

**SOCIO-ECONOMIC STATUS AND GIRL CHILD EDUCATION ATTAINMENT IN  
SELECTED SECONDARY SCHOOLS IN RUHINDA-NORTH COUNTY,  
MITOOMA DISTRICT**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL  
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**UGANDA CHRISTIAN  
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**DECLARATION**

I **MATSIKO MAKUNDU NAZARIOUS**, hereby declare that the work contained in this dissertation titled “**Socio-Economic Status and Girl Child Education Attainment in Selected Secondary Schools in Ruhinda-North County, Mitooma District**” is my original work and has never been submitted to any academic institution for academic award.

Signature 

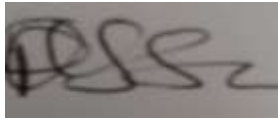
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## **APPROVAL**

The research work culminating into this report titled, “**Socio-Economic Status and Girl Child Education Attainment in Selected Secondary Schools in Ruhinda-North County, Mitooma District**” has been conducted under my guidance and supervision and is consistent with the research guidelines of Uganda Christian University.

Signature



Date: 6/10/2025

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**Supervisor**

## **DEDICATION**

This work is dedicated to my dear wife, Keneema Alice, whose steadfast love, encouragement, and sacrifice have been my constant source of strength. To my parents, Makundu Raphael and Frugyensia Nyendwoha, whose guidance and support have shaped my life and my pursuit of education, this achievement is a testament to your sacrifices and belief in me. Finally, I dedicate this study to all the girls in Ruhinda North County and beyond who continue to strive for education despite the many challenges they face. May this work contribute, in some way, to breaking down the barriers that hinder their dreams and empower them to reach their fullest potential.

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## ACRONYMS

ANOVA	Analysis of Variance
EIC	Equity in the Classroom
COPE	Complementary Opportunity for Primary Education
FRESH	Focusing Resources for Effective School Health
GEM	Girls' Education Movement
MGLSD	Ministry of Gender, Labour and Social Development
MoES	Ministry of Education and Sports
NAPW	National Action Plan on Women
NGP	National Gender Policy
NGOs	Non-Governmental Organizations
NSGE	National Strategy for Girls Education
SDGs	Sustainable Development Goals
SPSS	Statistical Package for the Social Sciences
PGE	Promotion of Girls Education
UNDP	United Nations Development Programme
UPE	Universal Primary Education
USE	Universal Secondary Education

## **ABSTRACT**

This study examines the factors influencing girl-child education in selected secondary schools in Ruhinda North County, Mitooma District, with a particular focus on socio-economic, cultural, and institutional barriers that impact their educational attainment, retention, and completion rates. The research questions that guided the study were: What is the influence of household income on girls' educational attainment in Ruhinda North County? What is the effect of family dynamics on girls' education attainment in Ruhinda North County?, and What is the impact of access to resources on girls' education attainment in Ruhinda North County?. Employing a quantitative approach, the study analyzed data on dropout rates, school enrollment, and completion figures from 2017 to 2022. The data analysis for this study was conducted using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics were employed to summarize and present the key characteristics of the study population. To further address the research questions, inferential statistical techniques were applied. The findings reveal that financial constraints, household responsibilities, and sociocultural norms, such as early marriages and gender biasness are significant barriers to girls' education in the region. Additionally, long distances to school, lack of infrastructure, and poor health and nutrition have also exacerbated these challenges. The analysis also highlights the importance of parental support, community involvement, and teacher encouragement in enhancing girls' educational outcomes, although these factors are insufficient to overcome the broader systemic barriers. The study concludes with recommendations to improve educational outcomes for girls, including the provision of financial support, the creation of safe and gender-sensitive learning environments, and the improvement of school infrastructure and transport systems. These interventions are aimed at addressing the socio-economic and cultural barriers to girls' education, fostering a more equitable educational landscape in Ruhinda North, Mitooma District.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

This chapter provides an overview of the study, starting with the background information that sets the context for the research. It outlines the statement of the problem, explaining the issues the study aims to address. The purpose and objectives of the study are discussed, highlighting the goals the research seeks to achieve. The chapter also presents the research questions and hypotheses that guide the investigation. Additionally, it covers the scope of the study, defining its boundaries. Finally, the significance and justification of the study are explained, along with the operational definitions of key terms used throughout the research.

