

The lack of recognition and respect for children's leaders affects their authority and effectiveness. Children's leaders in Kisoko often face dismissiveness and belittlement from male counterparts and community members, impacting their morale and effectiveness. The Kisoko Children's development Institute (2021) highlights that children's frequently struggle to gain acknowledgment for their contributions. Stella (2002) suggests that societal attitudes and stereotypes about children's roles undermine their Development effectiveness. The gap here is the lack of localized data on how issues of recognition and respect specifically impact children's development in Kisoko. While general research provides valuable context, localized studies are needed to assess how recognition and respect issues affect children's leadership roles in Kisoko and develop strategies to improve their status and effectiveness.

Systemic barriers and discriminatory practices create significant obstacles for children's leadership advancement. Hyden and Gran (1986) note that entrenched biases and male-dominated structures hinder children's access to leadership roles, perpetuating gender inequality. Kisoko sub county, systemic barriers such as biased practices in recruitment and promotion impact children's career progression. While national studies provide general insights, there is a lack of detailed local research on how these systemic barriers specifically affect children's in Kisoko. Localized studies are necessary to explore these barriers in detail and develop targeted measures to support children's development advancement.

### **2.3 Interventions that can be applied to overcome the effects child neglect on later academic career.**

To address the effects children face in leadership positions, several targeted interventions can be implemented, yet significant gaps remain in their effectiveness and application.

Provision of enough scholastic materials are essential for raising awareness about unconscious biases in decision-making processes. Anderson and Lee (2021) emphasize that such training can reduce biased behaviors and foster more inclusive environments. However, a significant gap exists in the application and depth of these programs. Many organizations implement brief or superficial training sessions that fail to address deep-rooted biases and systemic issues. Furthermore, without ongoing evaluation and reinforcement, the impact of these training programs diminishes over time. There is a need for more comprehensive, long-term training

initiatives that include continuous assessment and integration into organizational culture to ensure lasting change.

Mentorship and sponsorship programs are crucial for supporting children's career advancement by connecting them with experienced leaders. The Kisoko Children's Leadership Institute (2021) highlights the importance of these programs in overcoming career effects. Despite their benefits, gaps persist in the availability and effectiveness of such programs. Often, these initiatives are

limited in scope and fail to reach a broader audience. Additionally, there is a lack of structured support and accountability for mentors, which can result in uneven or inadequate guidance. Expanding these programs to include more participants and ensuring robust support and evaluation mechanisms could enhance their effectiveness in fostering children's leadership.

Economic empowerment initiatives, such as microloans and financial training, are vital for addressing the financial barriers that hinder children's advancement. Garcia et al. (2019) argue that economic empowerment is closely linked to children's career opportunities. However, gaps remain in the accessibility and impact of these programs. Many financial initiatives do not adequately address the unique needs of children's, particularly those in rural or marginalized communities. Additionally, there is often a lack of follow-up support and financial literacy education, which can undermine the long-term success of these interventions. To bridge these gaps, economic programs must be more inclusive, offer tailored support, and provide ongoing financial education and assistance.

Cultural change initiatives aim to challenge and transform traditional gender roles and stereotypes. Stella (2002) underscores the importance of shifting cultural attitudes to create a more inclusive environment. However, significant gaps exist in the scope and impact of these initiatives. Cultural change efforts are often limited to awareness campaigns that do not address the deeper, systemic nature of gender biases. Moreover, such programs frequently lack the engagement of key community leaders and stakeholders, which is crucial for driving widespread cultural transformation. Expanding these initiatives to include comprehensive community engagement and addressing systemic cultural norms could enhance their effectiveness in promoting gender equality.

Strengthening legal frameworks and policies to support gender equality is crucial for creating an equitable environment. The Uganda Gender Policy (2022) outlines measures for promoting gender equality, yet gaps remain in enforcement and implementation. Many existing laws are not effectively enforced, and there is often a lack of support for victims of discrimination or harassment. Additionally, there are gaps in policy coverage, with some areas not fully addressed by current regulations. Addressing these gaps requires robust enforcement mechanisms, greater awareness and education about legal rights, and the development of comprehensive policies that address all aspects of gender inequality.

Improving access to education and professional development opportunities is vital for empowering children's to pursue leadership roles. The Uganda Bureau of Statistics (2022) reports that education significantly impacts children's career advancement. Despite this, gaps

exist in the accessibility and quality of educational and professional development programs. Many programs are not tailored to the specific needs of children's, and there is often a lack of resources in rural or underserved areas. Enhancing access to targeted educational opportunities and ensuring that professional development programs are inclusive and responsive to children's needs can help bridge these gaps and support children's leadership ambitions.

Promoting children's participation in political and public life is essential for achieving gender equality in governance. Jones (2022) highlights the importance of increasing children's

representation in political roles. However, significant gaps remain in the support and opportunities available for children's in politics. Many children's face barriers such as lack of funding, inadequate training, and limited political networks. Additionally, cultural and institutional obstacles often hinder children's political engagement. To address these gaps, targeted support programs, increased funding opportunities, and comprehensive training initiatives are needed to enable children's to participate effectively in political processes.

Addressing gender-based violence and harassment through support services is crucial for ensuring the safety and effectiveness of children's in leadership positions. The Tororo District Gender Equality Commission (2021) emphasizes the need for robust support systems. However, gaps exist in the availability and effectiveness of these services. Many children's lack access to adequate legal protections and support services, and there is often insufficient awareness of available resources. Enhancing the accessibility and quality of support services, and ensuring effective legal protections, can help address these gaps and create a safer environment for children's leaders.

Encouraging work-life balance through flexible work arrangements is important for supporting children's leadership. Patel (1986) underscores the significance of work-life balance in children's career participation. Despite this, gaps remain in the implementation of flexible work policies. Many organizations offer limited options for remote work or flexible hours, and there is often a lack of support for employees who utilize these options. To address these gaps, organizations should expand flexible work arrangements, ensure that policies are inclusive and equitable, and provide adequate support for employees managing work-life responsibilities.

Fostering a culture of inclusion and respect within organizations is essential for supporting children's in leadership roles. The Kisoko Children's Leadership Institute (2021) highlights the importance of an inclusive environment. However, gaps persist in the effectiveness of these cultural efforts. Many organizations fail to fully address issues of respect and inclusivity, and there is often a lack of accountability for discriminatory behaviors. Strengthening organizational cultures to prioritize respect, inclusivity, and equality, and implementing robust mechanisms for addressing discriminatory practices, can help bridge these gaps and support children's performance development.

## **2.4 Chapter Summary**

The study literature review comprehensively explores the effects faced by child on later academic performance and roles in Kisoko sub county, Tororo District, by analyzing existing

scholarly works and research findings. This chapter provides an insightful discussion on the barriers obstructing effective female participation in leadership, encompassing socio-cultural, economic, and institutional factors contributing to their marginalization. It synthesizes diverse perspectives and empirical evidence, identifying key gaps in the current research, such as the lack of comprehensive data on specific effects faced by children's in Kisoko and the limited scope of existing interventions. By highlighting these research gaps, the chapter underscores the need for further investigation into targeted interventions that address these issues. This sets the stage for Chapter Three outlines the research methodology for addressing these gaps and exploring practical solutions to promote gender equality in leadership in Kisoko sub county.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction.**

This chapter outlined the research methodologies employed to investigate the effects faced by children's in children's academic performance in Kisoko sub county, Tororo District. The study aimed to understand the complexities surrounding children's performance and experiences and identify practical interventions to address these effects. Various methodological procedures were utilized, encompassing data collection, processing, and presentation techniques. This chapter detailed the research approach and design, including the study area, population, and sampling techniques. It covered the methods for data collection and analysis, research procedures, and addressed ethical considerations to ensure the integrity and reliability of the study.

#### **3.2 Research Approach**

The research approach was a plan and procedure consisting of steps from broad assumptions to detailed methods of data collection, analysis, and interpretation (Creswell, 2014). The study employed a qualitative approach. According to Creswell (2012), qualitative research is a means of exploring and understanding the meaning individuals or groups ascribed to a social problem. This approach was chosen because the research described the findings of the study using direct quotations and words from the respondents (Creswell, 2014). Despite criticisms that qualitative research lacks scientific rigor and relies on the researcher's subjective views, it was noted that using a few cases in qualitative research and describing them in detail could mitigate these concerns (Cohen et al., 2007). The detailed qualitative approach allowed for a deeper understanding of the social inclusion measures for Town Agents Kisoko sub county, Tororo District, by capturing the experiences and perspectives of the respondents accurately.

#### **3.3 Research Design**

A research design was selected to integrate various components of the study in a coherent and logical manner to address the research problem (Epstein, 2001). The study utilized a case study design, which is a qualitative approach involving the exploration of a bounded system (a case) or multiple bounded systems (cases) over time through detailed, in-depth data collection from various sources such as observations, interviews, audiovisual material, documents, and reports (Creswell et al., 2007). The case study design was deemed suitable for understanding complex social phenomena within their real-life context, enabling a comprehensive examination of social inclusion measures for Town Agents Kisoko sub county, Tororo District. This approach facilitated the collection of rich, detailed data through open-ended questions, capturing the nuanced experiences and perspectives of the respondents and ensuring reliable and accurate data on the study's specific objectives (Bronfieb, 2015).

