

**PARENTS' SOCIO- ECONOMIC STATUS AND GIRL CHILD EDUCATION IN
SECONDARY SCHOOLS OF USUK COUNTY IN KATAKWI DISTRICT**

TERESA ADEKO

S18/MUC/MED/1077

**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER
OF EDUCATION ADMINISTRATION AND PLANNING OF UGANDA CHRISTIAN UNIVERSITY**

September, 2025



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

DECLARATION

I, **ADEKO TERESA**, do attest that this research report is purely mine. This research work has never been previously used nor tendered for any award to any University.

Signed....  ..

Date:

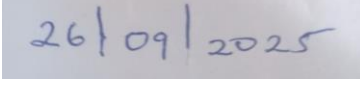
26/9/2025

ADEKO TERESA

APPROVAL

I, certify that this dissertation has been submitted with my consent as a Supervisor.

Sign: 

Date: 

Dr. WANYENYA WILLY

(Supervisor)

DEDICATION

I dedicate this dissertation to my dear husband and family at large for their financial and moral support.

ACKNOWLEDGEMENT

I acknowledge the Almighty God for His guidance, love, care and the gift of life in its fullness.

Secondly, I recognize my supervisors Dr. Wanyenya Willy, Dr. Nambale Moses and Dr. Okurut Christine Ibore, for their unselfish efforts, guidance, and Parents' care given to me during my course of study and the development of this research right from its genesis to where it is now, Thank you.

I appreciate all family members, colleagues and friends for sharing and supporting me throughout this research, especially guiding me in the entire process, supported me financially, and emotionally in development, crafting the drafts to its final stages. I will never forget your unselfish efforts that you deliberately gave me unconditionally.

I totally recognize my lectures who prepared me right from the first enrollment for this course throughout different concepts of coming up with a research paper, indeed I appreciate your concern always and Parents' love that you gave me permanent knowledge to carry on with more research outside this one in different fields of education.

God bless your endeavors.

TABLE OF CONTENTS

Declaration.....	i
Approval.....	ii
Dedication.....	iii
Table of contents.....	v
List of tables.....	viii
List of figures.....	ix
List of abbreviations.....	x
Abstract.....	xi
CHAPTER ONE: INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Background to the Study.....	1
1.1.1 Historical Perspective.....	1
1.1.2 Theoretical Perspective.....	5
1.1.3 Conceptual Perspective.....	6
1.1.4 Contextual Perspective.....	8
1.2 Statement of the Problem.....	9
1.3 Purpose of the Study.....	11
1.4 Objectives of the Study.....	12
1.5 Research Questions.....	12
1.6 Scope of the Study.....	12
1.7 Justification of the Study.....	13
1.8 Significance of the Study.....	13
1.9 Conceptual Framework.....	14
1.10 Limitations.....	15
1.11. Delimitations.....	16
CHAPTER TWO: LITERATURE REVIEW.....	17
2.0 Introduction.....	17
2.1. Parents Contribution to Girl Child Education in Secondary Schools.....	17
2.2 The Effect of Parents' Level of Education on the Education of Girl Child in Secondary Schools.....	20

2.3 Influence of Parents’ Income Level on the Education of Girl Child in Secondary Schools 22

CHAPTER THREE: METHODOLOGY28

3.0. Introduction..... 28

3.1 Research Design 28

3.2 Research Methods28

3.3. Population of the Study..... 29

3.3.1. Target population..... 29

3.3.2. Sample Size 29

3.3.3 Sampling Techniques 29

3.4. Data Collection Methods 30

3. 4.1Questionnaire 30

3.4.2 Interview..... 30

3.4.3. Focus Group Discussion 31

3.5 Data Collection instruments..... 31

3. 5.1Questionnaire Guide 31

3.5.2 Interview Guide 31

3.5.3. Focus Group Discussion Guide..... 31

3.6 Procedure for Data Collection..... 32

3.7 Data Quality Control 32

3.7.1 Validity..... 32

3.7.2 Reliability..... 33

3.8 Information Sources..... 33

3.9 Strategy for Data Processing and Analysis..... 34

3.10 Ethical Consideration..... 34

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF RESULTS 36

4.0 Introduction 36

4.1 Response Rate..... 36

4.2 Presentation, Interpretation and Analysis of the Results 37

4.3 Objective One: The Extent to Which Parents Contribute To Girl Child Education in Usuk

County in Katakwi District	38
4.4 Objective Two: The Effect of Parents’ Education Level on Girls’ Education in Usuk County in Katakwi District	40
4.5 Objective Three: The Influence of Parents’ Income Level on the Education of Girls in Usuk County in Katakwi District.....	42
CHAPTER FIVE: DISCUSSION OF RESULTS	50
5.0 Introduction	50
5.1 The Extent of Parents’ Contribution Towards Girl Child Education in Secondary Schools in Usuk County in Katakwi District	50
5.2 The Effect of Parents’ Education Level on Girls’ Education in Usuk County in Katakwi District.....	52
5.3 The Influence of Parents’ Income Level on Girl child Education in Usuk County in Katakwi District.....	54
CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS.....	57
6.0 Introduction	57
6.1 Conclusion	57
6.2 Recommendations.....	58
6.3 Suggested Areas for Further Study.....	58
References	59
Appendices.....	67
Appendix 1: Krejcie and Morgans (1970) Table	67
.....	67
Appendix II: Focus Group Discussion Guide For Girl Child.....	68
Appendix III: Interview Schedule for Head Teachers.....	70
Appendix IV: Questionnaire for Teachers.....	71

LIST OF TABLES

Table 3.1: Population, Sample Size and Sampling Techniques, (Krejcie and Morgan, 1970)	
.....	29
Table 4.1: Response Rate of Respondents	36
Table 4.2: Responses on Parents' Contribution on Girls' Education	38
Table 4.3: Responses on the Effect of Parents' Education Level on Girl Child Education	40
Table 4.4: Responses on the Impact of Parents' Income Level on the Education of Girl Child	
.....	43
Table 4.5: Responses on Girl Child Education.....	46
Table 4.6: Correlation between Parents' Socio-Economic Status and Girl Child Education	
.....	48
Table 4.7: Regression between Parents' Socio-economic Status and Girl Child Education	
.....	49

LIST OF FIGURES

Figure 1: Influence of Parents' Socio-economic Status on Girl Child Education	15
---	----

LIST OF ABBREVIATIONS

UNICEF- United Nations International Children's' Education Fund United

UNESCO- United Nations Educational, Scientific and Cultural Organization

MDGs- Millennium Development Goals

UN- United Nations

UPE- Universal Primary Education

USE- Universal Secondary Education

UPOLET- Universal Post Ordinary Level Education and Training

EFA- Education for All

ABSTRACT

The purpose of this study was to establish the relationship between Parents' socio- economic status and girl child education in secondary schools of Usuk County in Katakwi District. The study was guided by three objectives: to assess the extent to which parents contribute to girl child education, to examine the effect of parents' education level on girl child education and to investigate the influence of parents' income level on girl child education in secondary schools in Usuk County in Katakwi district. A cross sectional survey design was adopted with qualitative and quantitative approaches. Purposive and simple random sampling techniques were used to select respondents comprising head teachers, PTA parents, teachers and students. Questionnaires, focus group discussion and interview were used as data collection methods. Findings of the study indicated that parents greatly contribute to girl child education in Usuk County in Katakwi district and this is through involving girls in home chores and other forms of child labour, domestic violence, some parents believing that girls have less benefit compared to boys, parents providing less or no basic needs that would enable a girl to remain in school and traditional beliefs that girls are for family wealth creation through marrying them off. It was also found out that parents' education level highly affects girl child education in Usuk County in Katakwi district where by less educated parents have no interest in educating their girl children, they cannot help them with homework, they cannot pay school fees in time and cannot carry out guidance and counselling to their girl children. It was further found out that parents' income level influences girl child education in Usuk County in Katakwi district. Whereby due to low-income levels, not all parents pay school fees in time, not all parents pay full fees at once every term and not all parents provide the necessary basic needs for their girl children. Basing on the findings of the study, it was recommended that parents should prioritize girl child education since they are equally valuable just like boys. This should be done by the government strengthening the affirmative action and NGOs should step in and give more assistance to girl children like through scholarships, providing sanitary facilities and sensitizing parents about the importance of girl child education. It was also recommended that there is need for awareness campaigns to parents who have low levels of education about the importance of supporting their girl children's education such that they can pick interest in educating them.

CHAPTER ONE INTRODUCTION

1.1 Introduction

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study and significance of the study and conceptual framework.

1.2 Background to the Study

This comprises the historical perspective, theoretical perspective, conceptual perspective, and contextual perspective.

1.1.1 Historical Perspective

Increasing the number of girls who complete their education has been a focus of educational systems from the time when formal education became an important human need (Sayed, & Ahmed, 2015). For some time now, a lot of effort has been dedicated to understanding and improving the intention of learners to stay and complete school. Institutional approaches to improve girl-child retention started in the 17th century in Europe, when stakeholders realized that education empowers people to live comfortably and more satisfying lives. It was also later realized that educated people are the foundation of a country's development (Barrett & Sørensen, 2017).

In the 1960s, studies on the role government and the home background play in learner retention started growing mainly in the US and UK (Swafford, 2017). At that time, the effort was mainly on the government side and it was placed on identifying key aspects of school infrastructure that could be used as incentives to increase the interest of girls in education and their likelihood of completing education (Tight, 2020).

The governments of leading countries of Europe such as Germany, England and France governments adopted education policies that ensured that schools would counter the inequalities brought about by the students' socio-economic background of the education of students (Akhtar, 2018). Interest was mainly placed on girls because they had been badly affected (Onzima, 2019). Other countries in Europe also followed suit and increased funding for school initiatives that meet the needs of girls (Kayongo, 2019).

Children who drop out prematurely to the last cycle of education varies from region to region, (UNICEF, 2015a). Whereas some countries have no school drop outs. Monitoring report on universal education shows some progress in reducing the number of children out of school has dropped; 61 million children are out of school, out of which 31 million are in Sub Saharan Africa (SSA) (UNESCO, 2015).

According to Kristen and Allisa (2018), rising girl-child school dropout rates are as high as 33 percent in the United States, 49.2 percent in some European nations, 43.4 percent in the Middle East, and 68 percent in a number of African countries.

In Japan, Malaysia and Korea, the period after the Second World War, these countries experienced high dropout rates of girls due to the negative effects of the war (Aljohani, 2016). However, starting from the 1960s, governments in Asia made nationwide efforts to increase girls' retention in school.

A study by Khan (2011) in Pakistan indicated that about 50% dropout rates for both girls and boys, while a study in Philippine revealed different reasons to school dropouts including loss of personal interest in school, a high cost which comes with obtaining education and looking for employment (Al-Hroub, 2014). Likewise, Sub- Saharan Africa is no exception, a number of scholarly studies have shown worrisome reports wherein 2007 to 2012 the number of girls dropped out of school had increased from 12 to 15 million in Sub-Saharan countries.

Majority of girls worldwide do not finish secondary cycle. This problem of failing to finish secondary is a major issue that has drawn concern globally for the last twenty years. Depending on Education for all's international Evaluation Report (2017), 67 million girls are not schooling in Africa. This seriousness was seen in West Africa., Nigeria has 10.5 million while Ethiopia has 2.4 million not registered for school among other countries in Africa (UNICEF, 2015). Gakii (2015) in her study on reasons for high dropout rate in Kenya, mentions that the girl child's health during their menstrual cycle influences dropout.

A study conducted in Kenya by Muganda and Omondi (2010) indicated that students in rural areas particularly girls easily drop out of school compared to those in urban areas because of undesirable cultural forces prevailing in their families and communities.

The situation is quite similar in Tanzania, according to Basic Education Statistic in Tanzania report (BEST, 2016), in the year 2013 a total of 771,719 students joined secondary school but it was only a total of 531,491 students who were able to reach Form Four in 2016. This indicates that about 240,228 had dropped out of school in a span of three years.

According to Korokora, (2014) girl-child education in Uganda dates back to 1975, when gender discrepancies in access to school were discovered in several sections of the country (2014). Over five million Ugandan children of school-going age have dropped out of primary school before P7 in the last two decades, according to Nuwagaba (2018).

The first attempts at promoting girl child education in Uganda were made by the 1963 Castle Commission. The Commission highlighted the need to expand girl' education in the country. However, very little progress was made as the Government Education Plan (1971/2- 1975/6) formed to implement the suggestions did not have the manpower and facilities to accomplish the job. Serious reforms to boost girl-child education resumed with the Government Education

Policy Review Committee of 1987 which sought to among other issues, address inequalities in Uganda's education system. The subsequent 1991 publication of a Government White Paper on Education set out benchmarks against which important programmes to attain parity in education would be implemented. One of the key elements of this White Paper was the need to democratise education; to provide equal opportunities to Ugandan children regardless of age, gender, religion and other identities. These reforms led to the introduction of Affirmative Action in University admission, ensuring that all female applicants get 1.5 points added onto their university entry marks. In 1997, Universal Primary Education was introduced and in 2007, Universal Secondary

Education (USE) was introduced, thus offering more opportunities for girls to attend school. Despite these efforts, girls still lag behind in education partly due to factors which are social, economic and cultural (FAWEU, 2010).

The new global education goal covers an ambitious range of targets, including the pledge to ensure that all girls complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes. Similarly, it eliminates gender disparities in education (UNESCO, 2015)

Over the years, a number of emerging issues have been identified that prompted the revision of the strategy in 2013. These include: renewed emphasis on girls' education (nationally and internationally), emphasis on the quality of education; promotion of science and math education; skilling Uganda; and persistence of barriers to girls' education. The revision was also intended to create a frame work within which critical challenges such as gender based violence (GBV), teenage pregnancies and early marriages are decisively addressed (UNICEF, 2018).