### **1.2 Background of the Study**

#### **1.2.1 Historical Background**

Girl- child education is a fundamental human right and a critical component of sustainable development. It encompasses the right of girls to access quality education to be at par with their male counterparts, and free from discrimination and barriers (Adelakun, 2018). From a global perspective, the importance of girl- child education has been recognized as a key drive of social progress, economic growth, and gender equality. Ensuring girls' access to education not only benefits individuals but also has far-reaching implications for communities and nations at large (Dhiman, 2023, Yotebieng, 2021, Adelakun, 2018).

The World Bank (2023) states that the main issues facing female education are academic achievement, school attendance, access to education, and after-school activities. These issues were all connected and impacted by both within and outside the classroom variables. There is proof of a noteworthy return on investment for female education in the form of lower fertility, lower infant and maternal mortality, improved family welfare and health,

higher child productivity, and increased economic output for women who work in agriculture (Amwonya, 2022).

On a global scale, significant strides have been made in promoting girl child education, with initiatives such as the United Nations' Sustainable Development Goals (SDGs) placing emphasis on achieving gender equality in education by 2030. Efforts to increase girls' enrollment, improve retention rates, and enhance the quality of education have been supported by international organizations, governments, NGOs, and grassroots movements. Despite progress, challenges still persist, particularly in regions where cultural norms, poverty, conflicts, and lack of infrastructure hinder girls' access to education (Leal Filho, 2022, UN Women, 2022).

In Sub-Saharan Africa, girl-child education remains a pressing issue due to a myriad of socioeconomic, cultural, and structural barriers. While, there have been improvements in enrollment rates, disparities still exist, with girls disproportionately affected by factors such as poverty, early marriages, teenage pregnancy, and inadequate school facilities. Addressing these challenges requires holistic approaches that consider the intersectionality of gender, socioeconomic status, and cultural context (IIASA, 2016).

In East Africa, efforts to promote girl-child education have been met with varying degrees of success across countries (Hailu et al. 2023). While strides have been made in countries like Rwanda and Tanzania, where policies and interventions have led to increased enrollment and retention rates for girls, challenges persist in countries like Somalia and South Sudan, where conflict and instability exacerbate barriers to education. Access to quality education for girls in East Africa is further complicated by issues such as child labor, lack of sanitation facilities, and limited resources for rural schools (Hailu et al. 2023, Perez Nieto, 2017, Huggins, 2017, Randell, 2017).

In Uganda, girl-child education is a priority area for development, as reflected in national policies and initiatives aimed at increasing girls' access to education (Atekyereza, 2021). Despite progress in improving enrollment rates, disparities persist, particularly in rural areas where poverty, early marriages, and cultural norms limit girls' educational opportunities. Efforts to address these challenges include initiatives to eliminate school fees, provide scholarships, and promote community involvement in education (MoES, 2015, Stites, 2022, Atekyereza, 2021).

In rural areas across Uganda, girl-child education faces unique challenges related to infrastructure, poverty, and cultural norms. Limited access to schools, long distances to travel and lack of basic amenities such as electricity and clean water pose significant barriers to girls' education (Atekyereza, 2021). Moreover, entrenched gender roles and traditional beliefs often prioritize boys' education over girls, hence perpetuating inequalities. Addressing these challenges requires targeted interventions that address the specific needs and contexts of rural communities, including investment in school infrastructure, teacher training, and community engagement (Among, 2017).

### **1.2.3 Theoretical Background**

Our research centers on the Social Exclusion Theory, originally formulated by sociologist René Lenoir, provides a robust framework for understanding the systematic marginalization and exclusion experienced by certain groups within society. At its core, this theory posits that social exclusion is not solely the result of individual circumstances but is deeply entrenched in structural factors such as discrimination, unequal distribution of resources, and power imbalances. In the context of education in Uganda, this theory sheds light on the pervasive inequalities faced by marginalized groups, including girls, ethnic minorities, persons with disabilities, and those living in rural areas (Allman, 2013).

The exclusionary mechanisms identified by Social Exclusion Theory manifest in various forms, ranging from limited access to education and healthcare to disparities in employment

opportunities and political participation. For girls in Uganda, social exclusion often begins early in life, with barriers to education hindering their ability to fully participate in social, economic, and political life. Factors such as early marriages, early pregnancies, lack of access to resources, and cultural norms that prioritize boys' education contribute to girls' marginalization within the education system (Labonté, 2011).