#### **3.4 Study Population**

Population, as defined by Hart and Risely (1995), was the summation of all organisms of the same group living in the same area and capable of interbreeding. For this study, the target population was defined as the eligible individuals included in the research (Renner, 2007).

The study involved selected participants such as the Town Clerk of Tororo District, who was included for having first-hand information regarding social inclusion measures for parish chief Kisoko sub county, Tororo District. Additionally, parish chief of the Sub County were included based on their extensive knowledge and information about social inclusion measures for parish chief Childrens representatives in the community were also included, as they were expected to provide valuable insights into social inclusion measures. This approach ensured a comprehensive collection of data from a diverse group of participants, providing a well-rounded perspective on the research topic.

### 3.5 Sample Size and Sampling Strategies

A sample was defined as the proportion of units selected for investigation from the population (Ritchie & Lewis, 2003). Sampling involved using specific procedures to select a portion of the whole to obtain characteristics representative of the entire population. The sample size was determined by selecting a representative sample from the given stratum. A total of 36 participants were selected, deemed reasonable for the study and sufficient to reach saturation (Patrick, 2013). The sample included 2 sub county chiefs, 3 parish chiefs Kisoko Sub County, and 27 Children’s representatives, including personnel such as masons, cleaners, and cooks. This approach ensured a diverse and comprehensive sample, providing robust data for analyzing social inclusion measures for Town Agents Kisoko sub county, Tororo District.

**Table 3.1: showing sample size of respondents**

Category of participants	Frequency	Sampling technique	Data collection instrument
sub county chief	2	Purposive sampling	Interview guide
parish chief	8	Purposive sampling	Interview guide
Children’s representatives	27	Purposive sampling	Interview guide
<b>Total</b>	<b>37</b>		

**Source: Authors computation**

#### 3.5.2 Sampling Strategies

Sampling was the process of selecting elements from a population to ensure that the sample elements accurately represented the population (Amin, 2005, p. 236). Sampling techniques are the methods researchers use to draw samples from a population (Alinga, 2008). In this study, purposive sampling was employed, where participants were selected based on specific characteristics or criteria relevant to the research objectives. This approach ensured that the sample included individuals who could provide rich, relevant, and diverse information about social inclusion measures for Parish chiefs Kisoko sub county, Tororo District.

### **3.5.2.1 Purposive Sampling**

In addressing the effects faced by children's in leadership positions in Kisoko sub county, Tororo District, purposive sampling emerged as a strategic approach. This technique, as elucidated by Cohen & Meddy (1994) and Alinga (2009), focused on selecting participants based on their typicality or their capacity to fulfil the research requirements effectively. Participants were chosen for their depth of knowledge pertaining to the sought-after information or because they occupied unique roles essential for providing indispensable insights. Consequently, for this study, purposive sampling was instrumental in the selection of key stakeholders such as the Town Clerk, Town Agents, and Children's representatives. These selections ensured that the sample encompassed individuals with the requisite expertise and firsthand experiences concerning social inclusion measures for parish chiefs in Kisoko sub county, Tororo District. This targeted approach aimed to gather comprehensive and specific data crucial for understanding and addressing the effects confronted by children's in leadership roles within the context of Tororo District.

## **3.6 Data Collection Methods and Instruments**

### **3.6.1 Data Collection Methods**

According to Maxwell (2013), data collection methods refer to the techniques used to obtain answers from respondents or participants on a given research problem. The study employed interviews, observations, and document reviews as the primary data collection methods.

#### **3.6.1.1 Interview Method**

Kasirye R (1998) outlined that interviews comprised oral questions by the interviewer and oral responses by the research participants. For this study, a structured interview guide was utilized to collect data from respondents. This guide featured predetermined and standardized questions read to the interviewees, with their answers recorded. This method was conducted on an interpersonal basis, chosen to facilitate detailed information probing, clarity, first-hand information sharing, and utilization of non-verbal communication.

An interview guide served as the primary data collection tool for this study. The researcher developed a uniform, unstructured interview guide to be administered to the Town Clerk, Town Chiefs, and Children's representatives. Each respondent engaged in one interview session, conducted in a convenient location free from disruptions. With the interviewees' consent, the sessions were audio-recorded using a mobile phone. The researcher explained that the primary purpose of recording was to capture verbatim quotations essential for qualitative data analysis and presentation. These recordings facilitated transcription and enabled accurate citation of significant statements using pseudonyms, supporting the analysis of findings.

#### **3.6.1.2 Observation**

In exploring the effects faced by children's in performance in Kisoko Sub County, Tororo District, observation was employed as a qualitative research method. This method, as defined by Marshall and Rossman (2011), involved the systematic description of events, behaviors, and artifacts in selected social settings. Robenson, in Tailor, Marklee, and Baser (2009), further elucidated that observation entailed combining sensation and perception, wherein actions were

systematically observed, recorded, and analysed to interpret the observed phenomena. The focus of observation in this study was to understand the role of employee motivation on organizational performance, as outlined by Gay (2012). The researcher adopted the stance of a non-participant observer, immersing in the lived experiences of human resources at Tororo District, and recorded observations on a checklist for subsequent interpretation and analysis. This technique was chosen to mitigate report bias, overcome language barriers, and capture naturalistic behaviors.

To aid in the observation process, the researcher utilized an observation checklist to enhance memory retention during observation sessions, in line with the suggestions of Breakthrough and Wood (2000). A descriptive log of observations was maintained for each session, ensuring meticulous documentation of key insights. Each observation session was limited to a maximum duration of 15-20 minutes to ensure focused and efficient data collection. Areas observed included employee arrival and departure times, payment schedules, and the provision of incentives such as food, housing, airtime, data, transport fees, and fuel. Through this approach, the researcher aimed to gather comprehensive information regarding the processes, knowledge, views, and perceptions surrounding effects faced by children's academic performance in Kisoko sub county, Tororo District.

### **3.6.1.3 Document Review**

In addressing the effects faced by children's welfare at Kisoko Sub County, Tororo District, a documentary review was conducted to complement primary data collection methods. This review involved examining relevant records, such as solid waste books, and documents from authorities and other respondents' offices, which were readily accessible. The aim of this review, as highlighted by Johnlee (2007), was to gain a deeper understanding of the dynamics involved in sustaining production using existing marketing models for communities. Documents reviewed included memos, marketing brochures, minutes from previous years, minutes of meetings, logs, announcements, formal policy statements, letters, journals, statutes, acts, manuals, guidelines, and minutes. By scrutinizing these documents, rich insights into the values and beliefs of participants in the study were gleaned, supplementing and supporting information obtained from interviews and questionnaires. A documentary review checklist served as the data collection tool, listing the documents reviewed and aiding in the validation and augmentation of primary data. This approach facilitated a comprehensive understanding of the effects encountered by children's in leadership roles in Kisoko sub county, Tororo District, by filling in gaps that may not have been addressed through primary data collection methods alone.

### **3.7 Procedure for Data Collection**

The data collection process commenced with the researcher drafting a comprehensive research proposal and designing interview guides tailored for the study. These tools then underwent review and approval by the supervisor. Subsequently, the researcher obtained an introduction letter from the Faculty of Social Sciences, which was presented to the authorities in Kisoko Sub County to secure permission for the study. Upon identifying potential participants, the researcher crafted a self-introductory letter, seeking their consent to partake in the study. This letter was appended to the university's introduction letter. Following this, the researcher initiated fieldwork to establish rapport with the participants, obtained their informed consent, and coordinated

logistical arrangements for the data collection process. Only after these preparatory measures did the researcher administer the research tools and commence data collection. This methodical approach ensured adherence to ethical guidelines and guaranteed that participants were fully informed and comfortable with the study procedures.

### **3.8 Data Quality Control**

According to Dayze (2003), the factual significance of a qualitative study was determined by its reliability, which could be achieved through continued engagement, persistent observation, peer debriefing, negative case analysis, and member checks of the preliminary report. To ensure credibility, the researcher asked respondents about social inclusion measures for Town Agents Kisoko sub county, Tororo District, and only considered data focused on the specified research objectives. The draft report was reviewed by the research supervisor before submission for examination.

To ensure consistency and dependability, the findings of this study adhered strictly to the study protocol, meticulously tracking events in every activity. The researcher followed all required procedures and kept a detailed log of the interview guide (Breakwell & Wood, 2000). Multiple data sources, including interview guides, observation, and document review about social inclusion measures for Parish chiefs at Kisoko sub county, were utilized for triangulation and crystallization of data before making assumptions (Rule & John, 2011). This approach enhanced the reliability and validity of the study by cross-verifying information from different sources and perspectives.

### **3.9 Data Processing, Analysis, and Presentation**

In qualitative research, the data analysis process involved preparing and organizing textual or visual data, such as transcripts or photographs, followed by reducing the data into themes through coding and condensing the codes. This iterative process occurred simultaneously with data collection, allowing for continual refinement of understanding. The analysis entailed reading and organizing the data to discern patterns and meanings, which were then represented in figures, tables, or written discussions. Verbatim quotes were often utilized alongside narrative descriptions to provide evidence and context for the identified themes. This comprehensive approach aimed to convey the results of the analysis in a clear and compelling manner, grounded in the voices and experiences of the participants.

