

TEENAGE PREGNANCY AND THE EDUCATION OF THE GIRL CHILD IN UGANDA: A CASE STUDY OF KIRA VILLAGE, KAMPALA DISTRICT

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OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF BACHELOR OF SOCIAL WORK OF
UGANDA CHRISTIAN UNIVERSITY**



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DECLARATION

I, NAKACHWA GLADYS, declare that the Dissertation submitted in partial fulfillment of the requirements for the award of a degree of social work is the result of my own original work. All sources consulted and used in this dissertation have been appropriately cited and referenced.

Signature: 

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APPROVAL

This is to certify that this research dissertation has been developed under my supervision and has been approved for the award of the degree of Bachelor of Social work and social Administration of Uganda Christian University

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DEDICATION

This dissertation is dedicated to my parents for their moral and financial support towards my studies may the good Lord continue to bless them.

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I would like to express my sincere gratitude to Mr. Jonathan Tabalanga for her guidance during this writing.

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ABSTRACT

The study examined the impact of teenage pregnancy on the education of the girl child in Kira Village. The study was guided by three objectives: to identify the social, economic, and institutional factors contributing to teenage pregnancy among school-going girls; to assess the effects of teenage pregnancy on educational outcomes such as enrolment, attendance, academic performance, and dropout rates; and to propose evidence-based recommendations for improving support systems for affected girls. The study adopted a cross-sectional research design using both qualitative and quantitative approaches. A sample size of 80 respondents was selected from a target population of 100 participants, including adolescent girls, parents, teachers, health workers, police officers, and representatives from community organizations. Data were collected using questionnaires and interviews, while analysis involved descriptive statistics and thematic interpretation.

The findings revealed that teenage pregnancy in Kira Village is largely influenced by social stigma, poverty, cultural beliefs, inadequate educational support systems, and weak school policies. The study further established that teenage pregnancy negatively affects girls' education through reduced school enrolment, poor attendance, low academic performance, and increased dropout rates. Many pregnant girls experienced discrimination, financial hardships, and lack of institutional support, which limited their chances of continuing education. The findings also indicated that schools lacked clear re-entry policies and sufficient mechanisms to support adolescent mothers.

The study concluded that teenage pregnancy remains a major barrier to the educational attainment of girls in Kira Village and contributes to cycles of poverty, inequality, and social exclusion. The study recommends the establishment of mentorship programs, stronger community awareness campaigns, financial support initiatives, implementation of clear school re-entry policies, and enhanced partnerships among schools, healthcare providers, government institutions, and NGOs. The study further recommends strengthening child protection systems and expanding comprehensive sexuality education to reduce teenage pregnancy and promote educational continuity among girls.

CHAPTER ONE

1.0 Introduction

In this chapter presents the background to the study, problem statement, purpose of the study, research objectives, research questions, scope of the study, significance of the research and justification of the research is presented.

1.1 Background of the Study

One of the most urgent social, health and educational issues of the Uganda today is the adolescent pregnancy, the consequences of which can be traced throughout the life of the girl child, the life of her children and the socio-economic life of the country as a whole. In developing countries (Gracia et al., 2023) believes that an estimated 21 million girls aged 15-19 years fall pregnant every year with nearly 12 million giving birth to live babies. The consequences are especially dire in Sub-Saharan Africa, where the area is grappling with the highest teen birth rates in the world. In this context, Uganda is a shocking example, as the country has continuously been ranked at the topmost position in terms of the prevalence of teenage pregnancy.

The Uganda Demographic and Health Survey (Towongo & Kelepile, 2024) shows that a quarter of girls aged 15-19 have already started bearing children, which has been slightly improved only in the last ten years, which highlights how deep-rooted this crisis is. This implies that ten out of forty adolescent girls in a classroom are likely to be a mother or pregnant, which seriously undermines the role of the country in terms of investing in its human capital and meeting Sustainable Development Goals of education, gender equality, and poverty reduction.

The classic stereotype of the epicentre of teen pregnancy is that of rural, remote, and isolated societies where there is limited access to information and services. Nevertheless, there is new evidence that urban environments such as Kampala District have a paradoxical situation. Urban areas are generally more developed and have more institutions for higher education and health, but also peculiar risk factors. This is the case of Kampala's one of the fastest growing urban units called Kira Municipality. It is typified by a convergence of low-income informal settlements, booming middle-class estates, and social anonymity which urban life

presents. Because of that, teens are constantly being exposed to the high levels of peer pressure, financial issues that may lead to the establishment of “transactional” relationships between others, and risky behaviour, which makes them more susceptible to early pregnancy. His personal experience as an intern at the Probation and Social Welfare Department at Kira Municipal Council showed that there was a constant flow of cases, which involved school going girls who had got pregnant. The incidents were often symptomatic of the national policies not being implemented locally by probation officers who had high caseloads and limited resources and who had to deal with deep-seated cultural beliefs that encouraged early sex and childbirth.

The linkage between teenage pregnancy and the termination of a girl's education is one of the most direct and devastating consequences. When a girl is pregnant, she faces a complex system of obstacles which practically stand in her way to education. The Ministry of Education and Sports officially has a policy of re-entry which is aimed to enable young mothers to resume schooling after delivery. The adoption of this policy is however met with challenges. As witnessed in the internship, a significant number of schools headteachers are still reluctant to accept young mothers back because of the fear of being a bad role model to other students, whereas the girls feel debilitately stigmatized and discriminated against by their peers and teachers. (Makate & Makate, 2018).

Outside the school gates, the realities of motherhood the never-ending demands of raising children, absence of funds to pay school fees and school supplies and in many cases, the unacceptability of the family makes the obstacle seem insurmountable to many. This ends in lifetime school dropout, which studies have continuously attributed to reduced future employment opportunities, reduced lifetime earnings, and an increased risk of intergenerational poverty, as children of teen mothers are also less educated to succeed (Paranjothy et al., 2009).

The Ugandan government in conjunction with international development actors, including UNICEF and non-governmental organizations, including Plan International and Save the Children, has implemented a number of interventions in response to this national challenge. These include national campaigns that help spread sexual

and reproductive health education and community-based programs that help girls attend school and help young mothers (Id et al., 2022). However, with the continued high teenage pregnancy rates, in an urban area such as Kira Municipality which has numerous resources, it is clear that there is still a gaping hole. It is urgent to leave macro-level statistics and generic intervention and to grasp the local, contextual factors that continue to perpetuate this cycle within given communities. In this research, therefore, the requirement to produce micro-level evidence based on Kira Village, relying on the perceptions of key stakeholders in the community, such as the probation department, to shed light on why such pregnancies take place and how they specifically undermine education, thus offers a basis on hyper-localized and more efficient solutions.

1.2 Problem Statement

Teenage pregnancy remains a dire and intractable challenge to the level of education and general wellbeing of the girl child in Uganda, in effect serving as an effective way-cutting tool that curtails female potential and cycles of poverty and gender inequalities. It is a national problem but the case of Kira Village in Kampala District is very clear example of how complicated the problem is, and how existing systemic initiatives have no positive impact. Despite the existence of Government offices, a large number of NGOs and a relatively well-developed social service facilities in the urban municipality, the rates of adolescent pregnancy in the Kira village is alarmingly high and persistent, which directly and permanently interfere with the educational path of many school age girls living in the village. This high vulnerability and relative resource availability paradox suggests there is significant policy intent that is not being met in practice and suggests serious systemic failings, which must immediately be explored. It is a well-founded complex issue.

The problems are keenly felt at the probation department of Kira Municipal Council at which the researcher had his internship. Probation officers are primarily on the front lines and overworked with child protection issues. They are overloaded with matters relating to teenage pregnancy and resource insufficiency which cannot be economically funded, staffed and dedicated support programs to victims.

This working environment compels a reactive instead of a proactive response where officers are only able to act in response to a crisis when a pregnancy has taken place and a girl has already left school instead of putting in place some strong preventive strategies. Second, they are often hampered by entrenched cultural values and traditional beliefs in the society that tacitly condone or even encourage early sexual activity and early marriage; and at the same time stigmatize the pregnant girl, creating a culture of silence and shame which will not help the pregnant girl report and seek help. The impacts of this system breakdown are disastrous and extensive. For the individual adolescent girl in most cases, the pregnancy will result in a loss of the right to complete her formal schooling. She is faced with a series of misfortunes: disaffection of fellow children and her own people, physical and psychological strains of early motherhood, crushing financial burden of childcare, which eradicates any real prospect of returning to school. This personal tragedy is piled up to a serious social issue. The fact that girls drop out of school because of pregnancy can be termed as a devastating loss of national human capital in terms of investments in education and inability to meet national development goals. It perpetuates gender inequalities and traps generations of women in poverty as less educated young mothers can better meet the needs of their children in terms of health and education.