Moreover, Gender and Development Theory complements the insights provided by Social Exclusion Theory by emphasizing the importance of addressing gender inequalities as a fundamental aspect of development efforts. This theory recognizes that gender disparities are not inherent but are socially constructed and perpetuated through unequal power relations. In Uganda, deeply entrenched cultural norms, patriarchal structures, and discriminatory practices perpetuate gender inequalities, limiting girls' opportunities for education and social inclusion (Allman, 2013).

The intersectionality framework further enriches our understanding of gender disparities by highlighting the interconnected nature of social identities and systems of oppression. In Uganda, gender inequalities intersect with other axes of identity, such as ethnicity, class, and disability, compounding the challenges faced by marginalized individuals. For example, girls from marginalized ethnic groups or with disabilities may face additional barriers to education and social inclusion, further exacerbating their vulnerability (Bondarenko, 2024).

By integrating constructs from Social Exclusion Theory, Gender and Development Theory, and intersectionality, this study aims to provide a comprehensive understanding of the complex dynamics shaping gender disparities in education and social inclusion in Uganda. By examining the intersecting factors that contribute to exclusion and marginalization, we can identify targeted interventions and policy recommendations that address the root causes of inequality and promote more inclusive and equitable development outcomes for all individuals, regardless of gender or other social identities (Mburu, 2014).

The combination of poverty and gender intensifies the difficulties girls face in accessing education in Uganda. Poverty affects women and girls more severely, restricting their access to educational resources and opportunities. Consequently, girls from low-income families are often the most disadvantaged in the education system, encountering obstacles like limited access to transportation, poor school facilities, and the pressure to help support the household financially (USAID, 2017).

Cultural norms and traditional gender roles significantly contribute to the persistence of gender inequalities in education. In numerous Ugandan communities, girls are expected to focus on household duties and caregiving rather than their education, which reinforces traditional gender expectations that favor boys' education. Additionally, early marriages and pregnancies are prevalent in some areas, further restricting girls' access to education and opportunities for social advancement (Atayi, 2018).

Access to quality education is also shaped by geographic location, with girls in rural areas facing distinct challenges compared to their urban counterparts. Rural communities often lack adequate school infrastructure, including classrooms, textbooks, and qualified teachers, making it difficult for girls to access quality education. Additionally, long distances to schools and lack of transportation options further hinder girls' ability to attend school regularly, particularly during menstruation (Adomako Gyas, 2023).

Furthermore, girls with disabilities face compounded barriers to education and social inclusion in Uganda. Disability is often stigmatized in many communities, leading to exclusion and discrimination against individuals with disabilities. Schools may lack accessible infrastructure and accommodations for students with disabilities, making it difficult for them to fully participate in educational activities. Moreover, girls with disabilities may face additional challenges related to stigma, lack of support services, and inaccessible transportation options (UNGEI, 2021).

Community attitudes and perceptions towards girls' education also influence educational outcomes in Uganda. In some communities, girls' education is undervalued compared to boys', leading to lower enrollment and completion rates among girls. Moreover, harmful practices such as gender-based violence and early marriages continue to pose significant threats to girls' education and well-being. Addressing these community-level barriers requires targeted interventions and community engagement to challenge harmful norms and promote gender equality in education (Moyi, 2022).

Parental attitudes and involvement in their children's education play a crucial role in shaping educational outcomes for girls in Uganda. Supportive and engaged parents are more likely to prioritize their daughters' education and provide the necessary resources and encouragement to help them succeed in school. Conversely, parents who prioritize traditional gender roles may discourage their daughters from pursuing education or withdraw them from school at an early age to fulfill household duties (Asiimwe, 2022).

Teacher attitudes and behaviors also influence girls' educational experiences in Uganda. Gender biases among teachers can result in differential treatment of male and female students, perpetuating stereotypes and limiting girls' opportunities for academic achievement. Moreover, inadequate training on gender-sensitive teaching methods and curriculum materials may contribute to the marginalization of girls within the education system. Addressing teacher biases and promoting gender-responsive pedagogy are essential steps towards creating inclusive learning environments that support girls' educational attainment (Akido, 2018).