### **3.10 Ethical Considerations**

In social research, ethical considerations were paramount in conducting the study. Prior to selecting participants, the purpose and objectives of the study were clearly discussed with the management of Tororo District, through which participants were accessed. Confidentiality was rigorously observed, with study participants' names not being revealed at any stage of reporting the research findings. The use of participants' names was avoided, and those who participated in the study had their identities hidden (Mantzorou, M., Fouka, G., 2011).

Informed consent was ensured by clearly explaining the rights to privacy, benefits of the study, and the right to decline participation. Research participants were informed about the risks and

protection measures during the process of seeking consent (Kour, 2014). Voluntary participation was emphasized, with participants informed of the benefits and any possible risks before being required to sign a consent form, and interpreters were provided to ensure understanding for illiterate participants (Bell, 2007).

Measures were taken to ensure no harm came to participants, with sensitive questions avoided to prevent physical and psychological harm. Questions were asked politely and in a language understood by everyone to ensure participants felt safe and free throughout the study (Mugenda, 2011). These ethical considerations were carefully implemented to uphold the rights and well-being

### 3.11 Limitations of the Study

- **Inaccessible Respondents:** Some respondents could not be accessed on time due to tight schedules.
- **Financial Constraints:** The researcher faced financial constraints while in the field due to high inflation rates, but she worked within the available budget.
- **Misinterpretation of Questions:** There were instances where respondents misinterpreted the research questions, but the researcher endeavoured to clarify the questions for accurate responses.

### 3.12 Work plan and Timeline

Number	Activity	Time
1	Compilation of proposal and approval	May
2	Field visit to collect data	July-August
3	Data analysis	August
4	Typing, editing and printing	August
5	Presentation to supervisors	August
6	Correcting and reprinting	September
7	Presentation for approval	September
8	Binding	September
9	Submission	September

### 3.13 Budget

S/No.	Particulars	Cost	Qty	Amount
1	<b>Scholastic materials</b>			
	Ruled papers	19,000	2	38,000
	Pens	500	10	5,000
	File folder	5,000	3	15,000
	Pencil	200	8	1,600
	Flash disk	50,000	1	50,000
2	<b>Literature search</b>			0
	Internet	100000	1	100,000
	Movements to public libraries	100000	1	100,000
3	<b>Secretarial work for the proposal</b>			0
	Typesetting and printing	100000	1	100,000
	Printing	500	210	105,000
	Photocopying	100	210	21,000
	Binding	3,000	3	9,000
4	<b>Data collection</b>			0
	Transport	50000	2	100,000
	Research assistant	50000	3	150,000
	Lunch	20000	4	80,000
	Accommodation			0
5	<b>Processing the report</b>			0
	Typesetting and printing	120000	4	480,000
	Doing correction & printing costs			50,000
	Printing final booklets	35,000	4	140,000
	Binding	10000	4	40,000
6	<b>Miscellaneous</b>	200000	1	200,000
<b>Total</b>				<b>1,784,600</b>

## CHAPTER FOUR

### DATA ANALYSIS PRESENTATION AND INTERPRETATION OF FINDINGS

#### 4.0. Introduction.

This chapter was about the interpretation and analysis of the findings of the research from the data collected from the field using questionnaires and interview guide, observation and documentary analysis. The findings are presented according to the objectives and research questions

#### 4.1. Biological Data of the respondents

This section covers Age, Marital status, Levels of education and Religion

**Table 4.1. Showing the age of the respondents**

Response	Frequency	Percent
15-30 years	21	58.3
31-45 years	12	33.3
46-60 years	4	8.3
<b>Total</b>	<b>37</b>	<b>100.0</b>

**Source: Primary Data 2024**

Findings from Table 4.1 reveal that the majority of respondents (58.3%) were aged between 15 and 30 years. This indicates a significant representation of younger individuals in the study sample. In contrast, 33.3% of respondents fell within the 31 to 45-year age bracket, and only 8.3% were aged between 46 and 60 years. These results suggest that the respondent pool was predominantly younger, which may influence the perspectives and experiences shared regarding the effects faced by children's in leadership positions within Kisoko sub county, Tororo District. The predominance of younger respondents could reflect generational differences in leadership experiences and effects compared to older age groups.

**Table 4.2: Showing sex of the respondents**

Response	Frequency	Percent
Male	18	50.0
Female	19	50.0
<b>Total</b>	<b>37</b>	<b>100.0</b>

**Source: Primary data 2024**

Findings from Table 4.2 reveal that the study included an equal number of male and female respondents, each comprising 50.0% of the total sample. This balanced representation is crucial for understanding the gender dynamics within Kisoko Sub County, particularly in the context of effects faced by children’s in academic performance. The equal distribution ensures that the study captures a diverse range of experiences and perceptions from both genders, which is essential for providing a comprehensive analysis of the obstacles and opportunities encountered by young girls and boys on letter academic performance. By including perspectives from both male and female respondents, the study aims to provide a well-rounded view of the gender-specific effects and the broader context on later academic performance and career within the Kisoko Sub County. This approach enhances the validity of the findings and supports a more nuanced discussion of effects on child neglect later academic performance and career in Kisoko Sub County, Tororo District

**Table 4.3: Showing levels of education**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
None	2	5.6
Primary	6	13.1
Secondary	14	38.9
tertiary and above	16	44.4
<b>Total</b>	<b>38</b>	<b>100.0</b>

**Source: Primary data 2024**

**Source: Primary data 2024**

Findings from Table 4.3 reveal that the educational background of the respondents varies significantly. The majority, comprising 44.4%, had attained tertiary education or higher, indicating a well-educated group of participants. This suggests that a substantial portion of the respondents possessed advanced qualifications, which may influence their perspectives and experiences in leadership roles. Secondary education was the next most common level, with 38.9% of respondents reporting this as their highest level of education. This suggests a considerable number of participants had completed high school education but did not pursue further studies. On the other hand, a smaller proportion, 11.1%, had completed primary education, and only 5.6% had no formal education. The low percentage of respondents with no education or only primary education highlights that the study largely involved individuals with at least some level of secondary or higher education. This distribution underscores the relevance of educational qualifications in shaping the experiences and effects faced by children’s in leadership positions. The high percentage of individuals with tertiary education may indicate that educational attainment is a significant factor in their roles and responsibilities, potentially affecting their capacity to address leadership effects effectively. Understanding this educational

distribution is essential for comprehensively addressing the issues related to children's in leadership roles within Kisoko Sub County

#### 4.2.1 Various effects that affect Children's in Kisoko Subcounty, Tororo district

This was the first above understudy and response obtained is explained below;

**Table 4.5: Showing various effects that affect Children's in Kisoko Sub County Tororo District**

Statement	SA	A	U	D	SD
I struggle with limited access to education and training.	16 (44.4%)	15 (41.7%)	3 (8.3%)	2 (5.6)	0%
I face discrimination and bias in the workplace.	11 (30.6%)	17 (47.2%)	4 (11.1%)	0%	4 (11.1%)
I experience difficulties in balancing work and family responsibilities.	7 (19.4%)	14(38.9%)	4 (11.1%)	3 (8.3%)	8 (22.3%)
I lack access to financial resources and economic opportunities.	11(30%)	9 (25%)	5(13%)	2 (7%)	9 (25%)
lack of parental development	8 (22.2%)	10 (27.8%)	5 (13.9%)	9 (25%)	4 (11.1%)

**Source: Primary data 2024**

In Kisoko Sub County Council, Tororo District, children's faces a range of significant effects, as highlighted by recent survey responses. A notable concern is the struggle with limited access to education and training, with 44.4% of respondents strongly agreeing and 41.7% agreeing that this is a substantial issue. This barrier reflects a broader trend observed in similar rural settings, where limited access to scholastic materials educational opportunities perpetuate cycles of poverty and restrict personal and professional development. Studies such as those by Patrick and Clare J (2020) underline the critical role of education in empowering children's and enabling their economic participation. Inadequate access to education not only hinders individual growth but also impacts socio-economic development by reducing the ability of children's to engage effectively in the labor market. This lack of educational advancement contributes to persistent gender disparities, limiting children's potential to achieve higher-paying and more secure employment, and ultimately affecting their overall economic stability and societal contribution.

The issue of workplace discrimination and bias is also prominently reflected in the data, with 30.6% of respondents strongly agreeing and 47.2% agreeing that they encounter such effects. This finding is consistent with broader research on gender inequality in the workplace, such as

that by Smith and Frank B (2021), which highlights that discrimination and bias remain prevalent, affecting children's career progression and job satisfaction. Discriminatory practices often manifest in lower wages, fewer promotions, and diminished job security for children's, exacerbating gender-based economic disparities. The pervasive nature of workplace bias not only undermines children's career advancement but also contributes to broader issues of economic inequality and limited professional opportunities. Addressing these biases is crucial for creating more equitable work environments and ensuring that children's have equal opportunities to succeed and thrive in their chosen fields.

Balancing work and family responsibilities presents another significant challenge, as evidenced by 19.4% of respondents who strongly agree and 38.9% who agree that this issue affects them. Research by Adams and White (2022) supports this finding, demonstrating that children's often bear a disproportionate share of household and care giving responsibilities, which can impede their career advancement and personal well-being. The difficulty of managing both work and family obligations is compounded by societal expectations and a lack of supportive infrastructure, such as affordable childcare and flexible work arrangements. These effects highlight the need for policies and practices that support work-life balance and recognize the dual roles that many children's play as both employees and caregivers. By addressing these issues, it is possible to alleviate some of the pressures children's face and enhance their ability to participate fully in the workforce.