Millennium Development Goal (MDG) number two talks about education particularly for girls and gender parity in education (MoE&S, 2007). This means that, education especially for girls has a direct and proven impact on the other MDGs related to child and reproductive health and environmental sustainability.

According to a 2019 UNESCO report, the right to education supports the Education 2030 Agenda and the approval of Sustainable Development Goal 4 by the worldwide community (SDG4). According to Marco (2019), SDG4 is a rights-based programme that seeks to ensure the full enjoyment of the right to education as a precondition for achieving the Sustainable Development Goals (SDGs). This creates a precedent for the efficacy of policies and legislative frameworks geared at the education of females, such as Muhindo (2017) information on Article 26 of the Uganda Constitution of 1995, which stipulates that everyone has the right to an education.

Uganda has made significant progress in promoting girls' education in areas of policy, programme design, strategic partnerships, retention and completion (NSGE 2004).

There has been an increase of a number of girls accessing education, particularly for primary schooling. The introduction of Universal Secondary Education (USE) and Universal Post Primary Education Training (UPPET) in 2007 increased secondary school enrolment by 25% from 2006 to 2008, and girls in BTVET increased by 46%. At University level, there has been an increase in girls' enrolment partly due to the affirmative action scheme of 1.5 additional points to girls in public universities. The enrolment reached its peak in 2004 when female enrolment was as high as 48% (NDP 2010).

Deliberate efforts have been made to promote increased girls' enrolment at different levels as well as attempting to retain them in school by implementing a number of policies such as Universal Primary Education (UPE) launched in 1997 and Universal Secondary Education (USE) launched in 2007 among others (UNICEF, 2014).

1.1.2 Theoretical Perspective

This study was underpinned by Urie Bronfenbrenner's Social-ecological theory (SET) of 1979. This model emphasizes that individuals develop within a network of relationships, such as family, friends, and broader societal influences. Bronfenbrenner's approach illustrates how development is shaped by interactions across different contexts, ranging from immediate family dynamics to overarching cultural values (Berben et al. (2012).

It assumes that individuals can only be fully studied when viewed in the context of their environment. Thus, based on these two assumptions the girls were perceived as being affected by multiple levels of the environment (Berben et al., 2012). Bronfenbrenner identified four levels of the environment that impact an individual as he or she grows/lives namely; the microsystem, mesosystem, exosystem and macrosystem (Marx, et al., 2011). The microsystem is comprised of the person's most immediate units such as the home and the school. The mesosystem relates to connections among contexts, such as relationships between family and peer experiences, and family and work, among others. The exosystem refers to the larger social systems that the individual does not relate with directly, but could influence his or her life. The macrosystem refers to the wider socio-cultural environment where a person lives (Onwuegbuzie et al., 2019). This theory was deemed relevant to this study because it provided a holistic approach to

explaining girl child education in schools from the key influencers the family and parents.

1.1.3 Conceptual Perspective

The key concepts of this study were parents' socio-economic status, and girl-child education.

Parents' socio-economic status is a multidimensional concept of special importance for the growth, development, health outcomes and education of children. Its definition generally refers to the amount of parents' income, their employment status and level of education. Parents' socio-economic status has a significant impact on how long children stay in school. According to Hosokawa and Katsura (2018), the SES of parents is not only determined by income but also by the level of education, level of financial security, and individual opinions of its social standing and social class. According to the APA (2017), socio-economic status can include aspects of quality of life as well as the possibilities and privileges available to individuals. Parents' Socio-economic status can predict a vast array of outcomes in a child's life, including physical and psychological health making it relevant to the study of girl child education (Onzima, 2019).

Families and parents of the girls are considered the basics for starting of education. Girls are close to their parents to a major extent and follow their views and perspectives (Gupta, Rajesh, Pai-Samant, & Gupta, 2019).

The socio-economic status of parents plays a role in improving students' education because parents are the first social group in human life where they learn and claim themselves as social beings in the relationship they interact with their group. Parents with high Parents' status have time to spend with the child also provide learning facilities for their children (Onoyase, 2018).

Education for girls is a basic human right and should be interpreted as such by all stake holders and duty bearers. In addition, it is established that there are many social benefits accruing from sustained improvements in girls' education. The National Strategy for Girls Education (NSGE 2004) aims to articulate Uganda's strategy to achieve

the national goal of narrowing the gender gap in education by addressing the most pressing barriers to girls.

Girls' educational participation improves the key indicators of national development including lowered maternal or infant mortality, lower fertility rates, longer life expectancy and improvements in literacy, economic growth, health and nutrition (Rahimi, 2019). Education not only make women or girls good educated but it aspires them to possess a good behavior for household works. It is a fact that educating a woman means educating the whole nation or family. The importance of educating a girl is associated to improve her family's health status and economic status (Khan, 2019).

It is a known fact that girls' schooling is of vital importance to the development of girls and their family. The participation of the girls in recognized education is one of the essential indicators for the progress level of the country. The benefits of girls' schooling increase with each level of education which is autonomous of the quality of educational programs (Ginsburg et al., 2018).

If education is not provided to the girls the growth of the family is impossible. The accomplishment of economic and social goals depend upon the participation of the girls. It is a way to lead a prosperous society. Girls' education has the greatest benefit in being beneficial to the individuals, families and society as a whole (Rauscher & Cooky, 2016).

Parents low socio-economic status negatively affects girl's secondary education because majority of the parents especially in rural areas belongs to underprivileged and deprived that is why they do not afford the expenditures of their children. Consequently, they do not admit their children in school especially girls as compared to the boys. Majority of the girls perform their duties in home i.e. cooking; washing; cleaning; caring the siblings, looking after the animals, hauling waters; bring firewood etc (Khan, 2019).

The importance of girls' education is rooted in the central roles they play when they mature into women (Husselmann, 2016; International Labor Organization [ILO], 2018). These critical roles include reproduction, production, community management, and political involvement. They become key players in the strategic development of their

families, societies, the establishment of peace, and the existence of a nation (Sperling, 2016) as they acquire more knowledge and skills to solve challenges and to improve their socio-economic wellbeing. To ensure that girls are successful in these roles, it is critical that they are empowered to exercise their right to a quality and complete education.

However, according to Limangura (2018) cultural traditions, norms and their practices influence parents' choice to either enroll or withdraw their girls from studies. It also determines girls' choice to quit school and leave the benefits of education. Cultural practices are centered on areas which depict the traditional division of roles and unbalanced training opportunities. The gender roles also come from the different perception of gender status by community members with girls considered as onlookers, obedient to males' power.

1.1.4 Contextual Perspective

According to Article 26 of the Universal Declaration of Human Rights, which was enacted by United Nations Education General Assembly in December 1949, education is one of the essential rights of every person. In the recent past, access to education has grown significantly, leading to a decline in illiteracy rates and a higher-than-ever percentage of persons finishing elementary, secondary, or postsecondary education (MOES, 2019).

To reduce factors that led to girls' school dropout, all secondary schools were placed under the oversight of the MOES and full access to the required educational services and support. The schools are reached by the MOES national school standards body, the Education Standards Agency (ESA), which ensures that schools maintain an environment conducive to learning (Jell, 2019).

The constitution of Uganda (1995) also provides a right to quality education to all persons. Additionally, Uganda is a signatory to a number of international commitments, specifically the Dakar Framework (2000). The penal code (Amendment) Act abolished corporal punishments and outlaw defilement (MoE&S, 2015) thus a progress policy that advocates for retention and completion of education cycle for the girls.

To date, education is very important for the growth and development of the young citizens world-wide hence it is realized as a key area by internationally agreed development goals. In Uganda, although education of girls is characterized by absenteeism, dropouts across secondary level, the highest rates occur during transition from 'O' level to 'A' level stages which results to low completion rates for ordinary level which is estimated at 33% and was found to be caused by lack of interest (43%) by students and Parents' influence (NPA, 2015).

The government of Uganda has worked very hard to retain all learners at all levels to complete their studies. This is evidenced by provision of bursaries and free education for all including secondary education among others.

Additionally, successful campaigns and interventions to keep girls in schools have been promoted like; go-back-to school campaign that was launched in 2013 by UNICEF to help girl' dropouts to re-join school, promoting the National Strategy of Girls Education (NSGE), Promoting Girls Education (PGE) scheme and Equity in classroom (EIC) which aims to facilitate equal participation of girls and boys in the classroom.

Despite all these efforts, the high rate of girl's dropout has been a major threat. This study therefore intends to examine the relationship between Parents' socio- economic status and girl child education in secondary schools of Usuk County in Katakwi District.

1.2 Statement of the Problem

In Uganda, secondary-level education is now the basic step of education attainment required for employability and tertiary education (MoES, 2018). Girls staying in school and completing secondary education increases their employability, empowerment and eventually quality of life.

Over the last years, at national examinations, the Uganda National Examinations Board (UNEBC) reports showed that boys outperform girls in most subjects at Primary Leaving Examination (PLE) and Uganda Certificate of Education (UCE) (UNEBC, 2019).

There are also challenges associated with low transition of Universal Primary Education graduates, as well as gender inequalities in secondary school enrolment though the

Government of Uganda in 2007 initiated the Universal Secondary Education (USE) programme. Government invested in USE through public-private partnerships and construction of one government aided secondary school per sub-county. As a result, secondary schools increased from 2,373 in 2007 to 3,000 in 2017, and secondary school enrolment grew from 1.23 million students in 2009 to about 2007 to 3,000 in 2017, and secondary school enrolment grew from 1.23 million students in 2009 to about 1.37 million students in 2017. However, Ministry of Education and Sports reports continue to show that the enrolment of girls in secondary schools has persistently been low compared to boys. This for example was estimated at 21 percent for girls as compared to 23 percent for boys in 2017 (Nakazi, 2022)

With this in mind several measures have been put forth by Government and NGOs to enhance girls' stay in school and complete their education (MoES, 2018). Although some progress has been attained in this endeavor, as a result of school-based factors, in some rural areas of Uganda, such as Katakwi district, parents' socio-economic status and home-based factors have been cited as affecting the intention of girls to complete secondary school education (MoES, 2019).

Evidence from UBOS (2015) indicates that school dropout increased overtime with increased girl children dropping out compared with the boys. The causes for such dropout rates were mainly lack of school requirements such as uniforms, textbooks and sanitary pads, unwanted pregnancies and early marriages were also among the salient causes for dropping out. Lack of necessary school requirements accounted for 61% of girls' quitting secondary education, whereas unwanted pregnancies and marriages accounted for 13% (MoE&S, 2018). Mpyangu, Ochen, Onyango, and Lubaale, (2015) observed that out of school children reached, 30.5% females and 19.9 % males of school going age between 6 and 18 years. This painted a negative image on children's right to education, and collective efforts towards Education for All.

Some of the girls who enroll in secondary schools do not complete their education, girls' drop-out rates are high. According to a 2010 United Nations Educational, Scientific and

Cultural Organization's Global monitoring report on marginalization, only 31% of all girls that enrolled for secondary education were able to complete O' level education compared to 39% for boys (UNESCO, 2010).

Parents have an extremely important role in determining a child's overall performance in Uganda. However, several parents shy away from their responsibilities due to social and economic status, these parents fail to pay their children's school fees, buy them school requirements, and provide them with other necessities. As a result, many girls have ended up getting pregnant and as a result, drop out of school. As socio-economic statuses vary, and as the gap between parents and their girl child widens among parents, the influence of this girl child school retention becomes critical (Mugabi, 2016).

Katakwi District is a place in Eastern region where girl's dropout is in big figures and those who remain at school perform poorly at national examinations especially girls. In 2016, the district education office made findings of high rate of dropout, 70% at the district, (Kitunzi, 2016). Much as the enrolment of girls was above that of boys. It was noted that many girls dropped out as compared to boys (UNESCO, 2015). While studies have established indicators of girls' dropping out of school and poor performance for those who sit for final examinations in other areas of Uganda, no research has been done in Katakwi District to find out the factors affecting girl child education. Girls' dropping out makes them fail to complete education cycle which impacts on their future, as well as that of their children and communities (UNICEF, 2015).

In Katakwi district, despite the introduction of USE there is still high dropout rate among girls due to parents failing to provide scholastic materials to their children e.g., books, pens, sanitary towels for girls and sociocultural factors in communities. This research was therefore conducted to examine the influence of parents' socio-economic status on girl child education in Usuk County in Katakwi district.

1.3 Purpose of the Study

The purpose of the study was to establish the relationship between Parents' socio-economic status and girl child education in secondary schools of Usuk County in Katakwi District.

1.4 Objectives of the Study

- i. To assess the extent to which parents contribute to girl child education in secondary schools of Usuk County in Katakwi district.
- ii. To examine the effect of parents' education level on girl child education in secondary schools in Usuk County in Katakwi district.
- iii. To investigate the influence of parents' income level on girl child education in secondary schools in Usuk County in Katakwi district.

1.5 Research Questions

- i. To what extent do parents contribute to girl child education in secondary schools of Usuk County in Katakwi district?
- ii. What is the effect of parents' education level on girl child education in secondary schools in Usuk County in Katakwi district?
- iii. How does parents' income level influence girl child education in secondary schools in Usuk County in Katakwi district?

1.6 Scope of the Study

This section covers the geographical scope, content scope and time scope.

1.6.1 Geographical Scope

The research was conducted in selected secondary schools in Usuk County, in Katakwi district. This district was chosen since it is one of the districts in Uganda where the girls' education is highly affected and characterized with high dropout rate, poor performance at 'O' level and 'A' level including unwanted pregnancies while at school as based on the research carried out by Gateway Research Centre, June 2019.

1.6.2 Content Scope

The study established the relationship between Parents' socio- economic status and girl child education in secondary schools of Usuk County in Katakwi District. Specifically, it assessed the extent to which parents contribute to girl child education, the effect of parents' education level on girl child education and the influence of parents' income level on girl child education in secondary schools in Usuk County in Katakwi district.