Government policies and initiatives play a critical role in promoting gender equality and girls' education in Uganda. The government has implemented various programs aimed at increasing girls' enrollment, retention, and completion rates in schools. For example, the Girls' Education Movement (GEM) initiative aims to mobilize communities and stakeholders to support girls' education and address barriers to their learning. Additionally,

policies such as free primary education and affirmative action measures have contributed to improvements in girls' access to education in recent years (Jones, 2020).

Non-governmental organizations (NGOs) and civil society groups play a crucial role in improving girls' education in Uganda (Nabacwa, 2020). These organizations collaborate with government bodies and local communities to implement programs that tackle the underlying causes of gender inequality in education and support girls' empowerment. Their initiatives often include offering scholarships, mentorship, life skills training, and reproductive health education, helping girls overcome educational barriers and reach their full potential (Nabacwa, 2020).

In conclusion, tackling gender disparities in education and social inclusion requires a comprehensive approach that considers the intersecting factors contributing to the marginalization of girls in Uganda. Through the application of theoretical frameworks like Social Exclusion Theory, Gender and Development Theory, and intersectionality, this study seeks to offer an in-depth understanding of the complex dynamics driving these inequalities. By identifying specific interventions and policy recommendations, we can move toward building more inclusive and equitable educational systems that empower everyone, regardless of gender or other social identities.

### **1.2.3 Conceptual Background**

In developing countries, education is considered a fundamental human right and a crucial driver of socio-economic progress. However, gender disparities in educational achievement continue, especially among girls. These inequalities are present at all levels of education, from primary to tertiary, and are shaped by a range of socio-cultural, economic, and institutional factors (Wang, 2023, Grant, 2020).

Socio-economic status is a significant determinant of educational attainment, with higher income households generally having better access to quality education. In Uganda,

disparities in income and wealth distribution contribute to differential access to education, with girls from poorer households often facing greater challenges in accessing and completing schooling. Economic constraints such as school fees, uniform costs, and transportation expenses can pose significant barriers to girls' education, particularly in rural areas where resources are scarce (Owalam, 2017, Martina, 2023).

Cultural beliefs and practices significantly contribute to gender disparities in education. Strongly ingrained patriarchal norms often place a higher value on boys' education, reinforcing inequalities in access to education. Practices like early marriage, female genital mutilation, and gender-based violence further obstruct girls' educational opportunities and lead to higher dropout rates. Overcoming these cultural obstacles demands a concerted effort to challenge harmful gender norms and promote gender equality in education (UNICEF, 2021, Kok, 2023).

Access to resources, including schools, educational materials, and trained teachers, is essential for girls' education. However, many girls in Uganda face barriers to accessing quality education due to limited availability of schools, particularly in rural areas. Moreover, inadequate infrastructure, such as lack of separate sanitation facilities for girls, can further deter girls from attending school, particularly during menstruation. Improving access to quality education requires investment in school infrastructure, teacher training, and equitable resource allocation (MoES & NSGE, 2019).

Family dynamics and support systems significantly influence girls' education attainment. Supportive family environments that prioritize education and provide encouragement and resources can positively impact girls' educational outcomes. Conversely, unsupportive family dynamics, such as gender-based violence or household responsibilities, may hinder girls' ability to access and complete schooling. Engaging families as key stakeholders in promoting girls' education is crucial for addressing these barriers and fostering a supportive learning environment (Frances, 2023).

Government policies and community programs play a crucial role in promoting girls' education and reducing gender disparities. Initiatives such as free primary education, scholarship programs, and cash transfer schemes have been implemented to improve girls' access to education and encourage retention. Additionally, community-based interventions, including awareness campaigns, parent-teacher associations, and girls' clubs, provide valuable support networks for girls and address socio-cultural barriers to education (Psaki, 2022).

Moreover, other indirect factors such as the political environment and religious beliefs, shape education outcomes by influencing resource allocation, policy implementation, and social norms surrounding girls' education (Adomako, 2023). Political factors, including government policies and governance structures, can impact education outcomes by shaping resource allocation and policy implementation. Similarly, religious beliefs and practices may influence attitudes towards education and gender roles, with religious institutions and leaders playing significant roles in promoting or hindering girls' access to education through their teachings and advocacy efforts (Adomako, 2023).