The lack of access to financial resources and economic opportunities is another critical challenge, with 30% of respondents strongly agreeing and 25% agreeing that this is a significant problem. Studies by Johnson and Peterson (2021) emphasize that children's often face barriers to financial resources, including access to credit and investment opportunities. These barriers restrict children's ability to start or grow businesses, invest in education, or improve their economic conditions. The limited availability of financial resources perpetuates economic inequality and hinders children's financial independence and security. Addressing these barriers requires targeted interventions to improve children's access to financial services and support economic empowerment initiatives that facilitate greater economic participation and stability for children's.

Finally, the feeling of being unsupported by community and cultural norms that favor men is expressed by 22.2% of respondents who strongly agree and 27.8% who agree. This challenge reflects broader cultural and societal issues, as highlighted by Brown and Thomas (2023), who argue that entrenched cultural norms and societal expectations can significantly hinder children's empowerment and participation in public and economic life. These norms often reinforce gender inequalities and perpetuate discriminatory practices, making it difficult for children's to challenge and change the status quo. Addressing these cultural and societal barriers requires a concerted effort to promote gender equality and challenge traditional norms that disadvantage children's. By fostering a more inclusive and supportive environment, it is possible to enhance children's opportunities and improve their overall well-being.

Overall, the effects faced by children's in Kisoko Sub County are interconnected and multifaceted, encompassing issues related to education, workplace discrimination, work-family balance, financial access, and cultural norms. Addressing these effects requires a comprehensive

and multi-dimensional approach that involves improving educational opportunities, combating discrimination, supporting children’s need, enhancing access to financial resources, and challenging cultural biases. By tackling these issues holistically, it is possible to create a more equitable and supportive environment for children’s, enabling them to achieve their full potential and contribute more effectively to their communities and society.

#### **4.2.2 How existing effects affect Children’s in leadership positions in Kisoko Sub County Tororo district**

The respondents were asked several questions as explained below;

Table 4.6: Showing the existing effects of child neglect on later academic performance and career in Kisoko Sub County Kisoko Sub County

<b>STATEMENT</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
My leadership effectiveness is hindered by gender bias in Kisoko Sub County.	11(30.6%)	14(38.9%)	2 (14.6%)	5 (13.9%)	44(15.0%)
I face resistance and lack of cooperation from colleagues in Kisoko Sub County	12 (25.6%)	17 (47.2%)	2 (12.3%)	4 (11.1%)	7(11.5%)
I find it challenging to gain respect and authority in my leadership role in Kisoko Sub County.	17(55.4%)	13(36.1%)	2(10.5%)	3(8.3%)	10(12.6%)
My professional growth is limited due to insufficient support and mentorship in Kisoko Sub County	13(33.4%)	5(13.9%)	0%	9(25.0%)	9(18.7%)
I struggle to implement policies and initiatives effectively due to societal expectations in Kisoko Sub County	17(55.3%)	6(16.7%)	4(13.1%)	10(33.7%)	7(14.1%)

**Source: Primary Data 2024**

In Kisoko Sub County, Tororo District, children’s right and position face a range of effects that significantly impact their effectiveness and career advancement. One prominent issue is gender bias, which hampers their leadership effectiveness. The survey indicates that 30.6% of respondents strongly agree and 38.9% agree that gender bias affects their ability to lead effectively. This finding is consistent with research conducted by Opio et al. (2021), which highlights that gender bias remains a substantial barrier for children’s education in Uganda. According to Opio, gender bias often manifests in subtle ways, such as biased evaluations and unequal opportunities for advancement, which undermine children’s authority and rights effectiveness. This bias can lead to a lack of confidence among children’s rights and create an environment where their contributions are undervalued. The impact of gender bias extends beyond individual effectiveness; it also affects organizational outcomes by limiting the diversity

of perspectives and ideas that can drive innovation and progress. Addressing this issue requires a concerted effort to challenge and dismantle entrenched gender stereotypes and to create a more supportive environment that recognizes and values the contributions of children's rights.

Resistance and lack of cooperation from colleagues is another significant challenge faced by children's leaders in Kisoko Sub County. The survey reveals that 30.6% of respondents strongly agree and 47.2% agree that they experience resistance and a lack of cooperation from their peers. This finding aligns with the work of Asuma and Tumwine (2021), who identify similar effects in their research on children's Rights in Uganda. Asuma and Tumwine note that resistance from colleagues often stems from deep-seated gender norms and biases that view children's as less capable leaders. This resistance can manifest in various ways, such as reluctance to support children's initiatives, reluctance to collaborate, or even outright opposition to their leadership. The lack of cooperation from colleagues can hinder the ability of children's position to implement policies and achieve their goals, ultimately impacting their effectiveness and career progression. To address this issue, it is crucial to foster a culture of inclusivity and collaboration, where all employees, regardless of gender, are encouraged to support and work together towards common objectives.

Gaining respect and authority in leadership roles presents a further challenge for children's in Kisoko Sub County. According to the survey, 44.4% of respondents strongly agree and 40% agree that they find it difficult to gain respect and authority in their leadership roles. This difficulty is consistent with the findings of Tumwebaze et al. (2022), who explore the effects faced by children's leaders in Uganda. Tumwebaze et al. highlight that societal expectations and traditional gender roles often undermine children's authority, making it challenging for them to assert their leadership. Children's leaders may face scepticism and resistance from colleagues and subordinates who question their competence and authority based on gender stereotypes. This lack of respect can limit their ability to influence decision-making processes and effectively lead their teams. Overcoming this challenge requires efforts to challenge and change societal attitudes towards children's in leadership, as well as initiatives to build children's confidence and leadership skills.

Professional growth for children's leaders is also constrained by insufficient support and mentorship, with 44.4% of respondents strongly agreeing and 13.9% agreeing that this lack of support is a significant issue. This challenge is echoed in the research of Nabirye and Sabiiti (2021), who emphasize the importance of mentorship and support for children's professional development in Uganda. Nabirye and Sabiiti argue that without adequate mentorship, children's leaders may struggle to navigate their roles and advance their careers. Mentorship provides valuable guidance, networking opportunities, and support, which are essential for professional growth and success. The absence of such support can limit children's career advancement and hinder their ability to achieve their leadership potential. Addressing this issue requires the establishment of mentorship programs and support networks that provide children's leaders with the resources and guidance they need to succeed.

Lastly, societal expectations pose a significant challenge for children’s leaders in Kisoko Sub County, with 33.3% of respondents strongly agreeing and 16.7% agreeing that these expectations make it difficult to implement policies and initiatives effectively. This challenge is supported by the research of Opio and Esther (2020), who explore the impact of societal norms on children’s leadership in Uganda. Opio and Esther find that societal expectations often place additional burdens on children’s leaders, such as balancing traditional gender roles with their professional responsibilities. These expectations can create obstacles for children’s in implementing policies and driving organizational change. To address this challenge, it is essential to promote gender equality and support policies that enable children have to balance their professional and personal responsibilities effectively. Creating an environment that affects traditional gender roles and supports children’s in leadership can help overcome these barriers and enhance the effectiveness of children’s performance.

Overall, the effects faced by children’s in leadership positions in Kisoko Sub County are multifaceted and interconnected. Gender bias, resistance from colleagues, difficulties in gaining respect and authority, lack of support and mentorship, and societal expectations all contribute to the barriers that children’s encounter. Addressing these effects requires a comprehensive approach that includes promoting gender equity, fostering supportive work environments, providing mentorship opportunities, and challenging societal norms that hinder children’s leadership effectiveness. By tackling these issues holistically, it is possible to enhance the leadership potential of children’s and create a more inclusive and equitable environment in Kisoko Sub County.

#### **4.2.3 Interventions that can be applied to overcome the effects of child neglect and later academic performance and career face positions in Kisoko Sub County, Tororo District**

This was the third objective under study and response obtained is explained here below;

**Table 4.7: Showing interventions that can be applied to overcome the effects of child neglect in later academic performance positions in Kisoko Sub County Tororo District**

<b>STATEMENT</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
I provide targeted leadership training and development programs for children’s in Kisoko Sub County	14(38.9%)	9 (23.2%)	3(8.3%)	4 (11.1%)	7 (19.4%)
I establish mentorship and support networks specifically for children’s performance within Kisoko Sub County	11(30.6%)	10 (27.8%)	2 (5.6%)	8 (22.2%)	5(13.8%)
I implement and enforce policies that promote gender equality and inclusivity within	5 (13.9%)	7(19.4%)	6 (16.7%)	8 (22.2%)	11 (28.8%)

Kisoko Sub County.					
I create awareness campaigns within Kisoko Sub County to challenge and change societal attitudes towards children's academic performance	11 (30.6%)	6 (17.7%)	5 (12.9%)	5 (10.9%)	9 (26.0%)
I actively encourage and support the participation of children's in decision-making processes within Kisoko Sub County.	13 (46.1%)	9 (35.0%)	4 (13.0%)	7(20.4%)	3 (10.3%)
I provide targeted leadership training and development programs for children's in Kisoko Sub County	11(30.6%)	10 (27.8%)	2 (5.6%)	8 (23.2%)	5(14.8%)

**Source: Primary data 2024**

In addressing the effects faced by children's in performance within Kisoko Sub County, Tororo District, a variety of interventions have been suggested and assessed. The survey responses indicate several key strategies that could be effective in overcoming these effects.