1.6.3 Time scope

The study was limited within a period of five years which will run from 2019 to 2024. This period was considered because it was the time during which most secondary schools in Usuk County in Katakwi district experienced high rates of girl child dropout and poor academic performance and could have been attributed by covid 19. The researcher used the duration of January 2021-december 2021 writing out the proposal, then February 2022-May 2023 in collecting data, analyzing and June - July writing out the final report.

1.7 Justification of the Study

Prior research has been made in relation to the social- economic status and girl child education worldwide. In India, cultural practices and norms force girls to be house maids and baby seaters hence quitting school. Inadequate safety at school especially schools without fence, child marriage causes them to leave school (Aser (2017)). It is also evident in other parts of the country that girl child education is low basing on the cultural factors isolated as economic benefits, fulfillment of cultural norms and customs mention them especially in the Northern part of Uganda. The researcher however based on this narratives and evidence to isolate the research in Katakwi district, with a view that the same scenario is rampant in this District and the aim is to dig out the factors to which this is evident in Usuk County in Katakwi district.

1.8 Significance of the Study

It is hoped that the study will be of great significance to a number of different stakeholders as follows:

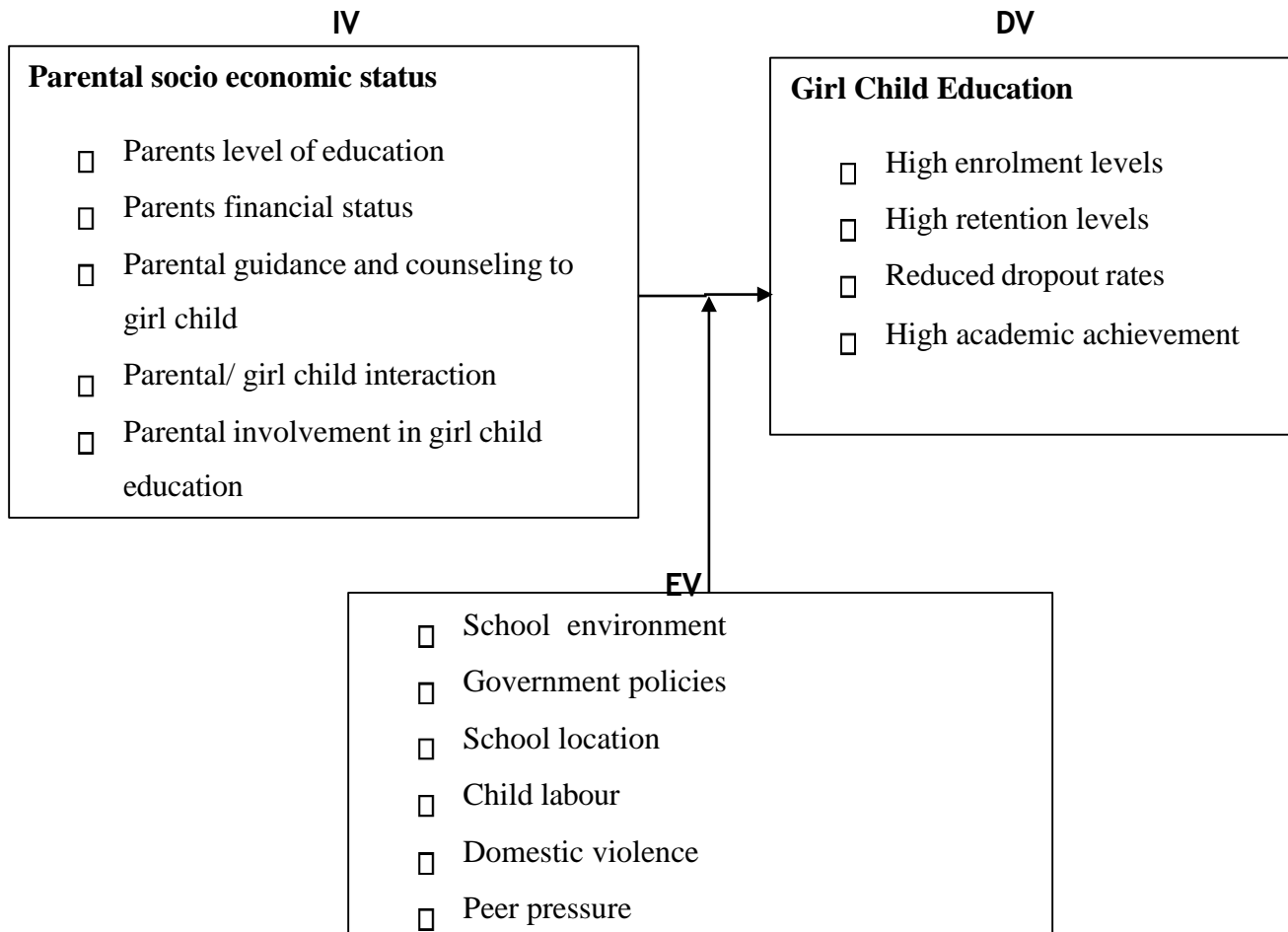
1. The findings of this study may be important to parents to know how they are central figures in their girl children's education and also help parents to appreciate and take up their role of supporting their daughters' education in secondary schools more seriously.
2. The study is expected to sensitize school education policy makers on the causes of girl child dropout in order to provide solutions for reducing the problem.

3. It will guide the government of Uganda through the ministry of education and sports to design policies to cater for the problems of girl child education to retain them in secondary schools.
4. The findings of the study will help legislature, the ministry of education and sports and the administration of secondary schools to realize the importance of Parents' involvement in the education of their daughters and come up with stringent bi-laws and policies to guide parents into supporting the education of their daughters in secondary schools.
5. Finally, the study findings will contribute to the existing body of knowledge to future researchers who would wish to conduct research in a related area.

1.9 Conceptual Framework

A Conceptual framework as defined by Wangusa (2007) is a diagrammatic representation of the main ideas, variables and their presumed relationship to each other. Kombo and Trompo (2009) define a conceptual framework as a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny. It is a set of broad ideas and principles taken from relevant fields of inquiry and used to structure a subsequent presentation.

Figure 1: Influence of Parents' Socio-economic Status on Girl Child Education



1.10 Limitations

1. Being a self-sponsored venture, the researcher was constrained financially which limited the extent to which deep investigations were made on a wider basis for a larger respondent group.
2. Securing interview time with some respondents was hard because they were usually busy attending to their own activities throughout the day.
3. On the other hand, some of those who took part did not provide all the required data which resulted into call-backs.
4. Some schools did not freely give information to reflect academic dropout of their schools.

5. Resource materials were limited and expensive.

1.11. Delimitations

1. Financial constraints were overcome by soliciting internally and from friends for support hence making the study a success.
2. Interview time was secured by the researcher re-scheduling interviews on different days and weeks at their convenience to ensure their views were incorporated in the report.
3. The researcher first assured informants of intentions of the research as for academic purposes only.
4. The researcher used internet and University library for more research.

CHAPTER TWO LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of related literature to the topic. It tries to point out what other researchers did that is in common with the study at hand. This review was presented following objectives of the study under the following sub-heading:

1. Parents contribute to girl child education in secondary schools
2. Effect of parents' education level on girl child education in secondary schools
3. Influence of parents' income level on girl child education in secondary schools

2.1. Parents Contribution to Girl Child Education in Secondary Schools

Majority of the parents have negative attitudes about the girl's education. They consider girl's education meaningless and worthless. Consequently, the literacy rate of female education is very low. That is why it is an obstacle in the development of most nation. Muandu et al. (2015) note that in Pakistan girls are not provided with equal opportunities just like males.

It is impossible to disregard the impact of parents as stakeholders in their girl child education. A child's attitude toward specific subjects is influenced by his or her parents' attitudes, and this affects the student's ability to learn and succeed in school (AllAfrica, 2014). Parents are tasked with ensuring that their girl children graduate from school with flying colours. School officials are frustrated by parents who force their children into early marriages, child labour, or fail to provide them with the necessities of education. As a long-term investment of time and money, this is prevalent in rural schools where the majority of parents do not place much importance on education of girls.

According to Adeyemi et al. (2014), most parents in Uganda's rural areas are unaware of the importance of education and hence believe that taking their girl children to school is a waste of time and resources. Consequently, they do not send their children to school. In addition, marriage has always been a common cause for school dropout among female students. Child marriage is a common phenomenon in African countries

and this affects girls' education for example Nsubuga (2015) observes that some parents shamelessly pull their daughters out of school for early marriage so as to earn bride price. This is compounded by cultural beliefs where boys' education continues to be more valued than that of girls.

Additionally, Parents' occupation has an impact on the girls' child enrolment and retention in school. Social learning principle states that a child who observes the parent fishing will copy and do the same (Cobb, 2011). Others for instance parents in medicine, teaching profession will not need their children's labour at home and therefore encourage and advise them to go to school. Parents' occupation contributes school fees and other charges. Therefore, children from less poor household with jobless parents are more likely to miss school due to lack of school fees.

Parents' and children's positive interactions within the family has a substantial impact on the sexual experiences that adolescents have, which exposed them to early risks of adolescent pregnancies and eventual school dropout. Girls who do not have close relationships with their parents tend to engage in more emotionally and sexually intense peer relationships, with the majority of these interactions ending in pregnancies and eventually affecting girls' education (Yakubu, 2019).

Parent's attitudes is another important factor that negatively affects girl child education. In most of the backward and rural areas, parents have negative and disheartening attitudes about the girl's education. Girl's education has no importance for them. They consider girl's education as only the waste of time and money because they will not benefit from educating their girls. They also consider it against their culture and tradition. When in a family there is selection of girl and boy for education, then parents will select their sons. They make this decision on the ground that their son will be responsible for helping of aged parents and caring for household income and it is very common that parents do not allow girls to attend school up to high level (Allison, 2019).

Some parents believe that, girls are expected to entirely assume the responsibilities of mothers and wives. They are seen as nurturing beings and they are expected to be the

homemakers and caring of the children. In addition, they are also expected to be obedient to the men. It is also considered that girls are physically, mentally and in all areas outside their accepted responsibilities less capable as compared to the male. Consequently, girls are considered to require protection, guidance, supervision and leadership from men. Majority of the parents believe that girls will in adulthood only assume the roles of mothers and wives and believe that formal education is not necessary for girls to assume the roles of mothers and wives because they can learn it from their mothers and others community members. Therefore, majority of the parents do not admit their girls in school or withdraw them before completion of schooling (Humala and Eshya, 2000).

A study was conducted on female teachers and girls' access to primary schools in rural areas of Pakistan. They reported that parents agreed that basic education was important for both boys and girls but they insisted that boy's education must be a priority as they have to shoulder the economic responsibilities of the family. Parents consider investment on girls' education meaningless and loss for their parents and families. Parents believe that their sons will become the main source of income of their future families that is why they provide them every possible facility enabling to fulfill these responsibilities. That is why they educate their sons as far as possible. Conversely, it is expected that the husbands of the girls will provide them and therefore education is not essential for them (Aljohani, 2016).

The study by Holmes (2015) noted that overall girls receive less education than boys and they tend to dropout, or are withdrawn earlier for both economic and socio-cultural reasons. The study further argues that the opportunity cost of sending girls to school in rural areas, where girls are married quite early, is high because benefits of their schooling will not accrue to their Parents' household. Similarly, Kasente (2016) explain how early marriages influence children's dropping out of school, especially as regards the girl child since it is perceived by parents that marrying off the girl is a source of wealth.

Similarly, Glick and Sahn, (2020) observed that parents are also biased when investing on education of their children. In addition, they found out that parents when resources are limited, they tend to leave out girls than boys. More so, parents in villages expect the girls to get married earlier than boys hence no need to invest in their education.

In India, traditional norms force girls to work as house maids leading to irregular attendance and consequently dropout. Forced marriage, poor sanitation at school also make them to quit school. In India still, research found out that girls quit school because the importance of girls' education is still not understood by parents. For example, Purna "girl child" was forced to quit school at the age of 15 because her parents did not consider the benefits of educating girls (Aser, 2017).

In Uganda children from fishing and pastoralist families have low retention and completion rates in schools due to easy money and cultural activities (Mare, 2010). They perform poorly since catching fish attracts them mainly because of "the easy money". Fishermen in this group take their school going children to catch fish on rivers and lakes where there are no schools. The parents do not encourage their children to attain education especially the fishing and pastoralist communities but also in other African settings where children are regarded as man power. This is visible in pastoralist communities and in rice plantation where children scare birds from the plantation leaving out school attendance which eventually affects their enrollment rates and retention rates.

2.2 The Effect of Parents' Level of Education on the Education of Girl Child in Secondary Schools

Parent education is the major element in the whole development of children e.g. parents always take care of their children's needs and facilitate the development of motor, adaptive skills, language, cognitive, and behavioral development throughout childhood and beyond. The involvement of parents in children's lives can predict better educational goals, emotional well-being social and behavioral outcomes (Toren, 2013).

Tight (2020) states that parents' level of education is one of the important factors which affect girls' secondary education. In rural areas, people are often uneducated ignorant

about the importance and significance of education. Parent's education has significant effect on girls' education. The parents who are educated to some extent will send or enroll their girl children in school. Illiterate parents keep no communication with teachers about their children progress in school. In addition, educated parents regularly visit the school to update themselves about their children progress in school. They facilitate their children in doing and completing homework. As, they know the importance of education that is why they send their daughters and sons to school. Illiteracy of the parent negatively affects children education especially their daughters.

According to Sateesh (2017), 77.1 percent of girl-child dropouts in various countries are due to the low educational levels or illiteracy of parents, which causes parents to see no value in education. Higher household education levels make it more likely that a child attends school and less likely that he or she is in employment. Parents' education has a strong effect on their children's education especially of girls. The children of those parents that have attended some schooling are much more likely to have attended school as compared to those whose parents have never obtained schooling. This difference is much more prominent in rural areas compared to urban, and for girls relative to boys.