Thus, the current study is urgently required to understand the operational, cultural, and socioeconomic dynamics that makes the current policies and interventions ineffective in the particular setting of the Kira Village. It aims to go much deeper to discover the underlying causes as the disconnect in the ability of the probation department to prevent, the influence of peer and partner in an urban environment, the economic aspect of poverty and the inability of the support system to be actually accessible and destigmatizing. With the potential to produce operative evidence, which can guide a more integrated, comprehensive, and efficient reaction of all stakeholders, including the probation department, schools, local government, and nongovernmental organizations, this study will eventually end the cycle and protect the educational future of girls in the Kira Village and other such locations.

1.3 Purpose of the Study

The purpose of this study is to conduct a comprehensive analysis of the relationship between teenage pregnancy and the educational outcomes of girls in Kira Village, Kampala District. The ultimate aim is to produce context-specific evidence that can inform the design of robust policies and targeted intervention programs to promote educational retention and success for young mothers.

1.4 Research Objectives

This study will be guided by the following specific objectives:

- 1) To identify the key social, economic, and institutional factors contributing to the high prevalence of teenage pregnancy among school-going girls in Kira Village.
- 2) To assess the impact of teenage pregnancy on the educational pathways of girls, specifically examining enrolment, attendance, academic performance, and dropout rates.
- 3) To propose evidence-based recommendations for stakeholders to improve support structures and reduce the negative educational effects of teenage pregnancy in the area.

1.5 Research Questions

1. What are the primary perceived causes and contributing factors to teenage pregnancies among school-going girls in Kira Village?
2. How does the experience of pregnancy affect the enrolment, attendance, and educational achievement of adolescent girls in Kira Village?
3. What support mechanisms and intervention strategies are perceived by stakeholders as effective in mitigating the negative educational impacts of teenage pregnancy in this community?

1.6 Scope of the Study

Content Scope

The research will be based on the overlap of teenage pregnancy and education level. It will examine causative variables (social, economic, institutional), effects

of education (on enrolment, attendance, performance) and the effectiveness of current support systems.

Geographical Scope

The study will be limited to Kira Village which is found in Kira Municipality, Kampala District.

Time Scope

The study will be based on the cross-sectional design and will cover the time frame (2018-2023) to observe the latest tendencies and the situation after the introduction of the national re-entry policy.

1.7 Significance of the Study

This research is likely to have significant implications to various stakeholders:

The research will also be used to conduct empirical research to inform the revision and successful execution of national re-entry policies to support young mothers, especially those in urban areas.

The findings will help organizations to develop more localized and effective intervention programs in Kira Municipality and other contexts.

It will add to the literature on the subject of adolescent sexual and reproductive health and education in urban Uganda.

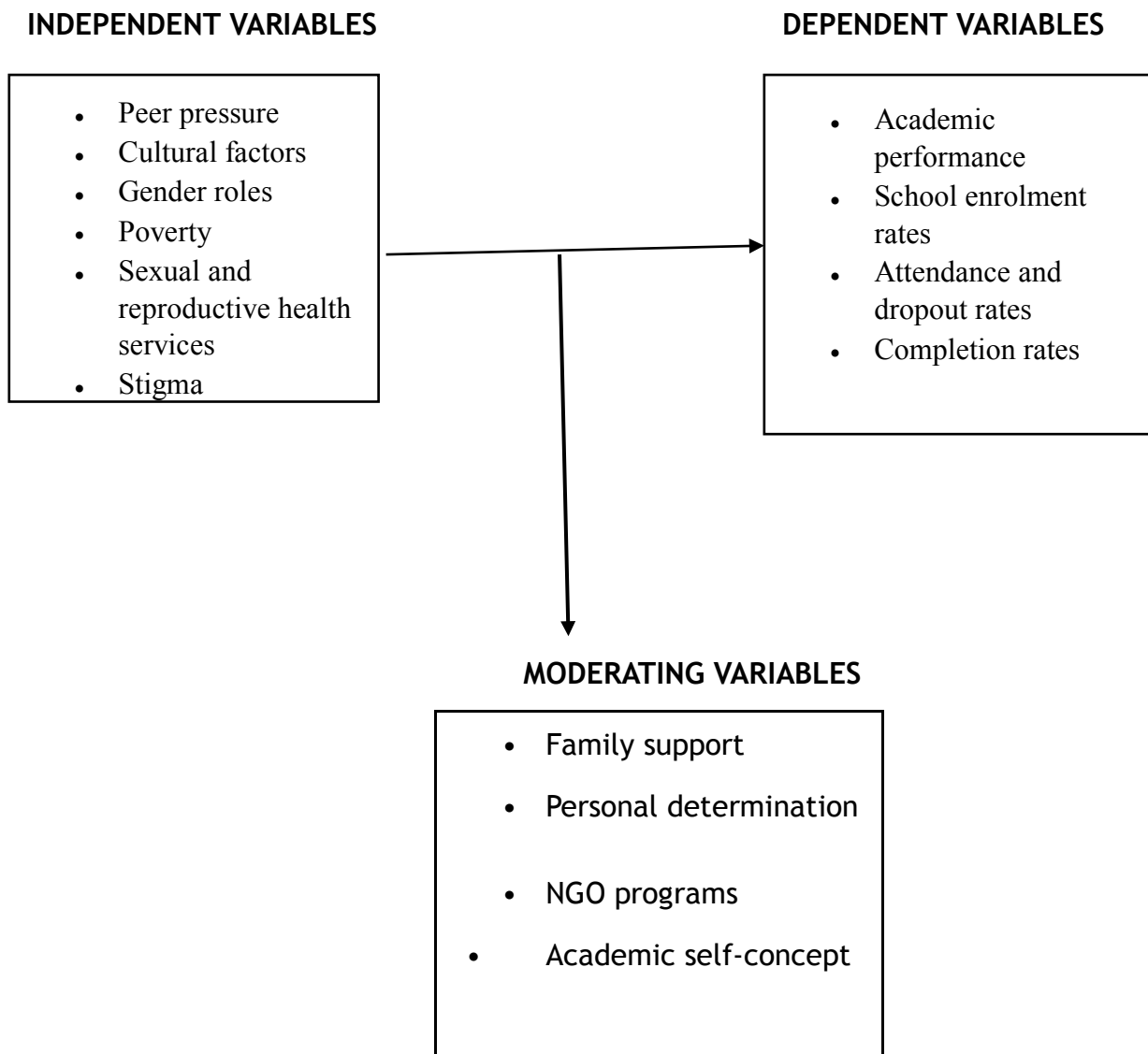
Finally, the study will recommend the right to schooling among teen mothers, which will enable them to overcome the poverty cycle.

1.8 Justification of the Study

The urgency of the need to provide localized and context-specific data justifies this research. Whereas there are national statistics and rural based studies on teenage pregnancy, there is little known about the urban drivers that are unique to places such as Kira Village. This gap makes it difficult for the general policies in a country to be implemented practically. Adolescent motherhood is a country-wide problem in Uganda with 25 percent prevalence rate (UDHS, 2016) and both individual and social implications. The study will provide the empirical data for designing specific, effective and sustainable interventions to improve the situation

of this vulnerable group, with the aim of achieving the Sustainable Development Goal 3 (Good Health and Well-being), 4 (Quality Education) and 5 (Gender Equality).

CONCEPTUAL FRAME WORK



Conceptual Framework that shows the correlation between the factors that affect teenage pregnancy and educational outcomes.

The model assumes that socio-cultural, economic and institutional conditions (Independent Variables) have a direct effect on educational outcomes (Dependent Variables). Support systems and personal resilience moderate the strength of such a relationship and can either alleviate or in ease the adverse consequences of teenage pregnancy on education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The author reviews in detail the existing research and reports on the effect of teen pregnancy on girl's education, specifically in Uganda and East Africa. The review is structured in line with the research objectives. It explores the causes of teenage pregnancy and its effects on school, the study of interventions and the identification of theory. The chapter provides an overview of the world, regional and local literature, which is used as a prerequisite to the academic discourse relevant to the present study, highlights various issues involved, which are complicated and points out the specific gaps that the present study in Kira Village is directed towards. The literature includes peer-reviewed journals, governmental reports, NGO publications and other important theoretical texts, ensuring a broad spectrum of views.

2.2 Theoretical Framework Two

Theoretical models were used to support the study: Ecological Systems Theory and Social Determinants of Health (SDH) model applied to educational outcomes. These theories transcend the individual explanations in favor of these teenage pregnancies being a part of interrelated systems of influence. Ecological Systems Theory (6a45c1a4-82ad-4f69-957e-1c76966678e2.Pdf, n.d.) According to this theory, the human development is determined by a set of stratified environmental systems, which interrelate. Its application as a means of studying teenage pregnancy offers a holistic approach towards the analysis of the various risk and protective factors in the Kira Village.