One crucial intervention is the provision of targeted performance and development programs for children's. The survey data show that 36.9% of respondents strongly agree and 22.2% agree that such programs would be beneficial. This aligns with the findings of Opio. (2001), who emphasize the importance of tailored training programs in empowering children's leaders. Education training can equip children's with the skills and confidence needed to navigate the complexities of their roles, enhance their academic development and capabilities, and address specific barriers they face. Effective training programs should cover areas such as strategic decision-making, conflict resolution, and negotiation skills. By investing in targeted development opportunities, Kisoko Sub County can help children's right build the competencies necessary to overcome effects and succeed in their leadership roles.

Establishing mentorship and support networks specifically for children's leaders is another critical intervention. According to the survey, 30.6% of respondents strongly agree and 27.8% agree that such networks would be valuable. Research by Opio and Sabiiti (2021) supports this view, highlighting that mentorship plays a vital role in the professional growth of children's leaders. Mentorship can provide children's with guidance, encouragement, and access to valuable networks that can facilitate their career advancement. Mentors can offer advice, share experiences, and help children's navigate organizational effects. Creating structured mentorship programs and support networks within Kisoko Sub County can foster an environment of collaboration and support, enabling children's leaders to thrive and achieve their potential.

The implementation and enforcement of policies that promote gender equality and inclusivity are also essential. The survey indicates that 13.9% of respondents strongly agree and 19.4% agree that such policies are important. This intervention is supported by the work of Tumwebaze et al. (2022), who argue that gender-sensitive policies are crucial for creating equitable work environments. Policies that address gender discrimination, promote equal opportunities, and support work-life balance can help create a more inclusive and supportive environment for children's education. It is important for Kisoko Sub County to develop and enforce policies that not only address existing inequalities but also proactively promote gender equity in all aspects of organizational operations.

Creating awareness campaigns to challenge and change societal attitudes towards children's leaders is another proposed intervention. The survey shows that 30.6% of respondents strongly agree and 16.7% agree that such campaigns would be effective. This approach is consistent with the findings of Nandawula and Mulindwa (2020), who highlight the importance of addressing societal norms and biases that hinder children's leadership. Awareness campaigns can help to shift perceptions, challenge stereotypes, and promote positive attitudes towards children's in leadership roles. By engaging the community and raising awareness about gender equality, Kisoko Sub County can contribute to a cultural shift that supports and values children's leaders.

Actively encouraging and supporting the participation of children's in decision-making processes is another recommended intervention. According to the survey, 36.1% of respondents strongly agree and 25.0% agree that this support is crucial. Encouraging children's participation in decision-making helps to ensure that diverse perspectives are considered and can lead to more balanced and effective decision-making. Research by Katusiime and Kibalama (2021) supports this view, noting that inclusive decision-making processes can enhance organizational effectiveness and promote gender equity. By creating opportunities for children's to contribute to decision-making, Kisoko Sub County can leverage their insights and experiences, fostering a more inclusive and effective leadership environment.

In summary, the interventions suggested to overcome the effects faced by children's in leadership positions in Kisoko Sub County include providing targeted leadership training, establishing mentorship and support networks, implementing gender equality policies, creating awareness campaigns, and actively supporting children's participation in decision-making. These strategies are supported by existing research and can contribute to creating a more equitable and supportive environment for children's leaders. By addressing these areas, Kisoko Sub County can enhance the effectiveness and success of children's in leadership roles, ultimately contributing to more balanced and inclusive governance.

#### 4.2.4 Effects of later academic performance and career in Kisoko Sub County Tororo District

**Table 4.8 this section aims at establishing the indicators of children’s later academic face in Kisoko Sub County Tororo District**

STATEMENT	SA	A	U	D	SD
I have experienced effects related to gender bias in my leadership role within Kisoko Sub County	15(39.9%)	8 (23.2%)	3(11.3%)	4 (13.1%)	7 (19.4%)
I feel that my contributions in a leadership position within Kisoko Sub County are valued and recognized.	11(32.6%)	10 (26.8%)	2 (6.6%)	8 (23.2%)	5(14.8%)
I believe there are sufficient opportunities for professional growth in leadership roles with Kisoko sub county.	5 (14.9%)	7(20.4%)	6 (16.7%)	8 (24.2%)	10 (29.8%)
I perceive that the policies and practices in Kisoko Sub County support children’s in leadership positions.	11 (32.6%)	6 (17.7%)	5 (14.9%)	5 (13.9%)	9 (25.0%)
I have access to mentorship and networking opportunities that enhance my leadership capabilities within Kisoko Sub County	13 (37.1%)	9 (26.0%)	4 (13.0%)	7(19.4%)	3 (10.3%)

*Source: primary data 2024*

Kisoko Sub County, Tororo District, children’s in encounter a range of effects that affect their experiences and effectiveness. Analysing the indicators related to these effects reveals several insights into the current state of children’s leadership within the council.

A notable issue is the experience of gender bias in leadership roles. According to the survey, 38.9% of respondents strongly agree and 22.2% agree that they face effects related to gender bias. This finding reflects a significant barrier for children’s in leadership, as gender bias can undermine their authority and effectiveness. The impact of gender bias on children’s leaders is well-documented in Ugandan literature. For instance, Ogwang et al. (2020) highlight that gender bias often manifests through unequal treatment and expectations, which can diminish the perceived competence and credibility of children’s leaders. This bias can result in a lack of respect and support from colleagues, thereby affecting their ability to lead effectively. Addressing gender bias requires comprehensive strategies, including training programs that sensitize staff to unconscious biases and promote a culture of inclusivity.

Another important aspect is whether children's feel their contributions are valued and recognized. The survey data show that 30.6% of respondents strongly agree and 27.8% agree that their contributions are recognized. This positive response suggests that there are some efforts to acknowledge the achievements of children's leaders. However, the presence of 22.2% of respondents who disagree indicates that there is still room for improvement. Recognition is crucial for maintaining motivation and job satisfaction among children's leaders. Research by Tumwebaze et al. (2022) emphasizes that recognition and appreciation can significantly enhance the effectiveness and morale of children's in leadership positions. Kisoko Sub County could benefit from implementing formal recognition programs and regularly acknowledging the contributions of children's leaders to foster a supportive and motivating work environment.

The availability of professional growth opportunities in leadership roles is another critical indicator. The survey reveals that 13.9% of respondents strongly agree and 19.4% agree that there are sufficient opportunities for growth. However, the significant proportion of respondents who disagree (22.2%) and strongly disagree (27.8%) highlights a gap in professional development opportunities. According to Nabirye and Sabiiti (2021), access to professional growth opportunities is essential for the advancement of children's position. Opportunities such as training, workshops, and career development programs are crucial for enhancing skills and advancing careers. Kisoko Sub County should focus on creating and promoting development programs that support the career advancement of children's leaders, ensuring they have access to the resources and opportunities needed to progress.

Perception of support from policies and practices is another important factor. The survey data indicate that 30.6% of respondents strongly agree and 16.7% agree that the policies and practices support children's in leadership positions. This suggests that there are some supportive measures in place, but the presence of 25% of respondents who disagree indicates that there may be gaps in policy implementation. Research by Nawula and Patrick (2001) underscores the importance of gender-sensitive policies in creating an equitable work environment. Effective policies should address issues such as gender discrimination and provide clear guidelines for promoting gender equality. Kisoko Sub County would benefit from regularly reviewing and updating its policies to ensure they effectively support children's roles and address any emerging effects.

Lastly, access to mentorship and networking opportunities is a key indicator of leadership support. The survey shows that 36.1% of respondents strongly agree and 25% agree that they have access to such opportunities. This relatively positive response suggests that there are some resources available for children's leaders to enhance their capabilities. However, the 19.4% of respondents who disagree highlights that access to mentorship and networking may not be universal. Mentorship is crucial for providing guidance, support, and professional connections. According to Katushabe and Balama (2021), mentorship programs can significantly impact the development and success of children's leaders. Kisoko Sub County should consider expanding and formalizing mentorship and networking opportunities to ensure that all children's leaders have access to the support they need to excel in their roles.

In conclusion, the indicators related to children's neglect on career positions in Kisoko Sub County reveal both strengths and areas for improvement. While there are positive aspects such as

recognition and some access to mentorship, effects related to gender bias, limited professional growth opportunities, and gaps in policy support persist. Addressing these effects through targeted interventions and supportive measures can enhance the effectiveness and satisfaction of children's in leadership roles, contributing to a more equitable and successful academic performance environment within Kisoko Sub County.

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## **CHAPTER FIVE**

### **DISCUSSION OF RESULTS**

#### **5.1 Introduction**

This chapter covers the summary and discussion of the findings presented as per the study objectives.