In East Africa, educated parents try to influence the activities that relate to their children's schooling, make investments of time and money in their children, and serve as their role models and set objectives and priorities for them to follow. Parents' education boosts up their children's performance and stay in school. Parents' education may influence the willingness or ability for parents to become involved. Many studies have shown that Parents' education plays a significant role in the amount of Parents' involvement (Musarat, 2013).

The Teachman's (1987) study reported that there is positive effect of both mother's and father's education on the educational attainment levels of their children. King and Bellew (1990) noted that there is a positive impact of parent's education on 'completed years of schooling' of their daughters. In the same study, they found that mother's education had significant positive effects for daughter's education as compared to the

son's education. Girls of educated parents are likely to be admitted in higher level schooling. Similarly, UNESCO (2019) found out that girls quit school than boys and that children whose mothers have not attained any level of education will most likely quit school.

Additionally, Sentamu (2003) notes that parents' education dictates the quality of schools that their children study. Parents' level of education as a factor affects girl child participation in secondary education because it can promote or lower their participation in education. Educated parents do support their girls in their educational requirements.

Studies by Swada (2014) as cited by Lokshin (2015) reported a consistently positive and significant coefficient of parent's education levels with the education of their children. Children whose parents monitor and regulate their activities, provide emotional support, encourage independent decision making and are generally more involved in their schooling are less likely to drop out of school (Ubogu, 2015). Since these studies were carried out elsewhere, the researcher did the same in Usuk County in Katakwi district and established how parents' level of education affected their children education especially girl child.

Richter et al, (2017), in their research in Kisumu East noted that Parents' qualification influences educational achievement of girls and that the way the parent views his daughters' capabilities would encourage the girl to work harder and stay in school. If the parent feels confident in her she will work hard to meet the parent's expectations which increases their retention.

2.3 Influence of Parents' Income Level on the Education of Girl Child in Secondary Schools

World Bank (2018) considers poverty to be the biggest challenge for the girls' school dropout. It states that children in developing countries from poor families are likely to quit school in order to act as maids and other casual work to support them and their families. Girls get out early to get married for economic reasons. Household level factors also contribute to girl child school dropout. Sometimes for example, girls start

working when they are still young than boys normally in villages and girls also get involved in home chores than boys (World Bank, 2018).

Poverty is the major factor that negatively affects girl's secondary education. Most of the families in rural areas cannot afford the cost of books, uniforms among other school requirements. Therefore, these families tend to keep their girls at home for caring of their siblings. They help to work with their mothers. In rural areas as girls are not attending school so they take participation in agricultural practices. If families cannot afford and fulfill the basic requirements of life, then it is impossible for them to educate girls up to secondary level (Ginsburg et al, 2018).

According to Imran and Rizwana (2004), poor families cannot afford the expenditures of the books, uniforms, and transportation to school. Underprivileged and poor families are also more likely to confine their girls at home to look after younger siblings or to perform in family enterprises. If these poor families have to make decisions in order to educate son or a daughter, they select their sons because of poor financial status. Consequently, girl's education is badly affected. Many parents especially in large families with financial restrictions enroll boys in school instead of or before girls.

More so, a study by Adam et al. (2016) on the major factors that influence basic school dropout in rural Ghana reveals that the main factor out of the factors influencing basic school dropout in the study district is poverty. It was revealed that in many districts in Ghana the dominant part of the general population are labourer agriculturists who still rely upon simple strategies for creation, bringing about low yield. Consequently, household income is very low and poverty is widespread. With this background, it was not surprising that many respondents identified poverty as the main cause of basic school dropouts (Al-Hroub, 2014). About 32.3% of the dropouts' contacted claimed poverty was the main reason why they abandoned school. Again, from the study, child labour was cited as a major factor influencing school dropout. It is reported that some students leave school to engage in farming activities so as to get quick money.

According to Son (2012), in his study on how sex tourism has become an important economic source in the coastal region of Kenya, it was found that in coastal region

young boys and girls leave school to either get married and or offer sexual services to white tourists who visit the area so as to escape poverty. In support of the above, Gouda and Sekher (2014) added that most of the time this happens with the knowledge of parents and relatives who at time coerce the child into prostitution and to some extent it is widely accepted and considered as a sign of success. Sexual engagement with tourists by students according to the study was attributed to the desire by students to live better lives away from the poor state of economy in their homes and to escape long laborious schooling process

A study by Ouma et al. (2017) on the analysis of the socio-economic factors that contribute to children school dropout in artisanal small-scale gold mining communities in Tanzania, indicated that students from single parent family of only a mother were the most affected by the problem of school dropouts. The study noted that lack of enough income in many of the households headed by women tend to use children as one of their assets in helping to sustain livelihoods of the household thus resulting in drop out from school. A study by Blazer and Hernandez (2018) further revealed that a number of students find themselves in the misty of providing for a family at the young age as a result of being forced to work for family income to cover different family obligations. This is more common with girls who work as maids in peoples' homes to earn some money for their parents and other siblings.

Filmer and Pritchett (2020) note that students from low socio-economic level homes are at a disadvantage in school since their homes lack a supportive academic environment, which may jeopardize their academic achievement. School dropout mainly due to adolescent pregnancies is more common in rural areas and urban slum areas than it is in developed urban areas. This perspective tells us about the social setting in which the person lives. Most rural and slum communities have idle youth who instead of living in singlehood resort to marriage and sexual acts at a young age. In a related view, Girls from poorer socio-economic groups are more likely to marry early or engage in sexual acts at a young age (Male & Quentin, 2018).

Studies by Hyde (2015) in Ghana and Cote d'Ivoire revealed a strong link between Parents' income, particularly that of mothers, and educational attainment. Parents' expectations for their children increase when they make more money and complete more schooling. According to Shultz (2018), when wealthier households enroll their children in school and have greater household earnings overall, the education gap between boys and girls narrows

Muandu, Parsitau and Wambugu (2015) conducted a study on influence of parents' economic status on girls' academic performance in secondary schools. Survey research design was used. Data was collected from 176 form four girls who were randomly selected from 10 secondary schools in Njoro Sub-County. In addition, 18 form four parents and 10 form four class teachers were purposively selected and involved in the study. Parents' questionnaire, form four girl's questionnaire and class teachers' questionnaire were used to collect data. Data was analyzed using percentages, frequencies, means, standard deviation and inferential statistics namely, Pearson product moment correlation. The findings of the study showed that parents' economic status influenced girls' academic performance in mixed day secondary schools.

According to the study in the US by Xie (2016), girl children's education is poor in Secondary school education as opposed to those in rich families. This is a confirmation that children from poverty-stricken families tend to participate poorly in school as compared to richer families. Poor families find it hard to get the needs of secondary schools while the rich provide all needs and care for their children. Household wellbeing has an influence on parents' capability to pay fees and provide other school-related levies, such as uniforms and stationeries used in school (Richter et al., 2017). The above study was done in US which left the gap in terms of geographical location. The current study closed the gap by looking at secondary schools in Katakwi District.

Nair and Rekha (2014) revealed that financial crisis affects studies of a girl child, their growth and development. They noted that girls from poor families begin studies later than their agetates from rich families and their retention rate is lower than those from wealthy households. Parents' wealth has a role on children's retention or leaving school.

Miako (2015) notes that children from poverty-stricken families and those from families with recurrent loans are three times more likely to leave schooling in rural China. School fees may cause children to leave schooling when their parents cannot afford these expenses. Records reveal that parents' failure to pay fees was the salient reason of not studying and leaving school for most girl children in Guinea and Ethiopia (ibid). Miako (2015) still pointed out that school fees result to absenteeism and poor transition from one level of education to another including dropouts. The expenses of educating girls is affected by wage differences among parents where by some are paid peanuts that cannot pay fees for their daughters. Since this study was carried out in China, it left a gap which this research carried out and found out how parents' income affected girl child education secondary schools in Katakwi district.

Globally, many families live below the poverty line (Jiang, Ekono & Skinner, 2016). This problem makes parents consider basic needs first. This makes education in secondary level a second thought having in mind EFA policy and especially in Uganda. In addition, girl child's education is very costly compared to boys. Mature girls need extra care than boys which may be lacking by parents' dues to their financial status. More so, girls, from disadvantaged families, offer more labor in families than the boys (ILO, 2017). Because of the need for labor, parents do not take education of their girls seriously as this may lead to loss of girls' productive labour at home. As this analysis depicts, poverty is a factor that contributes to girls' leaving school (World Bank, 2016).

Ibrahim (2012) in his research about Socio-Economic, Socio-Cultural and School Based Factors that are affecting the retention of girl children in Kenya Certificate of Secondary Education (KCSE) in Isiolo County revealed that social and economic factors affect retention of most learners. For instance, most learners numbering 67% mentioned that their parents kept animals and crop growing as income generating activity which provide needs in schools hence affecting their retention because of lack of material support.

According to Cristina, (2013), children of the immigrants in Norway imitate their parents' work of fishing. This also happens in USA more so along great rivers in the south

that sometimes move down to fish. The immigrants tell their children to stay at home which negatively affects the girls' retention and enrollment in schools. Fathers are the ones who commonly do this. In this situation, the working father makes the enrolment and attendance drop in secondary level. The parents do not check to find out whether their children are in school because they need their labor at home.

According to Shinali, Githui, & Thinguri (2014), 25% of children in Kenya are not studying in secondary due to family poverty levels. She observed that children from low-income earners are prone to malnutrition and hence poor level of concentration in class. Poor parents do not see the need of taking their children to school but wish their children to have a good economic base which they feel can be attained through pastoralism, fishing and farming especially girls.

CHAPTER THREE METHODOLOGY

3.0. Introduction

This chapter presents the study design, area of study, information sources, population and sampling techniques, variables and indicators, measurement levels, procedure for data collection, data collection instruments, quality/ error control and strategy for data processing, analysis, and interpretation.

3.1 Research Design

According to Kothari (2012), a research design is the conceptual structure within which research is conducted; it makes a blueprint for data collection, measurement and analysis of data. The study adopted a cross sectional survey design. The basic reason and idea behind cross sectional survey design is to measure variables by asking people questions and then to examine the relationships among the variables at one point in time. A cross sectional survey design was also used because the researchers had the intention to understand the participants' experiences in a natural setting. This method also enabled the researcher to collect data inform of people's opinions and views. It's most appropriate when there are few earlier studies to refer to about what the researcher is studying. Thus, focus was on gaining insights and familiarity about a given phenomenon.

3.2 Research Methods

This research used a descriptive survey method that used both qualitative and quantitative methods to gather information from the respondents. Qualitative technique was used to analyze descriptive data while quantitative technique was used to analyze statistical data from questionnaires inform of frequency counts and percentages. Information from interviews and documentary reviews was examined qualitatively whereas information from closed ended questionnaires were examined quantitatively. This method was preferred because it helps to use a section of respondents to draw valued conclusions. This method helped the researcher to use both primary and secondary data in discussion of results and making valued conclusions.

3.3. Population of the Study

3.3.1. Target population

Population is a group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study. Population is the complete collection of elements that are of interest in a particular investigation (Amin, 2005). The target population size in the study was 610 respondents and comprised of 500 students, 100 teachers, 05 head teachers and 05 PTA parents from the sampled secondary schools in Usuk County in Katakwi district.

3.3.2. Sample Size

Creswell (2014) observed that research can be undertaken using a keenly chosen sample to represent a target population. Fraenkel and Wallen (2009), says the most ideal sample should however be as large as a researcher can obtain within a reasonable expenditure, time, and energy. A sample is a minimal group obtained from the population (Mugenda, Mugenda, (2002). The sample size for this study was 307 comprising of 217 students, 80 teachers and 05 head teachers and 05 PTA parents in the sampled schools. The sample size of respondents was determined using (Krejcie and Morgan, 1970), determining sample size for research activities as in appendix 1.

3.3.3 Sampling Techniques

The researcher used simple random sampling techniques to select teachers and students. Simple random sampling is the type of sampling which provides equal chances to every member in the population to be included in the study (Leedy & Ormrod, 2013). Therefore, the use of random sampling gave all teachers an equal chance of being selected to participate in the study.

Purposive sampling was used to select head teachers and PTA parents. Kumar (2011) asserts that purposive sampling depends on researcher's judgement to select a sample or participants who can provide best information for the study.

Table 3.1: Population, Sample Size and Sampling Techniques, (Krejcie and Morgan, 1970)

Category of Respondent	n	s	Sampling Techniques
Students	500	217	Simple random sampling
Teachers	100	80	Simple random sampling
Head teachers	10	05	Purposive sampling
PTA parents	10	05	Purposive sampling
Total	610	307	

Source: Self Constructed Basing on the table of Krejcie & Morgan (1970)

3.4. Data Collection Methods

3.4.1 Questionnaire

A questionnaire is a research instrument that gathers data over a large sample, reducing bias on the side of the researcher and the respondents (Kumar, 2011). A questionnaire is a carefully designed tool for data collection in accordance with specifications of the research questions. It consists of a set of questions for the respondents to provide their views in writing (Amin, 2005).

Questionnaires were used because they ensured confidentiality of the responses, they were time saving and they were easy to use on a large population like teachers.

3.4.2 Interview

Kothari (2013) defines an interview as a method of data collection that involves presentation of oral stimuli and reply in terms of oral responses. It is a technique for data collection in which the researcher uses an interview guide to elicit verbal answers from respondents to reduce bias and maintain consistency. Questions to be asked were unstructured and the interviewees gave their views pertaining questions asked. While interviewing them, the researcher noted down the responses and after compared them with the information got from questionnaires. The researcher used interviews in order to get more and in-depth information from head teachers and PTA parents.