Microsystem: These are direct environments that teenage girls engage in directly: Family Dynamics: This encompasses parental supervision, sexuality-related conversations, economic strain and the standpoint on education of girls. A study in Uganda has shown that girls in households with inadequate supervision and low expectations are three and two times more inclined to get pregnant earlier(Nabugoomu et al., 2020).

School Environment: The factors that are considered here include the provision of sexuality education, attitudes of teachers, peer culture, and physical safety. A survey of Kampala teachers revealed that mere 4 out of 10 teachers were certain about teaching comprehensive sexuality education, and frequently employed abstinence only messaging (Reed et al., 2021).

Peer Networks: Peer influence may result in sexual behaviour, normalisation of transactional relationships and social gain of boyfriends supplying material goods (Hallman, 2005).

Mesosystem: Interrelationships between the Microsystems:

School-Family Communication: Inadequate communication may imply that poor attendance or performance of a girl may not be spotted before she becomes pregnant.

Health Facility-School Linkages: There are gaps between health talks in schools and available and confidential clinic services. A study in Wakiso discovered that 70 percent of girls were aware of a health center but only a quarter of them were willing to seek contraception due to the fear of being judged (Muhwezi et al., 2015).

Community Structures-School Relations: Local leaders and probation officers can assist in linking community norms and school policies.

Ecosystem: The external environments which indirectly affect the girl:

Local Government Operations: Proactive engagement can be constrained by the capacity and resource management of the Probation Department of the Kira Municipal Council due to the high cases and the low transport budgets (Author's Field Notes, 2023).

Parental Work Lifestyle: Job insecurity, excessive working hours and poor pay limit the capacity of parents to monitor and assist their girls.

Media and Digital Environment: Smartphones and social media have access to sexualized content with insufficient digital literacy skills (UNICEF Uganda, 2022).

Macrosystem: The larger cultural, economic and policy environment:

Cultural Norms: Entrenched patriarchal principles, which emphasize early marriage, discipline female sexuality, and consider daughters property. Bride price has the ability to promote early marriages (Miremba & Davies, 2001).

National Policies: Interventions are based on the 2020 National Sexuality Education Framework, Revised National ReEntry Policy (2021) and the Children Act (Amendment) 2016. This difference between these policies and local implementation is key to this research.

Economic Structures: Economic and financial inequalities and joblessness among the youths render the transactional relationships to appear as survival techniques.

Social Determinants of Health (SDH) Framework (WHO, 2010)

The SDH framework recommends that the determinants of health outcomes primarily are the circumstances under which individuals are born, grow, live, work, and age. In this paper, SDH is modified to examine Social Determinants of Educational Disruption.

Intermediary Determinants: Directly influencing risk, material factors and socio-economic status:

Material Circumstances: The situation of living in overcrowded and single room houses constrain privacy and expose children to adult activities.

Psychosocial Factors: Continuous stress due to poverty and gender-based violence or family strife may result in risky behavior.

Behaviors and Biological Factors: Low awareness on contraceptives, early sex, and inability to negotiate condom use.

Structural Determinants: Root causes related to socio-political context and socio-economic status:

- **Social Stratification:** The gender, poverty, and orphan status of a girl result in various degrees of vulnerability. Orphaned girls are 50% more likely to face early pregnancy (Birdthistle et al., 2008).

Governance and Policy: Local governments such as Kira Municipality are very free to apply national policies resulting in regional inequalities.

The two theories are compatible. Ecological Theory demonstrates the place of influence, and SDH reveals how and why this happens. They form a good platform

together to research on the effects of teenage pregnancy on education in Kira Village.

Contributing Factors to Teenage Pregnancy: A Multi-Level Analysis Individual and Interpersonal Factors.

Knowledge and Agency: Despite higher school enrolment, there is a discrepancy in knowledge regarding reproduction. In a 2019 study in Central Uganda, 45 percent of adolescent girls believed that they could not get pregnant on their first sexual encounter (Kaye et al., 2019). Inequality between genders makes it hard to negotiate on contraceptives.

Early Sexual Debut: The Uganda Demographic and Health Survey (2016) found that two in five of Ugandan girls have had sex by 15 years old, putting them at higher risk of pregnancy because they have had a longer time of exposure and a greater number of partners.

Social and Community.

Poverty and Exchange Sex: In slums, the need to have access to smartphones, fashion clothes and hair can cause stress that results in the relationship of a sugar daddy. Girls can get involved in older men in order to finance their education and family (Stavropoulou and GuptaArcher, 2017).

Gender-Based Violence (GBV) and Sexual Coercion: Sexual violence can easily lead to unwanted pregnancy. The 2020 Police Crime Report revealed that there had been a high rate of defilement cases, and most of them are not reported because of family mediation or stigma.

Bad Cultural Practices: When a girl becomes pregnant, it is expected that she gets married to the man who caused the pregnancy and this could end her education as she becomes a homemaker.

2.3 Institutional and Structural Facts.

Weak Child Protection Systems: The probation departments do not receive training on adolescent psychology and trauma-informed care (Muwanga, 2019). There is poor collaboration with schools and health facilities.

Weaknesses in the education system: The national curriculum often promotes abstinence, perpetuates gender stereotypes, and does not include information

about contraceptives (HRW, 2022). Gender-based violence can also take place in schools.

2.4 Effect of Teenage Pregnancy on Education.

Short-term Interruption and Dropout.

Expulsion and Self-Withdrawal: This may occur even though the formal expulsion is illegal, the unofficial pressures may result in the same. According to one 2021 study in Eastern Uganda, 68 per cent of girls who got pregnant did not resume their original schools (Ngabirano et al., 2022).

Academic Performance: Pregnancy may cause poor concentration and deteriorating grades due to the physical and mental strain associated with pregnancy.

Obstacles to Re-Entry and Continuation.

The re-entry policy has significant implementation challenges:

Attitudinal Barriers: Headteachers and teachers are concerned that bringing young mothers back to school would encourage immorality (Mushomi et al., 2020).

Structural and Practical Barriers:

Childcare: There are no childcare or breastfeeding facilities in schools.

Financial Burden: The expense of education and the care of infants may be overwhelming.

Time Poverty: It is absenteeism and re-drop out as a result of being caught in a number of responsibilities.

Stigma and Social Isolation: Girls going back to school can be isolated, and called names.

Long-term Socio-Economic and Intergenerational Effects.

Less Human Capital: Leaving women of the dropouts in low-skill, informal jobs. Women who are only educated up to primary level earn 35 percent of the secondary educated women (UBOS, 2020).

Health outcomes: Adolescent mothers are more at risk during childbirth, and the children have higher chances of infant mortality and malnutrition (WHO, 2020).

Intergenerational Cycle: The offspring of teen mothers are usually not good at school and the cycle of poverty continues (Paranjothy et al., 2009).

Interventions and Support Systems: Effectiveness and gaps.

Policy and Legal Frameworks.

The Revised National Re-Entry Policy (2021): It asks schools to establish so-called Re-Entry Committees, and it is unclear how it has been communicated in Kira.

The Children Act (Amendment) 2016: This provides legal basis of probation interventions, but this is not enforced extensively.

Programmatic Interventions

Comprehensive Sexuality Education (CSE): It has the potential to postpone sexual debut and increase contraceptive use when implemented successfully (SHRP, 2021).

Economic Support and Scholarships: Initiatives such as BRAC offer safe spaces and microloans, resulting in a decrease in pregnancy rates (Bandieri et al., 2020).

Second-Chance Education: NGOs such as FAWE Uganda provide accelerated learning and childcare, and it is evident that full-fledged services are required.

The Frontline Institution is Critical: The Probation Department.

Little studies have been done especially on the role of probation in this field. Child neglect and defilement, family interventions, and school re-entry are handled by probation officers (Mugisha, 2018). Nevertheless, they are commonly perceived as penal instead of assistance (Nuwagaba, 2022), and their efficiency depends on their collaboration with other agencies- this is one of the main points in this work.

2.5 Conclusion: Synthesis and Research Gaps.

Recent research demonstrates that there are numerous causes and severe educational outcomes of teenage pregnancy. Nevertheless, there are still significant loopholes:

The Urban Implementation Gap: It lacks the analysis of how policies are being implemented in the urban setting such as the Kira which has its own drivers (digital media, urban poverty).

The Gap of Frontline Perspective: No literature exists that examines the issues encountered by frontline government employees, especially at the Probation Department at Kira.

The Integrated Support System Gap: The entire local support system should be mapped in order to identify failure points in linkages.

The voice and Agency Gap: When making solutions, it is essential to make the voices of the adolescent mothers central.

Addressing these gaps will offer evidence on applied strategies of multiple stakeholders in Kira and other urban settings.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The chapter addresses research questions and the methodology of data collection, analysis and processing to reach the research objectives.