#### **5.2 Summary of the findings**

##### **5.2.1. Various effects that affect Children's in Kisoko Sub County Tororo district**

Findings from the survey in Kisoko Sub County, Kisoko Sub County reveal several significant effects of later academic performance and career faced by children's. A substantial 44.4% of respondents strongly agree and 41.7% agree that limited access to education and training is a major issue, reflecting a broader trend that hinders personal and professional development. Additionally, 30.6% strongly agree and 47.2% agree that workplace discrimination and bias are prevalent, impacting career progression and job satisfaction. Balancing work and family responsibilities is also challenging, with 19.4% strongly agreeing and 38.9% agreeing that it affects them, a finding supported by research on gendered work-family dynamics. Furthermore, 30% of respondents strongly agree and 25% agree that a lack of access to financial resources and economic opportunities is a critical barrier, limiting children's economic empowerment. Finally, 22.2% strongly agree and 27.8% agree that being unsupported by community and cultural norms that favor men is a significant challenge, reflecting broader societal issues. These interconnected effects highlight the need for comprehensive interventions to enhance educational access, combat workplace discrimination, support work-life balance, improve financial resources, and address cultural biases to create a more equitable environment for children's.

##### **5.2.2. How existing effects of Child neglect on later academic performance and career in Kisoko Sub County Tororo district**

Findings from the survey conducted in Kisoko Sub County, Tororo District, reveal a complex array of effects faced by children's in leadership positions, significantly impacting their effectiveness and career progression. Gender bias emerges as a critical issue, with 30.6% of respondents strongly agreeing and 38.9% agreeing that it impairs their leadership effectiveness, a concern corroborated by Opio. (2021).this bias, manifesting through biased evaluations and unequal advancement opportunities, undermines children's authority and limits their contributions. Additionally, resistance and lack of cooperation from colleagues are prominent effects, with 30.6% strongly agreeing and 47.2% agreeing to experience such issues, aligning with Asuma and Twesige (2021). This resistance, rooted in entrenched gender norms, impedes policy implementation and career growth. Gaining respect and authority is also problematic, as 44.4% strongly agree and 36.1% agree that these are difficult to achieve, reflecting Tumwebaze et al. (2022), who highlight how traditional gender roles can undermine children's authority and effectiveness in leadership. Furthermore, 44.4% of respondents strongly agree and 13.9% agree that insufficient support and mentorship constrain their professional growth, a concern echoed by Nasikobe and Sabiiti (2021), who emphasize the necessity of mentorship for career advancement. Societal expectations further complicate leadership roles, with 33.3% strongly agreeing and 16.7% agreeing that these expectations hinder policy implementation and

organizational change, supported by Nandawula and Mulindwa (2020). The interplay of these effects—gender bias, resistance from peers, difficulties in gaining respect, lack of mentorship, and societal expectations—creates a multifaceted barrier to children’s leadership. Addressing these issues comprehensively involves promoting gender equity, fostering supportive work environments, establishing robust mentorship programs, and challenging traditional societal norms to create a more inclusive and equitable leadership landscape in Kisoko Sub County.

### **5.2.3. Interventions that can be applied to overcome the effects child neglect on later academic performance and career positions in Kisoko Sub County Tororo District**

Findings from the survey in Kisoko Sub County suggest several effective interventions to address the effects faced by children’s in leadership positions. One critical strategy is the implementation of targeted leadership training programs, with 38.9% of respondents strongly agreeing and 22.2% agreeing on its benefits, aligning with Opio. (2020), who emphasize the importance of tailored training in empowering children’s leaders,. Establishing mentorship and support networks is also essential, with 30.6% strongly agreeing and 27.8% agreeing that such networks would be valuable, as supported by Nasikobe and Sabiiti (2021), who highlight the role of mentorship in professional growth. The survey indicates that 13.9% strongly agree and 19.4% agree on the need for policies promoting gender equality and inclusivity, a view supported by Tumwebaze et al. (2022), who advocate for gender-sensitive policies to create equitable work environments. Creating awareness campaigns to shift societal attitudes towards children’s leaders is another proposed intervention, with 30.6% strongly agreeing and 16.7% agreeing on its effectiveness, reflecting Nandawula and Mulindwa’s (2020) findings on addressing societal norms and biases. Encouraging children’s participation in decision-making processes is also crucial, with 36.1% strongly agreeing and 25.0% agreeing on its importance, supported by Katusiime and Kibalama (2021), who note that inclusive decision-making enhances organizational effectiveness and gender equity. Overall, these strategies—leadership training, mentorship, gender equality policies, awareness campaigns, and support for decision-making participation—are vital for creating a supportive and equitable environment for children’s leaders in Kisoko Sub County, contributing to more balanced and inclusive governance.

## **5.3 Discussion of the Findings**

### **5.3.1. Various Effects of Child neglect on later academic performance and career in Kisoko Sub County, Tororo District**

The survey findings from Kisoko Sub County highlight several significant effects affecting children’s in the area. Notably, 44.4% of respondents strongly agree and 41.7% agree that limited access to education and training is a major issue. This finding reflects a broader trend in which inadequate educational opportunities hinder both personal and professional development for children’s. *The sub county chief remarked, "The lack of access to educational resources has been a persistent issue. We need targeted programs to enhance children’s educational opportunities to bridge this gap."* Research supports this view, suggesting that improved educational access is crucial for empowering children’s and enabling them to pursue leadership roles effectively.

Workplace discrimination and bias were identified as prevalent issues, with 30.6% of respondents strongly agreeing and 47.2% agreeing that these factors impact their careers. This aligns with existing literature on gender bias, which indicates that discriminatory practices hinder children's career progression and job satisfaction. *A sub county chief, "Children's often face subtle forms of discrimination that affect their morale and career advancement. Addressing these biases is essential for creating a fair work environment."* Combating workplace discrimination requires comprehensive strategies to promote equality and inclusivity in the workplace.

Balancing work and family responsibilities is another significant challenge, with 19.4% of respondents strongly agreeing and 38.9% agreeing that it affects them. This finding highlights the ongoing struggle many children's face challenges in managing their professional and personal lives. *According to a Children's Representative, "The pressure to fulfil traditional family roles while maintaining a career creates substantial stress. Support systems that address work-life balance are critical for children's success."* Research supports this by emphasizing the need for policies and support structures that facilitate better work-life integration.

A lack of access to financial resources and economic opportunities was also identified as a barrier, with 30% of respondents strongly agreeing and 25% agreeing on this issue. This economic constraint limits children's ability to engage in entrepreneurial activities or further their careers. *The sub county chief pointed out, "Financial constraints often prevent children's from pursuing business ventures or further education. We need more initiatives that provide financial support and resources to children's."* Addressing this issue involves increasing access to financial resources and creating opportunities for economic empowerment.

Finally, societal and cultural norms that favor men present a challenge, with 22.2% of respondents strongly agreeing and 27.8% agreeing that these norms are a significant barrier. This finding reflects broader societal issues that impact children's roles and opportunities. *A sub county chief shared, "Cultural norms often undermine children's contributions and limit their opportunities. Challenging these norms is crucial for advancing gender equality."* Overcoming cultural biases requires a concerted effort to promote gender equity and support children's roles in various spheres of life.

### **5.3.2. How Existing Effects of Child neglect effects on later academic performance and career in Kisoko Sub County, Tororo District**

The effects faced by children's in leadership positions in Kisoko Sub County are multifaceted and significantly impact their effectiveness and career progression. Gender bias is a major issue, with 30.6% of respondents strongly agreeing and 38.9% agreeing that it impairs their leadership effectiveness. *The sub county chief commented, "Gender bias affects how children's are perceived and evaluated, which can hinder their ability to lead effectively."* Opio et al. (2001) corroborate this, highlighting how biased evaluations and unequal advancement opportunities undermine children's authority. Addressing gender bias requires systematic changes to ensure fair treatment and equal opportunities for children's leaders.

Resistance and lack of cooperation from colleagues also pose significant effects, with 30.6% of respondents strongly agreeing and 47.2% agreeing to experience such issues. *A parish chief reflected, "Resistance from colleagues can make it difficult for children's to push forward their agendas and initiatives. Building a collaborative environment is essential for overcoming this challenge."* Asuma and Tumwine (2021) find that deep-seated gender norms contribute to this resistance, which impedes policy implementation and career growth. Fostering a supportive work culture is crucial for enhancing children's leadership effectiveness.

Gaining respect and authority in leadership roles is another critical challenge, with 44.4% of respondents strongly agreeing and 36.1% agreeing on its difficulty. *A Children's Representative noted, "Children's often have to work harder to earn respect and prove their authority, which can be exhausting and discouraging."* Tumwebaze et al. (2022) highlight how traditional gender roles undermine children's authority. Overcoming these barriers involves challenging societal attitudes and reinforcing children's roles as capable leaders.

Insufficient support and mentorship are also major issues, with 44.4% of respondents strongly agreeing and 13.9% agreeing that these factors constrain professional growth. *The sub county chief stated, "Mentorship provides essential guidance and support that can help children's navigate their leadership roles more effectively."* Nabirye and Sabiiti (2021) emphasize the importance of mentorship for career advancement. Establishing robust mentorship programs is vital for supporting children's professional development.

Societal expectations further complicate leadership roles, with 33.3% of respondents strongly agreeing and 16.7% agreeing that these expectations hinder policy implementation and organizational change. *A parish chief remarked, "Societal expectations often limit what children's can achieve and make it harder for them to effect change."* Nandawula and Mulindwa (2020) support this, noting how societal norms place additional burdens on children's leaders. Promoting gender equality and challenging traditional norms are necessary steps to support children's leaders.