3.4.3. Focus Group Discussion

According to Kothari (2013), focus group discussion consists typically of 8 to 10 members with a moderator leading the discussion for about two hours on a particular topic, concern or product. It is a data collection instrument in which the researcher uses a set of questions directed at a particular group or groups of respondents who in turn give the researcher verbal answers. In this research, focus group discussion was employed and members for the group discussion were chosen from students. The researcher considered three group discussions from each school in the interest of time.

3.5 Data Collection instruments

3.5.1 Questionnaire Guide

A questionnaire guide is a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions (Kothari, 2012). The questionnaire guide had both open and close ended questions. It was used to gather data from respondents about their attitudes, experiences and opinions about the topic under study it was used to collect both quantitative and qualitative data.

3.5.2 Interview Guide

An interview guide is a list of questions that the interviewer hopes to cover during the course of an interview. It is a tool used in research to help focus and organize the line of thinking and questioning during an interview (Kothari, 2012). The researcher used an interview guide to elicit verbal answers from respondents to reduce bias and maintain consistency. Questions to be asked were unstructured and the interviewees gave their views pertaining questions asked. It helped the researcher to know what to ask about and in what order and it ensured that all respondents experienced the same process.

3.5.3. Focus Group Discussion Guide

The focus group discussion guide is a roadmap for the focus group discussion session that ensures that the researcher covers all the necessary areas and gather relevant insights under study (Krugger and Casey, 2000). This guide will help the researcher to get information from students.

3.6 Procedure for Data Collection

The researcher constructed data collection instruments and discussed them with the supervisor to ensure reliability. After the approval of the research proposal, the researcher was given an introductory letter from the department of education of Uganda Christian University, Mbale campus which enabled her proceed to the field. A pilot study was first carried out in one secondary school which was outside the targeted secondary schools to ensure validity and reliability of data collection instruments. After, the researcher sought permission from the head teachers at the selected schools to collect data. A good relationship was first established by introducing herself and telling the respondents the purpose of the study. The researcher then distributed questionnaires to the respondents and conducted interviews and focus group discussions. Filled questionnaires were collected there and then. While interviewing respondents and conducting focus group discussion, the researcher noted down points which were after presented and analysed alongside data from questionnaires qualitatively.

3.7 Data Quality Control

Data quality refers to the condition of a set of values of qualitative or quantitative variables and it is generally considered high quality if it fits the intended uses in operations, decision making and planning, the term control in research is used to refer to the restraint of experimental conditions (Kothari, 2013). To ensure data quality, the researcher edited all the filled questionnaires and cross checked the data thoroughly to remove all the inconsistencies. The researcher also ensured that the data collected, and the methods of data collection were reliable, dependable, accurate and consistent by testing the instruments for validity and reliability as explained below.

3.7.2 Validity

Leedy and Ormrod (2013) defined validity as the extent to which a method of data collection measures what it is supposed to measure correctly. It is the quality that a procedure or an instrument used in research is accurate, correct, true, meaningful, and right. The validity of research instruments was measured against constructs and content

of the instruments. In this regard, instruments validity was measured through consultation with experts and professionals in the department. This was achieved by going through the questionnaires and comparing the items with the research objectives. Items that failed to measure the variables they were intended to measure were modified and unnecessary items discarded.

Additionally, the instruments were validated by focusing on the questions that the researcher asked experts. After which a content validity index was calculated using the following formula;

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

Ten questionnaires were pilot-tested in a secondary school that was not to participate in the study. The instrument to be valid should be above 0.7 the recommended value for validity.

3.7.3 Reliability

Reliability is the consistency with which a measuring instrument yields consistent results when the entity being measured has not changed (Leedy and Ormrod, 2013). To ensure the reliability of the instrument, the researcher critically assessed the consistency of the responses on the piloted instruments to make a judgment on their reliability. The reliability of the instruments was established using test-retest technique where the researcher administered test items to a group of respondents twice. The results of the pilot study were compiled, and correlation calculated using Cronbach Alpha. Cronbach's alpha is a reliability coefficient that shows how positively items are related to one another. Reliability of the instruments were established using Cronbach's Alpha (α) internal consistency method (Mohamed, Evi and Nur, 2016). According to Rosen et al., (2000), the acceptable values of alpha, range from 0.70 to 0.90.

3.8. Information Sources

According to Mubazi (2008), information sources are the existing recognized literature whether published or unpublished if it is worth and has been accepted by those leading academicians/institutions. There are two sources of information i.e., primary, and secondary. Secondary sources are documented information which includes textbooks,

journals, dissertations, internet sources and magazines while primary sources are the information the researcher may use from experience, personal analysis, observation, and constructed research instruments like questionnaires. In this study, the researcher used both primary and secondary information sources during the study. Secondary sources included textbooks, journals, dissertations, internet sources and magazines. Primary sources were the information the researcher got from constructed research instruments like questionnaires, interviews and focus group discussion.

3.9 Strategy for Data Processing and Analysis

After the collection of the raw data, the researcher sorted field results from administered questionnaires, interviews and focus group discussion. Data processing was guided by the objectives of the study and the research questions. Data collected was arranged according to the categories of the respondents, edited, and coded for accuracy and completeness of the information given. Quantitative data from the questionnaires was processed by using statistical package for social scientists (SPSS) software where computer generated tables of frequency, percentages, means and deviations were obtained. Qualitative data was analyzed using content analysis. Data collected from interview and focus group discussion was transcribed, sorted and grouped into themes. Summaries were made on how different themes/variables were related while analyzing qualitative data.

3.10 Ethical Consideration

According to Mugenda and Mugenda (2014), ethics are the norms or standards for conduct that distinguish between right and wrong. They help to determine the difference between acceptable and unacceptable behaviours while conducting a study. Ethics in this study was enhanced in the following ways:

1. Participation in the study was voluntary, and respondents had the freedom to decline answering any question or discontinuing themselves from the study at any time
2. Approval of the study: Research conduct and approval was obtained from the Research and ethics committee of Uganda Christian University and Institutional consent was obtained from DEO's office, Katakwi district.

3. Confidentiality: All respondents were assured of their due confidentiality by using pseudo names in the study. Respondents were not required to reveal their names nor put their contacts on the questionnaires.
4. Consent: Every questionnaire was administered after seeking thorough consent and understanding from the respondent. All respondents were assured of their will to freely withdraw from the data collection exercise should they feel uncomfortable to continue even after thoroughly consenting to the interview.
5. Further, all the sources of literature were acknowledged throughout the whole study through proper citations and referencing. Personal bias was avoided during the entire study that is to say during interviews, data analysis and reporting.

CHAPTER FOUR DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF RESULTS

4.0 Introduction

In this chapter, the researcher presented and analyzed the findings. The presentation and analysis of data was guided by objectives of the study and research questions. The presentation and analysis of data was done under the following subheadings:

1. Contribution of Parents to girl child education in secondary schools
2. Effect of parents' education level on girl child education in secondary schools
3. Influence of parents' income level on girl child education in secondary schools

4.1 Response Rate

The study targeted 307 respondents. However, 08 were interviewed, 150 students participated in focus group discussion and 66 teachers answered the questionnaires giving a total of 224, a response rate of 77%. Seventy seven percent was the average value obtained from respondents who answered interview guides, focused group discussion guides and questionnaires.

Table 4.1: Response Rate of Respondents

Instrument	Planned number (n)	Actual number (n)	Response rate (%)
Interview guides	10	08	80%
Teachers' Questionnaires	80	66	82%
Students' focus discussion discussions	217	150	70%
	307	224	77%

Source: Primary Data (2022)

According to findings from the table above, the response rate of 77%, gives a representation of the research in correlates with Amin (2005) who suggested that a response rate above 70% is fit to make a general impression of the results of the total population.

4.2 Presentation, Interpretation and Analysis of the Results

A 5-point Likert scale was used to solicit responses to question items i.e. 1. Strongly Disagree (SD), 2. Disagree (D), 3. Not sure (NS), 4. Agree (A), 5. Strongly Agree (SA). For descriptive analysis, the responses were in form of frequencies, percentages, mean scores and deviations. A mean score above 3.0 shows a high percentage of agreement of respondents to the statement and a mean score below 3.0 shows a lower percentage of agreement of the respondents to the statement (Nielson & Levy, 1994). In addition, information from interviews were presented and triangulated with information from questionnaires.

Data collected on the impact of Parents' Socio-Economic status on girl child education in Usuk County in Katakwi district through the completed questionnaires was analyzed using descriptive statistics generated using the Statistical Package for Social Sciences (SPSS) and the results were illustrated in Table 4.3, 4.4 and Table 4.5 respectively.

4.3 Objective One: The Extent to Which Parents Contribute To Girl Child Education in Usuk County in Katakwi District

This objective examined the contribution of parents on the girls' dropout in Usuk County in Katakwi district. Responses to the statements were presented in the table below in terms of percentages, mean and deviations. For purposes of easy interpretations, the Likert scale of strongly agree and agree were combined to "Agree" and for strongly disagree and disagree were also combined as "Disagree".

Table 4.2: Responses on Parents' Contribution on Girls' Education

S/N	Items Rated	SD	D	NS	A	SA	Mean	Standard Deviation
		%	%	%	%	%		
B1	Parents involve girls in home chores and other forms of child labour that affect their education	18	11	00	46	25	3.86	0.92
B2	parents' involvement in domestic violence discourages girl child education	21	12	02	35	30	3.80	1.06
B3	Some parents' belief that girls have less benefit compared to boys	18	12	03	52	14	3.65	1.02
B4	Some parents provide less or no basic needs that would enable girl child education	20	09	04	47	20	3.68	1.04
B5	Some parents have traditional beliefs that girls are for family wealth creation through marrying them off	12	20	02	46	20	4.40	6.41
Total mean							3.88	

Source: Primary Data (2022)

Findings from the above indicate that majority of the respondents (71%) of the respondents agreed while only 29% disagreed that parents involve girls in home chores and other forms of child labour that affect their education. This signifies that most respondents accepted that parents in Usuk County in Katakwi involve girl child in home chores and other forms of child labor which affect their education. The mean was valued at 3.86 while the deviation was 1.06; which meant that the levels at which parents in Usuk County in Katakwi involve girl child in home chores and other forms of child labour is high. The above findings are supported by responses from interview where one respondent said *“girls in Usuk County in Katakwi are considered as a source of labour for home activities thus their education is compromised.”*

Findings of the study further showed that 67% of the respondents agreed while 29% disagreed that some parents provide less or no basic needs that would enable girl child education. Only 4% were not sure about the statement. The mean for this sub-construct was 3.68 and deviation was 1.04 meaning that the level at which parents provide basic needs that would contribute to girl child education is low.

Research results also revealed that 66% of the respondents agreed, 20% disagreed while 3% were not sure that some parents' belief that girls have less benefit compared to boys. The implication for this is that most parents end up not supporting their girl child education but rather favor boys to pursue their education. The calculated mean was 3.65 and deviation was 1.02.

Study findings further indicated that 66% of the respondents agreed while 32% disagreed that some parents have traditional beliefs that girls are for family wealth creation through marrying them off. Only 2% were not sure of whether some parents have traditional beliefs that girls are for family wealth creation through marrying them off. Mean was 4.40 while Deviation was 6.41. This implies that traditional beliefs held by most parent make their daughters to get married at an early age to get wealth in form of dowry other than supporting their education.

Finally, 65% of the respondents agreed while 33% disagreed that parents' involvement in domestic violence discourages girl child education, 2% were not sure.

The mean values were 3.80 and the deviation was 1.06. Mean and standard deviation indicates that most parents are involved in domestic violence which discourages girl child education and some even end up dropping out of school for early marriage.

The overall meaning for all the items on impacts of parents' contribution to girl child education in Usuk County in Katakwi district was 3.88 implying that most of the respondent teachers tended to agree that parents contribute to the girl child education.

4.4 Objective Two: The Effect of Parents' Education Level on Girls' Education in Usuk County in Katakwi District

Responses to the statements were presented in the table below basing on percentages, mean and standard deviations. For purposes of easy interpretations, the Likert scale of

strongly agree and agree were combined to “Agree” and for strongly disagree and disagree were also combined as “Disagree”.

Table 4.3: Responses on the Effect of Parents’ Education Level on Girl Child Education

S/N	Items rated	SD	D	NS	A	SA	M	SD
		%	%	%	%	%		
C1	Less educated parents have no interest in educating their girl children	18	24	00	40	18	3.5	1.06
C2	Less educated parents can’t help their children with homework hence failing most girls from continuing with education	12	16	03	42	25	3.7	1.11
C3	Most educated parents pay school fees in time and make follow up on performance of their children irrespective of either girl or boy.	17	14	03	39	27	3.7	1.10
C4	Most educated parents organise and support private lessons for their girl children	21	14	02	45	18	3.6	0.98
C5	Educated parents carry out guidance and counselling services to their girl children	20	09	04	38	29	3.7	1.10
C6	Educated parents support the education of their girl children more than the less educated ones	20	06	04	38	32	3.8	1.08
Total mean							3.66	

Source: Primary Data (2022)

Study findings from the above table indicate that 70% of respondents agreed that educated parents support the education of their girl children more than the less educated ones, 26% disagreed and 4% were not sure. The scored mean was 3.8 and the deviation was 1.08 meaning that most respondents agreed with the statement that educated parents support the education of their girl children more than the less educated ones.

Furthermore, study findings revealed that 67% of the respondents agreed that educated parents do give guidance and counseling services to their girl children. However, 29% disagreed and 4% were not sure about this opinion. The calculated mean was 3.7 and standard deviation was 1.10 indicating that a high number of respondents agreed that educated parents do carry out guidance and counseling services to their girl children and this has an effect on their education.

Study results also depict that 67% of the respondents agreed that less educated parents cannot help their children with homework hence failing most girls from continuing with their education, 28% disagreed while 3% were not sure about the statement. This is an implication that most of the less educated parents in Usuk County in Katakwi district can't help their girl child education as compared to educated parents. The calculated mean was 3.7 and the standard deviation was 1.11 indicating that most of the less educated parents can't help their children with homework hence failing most girls from continuing with education.