3.1 Research Design

The study will use a cross-section research design approach. The research will take into account both quantitative and qualitative research. The statistical data will be analyzed with the help of a quantitative research approach. The researcher will adopt the qualitative method to come up with an objective outcome that is generalizable to a bigger population. Qualitative research method is mainly exploratory research that is employed to understand the reasons behind opinions and motivations and give an insight to the problem or assist in the development of an idea or hypothesis that can be tested in quantitative research (Mugenda and Mugenda, 1999). A qualitative research approach is used to collect non-numerical data.

3.2 Study population

The research will be based on various individuals related to teenage pregnancy and girls' education in Kira Village, Kampala District. This involves young girls between 13-19 years old that have had children, their parents or guardians, the teachers and school leaders, the local government and police who assist in protecting children, the health workers of the local clinics and the staffs of community organizations and non-governmental organizations. Around 100 interviewees will be included, which will reflect a number of perspectives and experiences. This diversity will assist us in learning the problems and seeking solutions to teenage pregnancy and education enhancement of girls in Kira Village.

3.3 Sample Size

The total number of sub-elements or individuals who are randomly chosen and allocated in a particular population is referred to as a sample size (Amin, 2005).

The sample size of 80 will be determined by Krejcie and Morgan table as shown in the table below.

Categories of Respondents	Population	Sample Size	Sampling Technique
Adolescent Girls (13-19 years)	50	40	Purposive
Parents/Guardians	30	24	Purposive
Education Stakeholders	10	8	Random
Child Protection Unit (FCPU)	5	4	Purposive
Health Service Providers	5	4	Purposive
Community-Based Organizations	5	4	Purposive
Total	100	80	

In this table, the population of the respondents is 100 people but the aim of the study on teenage pregnancy and education of the girl child in Kira Village is 80 people.

3.4 Sampling Techniques

Probability and non-probability sampling methods will be used in the research. Simple random sampling, which is a probability sampling technique, will be employed to sample a section of the population in Kira Village. This methodology guarantees that all people have the same opportunity of being selected, and this makes the sample to be representative. Further, non-probability sampling methods, the purposive sampling, will be applied to select the respondents in a deliberate manner based on the acquired knowledge and experience of teenage pregnancy and education of the girl child. This involves adolescent girls, parents, teachers, health service providers and community organization representative. Through this combination, the research will hopefully have a broad and varied sample that will be representative of the opinions and experiences of the population.

3.5 Data Sources

Primary Sources: Primary data will give untainted and new information that will be vital in comprehending the issues that are involved in teenage pregnancy and the education of the girl child in Kira Village. The researcher himself will have direct

contact with the respondents using different data collection tools, including questionnaires and interviews, to obtain first-hand information.

Secondary Sources: The researcher will also do a document review which will involve the use of documents like policy documents, reports, newspapers, online journals and textbooks on teenage pregnancy, education policies and child welfare. This holistic methodology will help the researcher to be equipped with the pertinent data to support the study and add value to the results.

3.6 Data Collection Instruments

Data collection can be defined as the systematic gathering of research data concerning the phenomenon in question (Amin, 2005). Primary and secondary sources of data collection will be relied upon by the researcher in the study.

3.6.1 Questionnaire

According to Kumar (2005), a questionnaire is a collection of questions written down such that the respondents are expected to write down the answers to the questions. The questionnaire has sets of questions, which will be answered by filling, after which they will be picked back for data analysis. To gather data responses, this study utilized self-administered questionnaires covering some aspects of the study variables with a five-point Likert scale continuum of response, that is 5= strongly agree, 4= agree, 3= undecided, 2= disagree and 1= strongly disagree. This will be the preferred method of data collection since it will provide a significant level of confidence to the anonymity and confidence of the research respondents.

3.7 Validity and reliability

3.7.1 Data Validity

Collis and Hussey, (2013) believes that the validity of an instrument is the capacity of the instrument to gather justifiable and veritable information; that is, to measure what it is created to measure. Objectives of the study will be used to construct the questionnaire. The data collection instruments will be shown to the supervisor who will confirm the content validity of the instrument that is; the

ambiguity of the question items and their relevancy. The questionnaire will be pretested on 10 respondents in order to compute the content validity index. Where the average percentage is determined to be over 0.7 (70%), the content is said to be valid. The formula below is used to check for the validity of the instrument:

$$CVI = R / (R + N + IR)$$

Where; R is Relevant, N is Neutral and IR is irrelevant. The closer the value is to 1, the more valid the instrument (Amin, 2005).

3.7.2 Data reliability

Reliability of research instrument is the measure which refers to the extent to which the research instrument gives similar results data or data when trialed several times. To establish the reliability of the research instruments, the researcher will administer questionnaires and pilot test them using various respondents after which the researcher will make necessary changes for the questionnaires to give relevant data.

3.8 Ethical Issues.

To make sure that the information acquired in the course of research is academic, a copy of an introductory letter of the University will be provided. The researcher will make sure that this participation will be voluntary and thus will not coerce them. The researcher will also debrief the recipients prior to collecting the data on them. To acknowledge the effort the researcher will be citing all the documents that they used in this work with reference to secondary data.

3.9 Study Limitations.

It might have some difficulties in matters of sampling error, especially when using the participants to carry out the study on teenage pregnancy and how the girl child is educated in the village of Kira. As both probability and non-probability sampling techniques will be adopted, it is possible that the sample chosen will not be fully representative of the broad population of adolescents, parents and community stakeholders impacted by these problems. This may restrict the generalizability of the results.

An adequate sample size is essential to making valid conclusions. When the sample size is insufficient, the sample might not be able to discern meaningful relationships and trends in the data. This is specifically true in the case of quantitative analyses, where larger sample sizes may be required, to guarantee that findings can be consistently applied to the larger population of teenage pregnancy and educational problems in Kira Village. In turn, the outcomes might fail to give a comprehensive picture of the situation.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.0 Findings of the Study

This chapter gives the results of the research on the impact of teen pregnancy on education of the girl child in Kira village, Kampala District. The quantitative data collected by questionnaires and interviews was analyzed using SPSS and qualitative data were analyzed in themes. In this chapter, there is a demographic analysis of the respondents, discussion of the effects of teenage pregnancy on education attainment, issues of adolescent mothers and community attitudes towards education and support of the affected girls. The results are expected to give a detailed insight about the connection between teenage pregnancy and education of girls in the research location.

4.1.1 Response rate

The response rate for this research was 100% which is high. According to Amin (2005), high response rate implies more accurate survey findings as well.

Response rate

Questionnaires issued	80
Questionnaires returned	80
Response rate (%)	100

4.2 Demographic Characteristics of Respondents

4.2.1 Gender Distribution

Gender	Frequency	Percentage (%)
Male	45	56.3
Female	35	43.8
Total	80	100

The gender distribution table above indicated that most of the respondents (56.3) were male and 43.8% women. Such a fairly equal gender representation serves to make sure that the findings are not skewed towards one gender giving an overall picture of the impact of the teenage pregnancy on the education of girls in Kira Village.

4.2.2 Age Bracket

Age Bracket	Frequency	Percentage (%)
Below 19 years	10	12.5
19-24 years	15	18.8
25-34 years	30	37.5
35-44 years	20	25.0
45 years and above	5	6.3
Total	80	100

The gender distribution table above indicates that most of the respondents (56.3) were men whereas 43.8% were women. Such a balanced gender representation aids in the fact that the results will not lean on one gender thus giving a more comprehensive picture of how teenage pregnancy has impacted the education of the girls in Kirra Village.

The age distribution shows that 25-34 years (37.5%), 35-44 years (25.0%), and 45-64 years (25.0%), have the greatest number of respondents. It indicates that the majority of the participants are young to middle-aged, and this factor may affect their attitudes towards teenage pregnancy and educational issues among girls. It is important to note that 31.3% of participants are less than 24 years old, which means that the results also include the input of younger ones. The fact that there are older respondents (6.3% were aged 45 years and above) further enhances the data, as there are various standpoints in the community when it comes to the education of the girl child in Kira Village.

4.2.3 Level of Education Attained

Education Level	Frequency	Percentage (%)
Primary	10	12.5
Secondary	24	30.0
Diploma	20	25.0
Degree	20	25.0
Postgraduate	6	7.5
Total	80	100

Based on the table above on education level, it was revealed that 30.0% of the respondents have attained secondary education, 25.0% have a diploma and 25.0% have a degree. Also, 12.5% have completed primary education and 7.5% have completed a postgraduate level. This distribution shows that a good number of the participants are fairly educated, which is crucial in comprehending the intricacies of teenage pregnancy and the education of girls in Kira Village. The fact that more respondents have a higher level of education can have a positive impact on their attitudes to the problems that adolescent mothers are struggling with and the resources that should be provided to empower girls to receive education.

4.3 Key Factors Contributing to Teenage Pregnancy Among School-Going Girls

The respondents were required to indicate how they agree with the statements on the social, economic and institutional factors that have contributed to the high level of teenage pregnancy among school-going girls in Kira Village.

Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Mean	Standard Deviation
Teenage pregnancy is primarily influenced by social stigma within the community	2 (2.5%)	3 (3.8%)	5 (6.3%)	30 (37.5%)	40 (50.0%)	4.34	0.76
Limited economic opportunities for girls contribute to teenage pregnancy	1 (1.3%)	2 (2.5%)	4 (5.0%)	30 (37.5%)	43 (53.8%)	4.31	0.74
Lack of educational support systems for pregnant girls increases the rates of teenage pregnancy	4 (5.0%)	3 (3.8%)	6 (7.5%)	25 (31.3%)	42 (52.5%)	4.28	0.80
Cultural beliefs and practices in the community perpetuate teenage pregnancy	3 (3.8%)	2 (2.5%)	5 (6.3%)	28 (35.0%)	42 (52.5%)	4.24	0.82
Insufficient policies in schools hinder the prevention of teenage pregnancy	4 (5.0%)	3 (3.8%)	6 (7.5%)	25 (31.3%)	42 (52.5%)	4.28	0.80

Summary of the Causes of Teen pregnancies among school going girls.

The table above shows the rate of consensus between the respondents with regards to the different factors that lead to teenage pregnancy in school going girls in Kira Village. The lessons learned in this data imply the multifaceted nature of the relationships between social, economic, and institutional factors, which makes it necessary to implement specific interventions to adequately tackle this acute problem.

Social Stigma

A considerable proportion of 87.5 percent of the respondents responded positively or strongly that social stigma in the community is a major factor in causing teenage pregnancy. This significant agreement, as indicated by the mean of 4.34 and standard deviation of 0.76, means that the attitude of society towards teenage mothers can foster a shame and isolation setting. This stigma will not only deter the young girls in their pursuit of help and support but may even push them even further out of access to educational opportunities. Community awareness campaigns are necessary to achieve a society that is supportive of young mothers and gives them the strength to further their education.

Limited Economic Opportunities

In addition, a high percentage of 91.3% of the respondents recognized that, there are few economic opportunities among girls and this is a contributing factor to the problem of teen pregnancy. This is shown by an average score of 4.31, which highlights the relationship between economic limitations and the propensity to early motherhood. Girls who are not provided with education and employment opportunities might be under pressure to get into early sexual relationships, usually because of financial need. Efforts should also be combined to alleviate poverty among girls in the society so that they have more access to education and jobs to help fight the menace of teenage pregnancy.

Lack of Educational Support Systems

It was also found that there were concerns regarding lack of educational support systems among the pregnant girls with 84.8% of the respondents agreeing or strongly agreeing. The mean score of this concern was 4.28, which shows that there was a wide awareness of the issues that young mothers face when trying to resume their education. Lack of the required support facilities, including counseling services and flexible learning opportunities, in schools, can leave pregnant girls feeling unsupported, hence, more likely to quit school. It is important to put up effective educational support systems to motivate these girls to continue their education and excel in school.

Cultural Beliefs and Practices

Also, the role of cultural beliefs and practices that promote teenage pregnancy was identified by 87.5 percent of the respondents leading to a mean of 4.24. Such cultural practices have the potential to establish cultures that tolerate or even promote early pregnancies, impacting the decision making and life path of girls. In order to resolve this problem, community involvement programs that encourage the deliberation of modifying the detrimental cultural behaviors are necessary. Working with the local leaders and organizations will assist in changing the perceptions and securing the rights and futures of young girls.

Insufficient School Policies

Lastly, the respondents pointed out that inadequate policies within schools are some of the causes of the problem and 84.8% of them agreed with this factor, hence a mean score of 4.28. Lack of clear school policies on how to treat and re-enter the girls who are pregnant poses hindrances to the educational advancement of such girls. It is imperative to have inclusive policies that will help young mothers to reintegrate into the educational system. Schools should be able to be flexible to the needs of pregnant girls so they can receive equal chances to finish their education and education in their schools.

Conclusion

These results underline the complexity of teenage pregnancy in Kira Village due to social stigma, a shortage of economic opportunities, the absence of educational support, cultural norms, and the absence of policies. These two connecting factors will need all-encompassing, community-based interventions that will empower young girls and enhance their success in education. The joint efforts by schools, community groups and policymakers are needed to provide supportive environment that will eventually decrease the rates of teenage pregnancy and provide a brighter future to girls in schools.

The 4.3 Effect of Teenage Pregnancy on Educational Pathways.

The respondents were requested to assess their agreeability with the statements about the effects of teenage pregnancy on the education of girls in Kira Village in terms of enrolment, attendance, academic performance, and dropout rates.

Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Mean	Standard Deviation
Teenage pregnancy leads to decreased enrolment rates among girls in Kira Village	5 (6.3%)	4 (5.0%)	10 (12.5%)	30 (37.5%)	31 (38.8%)	4.01	0.85
Pregnant girls face challenges in maintaining regular school attendance	3 (3.8%)	5 (6.3%)	9 (11.3%)	29 (36.3%)	34 (42.5%)	4.15	0.78
Academic performance of pregnant girls is negatively affected due to absenteeism and stigma	4 (5.0%)	6 (7.5%)	8 (10.0%)	25 (31.3%)	37 (46.3%)	4.12	0.80
Teenage pregnancy contributes to higher dropout rates among girls	2 (2.5%)	3 (3.8%)	7 (8.8%)	28 (35.0%)	40 (50.0%)	4.30	0.72
Schools do not provide adequate support for pregnant girls to continue their education	3 (3.8%)	4 (5.0%)	10 (12.5%)	27 (33.8%)	36 (45.0%)	4.22	0.77

The results of the research give a detailed picture of the negative impact of teenage pregnancy on the education of girls in Kira Village, demonstrating that the problem is urgent and needs to be addressed and resolved as soon as possible. Only a significant number of 76.3 percent of the respondents agreed or strongly agreed that the issue of teenage pregnancy is a key cause that contributes to lower enrolment rates among girls. The mean of 4.01 and standard deviation of 0.85 demonstrate this statistic as there is a good consensus on the issue. With girls encountering the threat of being young mothers, many feel that they are unable to proceed with their education and enrolment in schools reduces. This does not only hinder their educational prospects but also breeds a cycle of poverty and dependency that may have long-term consequences on their lives and the communities they live in. It reduces their opportunities to acquire skills and qualifications that can help them acquire secure, well-paying employment in the future, given the loss of engagement in education. Thus, the problem of teenage pregnancy being the reason to reduce enrolment is an urgent problem that must be managed with the help of community-based programs, education reforms, and programs that will empower young women to go on with their studies, despite unforeseen circumstances.

Besides enrolment problems, notable 78.8% of the respondents admitted to the fact that pregnant girls face considerable problems in ensuring that they attend school regularly. The fact that the mean score is 4.15 supports this observation, which implies that the barriers faced by pregnant girls are well known by most people. All the concerns and health problems surrounding pregnancy can lead to a complicated terrain where school attendance is becoming notably harder. Pregnancy can lead to physical difficulties, mental issues, or stigma in society that can demoralize pregnant girls to attend classes. In addition, the fact that they have to be able to take care of their children after childbirth can be another reason that discontinues their educational activity. Consistent attendance is paramount to academic success and its lack is directly connected to worse performance and less educational success. The cyclicity of these issues necessitates the need to unite schools, families, and communities to establish the supportive frameworks that would enable the pregnant girls to continue studying

without any fear of being judged or facing any logistical difficulties. Through identification and resolution of these issues, we can strive to ensure that young mothers do not leave the educational system and this improves their future and that of their children.

According to the study, it has also been seen that there is a negative impact on the academic performance of pregnant girls with 77.6% of respondents indicating that they agree or strongly agree with this statement and the mean score of 4.12 represents this. This is a key indicator of the need for close relations between attendance and achievement. Pregnant girls are constantly exposed to various stress factors and they tend to withdraw from school, thus forfeiting courses they are taking. The additional homework, the absence from school and pressure of maintaining the pace can cause huge academic issues that further push them away from staying in school. The impact of poor school performance can be long term, impacting upon their self-esteem, their goals for their life and their career path. Therefore, it is important to implement special support programmes to support pregnant girls not only with their physical and emotional needs but also their educational needs. In schools, tutoring, flexible class schedules, and other support that may help these students deal with their unique problems might be available. Such proactive practice may become an important means of maintaining the pregnant girls in the educational process and thus giving them an opportunity to excel in their studies and become empowered women who are willing to help the society in a positive way. Furthermore, the findings suggest that the number of girls dropping out of school due to teenage pregnancy is indeed high, with 85.0% of the respondents agreeing that it contributes to the dropout rate, which is the mean of 4.30. This statistic brings out the key turning point in the educational path of young mothers, where chances of dropping out of studies once they become pregnant, shoot up tremendously. The dropout can be due to a mixture of challenging conditions: the pressure of society, the lack of money, and the personal issues usually lead to the fact that these young girls do not see an effective way out in the educational system. Leaving school early can limit their educational opportunities and have a negative impact on their future economic wellbeing and social mobility. Education in their case is also very low and they have very few

employment options, hence they cannot become financially independent and secure good jobs. Thus, interventions that focus on reducing dropout rates must be a priority. This could include creating conducive school conditions, providing child care facilities, online schooling for pregnant girls and young mothers and/or offering material incentives to encourage girls and young mothers to continue with their education. We can fight the deplorable effects of teenage pregnancy and achieve higher destinies of these girls by putting in place measures that will ensure that education is affordable and desirable.