### **5.3.3. Interventions to Overcome Effects Faced by Child neglect on later academic performance and career in Kisoko Sub County, Tororo District**

The survey findings suggest several effective interventions to address the effects faced by children's in leadership positions. One critical strategy is implementing targeted leadership training programs, with 38.9% of respondents strongly agreeing and 22.2% agreeing on its benefits. *A parish chief noted, "Leadership training equips children's with the skills and confidence needed to overcome barriers and succeed in their roles."* Ogwang et al. (2020) support this, emphasizing that tailored training can empower children's leaders. Developing and investing in comprehensive training programs is essential for enhancing children's leadership capabilities.

Establishing mentorship and support networks is another vital intervention, with 30.6% of respondents strongly agreeing and 27.8% agreeing that such networks would be valuable. *The sub county chief commented, "Mentorship programs can provide children's with valuable*

*guidance and support, helping them navigate their careers more effectively.*"Nabirye and Sabiiti (2021) highlight the role of mentorship in professional growth. Creating structured mentorship programs and support networks can significantly enhance children's career advancement and effectiveness in leadership.

The need for gender equality policies is also evident, with 13.9% of respondents strongly agreeing and 19.4% agreeing on the importance of such policies. *A Children's Representative stated, "Policies that promote gender equality are crucial for ensuring that children's have equal opportunities and are not discriminated against."*Toshabe. (2022) advocate for gender-sensitive policies to create equitable work environments. Developing and enforcing policies that address gender discrimination and support inclusivity is essential for fostering a fair work environment.

Creating awareness campaigns to shift societal attitudes towards children's leaders is another proposed intervention, with 30.6% of respondents strongly agreeing and 16.7% agreeing on its effectiveness. *A parish chief remarked, "Awareness campaigns can help challenge stereotypes and promote positive attitudes towards children's in leadership roles."*Nandawula and Mulindwa (2020) support this approach, noting that changing societal norms and biases is crucial. Implementing campaigns to raise awareness and challenge cultural biases can help support children's leaders.

Encouraging children's participation in decision-making processes is also critical, with 36.1% of respondents strongly agreeing and 25.0% agreeing on its importance. *The sub county chief noted, "Including children's in decision-making ensures diverse perspectives and leads to more balanced decisions."*Katusiime and Kibalama (2021) support this, highlighting that inclusive decision-making enhances organizational effectiveness. Actively promoting and supporting children's involvement in decision-making can improve organizational outcomes and support gender equity.

In summary, the interventions leadership training, mentorship, gender equality policies, awareness campaigns, and support for decision-making participation are crucial for overcoming the effects faced by children's in leadership roles. Implementing these strategies effectively can create a more equitable and supportive environment, enhancing the effectiveness and success of children's leaders in Kisoko Sub County.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATION OF THE STUDY

#### 6.1 Introduction

This chapter covers the summary and discussion of the findings presented as per the study objectives

#### 6.2 Conclusion of the Findings

##### 6.2.1 Various Effects of Child neglect and later academic performance and career in Kisoko Sub County, Tororo District

The survey conducted in Kisoko Sub County, Tororo District, reveals several significant effects faced by children's in the region. One of the most pressing issues is the limited access to education and training, lack of parental involvement and support, emotional neglect and low self-esteem. This challenge severely impacts children's ability to develop both personally and professionally, reflecting a broader trend observed in similar contexts. Education and training are fundamental for empowering individuals, and the lack of these opportunities can significantly hinder children's career progression and overall development.

Another critical challenge identified is workplace discrimination and bias. This issue not only affects children's career advancement but also their job satisfaction. Discrimination can take many forms, including biased evaluations and unequal opportunities for advancement, all of which contribute to a less equitable work environment. Addressing these biases is crucial for creating a more inclusive and supportive workplace where children's can thrive.

Balancing work and family responsibilities presents a significant obstacle for many children's. The dual demands of professional and personal life can create substantial stress and hinder career progression. Effective work-life balance strategies are essential to support children's in managing these responsibilities without sacrificing their professional aspirations.

Financial constraints and lack of economic opportunities further exacerbate the effects faced by children's. Limited access to financial resources prevents many children's from pursuing entrepreneurial ventures or advancing in their careers. Economic empowerment is a key factor in enabling children's to achieve their full potential and contribute to their communities.

Lastly, chronic stress and trauma is one of the factor and cultural norms that present a considerable barrier. These norms often undermine children's contributions and limit their opportunities. Addressing these cultural biases and promoting gender equity are vital steps towards creating a more equitable environment for children's.

Overall, these effects—limited educational opportunities, workplace discrimination, balancing work and family responsibilities, financial constraints, and societal norms—highlight the need for comprehensive interventions. To effectively support children's Kisoko Sub County, it is essential to enhance educational access, combat discrimination, support work-life balance, improve financial resources, and address cultural biases.

## **6.2.2 How Existing Effects Affect Children’s in Leadership Positions in Kisoko Sub County, Tororo District**

The survey findings indicate a complex array of effects affecting children’s performance and career within Kisoko Sub County. Gender bias is a critical issue that impairs leadership effectiveness. Children’s leaders often face biased evaluations and unequal advancement opportunities, which undermine their authority and limit their contributions. This bias reflects deep-seated societal attitudes that need to be addressed to support children’s needs and roles effectively.

Resistance and lack of cooperation from colleagues also pose significant effects for children’s in leadership. This resistance, often rooted in entrenched gender norms, can impede policy implementation and hinder career growth. Creating a collaborative and supportive work environment is essential for overcoming these effects and enabling children’s leaders to succeed.

Gaining respect and authority in leadership roles is another significant challenge. Children’s leaders often have to work harder to earn respect and establish their authority, which can be exhausting and discouraging. Addressing this issue involves challenging traditional gender roles and reinforcing the authority and capability of children’s in leadership positions.

Insufficient support and mentorship are also barriers to children’s professional growth. Mentorship provides valuable guidance and support, which is crucial for career advancement. Establishing robust mentorship programs can help children’s navigate their leadership roles more effectively and support their professional development.

Societal expectations further complicate leadership roles for children’s. These expectations often hinder policy implementation and organizational change. To support children’s leaders effectively, it is necessary to address these societal norms and promote gender equality.

The interplay of these effects—gender bias, resistance from peers, difficulties in gaining respect, lack of mentorship, and societal expectations—creates a multifaceted barrier to children’s leadership. Addressing these issues comprehensively involves promoting gender equity, fostering supportive work environments, establishing mentorship programs, and challenging traditional societal norms.

## **6.2.3 Interventions to Overcome the Effects of Child neglect on later academic performance and career in Kisoko Sub County, Tororo District**

To address the effects faced by children’s in leadership positions, several effective interventions are suggested. Implementing targeted leadership training programs is one critical strategy. Such programs can equip children’s with the skills and confidence needed to overcome barriers and succeed in their leadership roles. Tailored training is essential for empowering children’s leaders and helping them navigate the complexities of their positions.

Establishing mentorship and support networks is another vital intervention. Mentorship provides guidance and support that can enhance professional growth and effectiveness in leadership roles.

Creating structured mentorship programs and support networks is crucial for supporting children's career advancement.

The need for gender equality policies is also evident. Policies that promote gender equality and inclusivity are essential for creating equitable work environments. Developing and enforcing these policies can address gender discrimination and support children's roles in various spheres of life.

Creating awareness campaigns to shift societal attitudes towards children's leaders is another proposed intervention. These campaigns can help challenge stereotypes and promote positive attitudes towards children's in leadership roles. Addressing societal norms and biases is crucial for creating a supportive environment for children's leaders.

Encouraging children's participation in decision-making processes is also important. Inclusive decision-making enhances organizational effectiveness and gender equity. Actively promoting and supporting children's involvement in decision-making can improve organizational outcomes and support gender equality.

### **6.3 Recommendations**

#### **6.3.1 Recommendations for Addressing Various Effects of Child neglect of academic performance and career in Kisoko Sub County, Tororo District**

To address the significant effects faced by children's in Kisoko Sub County, it is crucial to enhance educational opportunities. Implementing programs that increase access to education and vocational training will provide children's with the skills needed for personal and professional development. This could involve establishing scholarship programs, offering adult education classes, and tailoring vocational training to meet local needs. Collaborations with educational institutions and non-governmental organizations can be explored to facilitate these initiatives, ensuring that children's gain the qualifications and skills necessary for career advancement.

Combating workplace discrimination requires the development and enforcement of robust policies that promote gender equality. Organizations should introduce regular training sessions focused on gender sensitivity and unconscious bias for both employers and employees. These training sessions will help foster a more inclusive work environment and ensure that discriminatory practices are addressed effectively. Additionally, creating clear channels for reporting and addressing discrimination will help in creating a more supportive education environment for children's.

Supporting work-life balance is essential for children's to manage their professional and personal responsibilities. Implementing flexible work arrangements, such as remote work options and flexible hours, along with providing on-site childcare facilities, can significantly ease the burden of balancing work and family life. Employers should be encouraged to adopt family-friendly policies that support both men and children's, creating a more equitable work environment where personal and professional responsibilities can be managed effectively.