Findings of the study further show that 66% of the respondents agreed that most educated parents ensure that they pay school fees in time and make follow up on performance of their children irrespective of either girl or boy, 31% disagreed while 03% were not sure of the said statement. The scored mean was 3.7 and the standard deviation was 1.10 implying that timely payment of school fees and follow up on performance of children irrespective of either girl or boy fosters girl child education. The above results were supported by interview responses where one respondent said *“girl children who mind about their education are for parents who pay school fees on time since girls easily give up with studies when they are constantly chased for school fees as compared to boys.”*

Furthermore, study findings indicated that 63% of the respondent teachers agreed that most educated parents organize and aid private lessons for their girl children, 35% of the respondents disagreed with the opinion which left out 2% respondents who were not sure. Calculated mean was 3.6 and the standard deviation was 0.98 indicating that a high number of respondents conquered with the opinion that most educated parents

organize and support private lessons for their girl children which enhances their education.

Lastly, research results indicated that 58% of the respondents agreed that less educated parents have no interest in educating their girl children while 42% disagreed. This implies that most of the respondents agreed that in Usuk county in Katakwi district, less educated parents have no interest in educating their girl children which has affected their education. The calculated mean was 3.5 and standard deviation was 1.06 showing that a high number of respondents accepted that most of the less educated parents have no interest in educating their girl children. The above results were supported by interview responses where one respondent said *“children who persist in school are from parents who also attended school since this motivates them to be like their parents.”*

4.5 Objective Three: The Influence of Parents’ Income Level on the Education of Girls in Usuk County in Katakwi District

Responses to the statements were presented in the table below according to percentages, mean and standard deviation. For purposes of easy interpretations, the Likert scale of strongly agree and agree were combined to “Agree” and for strongly disagree and disagree were also combined as “Disagree”.

Table 4.4: Responses on the Impact of Parents’ Income Level on the Education of Girl Child

S/N	Question items	SD	D	NS	A	SA	M	SD
		%	%	%	%	%		
D1	All parents pay school fees in time	45	14	04	17	10	3.2	0.96
D2	All parents have formal employment and are paid monthly	55	17	09	15	04	3.3	3.81
D3	All parents pay full fees at once every term	59	21	08	10	02	2.8	0.86

D4	All parents have enough money to cater for their children's welfare	48	21	11	12	08	2.8	1.03
D5	All parents provide lunch to their children while at school	48	23	08	14	07	2.9	0.98
D6	All parents provide the necessary basic needs for their children	39	29	06	18	08	2.9	1.01
D7	Parents who have boys and girls first pay for boys before girls	41	27	08	18	06	2.8	1.00
D8	All parents provide extra care for the girl child while at schools	36	26	09	21	08	2.9	1.07
Total mean							2.95	

Source: Primary Data (2022)

From the table above, it is evident that 80% of the respondents disagreed with the opinion that that all parents in Usuk County Katakwi district pay full fees at once every term, 12% agreed with the statement while 8% were not certain. Calculated mean was 2.8, the deviation was 0.86 that showed that most of the respondents did not believe all parents pay full fees at once every term. This is a sign that the income level of parents is low since school fees is paid in instalments.

Findings of the study also showed that 72% of the respondents disagreed with the opinion that all parents in Usuk County in Katakwi district have formal employment and are paid a salary. 19% agreed while 09% respondents were not certain. The calculated mean was 3.3 and the deviation was 3.81. This implies that most parents in Usuk County in Katakwi district don't have formal employment and are not paid a salary which explain why girl child education in secondary schools is not supported.

Findings of the study also indicate that 71% of the respondents disagreed with the opinion that parents in Usuk County in Katakwi district provide lunch to their children while at school, 21% disagreed leaving out only 8% who were not certain. Calculated mean was 2.9, deviation was 0.98. This is a sign of poverty because if parents have high income levels, then they will always provide meals for their children. This affects girl child education because they are easily taken up by showing men who give them money and end up impregnating them cutting their education short.

Furthermore, results of the study revealed that 69% of the respondents disagreed that parents in Usuk county Katakwi district have enough money to cater for their girl children's welfare, 20% agreed while only 11% were not sure. As illustrated from the above findings, the calculated mean was 2.8, the deviation was 1.01 implying that most of the respondents disagreed as opposed to a minority of 20% who agreed. This influences girl child education since girls have a lot of needs to be taken care of especially sanitary towels when they are in their monthly periods. Failure to cater for them, they absent themselves during those days and may end up even dropping out of school.

Research results also revealed that 68% of the respondents disagreed that all parents in Usuk County in Katakwi district provide the necessary basic needs for their children, 26% agreed whereas 6% respondents were not certain. Calculated mean was 2.9, the deviation was 1.01 indicating that most parents in Usuk County in Katakwi district do not give the immediate needs for their children.

Furthermore, 68% respondents disagreed that parents of Usuk County Katakwi district who have boys and girls first pay for boys before girls, 24% agreed while 08% respondents were not certain. Calculated mean was 2.8 and standard deviation was 1.00. This indicates that most parents prioritize the education of boys than that of girls.

More so, concerning the statement that all parents in Usuk County in Katakwi district provide extra care for the girl child while at schools, 62% disagreed, 29% agreed and 9% were not sure about the said statement. The calculated mean was 2.9, deviation was 1.07 indicating a high number of respondents disagreed with the statement that parents

in Usuk County in Katakwi district provide extra care for the girl child while at schools which could be affecting their education.

Lastly, 59% of the respondents disagreed that all parents in Usuk County in Katakwi district pay school fees in time, 27% were in agreement with the statement yet only 4% were not sure of their opinion. The scored mean was 3.2 and the deviation was 0.96 meaning most teachers were in disagreement with the statement that parents pay school fees in time. In agreement with the above findings, during interviews, it became evident that parents delay to pay school fees as evidenced by one respondent who said: *“Parents depend entirely on crop production and animal rearing, weather affects the crops and there is no capacity for irrigation. Cattle rustling is common thus the families are not able to pay fees on time and maintain girl child education.*

4.6 Dependent Variable: Girl Child Education

Table 4.5: Responses on Girl Child Education

S/N	Items Rated	SD	D	NS	A	SA	M	SD
		%	%	%	%	%		
E1	Girls' enrolment in my school is lower than boys' enrolment.	26	20	06	27	21	3.4	1.20
E2	Girls have lower entry rate to secondary level than boys.	30	21	06	26	17	3.2	1.15
E3	In my school, more girls' dropout than boys.	20	23	04	32	21	3.4	1.19
E4	Boys repeat classes more than girls.	29	24	09	27	11	3.0	1.14
E5	In my school the girl's retention rate is much lower than for boys.	24	21	04	42	09	3.3	1.03
E6	In my school, girls and boys perform equally well.	32	24	02	36	06	3.5	2.50
E7	Few girls join A 'level than boys.	24	27	08	32	09	3.0	1.12
E8	In my school both boys and girls enter tertiary institutions or universities at the same rate.	30	24	17	24	05	2.8	1.13
Total mean							3.20	

Source: Primary Data (2022)

The results from the above table revealed that when teachers were asked to give their ideas about performance of girls, 56% agreed that girls and boys perform equally well, 42% disagreed while only 2% were not sure. The calculated mean was 3.5 and standard deviation was 2.50 implying that most boys and girls perform equally in secondary schools in Usuk County in Katakwi district.

Additionally, results from the study indicate that 53% of the respondent teachers agreed that girls' dropout rate in Usuk County in Katakwi district is higher than that of boys.

However, at least 43% of the respondents disagreed leaving out only 4% who were not sure of the said statement. The mean score was 3.4 while standard deviation was 1.19. These results show that more girls dropout of school in Usuk County in Katakwi district than the boys. These findings are supported by Interview results which show consistency as indicated by one respondent who said: *“girls drop out of school more than boys due to cultural attitudes of society whereby girls are not encouraged and supported to attend school.”*

Similarly, 53% of the respondent teachers disagreed that girls' repetition rate in secondary schools in Usuk County in Katakwi district is low than boys' repetition rate. However, 38% of them agreed leaving out only 9% who were not sure of the said statement. The mean was 3.00 and standard deviation was 1.14 implying most of the girls in Usuk County in Katakwi district have high repetition rates as compared to boys.

Results of the study also indicates that 51% of the respondent teachers disagreed that girls in Usuk County in Katakwi district have lower entry rate to secondary level than boys while 43% of the respondents disagreed leaving out only 6% who were not sure. The calculated mean was 3.2 and the standard deviation was 1.15 which implied that most girls in Usuk County in Katakwi district do not proceed to secondary schools after completing their primary level.

This was in agreement with interview responses where one interviewee echoed that: *“Most parents prefer paying school fees for boy child first and rarely for the girl child. That's why most of them end at primary level since secondary schools need a lot of school requirements.”*

Results from the study further indicate that 51% of the respondent teachers agreed that completion rate of girls in secondary schools in Usuk County is much lower than that of boys, 45% disagreed while 4% were not sure of the said statement. The mean was 3.3 and standard deviation was 1.03 implying that most girls who enroll in secondary schools don't complete their cycle of education.

Research findings also revealed that 51% of the respondent teachers were in agreement that few girls join A' level than boys. 29% disagreed while 8% were not certain.

Calculated mean was 3.0, standard deviation was 1.12 an indication that few girls join A' level compared to boys in secondary schools of Usuk County in Katakwi district.

The results from the above table revealed that 48% of respondent's teachers agreed that girls' enrolment in schools in Usuk County in Katakwi district are lower than that of boys' while 46% disagreed with the statement leaving out 6% respondents who were not certain. Calculated mean was 3.4 and standard deviation was 1.20. This signifies that there is a small disparity between enrollment for boys and girls in s schools in Usuk County in Katakwi district as reflected by the percentage of those who agreed and those who disagreed.

Table 4.6: Correlation between Parents' Socio-Economic Status and Girl Child Education

Correlations between the Parents Socio-economic status and Girl child education		B	C	D	E
B	Pearson Correlation	1	.960**	.774**	.894**
	Sig. (2-tailed)		.000	.000	.000
	N	100	100	100	100
C	Pearson Correlation	.960**	1	.839**	.943**
	Sig. (2-tailed)	.000		.000	.000
	N	100	100	100	100
D	Pearson Correlation	.774**	.839**	1	.928**
	Sig. (2-tailed)	.000	.000		.000
	N	100	100	100	100
E	Pearson Correlation	.894**	.943**	.928**	1
	Sig. (2-tailed)	.000	.000	.000	

	N	100	100	100	100
**. Correlation is significant at the 0.01 level (2-tailed).					

Source: Primary Data (2022)

From the table above, there is a positive correlation between variables (0.96, 0.774 and 0.894). This indicates that parents' socio-economic status (parents' contribution, parents' education level and parents' income levels) contributes highly to girls' education (enrolment of girl child in schools, girl child dropout and girl child academic performance).

Table 4.7: Regression between Parents' Socio-economic Status and Girl Child Education

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	179.648	3	59.883	395.057	.000 ^b
	Residual	14.552	96	.152		
	Total	194.200	99			
a. Dependent Variable: B						
b. Predictors: (Constant), E, D, C						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.074	.128		.582	.562
	C	1.032	.090	1.010	11.452	.000
	D	-.148	.083	-.139	-1.768	.080
	E	.070	.129	.070	.547	.586

a. Dependent Variable: B

Source: Primary Data (2022)

From the above table, it can be observed that the independent variable (Parent Socio-Economic status) influences the dependent variable (Girl child education). Thus, it can be concluded that parents' socio-economic status (income and education level) influence girl child education (dropout rates, enrolment and academic performance) as evidenced by the coefficients in the table above that is 0.074, 1.032, -0.148 and 0.070.

CHAPTER FIVE DISCUSSION OF RESULTS

5.0 Introduction

In this chapter, the research findings were discussed. The discussion was in line with the objectives of the study and research questions. Each research question was discussed independently and correlated to the existing literature.

5.1 The Extent of Parents' Contribution Towards Girl Child Education in Secondary Schools in Usuk County in Katakwi District

Study findings revealed that most parents involve girl children in home chores and other forms of child labor that affect their education. Girls are considered as a source of labour for home activities thus their education is compromised. In agreement with the above findings, Ginsburg et al, (2018) stressed that most families tend to keep their girls at home to take care of their siblings and help to work with their mothers. In most rural areas girls do not attend school but rather take participation in agricultural practices. Aser (2017) also agrees with the findings where he carried out studies in India and found out that most parents due to cultural norms force girls to be house maids hence low attendance at school and eventual dropping out.

Findings of the study also showed that parents are involved in domestic violence which affects girl children education and sometimes end up dropping out of school for early marriages. This is because in most cases, when there is domestic violence between parents, mothers end up separating leaving children with their father. This normally affects girl children because they take the roles of their mothers and start taking care of their siblings than going to school. The above findings are in agreement with Awuor, (2017) who observed that there is much disturbance of girl children education in homes with domestic violence between parents.

The results from the study also indicated that some parents believe that girls have less benefit compared to boys and they therefore prefer educating boys to girls. The above findings are in agreement with Allison (2019) who pointed out that in most of the backward and rural areas, parents have negative and disheartening attitudes about girl child education. They assume that girl child education has no importance for them.

They consider girl's education as only the waste of time and money because they will not benefit from educating their girls. When in a family there is selection of girl and boy for education, then parents will select their sons. They make this decision on the ground that their son will be responsible for helping of aged parents and caring for household income and it is very common that parents do not allow girls to attend school up to high level.