The intersection of multiple social identities, such as gender, ethnicity, class, and disability, further exacerbates disparities in education attainment (Bondarenko, 2024). Girls from marginalized communities, such as ethnic minorities or those with disabilities, face compounded barriers to education, limiting their opportunities for advancement. Understanding the intersectionality of these identities is crucial for developing targeted interventions that address the specific needs of marginalized girls and promote inclusive education for all (Bondarenko, 2024).

Uganda has made significant commitments to advancing gender equality in education, including ratifying international agreements like the Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination against Women. National policies such as the Gender in Education Policy and the National Strategy for Girls'

Education also aim to reduce gender disparities and empower girls. However, turning these commitments into real outcomes requires ongoing investment, strong political will, and collaboration across multiple sectors (UNDP, 2022).

Despite progress in promoting girls' education, several challenges persist, including inadequate funding, limited infrastructure, and persistent socio-cultural barriers. However, there are also opportunities for innovation and collaboration, such as leveraging technology for distance learning, strengthening community partnerships, and promoting girls' leadership and participation in decision-making processes (Yotebieng, 2021). By addressing these challenges and seizing opportunities, Uganda can make significant strides towards achieving gender equality in education and ensuring that all girls have access to quality education opportunities.

In summary, addressing gender disparities in education requires a multi-faceted approach that addresses socio-economic, cultural, and institutional barriers. By understanding the complex interplay of factors influencing girls' education attainment and leveraging policy interventions, community programs, and stakeholder engagement, Uganda can advance towards achieving gender equality in education and realizing the full potential of all girls.

#### **1.2.4 Contextual Background**

The contextual background highlights a complex interaction of social, economic, and cultural factors that continue to create obstacles for girls' access, participation, and success in education. Throughout the region, girls encounter considerable challenges in accessing quality education, leading to lower enrollment rates, higher dropout rates, and reduced educational attainment compared to boys (Dube, 2015).

One of the key contextual factors driving gender disparities in education is poverty. Sub-Saharan Africa contains some of the world's poorest nations, where families often struggle to cover basic needs, including education-related costs like school fees, uniforms, and

textbooks. In Mitooma District, specifically in Ruhinda County, high poverty levels may worsen disparities in both access to and the quality of education, especially for girls from low-income families (Dube, 2015).

Cultural norms and traditional gender roles also play a significant role in shaping girls' educational opportunities in the region. Deeply entrenched patriarchal attitudes often prioritize boys' education, while girls are expected to assume domestic responsibilities from a young age, limiting their ability to attend school regularly and complete their education (Qui, 2023). In Mitooma District, Ruhinda North County, these cultural norms may influence parental attitudes towards girls' education, contributing to lower enrollment and retention rates for girls.

Inadequate infrastructure and resources further compound the challenges faced by girls in accessing quality education (Dickson-Gomez, 2023). Mitooma District, Ruhinda North County, and other rural areas may lack basic educational facilities such as classrooms, toilets, and clean water, creating unsafe and unsupportive learning environments, particularly for girls. Limited access to quality textbooks, curriculum materials, and trained teachers may also hinder girls' educational attainment in these settings.

Moreover, systemic issues such as gender-based violence and discrimination within educational institutions can impede girls' access to education and contribute to high dropout rates. Harassment, abuse, and early pregnancies resulting from sexual violence in schools often force girls to abandon their education, perpetuating cycles of poverty and gender inequality (Madinah, 2023).

Despite efforts to promote girls' education, including government initiatives and community based programs, balanced education attainment remains a challenge in Mitooma District and similar contexts. The highest performing education systems are those that provide students with opportunities for balanced education attainment, including access to quality learning environments, proper classroom buildings, textbooks, curriculum, and syllabi, as well as

competent, motivated, and disciplined teachers. However, statistical data from the Mitooma District Education Office indicates disappointingly poor and dismal performance among girls in national examination results, with a disproportionately large percentage failing to achieve Division one or two grades.