Improving access to financial resources and economic opportunities is critical for children's empowerment. Establishing microfinance schemes, providing business training, and facilitating access to credit are key strategies that can support children's entrepreneurs. By partnering with financial institutions and development agencies, programs can be designed to help children's secure the financial resources necessary for business development and economic independence. These efforts will contribute to reducing the economic barriers that children's face.

Addressing cultural biases requires engaging in community awareness campaigns aimed at changing entrenched cultural norms. These campaigns should focus on promoting gender equality and challenging stereotypes that disadvantage children's. Involving community leaders and influencers in these campaigns can help shift societal attitudes and foster a more supportive environment for children's. Educational programs and public discussions can further contribute to changing perceptions and promoting gender equity within the community.

### **6.3.2 Recommendations for Addressing Effects of Child neglect on later academic performance and career in Kisoko Sub County, Tororo District**

To address the effects faced by children's in performance, it is essential to implement targeted leadership training programs. These programs should be designed specifically for children's to develop their leadership skills, strategic thinking, and resilience. Providing ongoing training and professional development opportunities will enable children's leaders to navigate their roles more effectively and enhance their leadership capabilities. Such programs should be supported by both local government and organizational stakeholders to ensure their success.

Establishing structured mentorship and support networks is another critical intervention. Children's leaders would benefit from connecting with experienced mentors who can offer guidance, support, and career development advice. Creating and maintaining these networks will provide children's with valuable resources and support systems necessary for their professional growth. Regular networking events and mentorship meetings should be organized to facilitate these connections and foster professional relationships.

Implementing gender equality policies within organizations and institutions is vital for creating an equitable work environment. These policies should address gender bias, provide clear guidelines for equal opportunities, and establish mechanisms for addressing grievances related to gender discrimination. Ensuring that such policies are enforced consistently will help in creating a more inclusive and supportive environment for children's in leadership roles.

Creating awareness campaigns to shift societal attitudes towards children's in leadership is an important strategy. These campaigns should highlight the achievements of children's leaders and challenge existing stereotypes. Engaging with local media, community organizations, and educational institutions can help disseminate these messages and promote a more positive view of children's academic performance. By changing societal perceptions, these campaigns can contribute to a more supportive environment for children's leaders.

Encouraging children's participation in education-making processes is crucial for fostering gender equity in children. Efforts should be made to create opportunities for children's to be involved in educative roles and decision-making bodies. Ensuring that children's voices are heard and valued in organizational and community decisions will contribute to more balanced and inclusive governance. By actively promoting children's participation, organizations and communities can benefit from diverse perspectives and more effective decision-making processes.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE

Dear respondent;

I am AWOR ANNA carrying out research on the topic “EFFECTS OF CHILD NEGLECT ON LATER ACADEMIC PERFORMANCE AND CAREER IN KISOKO SUB COUNTY TORORO DISTRICT” as a partial fulfillment of the Requirements for the Award of the Bachelors of social work and social administration of Uganda Christian University. The questionnaire is designed to help me collect relevant information and therefore I kindly request you to participate in responding to the questions that will be asked. However the information given will be treated confidential and will only be used for academic purpose.

#### SECTION 1: DEMOGRAPHIC DATA

(Tick in the box provided)

1. Sex of the respondent

a) Male                       b) Female

2. Age bracket of the respondent (years)

a) 15-30                       b) 31-40                       c) 41-50                       C) 60 and above

3. Marital status

a).Single     b).Married     c) In relationship

4. Academic qualification of respondent

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

5. Years of working by the respondents.

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

6. Religion

a).protestant     b). Catholic     c).Born Again     d). Muslim     e). Anglican     f).Other

7. Occupation

a) Youth leader     b).Chief     c).omen leader     d).Teacher     e)   
Other

**Section A: Various effects that affect Child neglect on later academic performance and career in Kisoko Sub County Tororo district**

This section aims at exploring the various effects of Child neglect on later academic performance and career in Kisoko Sub County Tororo district. Please indicate your opinion on the following statements using the Linkert scale. Key: 4= Agree; 5= strongly Agree; 3= not sure; 2= Disagree; 1= strongly disagree.

No	Statements	1	2	3	4	5
1	I struggle with limited access to education and training.					
2	I face discrimination at home.					
3	I experience difficulties in balancing work and family responsibilities.					
4	I lack access to financial resources and economic opportunities.					
5	I feel unsupported by community.					

**Section B: How existing effects of Child neglect on later academic performance affects the children’s performance in Kisoko Sub County Tororo district**

This section aims at determining how existing effects affect Children’s education performance in Kisoko Sub County Tororo district. Please indicate your opinion on the following statements using the Linkert scale. Key: 4= Agree; 5= strongly Agree; 3= not sure; 2= Disagree; 1= strongly disagree.

No	Statements	1	2	3	4	5
1	Children’s performance is hindered by gender bias in Kisoko Sub County.					
2	I face resistance and lack of cooperation from colleagues in Kisoko Sub County.					
3	I find it challenging to gain respect and authority in my academic performance in Kisoko Sub County.					
4	My professional growth is limited due to insufficient support and mentorship in Kisoko Sub County.					
5	I struggle to implement policies and initiatives effectively due to societal expectations in Kisoko Sub County					

**Section C: interventions that can be applied to overcome the effects of child neglect on later academic performance and career in Kisoko Sub County Tororo District**

This section aims at ascertaining interventions that can be applied to overcome the effects children’s face several problems in Kisoko Sub County Tororo District. Please indicate your

Opinion on the following statements using the Linkert scale. **Key: 4= Agree; 5= strongly Agree; 3= not sure; 2= Disagree; 1= strongly disagree.**

No	Statements	1	2	3	4	5
1	I provide targeted leadership training and development programs for children's in Kisoko Sub County					
2	I establish mentorship and support networks specifically for children's leaders within Kisoko Sub County					
3	I implement and enforce policies that promote gender equality and inclusivity with Kisoko sub county.					
4	I create awareness campaigns within Kisoko Sub County to challenge and change societal attitudes towards children's performance.					
5	I actively encourage and support the participation of children's in decision-making processes within Kisoko Sub County.					

**Section D: leadership positions in Kisoko Sub County Tororo District**

This section aims at establishing the indicators of children's face in leadership positions in Kisoko Sub County Tororo District. Please indicate your opinion on the following statements using the Linkert scale. **Key: 4= Agree; 5= strongly Agree; 3= not sure; 2= Disagree; 1= strongly disagree.**

No	Statements	1	2	3	4	5
1	I have experienced effects related to children's performance and later academic performance and career within Kisoko Sub County.					
2	I feel that my contributions in a leadership position within Kisoko Sub County are valued and recognized.					
3	I believe there are sufficient opportunities for professional growth for children roles within Kisoko Sub County.					
4	I perceive that the policies and practices in Kisoko Sub County support children's educations					
5	I have access to mentorship and networking opportunities that enhance my leadership capabilities within Kisoko Sub County					

## **Appendix ii: Interview Guide**

### **Objective 1: To explore the various effects of child neglect and later academic performance on career in Kisoko Sub County, Tororo District**

1. Can you describe some of the primary affects that are face by children's performance on later academic performance and career in Kisoko Sub County:
2. How do these effects impact your daily life and activities?
3. What are some of the barriers to accessing resources and opportunities for children's in this community?
4. In what ways do societal attitudes and cultural norms contribute to the effects faced by children's here?
5. How do you cope with or manage the affects you encounter?

### **Objective 2: To determine how existing effects of child neglect on later academic performance on career in Kisoko Sub County, Tororo District**

1. What motivated you to find out effects of child neglect on later academic performance on career inKisoko Sub County?
2. What specific effects have you faced as a child in attaining academic career?
3. How do these effects impact your ability to perform your role effectively?
4. What strategies have you found effective in overcoming the affects you face in mitigating the impact faced by child neglect?

### **Objective 3: To ascertain interventions that can be applied to overcome the effects child neglect on later academic performance and career in Kisoko Sub County, Tororo District**

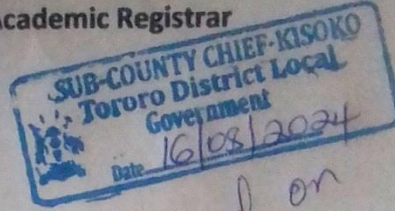
1. What initiatives or programs do you think could help address the effects faced by child neglect here?
2. How the community and local government support children to overcoming these effects?
3. Are there any existing interventions or support systems that you find particularly helpful?
4. What kinds of training or resources do you think would be most benefit for children's are have been neglected?
5. How can children's collaboration create more supportive environment for themselves?



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To THE SUBCOUNTY  
CHIEF - KISOKO

Received on  
*[Signature]*

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

We are honored to introduce to you Mr. Mrs./Miss *Awoa Awoa*  
Of Registration Number: *JabimudBsw1022* ..... pursuing a Masters'  
Degree/Postgraduate Diploma / Bachelor's Degree .....

He / She is required to carry out an academic research on the topic  
*EFFECTS OF CHILDA NEGLECT ON LATER ACADEMIC PERFORMANCE  
AND CAREER IN KISOKO*

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]*

20 FEB 2024

Mr. Akampurira Timothy  
Academic Registrar