Finally, the results indicated that the majority of the respondents (78.8 per cent) said that insufficient support is provided for pregnant girls and a mean score of 4.22 was obtained, which, in turn, identified that there exists a significant gap in the existing educational system. Young mothers are feeling isolated and frustrated as they lack the resources, policies and training to effectively support them in school. If there are no supportive measures in place they may not want to return to school after giving birth, resulting in a long-term disruption in education. Schools need to be mindful of the need to create a multi-layered support system that will assist those young mothers in the classroom, and that will also provide them with emotional and logistical support. These may include the training of teachers about how to sensitively accommodate pregnant girls, setting peer mentorship initiatives as well as making sure that school policies clearly state how to accommodate pregnant and parenting students. By developing a nurturing and inclusive school culture, attendance and academic performance can be greatly increased to help alleviate the adverse effects of teenage pregnancy on education. With the united effort of these strategies, we can strive towards a day when young mothers will be encouraged in their studies and will be able to reach their goals.

4.3 Evidence Based Recommendations to Support Girls affected by Teenage Pregnancy.

The respondents were requested to respond to different statements concerning recommendations proposed to support structures to better the negative educational impacts of teenage pregnancy in Kira Village by rating how much they agreed.

Recommendation	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Mean	Standard Deviation
Schools should implement mentorship programs for pregnant girls to support their education	2 (2.5%)	3 (3.8%)	7 (8.8%)	26 (32.5%)	42 (52.5%)	4.29	0.79
Community awareness campaigns should be launched to reduce stigma around teenage pregnancy	1 (1.3%)	2 (2.5%)	6 (7.5%)	29 (36.3%)	42 (52.5%)	4.34	0.76
Financial support programs should be established to assist adolescent mothers in continuing their education	5 (6.3%)	4 (5.0%)	8 (10.0%)	26 (32.5%)	37 (46.3%)	4.10	0.83
Schools should have clear policies for the re-entry of pregnant girls into the education system	3 (3.8%)	2 (2.5%)	9 (11.3%)	28 (35.0%)	38 (47.5%)	4.25	0.75
Partnerships between schools, healthcare providers, and NGOs should be strengthened to offer comprehensive support	2 (2.5%)	3 (3.8%)	5 (6.3%)	27 (33.8%)	43 (53.8%)	4.31	0.74

The above table gives a summary of the level of agreement that respondents had with different recommendations that should be made to enhance support systems to address the plight of a girl affected by teenage pregnancy. The results suggest that 85.0% of the surveyed respondents agreed or strongly agreed that schools should have mentorship programs to support pregnant girls in schooling, the overall mean of 4.29 and a standard deviation of 0.79.

Also, 88.8 percent of the participants agreed with the idea of community awareness campaigns to lessen the stigma surrounding teenage pregnancy, with a mean score of 4.34. In addition, the majority of the respondents (78.8) responded that there should be financial support programs that could aid adolescent mothers to continue their education and this responded with mean of 4.10.

The respondents gave a mean score of 4.25 with a significant percentage of 83.8 indicating that schools should have clear policies on how the pregnant girls should be re-introduced in the education system. Finally, 87.6 percent of the participants thought that it is necessary to enhance collaboration between schools, healthcare professionals and NGOs to provide holistic services and the average score was 4.31. These results show that only concrete evidence-based strategies can be effective in helping affected individuals and minimizing the adverse educational effects of teenage pregnancy in Kira Village.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.

5.1 Introduction

This chapter will give a detailed discussion of the findings given in Chapter 4 on the effect of teenage pregnancy on the education of girls in school in Kira Village. It makes conclusions based on the analysis of data and provides recommendations in detail to stakeholders, such as educational institutions, policymakers, community organizations, and parents to enhance support structures of affected girls. In addition, the chapter outlines the research gaps that should be filled in future studies to understand the overall consequences of teenage pregnancy on education and community building in Uganda.

5.2 Discussion of Findings

5.2.1.1 Factors that are leading to teenage pregnancy among school going girls.

The findings point out some of the key issues that make teenage pregnancy among school going girls in Kira Village to be that high. First, social stigma became an important factor, and 87.5% of the respondents indicated that it is an important factor. This stigma may result in isolation and discrimination of pregnant teenagers who may not want to seek help and further their education. The average score of 4.34 evidences a high degree of agreement on this problem and shows that there is an urgent need to conduct community awareness campaigns to ease the stigma and make the environment more conducive to affected girls.

Secondly, the economic opportunities that girls had were identified to be low, and 91.3% of the respondents accepted this relationship. The average of 4.31 indicates that economic limitations can be very influential on the rates of teenage pregnancy. In the absence of education and working prospects, the girls may find themselves more susceptible to early pregnancies, which in most cases, is socioeconomic in nature. The implication of this finding is that enhancing the economic status of girls may be a crucial measure in curbing teenage pregnancy.

The third cause is the absence of the system of education support to pregnant girls. The majority of respondents (84.8 percent) agreeing to the question, the overall mean of 4.28 is that there is a strong belief that the lack of support in

schools is contributing to the problem. Most learning institutions do not have specific policies regarding the reintegration of pregnant girls, thus they have difficulties in furthering their education. It underscores the necessity of schools to come up with programs that specifically address the needs of pregnant teenagers, such as mentorship and counseling.

Also, cultural beliefs and practices emerged as a contributor to teenage pregnancy with 87.5% of the respondents acknowledging the role of these practices. . The average used of 4.24 supports the importance of culturally sensitive interventions that can be used to counter these beliefs and promote communal discourse on adolescent health and education.

Lastly, the results are a lack of policies in schools, 84.8% of the respondents were concerned. This shows a stark deficiency in the educational system as far as the control and prevention of teenage pregnancy is concerned.

Schools should have elaborate policies that will not only avert teenage pregnancies, but will also assist those who fall prey to pregnancy so that they have a chance to further their studies.

To conclude, the combination of social stigma, low economic opportunities, a lack of educational support, cultural practices and inadequate school policies all play a role in the prevalence of teenage pregnancy in Kira Village. These results underscore the need to implement specific interventions on various levels, community awareness, economic empowerment, educational reform, and policy development as the means to effectively manage and curb the problem of teenage pregnancy among school-going girls.

5.3 Implication of teenage pregnancy on education.

According to the results of the survey, there are some serious findings about the impact of teenage pregnancy on the education of girls in Kira Village. The respondents suggested that teenage pregnancy is one of the major causes of low enrolment rates among girls with 76.3% of them agreeing or strongly agreeing with this statement. The mean score of 4.01 with a standard deviation of 0.85 indicates that there is agreement regarding the idea that teen pregnancies discourage girls

to attend school. The absence of enrolment may result in later obstacles to lifelong learning, and this contributes to poverty and disadvantage cycles.

Also, 78.8% of the respondents admitted that pregnant girls experience significant difficulties in attending school regularly with a mean score of 4.15. This suggests that there are external pressures (stigma and logistical challenges) that negatively affect their attendance of classes regularly. With inconsistent attendance, chances of academic success are reduced to minimal and this presents an additional challenge in their education process.

It also affects the academic performance of pregnant girls with 77.6 percent of the respondents opining that absenteeism and stigma have a negative impact in their studies. An average of 4.12 indicates an attitude that not only does teenage pregnancy interfere with their schooling life, but it also affects their overall performance in which they tend to have low grades, and they are not ready to take up their academic life in future.

Besides, an impressive 85.0 percent of the respondents reported that teen pregnancy is one of the factors that lead to the high rate of dropout in girls with a mean of 4.30 score. This shows that there is a high degree of belief that once girls get pregnant, they are more likely to drop out of school and further lower their prospects in life and make their already problematic situation in society worse.

Finally, the percentage of students who responded that schools do not support pregnant girls in continuing school was 78.8% with a mean score of 4.22. This lack of institutional support is a critical gap that needs to be addressed to improve educational outcomes for these girls. Lack of mentorship programs, flexible learning opportunities, and the right resources may discourage the pregnant girls to go back to school and finish their education.

To sum up, the results are a solid reminder of the negative implications of teenage pregnancy in the educational directions of girls in Kira Village. These issues shed light on the necessity of specific measures, such as creation of supportive educational policies, community awareness campaigns, and increased resources on pregnant girls. To empower affected individuals and ensure equity in education within the community, it is imperative to address these issues.