Tackling gender disparities in education requires comprehensive strategies that address the multiple challenges girls face in accessing quality education. This involves targeted interventions to combat poverty, cultural barriers, inadequate infrastructure, and gender-based violence, alongside efforts to promote gender-responsive teaching practices and policies that support girls' education. By addressing these contextual factors and promoting gender equality in education, Mitooma District, Ruhinda North County, and similar communities can work towards improving educational outcomes and creating more inclusive and equitable learning environments for all students

### **1.3 Problem Statement**

There have been notable global advancements in girl-child education, with 50 million more girls enrolling in school since 2015. This encouraging pattern is a result of initiatives to increase females' access to education (UNESCO, 2021). However, there is still low educational attainment by girls, especially in Sub-Saharan Africa, where girls face major obstacles obtaining education. Girls were disproportionately affected, particularly in areas afflicted by violence, accounting for 118.5 million of the region's 6 to 18-year-old population who did not attend school in 2021 (World Bank, 2021). Girls continue to drop out also have lower completion rates in school, especially in secondary education, despite efforts to attain gender parity in primary school enrollment. There is an urgent need to remove obstacles to girls' education since the economic losses resulting from limited educational opportunities for girls are anticipated to be between US\$15 trillion and \$30 trillion (USAID, 2021). Access to high-quality education is extremely difficult for girls in

sub-Saharan Africa. Girls continue to complete lower and upper secondary education at low rates, notwithstanding improvements in primary school enrolment.

The obstacles that girls confront are compounded by poverty, cultural norms, and 90% of girls are less likely to complete secondary education (World Bank, 2021). The significant financial costs resulting from females' limited access to higher education in this area emphasize how urgent it is to improve rate of attainment in educational opportunities (USAID, 2021). A significant percentage of girls show a declining drive and enthusiasm in going to school, and early pregnancies and domestic responsibilities interfere with their ability to learn (UNICEF, 2021). Many girls, especially in rural regions, find it difficult to receive high-quality education due to financial difficulties. The education attainment of girls is a continual source of challenge, particularly in Mitooma District and other locations. Numerous girls are forced to abandon their academic goals owing to a variety of obstacles (MoES, 2021).

In order to provide the foundation that will enable females to overcome challenges and fulfill their dreams of obtaining education, this study aims at providing light on the current gaps and hurdles by establishing the current levels of attainment, disclose factors influencing the levels of girl child education attainment and also highlight on its strengths and limitations. The study results can also act as a trigger to spark revolutionary social change and sustainable development through promoting girl-child favorable policies and improve the rates of girl child education completion.

## **1.4 Objectives**

### **1.4.1 General Objectives**

To study socio- economic factors influencing girl's educational attainment in selected secondary schools in Ruhinda North County in Mitooma District, Western Uganda.

### **1.4.2 Specific Objectives**

1. To examine the influence of household income on girls' educational attainment in selected secondary schools in Ruhinda North County.
2. To assess the effect of family dynamics and support on girls' educational attainment in selected secondary schools in Ruhinda North County.
3. To investigate how access to resources impacts on girls' education attainment in selected secondary schools in Ruhinda North County.

### **1.5 Research Questions**

1. What is the influence of household income on girls' educational attainment in selected secondary schools in Ruhinda North County?
2. What is the effect of family dynamics on girls' education attainment in selected secondary schools in Ruhinda North County?
3. What is the impact of access to resources on girls' education attainment in selected secondary schools in Ruhinda North County?

### **1.6 Research Hypothesis**

H<sub>0</sub>: The socio- economic factors has a significant positive influence on the girls' educational attainment.

H<sub>1</sub>: The socio- economic factors has no significant positive influence on the girls' educational attainment.

### **1.7 Scope of the Study**

#### **1.7.1 Geographical Scope**

The geographical scope of this study encompasses Mitooma District, located in Western Uganda. Mitooma District is bordered by Bushenyi District to the North, Sheema District to the East, Ntungamo District to the South, and Rukungiri District to the West. The district

headquarters, located in Mitooma North County, are approximately 25 kilometers southwest of Bushenyi, the nearest large town. Mitooma District has been chosen for its representation of both rural and quasi-urban settlements, providing a diverse context for examining the factors influencing girl child education attainment.

### **1.7.2 Content Scope**

Regarding the content scope, this study focuses specifically on how various factors related to teachers, family background, and the school environment impact the quality of girl child secondary education in Mitooma District. By narrowing the focus to these key variables, the study aims to provide a comprehensive understanding of the factors shaping girls' educational experiences and outcomes in the district. This focused approach enables a more in-depth analysis of the factors at play, allowing for targeted interventions and policy recommendations to address challenges and promote positive outcomes for girls' education.