Research findings further revealed that most parents provide less or no basic needs that would contribute to girl child education. In connection with the above findings, Jiang, Ekono and Skinner (2016) noted that girl child's education is very costly compared to boys. Mature girls need extra care than boys which may be lacking by parents' dues to their financial status. Related, research carried out by Gateway Research Centre Kampala, (GRC, 2019, P16), revealed that schooling costs for example school fees are the major motive for high dropout in village schools. Related works show that schooling costs depends on the sex of children. Based on cultural traditions and beliefs sometimes parents are less interested in paying fees for their girls. In addition, Yasin (2020) found out that when resources at home are limited, parents tend to leave out girls' needs and provide for boys which affects girl child education.

Study results also showed that some parents have traditional beliefs that girls are for family wealth creation through marrying them off other than education. In agreement with the above, Kasente (2016) stressed that early marriages influence girl child education since it is perceived by parents that marrying off the girl is an escape route from poverty. Additionally, Nsubuga (2015) stressed that marriage has always been a common cause for school dropout among female students. Child marriage is a common phenomenon in African countries and this affects girls' education for example Nsubuga (2015) observes that some parents shamelessly pull their daughters out of school for early marriage so as to earn bride price. This is compounded by cultural beliefs where boys' education continues to be more valued than that of girls.

5.2 The Effect of Parents' Education Level on Girls' Education in Usuk County in Katakwi District

Research results indicate that less educated parents have no interest in educating their girl children which has affected their education. In agreement with the above findings, Sateesh (2017) noted that 77.1% of girl children dropout out of schools in various countries due to the low educational levels or illiteracy of parents, which causes parents to see no value in education. Parents' education level has a strong effect on their children's education especially of girls where children of those parents that have attended some schooling are much more likely to attend school as compared to those whose parents have never obtained schooling. This difference is much more prominent in rural areas compared to urban, and for girls relative to boys. Additionally, UNESCO (2015) states that when parents attain low education level, they might not appreciate the investment in education or it becomes a demotivation of children to continue with education. Bearing in mind the gender dimension on dropouts, UNESCO (2019) states that girls are more likely to quit school than boys and that children with illiterate mothers will most likely drop out of school.

The results of the study also showed that less educated parents cannot help their children with homework hence failing most girls from in their education. Tight (2020) is in agreement with the above findings and states that parents' level of education is one of the important factors which affect girls' secondary education. The parents who are educated to some extent will send or enroll their girl children in school contrary to illiterate. They facilitate their children in doing and completing homework as they know the importance of education.

Research findings further revealed that most educated parents ensure that they pay school fees in time and make follow up on performance of their children irrespective of either girl or boy.

Similarly, Tight (2020) points out that educated parents regularly visit the school to update themselves about their children progress in school.

Results from the study also indicated that girl children who persist in school are from parents who also attended school since this motivates them to be like their parents. In agreement with the above findings, Musarat (2013) stressed that in East Africa, educated parents try to influence the activities that relate to their children's schooling, make investments of time and money in their children, and serve as their role models and set objectives and priorities for them to follow. Parents' education level influences the willingness or ability of parents to become involved in the education of their children. Relatedly, Richter et al, (2017) in their research in Kisumu East noted that Parents' qualification influences educational achievement of girls and that the way the parent views his daughters' capabilities would encourage the girl to work harder and stay in school. If the parent feels confident in her she will work hard to meet the parent's expectations which increases their retention.

Research findings further showed that educated parents carry out guidance and counseling services to their girl children which positively affects their education. In line with the above findings, Yakubu (2019) noted that educated parents engage in positive interactions within their children and this has a substantial impact on the sexual experiences that adolescents have, which would expose them to early risks of adolescent pregnancies and eventual school dropout. Girls who do not have close relationships and counselling with their parents tend to engage in more emotionally and sexually intense peer relationships, with the majority of these interactions ending in pregnancies and eventually affecting girls' education.

Findings of the study also showed that educated parents support the education of their girl children more than the less educated ones. The above findings are in agreement with Considine and Zappala (2002) where they found out from their study in Australia on the influence of parents' education on their children' academic performance in school that families with educated parents foster a higher level of achievement in their children because of providing psychological support for their children. Additionally, Swada (2014) reported a consistently positive and significant coefficient of parents' education levels with the education of their children and noted that children whose parents are educated monitor and regulate their activities, give emotional help,

encourage independent decision making and are generally more involved in the education of their children.

5.3 The Influence of Parents' Income Level on Girl child Education in Usuk County in Katakwi District

Research findings indicated that parents do not pay school fees for their girl children in time. It was found out that this is due to low levels of income since majority of them are mere farmers and grow crops majorly for home consumption. In agreement with the above findings, Xie (2016) noted that girl children from poverty-stricken families tend to participate poorly in school as compared to richer families. Poor families find it hard to get the needs of secondary schools while the rich provide all needs and care for their children. Additionally, Richter et al. (2017) stressed that household wellbeing has an influence on parents' capability to pay fees on time and provide other schoolrelated levies, such as uniforms and stationeries used in school.

Similarly, Miako (2015) notes that school fees may cause children to leave schooling when their parents cannot afford these expenses. He reveals that parents' failure to pay fees was the salient reason of not studying and leaving school for most girl children in Guinea and Ethiopia. Miako (2015) still pointed out that failure to pay school fees on time result to absenteeism and poor transition from one level of education to another including dropouts.

Findings of the study also showed not all parent in Usuk County, Katakwi district have formal employment and are paid a salary which explains why girl child education in secondary schools is not supported fully. In agreement to the above findings, Miako (2015) stresses that educating girls is affected by wage differences among parents where by some are paid peanuts that cannot pay fees for their daughters. Relatedly, Jiang, Ekono and Skinner (2016) noted that globally, many families live below the poverty line and have no stable income. This problem makes parents consider basic needs first and girl child education in secondary level as a second thought. In addition, girl child's education is very costly compared to boys. Mature girls need extra care than boys which may be lacking by parents' dues to their financial status. Additionally,

Ibrahim (2012) in his research about Socio-Economic and School Based Factors that are affecting the retention of girl children in Kenya Certificate of Secondary Education (KCSE) in Isiolo County revealed that most learners numbering 67% mentioned that their parents kept animals and crop growing as income generating activity which provide needs in schools hence affecting their retention because of lack of financial support.

Findings of the study further showed that not all parents in Usuk County Katakwi district pay full school fees at once every term. It was found out that most parents pay in instalments and some even reach the end of the term without completing school fees for their children. Of course this is a sign of poverty which influences girl child education. The above findings are in agreement with those of Richter et al. (2017) who pointed out that household wellbeing has an influence on parents' ability to pay fees and provide other school-related levies, such as fees, uniform, stationeries used in school.

Furthermore, research findings showed that parents of Usuk County Katakwi district who have boys and girls first pay fees for boys before girls which is a sign of not supporting girl child education. In agreement with the above findings, Allison (2019) noted that in most of the backward and rural areas, parents have negative and disheartening attitudes about the girl's education. They feel that girl child education has no importance for them and also consider it against their culture and tradition. When in a family there is selection of girl and boy for education, then parents select their sons. They make this decision on the ground that their son will be responsible for helping of aged parents and caring for household income and it is very common that parents do not allow girls to attend school up to high levels. Relatedly, Aljohani (2016) carried out a study on girls' access to primary schools in rural areas of Pakistan and found out that parents agreed that basic education was important for both boys and girls but they insisted that boy's education must be a priority as they have to shoulder the economic responsibilities of the family. Parents consider investment on girls' education meaningless and loss for their parents and families. Parents believe that their sons will become the main source of income of their future families that is why they provide them every possible facility enabling to fulfill these responsibilities. That is why

they educate their sons as far as possible. Conversely, it is expected that the husbands of the girls will provide them and therefore education is not essential for them.

CHAPTER SIX CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

In this chapter, conclusions, and recommendations basing on research findings are presented and areas for further research suggested.

6.1 Conclusion

Basing on the findings of the study, the following conclusions were made.

1. It can be concluded according to the study findings that the study established that parents greatly contribute to girl child education in Usuk County in Katakwi district. This is through involving girls in home chores and other forms of child labour which affects their education, domestic violence which discourages girl child from studying, some parents believing that girls have less benefit compared to boys, parents providing less or no basic needs that would enable a girl to remain in school, parents having traditional beliefs that girls are for family wealth creation through marrying them off and failure by most parents to pay fees for girl children.
2. It can also be concluded that parents' education level highly affects girl child education in Usuk County in Katakwi district. Less educated parents have no interest in educating their girl children, they cannot help them with homework, they cannot pay school fees in time and make follow up on performance of their girl children and cannot carry out guidance and counselling to their girl children.
3. It can further be concluded that parents' income level influences girl child education in Usuk County in Katakwi district. It was concluded that due to low-income levels, not all parents pay school fees in time, not all parents pay full fees at once every term, not all parents provide the necessary basic needs for their girl children, not all parents provide extra care for the girl child and that most parents do not have formal employment where they are paid to be able to cater for the education of their girl children.

6.2 Recommendations

1. Parents should prioritize girl child education since they are equally valuable just like boys. This should be done by the government strengthening the affirmative action and NGOs should step in and give more assistance to girl children like through scholarships, providing sanitary facilities and sensitizing parents about the importance of girl child education.
2. There is need for awareness campaigns to parents who have low levels of education about the importance of supporting their girl children's education such that they can pick interest in educating them.
3. The government should offer bursaries to the needy girl children whose parents cannot afford paying for their school fees and ensure that universal secondary education is fully implemented in all schools such that no schools levy any fees on students.

6.3 Suggested Areas for Further Study

1. Factors that affect boys' education in Katakwi district.
2. Effect of school internal factors affecting girls' education in Uganda using case study of Soroti district.
3. This study was conducted in selected secondary schools in Usuk county Katakwi district. Similar studies could be conducted elsewhere in the country for comparison purposes.

REFERENCES

- Adam, S., Adom, D., & Bediako, A. B. (2016). The Major Factors That Influence Basic School Dropout in Rural Ghana: The Case of Asunafo South District in the Brong Ahafo Region of Ghana. *Journal of Education and Practice*, 7(28), 1-8.
- Adeyemi, S., Moradeyo, A. and Semiu, B., (2014). *Personal Factors as predictors of learner dropout in colleges of education in South West Nigeria*. Lagos: School of education, department of Psychology.
- Al-Hroub, A. (2014). Perspectives of school dropouts' dilemma in Palestinian refugee camps in Lebanon: An ethnographic study. *International Journal of Educational Development*, 35,53-66.
- Aljohani, O. (2016). *A Comprehensive Review of the Major Studies and Theoretical Models of Student Retention In Higher Education*. Higher Education Studies, 6(2), 1-18.
- All Africa, (2014). *Uganda, Rethinking Our Education Curriculum*. Kampala: All Africa Uganda.
- Allison R. B. (2019). *Adolescent Pregnancy: Family and Social Characteristics and Risk Factors in Etinan, Sub-Urban Area of South-South Nigeria*.
- Amato, P. R., Patterson, S., & Beattie, B. (2015). *Single-Parent Households and Children's Educational Achievement: A State-Level Analysis*. Social Science Research, 53, 191- 202.
- Attanasio, O, Blundell, R., Conti, G., and Mason, G. (2020) Inequality in socio-emotional skills: A cross-cohort comparison. *Journal of Public Economics*, forthcoming.
- Awour, E. J. (2017). *Factors affecting access and participation of girls in primary education: A case of Ambira zone in Ugenya district*. Unpublished M.A Thesis, University of Nairobi.

- Barrett, A.M., & Sorensen, T.B. (2017). *Indicators For All? Monitoring Quality and Equity For A Broad And Bold Post-2015 Global Education Agenda*. Cambodia: Open Society Foundations.
- Basic Education Statistics in Tanzania (BEST). (2016). National Data 2016. Dar- es- Salaam.
- Blazer, C., & Gonzalez. H. V. (2018). *Student Dropout: Risk Factors, Impact of Prevention Programs, and Effective Strategies*. Research Brief. Volume 1708. Research Services, Miami- Dade County Public Schools.
- Bognschnider k (2017), Parents' involvement in adolescent schooling. A proximal trans contextual validity. *Journal of marriage and family*. 59, 718-733
- Burgess, S. (2020) *How we should deal with the lockdown learning loss in England's schools*.
- Cappelen , Alexander, RanveigFalch and Tongden (2015), “ *Do we hold men more responsible than women?*” Memeu Norwegian School of economics. Expert Jason Patel 2020,
- Considine, G. & Zappala, G. (2002). *Influence of Social and Economic Disadvantage in the Academic Performance of School Students in Australia*, Page 38, 129 - 148.
- Darling-Hammond, L., (2017). *Doing what matters most: Investing in quality teaching*. Kurtztown, Pennsylvania: National Commission on Teaching and America's Future. London.
- Edwin Nuwagaba (2018). Cuases of school dropout in schools in Uganda
- Gateway Research Centre (GRC, 2019 P16) Source: www. Research gate > publication Oct, 2020. Factors leading to school dropout in India.
- Ginsburg, M., Ansari, N., Goyee, O. N., Hatch, R., Morris, E., & Tuowal, D. (2018). Where Have All the (Qualified) Teachers Gone? Implications for Measuring Sustainable Development Goal Target 4. C from a Study of Teacher Supply,

Demand and Deployment in Liberia. *African Educational Research Journal*, 6(2), 30-47.

Gouda, S., & Sekher, T. V. (2014). Factors leading to school dropouts in India: An analysis of national family health survey-3 data. *IOSR Journal of Research & Method in Education*, 4(6), 75-83.

Gupta, V., Rajesh, A., Pai-Samant, S., & Gupta, P. (2019). *Fathers and Child Education in Tribal Odisha: Reflections of Commitment Amidst Constraints Fathering in India* (pp. 253- 265): Springer.

Holmes, J (2015). *Measuring the determinants of school completion in Pakistan: Analysis of censoring and selection*. Bias Economics of education.

Hussain, A. Salfi, N.A. and Khan, M.T. (2015). Causes of students dropout at Primary level in Pakistan. An empirical study. *International Journal of Humanities and Social Science* 1(12), 143-151.