5.4 Evidence-based suggestions on how to assist the girls who have been affected by teenage pregnancy.

The survey had respondents expressing their views on some of the recommendations that would help in improving support systems on girls who were affected by teenage pregnancy in Kira Village. The results highlight the significance of specific measures and overall plans to combat this urgent problem.

1. Mentorship programs

An eye-opening 85.0 percent of the respondents affirmed that schools ought to employ the mentorship programs especially that are tailored towards pregnant girls to offer essential assistance in their learning journeys. This is emphasized by a standard deviation of 0.79 and a mean score of 4.29 indicating that there is a substantial belief of effectiveness of mentorship in this context. Mentorship programs are an important tool to young mothers that have special needs; they provide support, encouragement, and resources that can help these girls overcome the challenges of being a both mother and student. With the assistance of a mentor, young mothers can have individualized assistance and can work towards being able to establish realistic academic objectives, study skills, and self-confidence. Also, mentors might assist these girls to find resources in the community, emotional support, and educational opportunities and provide them with a network that will stimulate their further employment of their studies. Through these kinds of mentorship programs, schools are able to provide the nurturing atmosphere that is conducive to learning and allow the pregnant girls not only to remain in school but also achieve academically, leading to a higher achievement in their future lives, personally and professionally.

2. Community awareness campaigns

The high 88.8% of respondents who supported community awareness campaign is greatly emphasized by the high percentage who agreed to reduce the stigma associated with teenage pregnancy. The agreement is high with a mean of 4.34 and a standard deviation of 0.76, which indicated that the role of the perception of the people is important in determining the pregnancy girls' educational experiences. Awareness campaigns within the community could be used as effective instruments of changing the social perception and creating a culture of acceptance and support

towards young mothers. These campaigns can be used to destroy the negative stereotypes and misconceptions that result in social exclusion and stigma by educating the community on the challenges that pregnant girls face. Open discussions on teenage pregnancy with community leaders, parents and their peers are encouraged to facilitate empathy and understanding which will foster an enabling environment that will empower girls to resume their studies. Moreover, these campaigns might lead to a wider community engagement since they might motivate local organizations and businesses to offer resources and support to pregnant girls, thereby minimizing obstacles to education and forming a collective voice to advocate the rights and needs of young mothers. It also reveals that financial resources to support teen mothers in continuing education is a high priority need, with 78.8% of participants believing that financial support programs should be created for out-of-school mothers. The need is also emphasized with an average score of 4.10, as this is a basic understanding that financial problems pose a significant obstacle to schooling for pregnant learners.

Financial assistance such as school fees, transport and child care will relieve some of the financial burden these young mothers are experiencing and will enable them to focus their studies instead of worrying about financial needs. This kind of support could be the tipping point to preventing pupils dropping out of school and helping them to stick with their education. Thanks to the financial support programs, the communities will be able to create a more equitable school environment, in which young moms can complete grades and put themselves and their families on a better path. This financial support may be in different forms such as scholarships, grants or subsidized services, which will make sure that the girls are not limited by financial limitations to pursue their education. The creation of explicit re-entry policies in schools of pregnant girls who come back to school attracts a lot of attention, with 83.8% of the respondents noting that schools ought to create and establish such policies. The results showed that the young mothers were very confident about the need of formal procedures which make support for their re-integration in the system and education, the mean score was 4.25. The girls will have a clear and supportive way to education completion with clear policies giving them an opportunity to return to education without discrimination

and social stigma. Policies should provide guidance to the school on how to incorporate pregnant students into the school environment, such as flexible school schedules, academic schedules that support their needs, and help them make up missed work and provide support for their special situation. Inclusive policies can help create an environment conducive to school success, encouraging young mothers to re-engage in school, and allow them to have a positive impact on their society and their future. Finally, there is consensus that there should be a greater collaboration between school, healthcare and NGO in providing comprehensive support to pregnant girls. This was recognised by a remarkable 87.6% of the respondents with a mean score of 4,31 and a standard deviation of 0,74, meaning that collaborative efforts are required in order to bring together different resources and services to address the needs of young mothers. Partnerships will allow education institutions to have a more integrated support system wherein educational resources will be supported by healthcare and social services. One of these is a holistic practice where every aspect of the health and well-being of a pregnant girl are dealt with, not only health services, but counselling services too.

These partnerships will be able to bring in the resources needed to support the pregnant girls including prenatal care, mental health services and tutoring which will ultimately improve educational outcomes for pregnant girls. Schools, health and NGOs can form a powerful network of support that will help young mothers to address their immediate problems and offer them a pathway to empowerment and success in the long term. The results, in general, highlight the necessity for concrete and evidence-based actions to effectively tackle girls who fall pregnant in school and reduce the negative educational impact in Kira Village. Mentorship programmes, community awareness campaigns, financial support, the creation of guidelines for re-entry to school and the creation of partnerships will all be important steps that will help to enable such girls and that will allow them to successfully re-engage in schooling.

5.3 Conclusions

This paper will demonstrate the impact of teenage pregnancy on the education of girls in school in Kira Village. It unveils that social stigma, scarcer employment prospects, absence of school support are some of the factors that lead to low enrolment, uneven attendance, worse academic results, and increased dropout rates among pregnant girls. This is not helped by the lack of specific policies to help these girls go back to school. Specific initiatives, including mentorship programs, community awareness, financial assistance, and improved school policies, are needed to provide a supportive environment to young mothers. These issues are relevant in ensuring that the girls are able to succeed, and the development of the Kira Village in general.

5.4 Recommendations

5.4.1 To schools and stakeholders.

5.4.2 To Community Organizations and NGOs.

Elaborate on how the work of community organizations/NGOs can be important to complement the efforts of educational institutions and ensure pregnant girls are covered comprehensively in Kira Village. The following are the key recommendations: These organizations need to operate cooperatively with schools, and provide integrated support services tailored to the needs of pregnant girls. Such connections can help to reduce the gap between the education and health files to create a more integrated health and education support system that can address the different needs of young mothers. Community organizations can help schools to establish mentorship programs, counseling services as well as financial support programs by collaborating to help the schools to provide the full care needed by pregnant girls. Such a partnership can also be used to conduct workshops and trainings to increase awareness on teenage pregnancy to create a more knowledgeable and involved society. In addition, by building good alliances there are opportunities for further enhancement of the influence of the school/organization as a support system that does not only support young mothers, but also promotes the importance of education in society. Further, the community organizations and NGOs may be able to play a significant role in lobbying to adopt

policies that will protect the rights of pregnant girls and support their educational journey. To ensure implementation of these effective policies these organizations have to be active in the local government and education authorities. NGOs, with the support of research, awareness creation and gaining community acceptance, can be a significant agent of change to ensure the needs of pregnant girls are not only considered but acted upon. This movement is necessary to sustain changes in policy to make school environments supportive and inclusive. By trying to shape policy, these organizations are also able to collect essential information and feedback of the community to determine the success of the current programs and other areas that need to be improved. Community organizations have a vital role to play in developing and implementing policy and policy development in developing a supportive environment for pregnant girls pursuing education in Kira village. Having community leaders trained on the need to support pregnant girls is also a game changer in regard to changing the perspective of society on these issues and the stigma that was associated with teenage pregnancy. These training sessions can enable the development of a more inclusive environment that can motivate young mothers to seek help and resume their education by supplying leaders with knowledge and tools they require. Community leaders are the ones who create a major influence on the perception of the population and in cases where they are made aware of the issues that pregnant girls are experiencing, they can take advantage of their platforms to represent them. Also, by encouraging these individuals to develop leadership skills, they can be empowered to actively work towards enabling educational opportunities and resources to pregnant girls. By educating community leaders, not only will stigma be reduced but a sense of collective responsibility will be created in the community that will motivate them to act in a single direction to create a better environment for young mothers. Finally, the development of a strong system to monitor and evaluate the success of any program targeted at helping pregnant girls is crucial in making sure that they become successful and are constantly improved. Organizations need to prioritize on the collection and analysis of data on some of the important indicators such as enrolment, attendance and academic performance. This empirical data will be utilized for deciding on what can be improved, demonstrating the effect of the interventions that have been implemented, and using the information to make

decisions. Program evaluation is essential in the implementation of programs to address the changing needs of pregnant girls. Having properly designed monitoring systems, the stakeholders will be able to estimate the effectiveness of ongoing projects and enhance it repeatedly, which will lead to a stronger support system of young mothers. Last but not least, a first-hand look into the impact of these programmes on educational results will guide future activities and ensure the common vision of ensuring an equal educational opportunity for pregnant girls in Kira village is realized.

5.5 Suggestions for Future Research

Although this research has illuminated on the obstacles and effects of teenage pregnancy on the education of school-going girls in Kira Village, there are still many opportunities of future research that would further enlighten us on this key issue and open the pathway to effective interventions. Conducting longitudinal studies to monitor the effects of teenage pregnancy on the educational results of girls in the long-term is one of the most important areas that should be explored. The researchers might get the answers to how early pregnancies influence academic achievements, social assimilation, and general life courses by observing the participants over a few years. Longitudinal data would give a holistic perspective of individual experiences, which would reflect the plethora of challenges and accomplishments that define the lives of pregnant girls. This method would also help comprehend better the factors that lead to successful education performance among young mothers thus guiding specific interventions that would effectively meet their specific needs.