Kalinga, T. S. (2013). *Causes of the Dropout in Secondary School in Tanzania: The Case Study of Mbeya, Dar es Salaam and Kilimanjaro Regions* (Doctoral dissertation, The Open University of Tanzania). <http://repository.out.ac.tz/id/eprint/794>

Kasente D. (2016). *Gender and education in Uganda. A case study for monitoring report*. Makerere University.

Kateja, D. (2018). “Reasons behind children’s dropout of primary school with un equal social economic preconditions”. A comparative case study of three primary school in Tanzania

Kayongo, E., Kawooya, I., & Mijumbi-Deve, R. (2019). *The Causes Of School Drop Out At The Transition Between Primary To Secondary School And Possible Control Measures*. A Rapid Response Brief. June.

Khan, G. A., Azhar, M., & Shah, S.A. (2011). *Causes of Primary School Dropout among Rural Girls in Pakistan*. Islamabad. The Sustainable Development Policy Institute

Khan, K. (2019). A Review on the Parents’ Attitude towards Female Education.

Paripex-Indian. *Journal of Research*, 8(7).

Kiarie, J. G. (2015). *School based factors influencing participation of boy*c^^ education in public secondary schools in Mirangine division*. Unpublished M.ED Thesis. University of Nairobi.

Kim, H., & Lee, M. (2016). *Factors associated with health services utilization between the years 2010 and 2012 in Korea: using Andersen's Behavioral model*. *Osong Public Health and Research Perspectives*, 7(1): 18-25. <https://doi.org/10.1016/j.phrp.2015.11.007>

Klaharn, R. (2017). The need assessment for improving competence of Thai teachers in the measurement and evaluation of analytical thinking. *PUPIL: International journal of teaching, education and learning*, 1(2), 1-16.

Korokora, E., (2014). *The history of gender inequality in access to formal education in Uganda: The case of Mbarara District 1901-2000*. Makerere University Institutional repository, pp. 212-231

Kothari, C.R. (2014). *Research Methodology: Methods and Techniques*. New Delhi: Wiley.

Laadem, M. (2017). E-learning integration in higher education: Focus on Moroccan departments of English. *PUPIL: International journal of teaching, education and learning*, 1 (2), 115- 113.

Limangura, H.N.C. (2018). *The impact of socio cultural factors on dropout among secondary school girls in West Pokot district*. Unpublished Thesis. University of Nairobi.

Malé, C. & Quentin, W. (2018). *Basic Profile of Child Marriage in Uganda*. *Health, Nutrition and Population Global Practice: World Bank Paper*, 7-9.

Mann, D. (2015). *Effective schools as a Dropout prevention strategy*. New York: Teachers College press.

Marco, D., (2019). *Students attend class at a public school in Taliko, a neighbourhood of Bamako*. Right to Education Initiative: New York

- Ministry of Education and Sports (2019). *School Registry*. Schools in Rubaga Division. Kampala.
- Mnguni, I T (2015). *“Investigating the Causes of Learner Dropout at Secondary Schools in Johannesburg South, Gauteng.”* Unpublished Master of Education thesis submitted to the University of South Africa.
- Muandu, J., Parsitau, D., & Wambugu, P. (2015). Influence of Parents Economic Status on Girls’ Academic Performance in Mixed Day Secondary Schools. *American Journal of Educational Research*, 3(11), 1359-1363.
- Muganda, P., & Omondi, D. (2010). *Factors influencing Girls’ Dropout in Rural Kenya*. Pangaea Publication: Nairobi Kenya.
- Mugenda, O.M. and Mugenda, A.G. (2003). *Research Methods. Qualitative and Quantitative Approaches*. Nairobi: Acts press
- Muguni, (2015) Source: www. Research gate > publication Oct, 2020.
- Muhindo, J., 2(017). *Uganda: Why state should not amend Article 26 of the Constitution*. Kampala: <https://www.pambazuka.org>.
- Nakazi, F. (2022). *How can Uganda enhance secondary education enrolment for girl chil?* EPRC: Economic Research Centre, Kampala.
- NPA. (2015). *Pre-primary and primary education in Uganda: Access, Cost, Quality and Relevance*. Kampala: National Planning Authority.
- Nuwagaba, E., (2018). *Causes of pupil drop out in primary schools in Uganda*. London: s.n.
- Oakes, J., Lipton, M., Anderson, L., Stillman, J. (2016). *Teaching to change the world*. New York: Routledge
- Olubadewo, A. & Ogwu, B, A. (2015). *Influence of parent’s socio-economic status on students’ Academic performance. Implication for the planning of universal basic education program*. Ilesa: Jola Publishing Co. Ltd.

- Onoyase, A. (2018). Attitude of Parents toward Female-Child Secondary Education in Sokoto State, Nigeria: Implications for Counselling. *Journal of Educational and Social Research*, 8(2), 21-27.
- Onzima, R. (2019). *Parents Socio-Economic Status and Pupils Educational Attainment: Case study of St. Jude Primary School in Malaba Town Council-Uganda*. Retrieved September, 22, 2024.
- Ouma, D. H., Ting, Z., & Pesha, J. C. (2017). Analysis of the Socio-economic Factors that Contribute to Children School Dropout in Artisanal Small-Scale Gold Mining Communities of Tanzania. *Journal of Education and Practice*, 8(14), 1-8.
- Pace, M. (2017). Adapting Literature to the Language Classroom. *PUPIL: International Journal of Teaching, Education and Learning*, 1(1), 01-13.
- Pobjoy, J. M. (2017). *The child in international refugee law*. Cambridge: Cambridge University Press <https://doi.org/10.1017/9781316798430>
- Rahimi, A. (2019). Investigating the Contributing Factors Affecting High School Students' Selfconfidence and the Solutions for Enhancement: A Case Study of Arabu Qala High School, Kandahar, Afghanistan. *American International Journal of Social Science Research*, 4(1), 35-45
- Rauscher, L., & Cooky, C. (2016). *Ready for anything the world gives her?: A critical look at sports-based positive youth development for girls*. *Sex Roles*, 74(7-8), 288-298.
- Sateesh, G. M., (2017). *Factors Leading to School Dropouts in India: An Analysis of National Family Health Survey-3 Dat*. Ottawa: IOSR Journal of Research and Method in Education (IOSR-JRME).
- Sayed, Y., & Ahmed, R. (2018). Education Quality, And Teaching and Learning In the Post2015 Education Agenda. *International Journal Of Educational Development*, 40, 330- 338.

- Sentamu, N. P. (2003). School Influence of Learning: A Case of Upper Secondary schools in Kampala and Wakiso Districts. *Uganda Education Journal*, 4.
- Soares, T. M., Fernandes, N. D., Nobrega, M. C., & Nicoletta, A. C. (2015). *Factors associated with dropout rates in public secondary education in Minas Gerais*. *EducPesquisa*, 41(3). Retrieved from <https://doi.org/10.1590/S15179702201507138589>.
- Son, C. (2012). *How did sex tourism become an important economic source in the Coastal region of Kenya*. Wageningen: Wageningen University?
- Tanja, N., Euden, C., & Jelena, P. (2017). The role and significance of game in early development of preschool children. *PUPIL: International Journal of Teaching, Education and Learning*, 1(1), 51-66.
- Tavani, C. M., & Losh, S. C. (2003). Motivation, self-confidence, and expectations as predictors of the academic performances among our high school students. *Child Study Journal*, 33, 141-151.
- Teachman, J D. & Paasch, K. (1998). The family and educational aspirations. *Journal of Marriage & Family*, 60, 704-714.
- Tight, M. (2020). Student Retention and Engagement in Higher Education. *Journal of Further and Higher Education*, 44(5), 689-704.
- Toren, N. K. (2013). *Multiple dimensions of Parents' involvement and its links to young adolescent self-evaluation and academic achievement*. *Psychology in the Schools*, 50(6), 634-649.
- Ubogu, R. E (2015). *The causes of Absenteeism and Dropout among Secondary School students in Delta Central senatorial District*. Unpublished PLD. Thesis. Deltar state University, Abraka
- UNESCO (2015). *Education for All*. Global Monitoring Reports: Paris.
- UNESCO (2016). *Children out of Schools*. Measuring Exclusion from Primary Education. UNESCO Institute for Statistics.

UNESCO. (2015). *School Dropout: Patterns, Causes, Changes and policies*. Dakar, Senegal: UNESCO Publishing.

United Nations. (2013). *Youth and Education*. Retrieved from <http://www.un.org/esa/socdev/documents/youth/fact-sheets/youtheducation.pdf>.2013.

Uwezo. (2016). *Are Our Children Learning?* Uwezo Uganda 6th Learning Assessment Report. Kampala: Twaweza East Africa.

VOX Cepr Policy Portal <https://voxeu.org/article/how-we-should-deal-lockdown-learning-loss-england-s-schools>

Yakubu I. &Waliu J. S (2016). Family communication about sex: A qualitative analysis of gay and lesbian parents' parent-child sex communication

APPENDICES

APPENDIX 1: KREJCIE AND MORGANS (1970) TABLE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX II: FOCUS GROUP DISCUSSION GUIDE FOR GIRL CHILD

Instructions: The information given in this questionnaire will be treated as very confidential, please give your opinion as honestly and accurately as possible. No answer will be considered wrong because that will be your honest opinion. The information given will be kept secret and will only be used for research purposes.

Background information

- 1. Class.....
- 2. Gender..... 3. Parent’s Age
- 4. Occupation.....
- 5. Average score last term.....
- 6. Who pays your school fees (levies)?

Parent

Guardian others

specify

7. What is the level of education of the parent/guardian? Tick against the level attained.

	Primary level	Secondary level	College	University
Father	Father			
Mother	Mother			
Guardian	Guardian			

8. What are the sources of income of your parents/Guardians? a)

- b)
- c)
- d)

9. Give reasons for being absent from school

- (a) School fees
- (b) Was looking after younger siblings.
- (c) Helping mother/guardian at home
- (d) Parent was unwell
- (e) Lack of uniform (f) Others. Specify.

10. What type of house does your family live in. Please tick one

- (a) Permanent house (stone)

(b) Grass thatched house with mud wall?

(c) Timber house

11. How do your parents/guardian support you in your studies (more than one answer)

(a) They buy uniform

(b) They help me in my work.

(c) They buy books and other items.

(d) They pay extra tuition.

12. State the farming activities that you engage in at home? a.

b.

c.

d.

e.

13. Do you engage in any of the following at home?

Digging

House keeping

Lumbering

Shop keeping

14. Does your parent help you in your homework?

15. Do you spend time at home helping your parents in their economic activities?

APPENDIX III: INTERVIEW SCHEDULE FOR HEAD TEACHERS

Instructions: The information given in this questionnaire will be treated as very confidential, please give your opinion as honestly and accurately as possible. No answer will be considered wrong because that will be your honest opinion. The information given will be kept secret and will only be used for research purposes.

Background information

1. Gender.....

2. Age.....
3. Number of years you have served as a head teacher in the school.....
4. Number of children in the school by gender.....
5. How can you describe the family background of most of your pupils?
6. What gender do parents prefer paying for school fees first
7. What is the trend of enrollment in your school for the last three terms?
8. What is the effect of the socio-economic activities of the families on the enrollment, attendance and retention of children
9. What is the socio- economic activity of the family of the children who mostly dropout?
10. What challenges face students of different socio-economic backgrounds?
11. How does the education of the parent affect learners' retention in your school.
12. Please indicate your school enrolment for the last five years by gender

Year		2017	2018	2019	2020	2021
Enrolment	Boys					
	Girls					
Dropout	Boys					
	Girls					

13. What are the causes of the gender disparities in your school?

- B2 Some parents are involved in domestic violence which discourages girl child from staying at school hence dropout for early marriage
- B3 Some parents belief that girls have less benefit compared to boys
- B4 Some parents provide less or no basic needs that would enable a girl to remain in school
- B5 Some parents have traditional beliefs that girls are for family wealth creation through marrying them off

SECTION C: Level of parents’ education and girls’ education

In a score of 1-5, please choose the most appropriate answer to questions below where;

S5-Strongly agree, 4-Agree, 3-Strogly Disagree, 2-Disagree and 1-Uncertain

Level of parents’ educations and girls’ education	5	4	3	2	1
C1 less educated parents have no interest in educating their children					
C2 Less educated parents can’t help their children with homework hence failing most girls from continuing with education					
C3 Most educated parents ensure that they pay school fees in time and make follow up on performance of their children irrespective of either girl or boy.					
C4 Most educated parents organize and support private lessons for their female children					

- C5 Educated parents carry out guidance and counselling services to their female children
- C6 Educated parents support the education of their female children more than the less educated ones.

Section D: Parents’ income level and girl child education

Parents’ income level and girl child education	5	4	3	2	1
D1 All our parents pay school fees in time					
D2 All our parents have formal employment and are paid monthly					
D3 All our parents pay full fees at once every term					
D4 All our parents have enough money to cater for their children’s welfare					
D5 All our parents provide lunch to their children while at school					
D6 All our parents provide the necessary basic needs for their children					
D7 Parents who have boys and girls first pay for boys before girls					
D8 All our parents provide extra care for the girl child while at school					
D9 Girls are fewer than boys in secondary schools due to the fact that their parents cannot afford to pay school fees and other requirements.					

Section E: Girl Child Education

S/N	Question items	5	4	3	2	1
E1	Girls' enrolment in your school is lower than boys' enrolment.					
E2	Girls have lower entry rate to secondary level than boys.					
E3	In your school, more girls' dropout than boys.					
E4	Boys repeat classes more than girls.					
E5	In your school the girl's retention rate is much lower than for boys.					
E6	In your school, girls and boys perform equally well.					
E7	Few girls join A 'level than boys.					
E8	In your school both boys and girls enter tertiary institutions or universities at the same rate.					
Total mean						