Also, comparative research in various regions or communities would be helpful in bringing to light the different cultural, economic, and institutional determinants, which affect teenage pregnancy and education. Comparing the lives of pregnant girls in different settings, the researchers can determine effective practices and interventions, which could be modified and applied in Kira Village. These comparative analyses may identify some useful information on the best practices that are not limited to local challenges and provide the stakeholders with more useful tools to deal with the problems of teenage pregnancy. To create

interventions that are sensitive to the unique cultural and socio-economic realities of pregnant girls, it is necessary to understand the subtleties of the impact of various settings on educational outcomes.

The other crucial research area is the need to concentrate on the effectiveness of certain interventions that can be used to curb teenage pregnancy and assist girls in furthering their education. Through the assessment of programs including mentorship, financial support schemes, and community education programs, researchers could determine the best practices and determine which areas they could improve. This emphasis on the efficacy of interventions will not only assist in refining the current programs but also will be a part of a growing body of knowledge that can be used in further initiatives. With this strict assessment, stakeholders will be capable of establishing evidence-based initiatives that have proved to be effective in tackling the complex issues that face pregnant girls hence resources are used efficiently to maximize the impact.

Additionally, the study of the role of parental and community support in the educational experience of pregnant girls can provide valuable information on the role of family dynamics and community involvement in determining educational outcomes. The role of supportive relationships in the lives of young mothers can be a key information source to design an intervention that will include families and communities in the support of pregnant girls. Such exploration may result in the development of specific programs, which increase the engagement of families in education and create a culture of support and open dialogues about the issues that pregnant girls have and what resources they may receive. This type of involvement of parents and community members would lead to a stronger support network of young mothers and eventually enhance their levels of education and success.

Lastly, the mental health consequences of teenage pregnancy on educational achievement is also an issue that deserves further research. If pregnancy-related factors like stigma, stress, anxiety etc. are evaluated for their impact on the education participation of pregnant girls, a more holistic programme of support can be developed, taking into account the emotional health of girls alongside the academic. The awareness of mental health problems among young mothers will

help stakeholders make interventions that will provide the resources young mothers need like counseling and peer support groups. This attention to mental health can play a critical role in the development of settings in which pregnant girls will be empowered to excel in education, but also to meet the emotional and psychological needs. These areas will be a significant threat to future research understanding complex issues of teenage pregnancy and its effects on both education and empowering these young women, which will feed into the development of effective policies, programmes and interventions.

5.6 Conclusion

The findings of this study, clearly indicate the tremendous impact of teenage pregnancy on the education of school-going girls in Kira village. This is a critical matter to be dealt with in order to enhance the results of education and empower young women. The study highlights the need for comprehensive support systems, including mentorship programs, community awareness campaigns, and financial assistance tailored to the unique challenges faced by pregnant girls. With these suggestions, the stakeholders will be in a position to establish a more conducive environment that will motivate the girls to further their education even after getting pregnant at an early age. There is a need for further research to gain more understanding of the complexities of adolescent pregnancy and the impact it has on education to be able to design effective policy and intervention. Finally, providing educational equity to teenage mothers will be a part of social and economic development of Kira Village as a whole.

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APPENDIX I: QUESTIONNAIRE FOR RESPONDENTS

INTRODUCTION

Dear Respondent,

I am Nakachwa Gladys, a student of Uganda Christian University pursuing a Bachelor's Degree in Social Work. I am carrying out a study entitled "*Teenage Pregnancy and the Education of the Girl Child in Uganda: A Case Study of Kira Village, Kampala District.*" The purpose of this questionnaire is to collect information purely for academic purposes. The information provided will be treated with utmost confidentiality.

Please answer the questions honestly by ticking the appropriate response or writing in the spaces provided.

Thank you for your cooperation.

SECTION A: DEMOGRAPHIC INFORMATION

1. Gender
 - (a) Male []
 - (b) Female []
2. Age Bracket
 - (a) Below 19 years []
 - (b) 19-24 years []
 - (c) 25-34 years []
 - (d) 35-44 years []
 - (e) 45 years and above []
3. Education Level
 - (a) Primary []
 - (b) Secondary []
 - (c) Diploma []
 - (d) Degree []
 - (e) Postgraduate []
4. Occupation _____

5. Category of Respondent

- (a) Adolescent Girl []
- (b) Parent/Guardian []
- (c) Teacher/School Administrator []
- (d) Health Worker []
- (e) Police/Child Protection Officer []
- (f) NGO/Community Leader []

SECTION B: FACTORS CONTRIBUTING TO TEENAGE PREGNANCY

Instruction: Tick the response that best represents your opinion.

Scale:

5 = Strongly Agree (SA)

4 = Agree (A)

3 = Not Sure (NS)

2 = Disagree (D)

1 = Strongly Disagree (SD)

Statement	SA	A	NS	D	SD
Peer pressure contributes to teenage pregnancy among girls.					
Poverty pushes girls into early sexual relationships.					
Lack of parental guidance contributes to teenage pregnancy.					
Cultural beliefs encourage early marriage and pregnancy.					
Inadequate sexuality education increases teenage pregnancy.					
Lack of school support systems contributes to schoolgirl pregnancy.					
Social stigma prevents girls from seeking reproductive health services.					
Limited access to reproductive health services contributes to teenage pregnancy.					

SECTION C: EFFECTS OF TEENAGE PREGNANCY ON EDUCATION

Statement	SA	A	NS	D	SD
Teenage pregnancy leads to school dropout among girls.					
Pregnant girls experience poor academic performance.					
Teenage pregnancy reduces school attendance among girls.					
Pregnant girls face discrimination at school.					
Teenage pregnancy affects girls' future career opportunities.					
Many girls fail to return to school after childbirth.					
Teenage pregnancy contributes to poverty among young mothers.					
Schools lack adequate support for pregnant girls.					

SECTION D: POSSIBLE SOLUTIONS AND SUPPORT SYSTEMS

Statement	SA	A	NS	D	SD
Schools should establish mentorship programs for pregnant girls.					
Community awareness campaigns can reduce stigma.					
Financial support should be provided to adolescent mothers.					
Schools should implement clear re-entry policies.					
NGOs and schools should collaborate to support young mothers.					
Comprehensive sexuality education should be strengthened.					

SECTION E: OPEN-ENDED QUESTIONS

1. In your opinion, what are the major causes of teenage pregnancy in Kira Village?

2. How does teenage pregnancy affect the education of girls in the community?

3. What should school and community leaders do to support pregnant girls?

4. Any additional comments or suggestions?

APPENDIX II: INTERVIEW GUIDE

Interview Guide for Teachers, Health Workers, NGO Representatives, and Community Leaders

1. What are the common causes of teenage pregnancy in Kira Village?
2. How does teenage pregnancy affect the education of girls in this community?
3. What challenges do pregnant girls face while trying to continue with school?
4. Are schools implementing the re-entry policy for pregnant girls effectively?
5. What role do parents and community leaders play in addressing teenage pregnancy?
6. What support services are currently available for pregnant girls and adolescent mothers?
7. What challenges do institutions face in supporting teenage mothers?
8. What recommendations would you give to reduce teenage pregnancy and improve girl-child education?

APPENDIX III: CONSENT FORM

INFORMED CONSENT FORM

I voluntarily agree to participate in this study entitled “*Teenage Pregnancy and the Education of the Girl Child in Uganda: A Case Study of Kira Village, Kampala District.*”

I understand that:

- Participation is voluntary.
- The information I provide will remain confidential.
- I am free to withdraw from the study at any time without penalty.
- The study is strictly for academic purposes.

Participant’s Name: _____

Signature: _____

Date: _____

Researcher’s Signature: _____



UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence In the Heart of Africa

February 27th, 2026

TO WHOM IT MAY CONCERN

Dear Sir/Madam

Re: INTRODUCTORY LETTER FOR RESEARCH

This is to introduce to you NAKACHWA GLADYS Registration number S23B15/029, a student of Uganda Christian University, pursuing Bachelor's degree in Social Work and Administration. She is expected to carry out research in the final year under the guidance of a university supervisor in partial fulfillment for the requirements of the above-mentioned award.

Topic: "Teenage pregnancy and the education of the Girl child in Uganda: A Case study of Kira village, Kampala District"

The purpose of this communication is to request your office to allow her collect data from your organization. Any assistance rendered to her will be highly appreciated.



Yours faithfully,
Doreen Kukugiza
Coordinator, Research & Fieldwork Programmes
Tel: 0773395349
Email: dkukugiza@ucu.ac.ug

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