### **1.7.3 Time Scope**

The study covers literature studies within a period of 10 years, from 2015 to 2024. This timeframe coincides with the implementation of government initiatives aimed at expanding access to secondary education, particularly for girls, through programs such as universal secondary education. By examining trends in secondary education among girl child students over this period, the study seeks to assess the impact of these policies and programs on girls' educational outcomes and identify areas for improvement. Additionally, the study utilizes information from 2015 as a baseline to forecast future trends and inform strategic planning for enhancing girls' education beyond the study period.

## **1.8 Significance of the Study**

Existing studies have highlighted the persistent challenges facing girl child education in secondary schools in Uganda, underscoring the urgency of understanding and addressing

these issues. Studies such as those by Yotebieng (2021) and Psaki (2022) have shed light on the socioeconomic factors that hinder girls' educational attainment, emphasizing the need for targeted interventions to promote gender equality in education. However, gaps remain in our understanding of the effectiveness of existing interventions and the current level of education attainment among girls in specific contexts, such as Ruhinda North County in Mitooma District, Western Uganda.

This study holds significant potential to build upon existing research by providing nuanced insights into the challenges and opportunities for improving girl child education attainment in rural-urban areas. By examining the socio-economic factors influencing girls' educational outcomes and assessing the impact of interventions, this study can contribute to a more comprehensive understanding of the root causes of educational disparities and inform evidence-based strategies for addressing them.

Furthermore, the findings of this study can inform policy and advocacy efforts aimed at advancing gender equality in education. By generating locally relevant evidence and recommendations, grounded in the experiences of girls and communities in Ruhinda North County, this study can strengthen this case for policy reforms and resource allocation decisions that prioritize girls' education. This aligns with the broader goals of international frameworks such as the Sustainable Development Goals and the Education 2030 Agenda, as highlighted by the UNDP (2022).

Moreover, this study has the potential to empower girls and communities to advocate for their rights to education. By amplifying the voices of girls and engaging with community members throughout the research process, this study can foster a sense of urgency and mobilize collective action for change. Building on the work of scholars such as Huggins (2007) and IIASA (2016), this study can contribute to broader movements for gender

equality and social justice, ultimately striving towards a more inclusive and equitable society.

Importantly, this study can also serve as a catalyst for further research and inquiry into girl child education in Uganda and beyond. By documenting both successes and challenges of interventions and highlighting areas for further investigation, this study can inspire future research endeavors aimed at deepening our understanding of gender disparities in education and identifying innovative solutions. This iterative process of research and action is essential for driving sustained progress towards gender equality and inclusive education for all.

Additionally, the findings of this study may be valuable to the education community, researchers, and policy makers. Educators can use the insights gained from this study to design more effective interventions and programs aimed at improving girls' educational outcomes. Researchers can build upon the findings to conduct further investigations and contribute to the knowledge base on girl child education in secondary schools. Policy makers can use the evidence generated by this study to make informed decisions and allocate resources towards initiatives that promote gender equality in education. Ultimately, the impact of this study extends beyond academia; it can influence practice and policy formation to create positive change for girls and communities in Uganda and beyond.

### **1.8.1 Justification of the Study**

The education of girl child in Uganda continues to face multifaceted challenges despite concerted efforts to improve its access and quality. Studies indicate persistent barriers such as socio-economic inequalities, cultural practices, and institutional shortcomings that hinder equitable educational opportunities (Ajao, 2020; Kataike, 2021; World Bank, 2022). These challenges manifest in disparities in enrollment rates, retention throughout the educational cycle and ultimately in academic achievement (Kayindu et al. 2020; Kwesiga, 2020;

UWEZO, 2021). Moreover, regional disparities exacerbate these issues, with rural areas experiencing more pronounced difficulties compared to urban centers. Understanding these contextual factors is crucial as they underscore the urgency and relevance of addressing the educational needs of the girl-child, particularly in underserved communities like Ruhinda North County, Mitooma District.

The imperative to investigate the level of the girl child education attainment in Ruhinda North County, Mitooma District stems from the need to fill existing knowledge gaps specific to this locale. While national and regional studies provide valuable insights, localized studies are essential for identifying community-specific barriers and tailoring interventions accordingly (Kayindu et al. 2021; Coxon et al. 2022). By focusing on Ruhinda North County, this study aims at uncovering unique socio-cultural and economic dynamics that influence educational outcomes for girl-child education in this particular setting (Byaruhanga, 2021; Gateleys, 2019). Such insights are critical for designing targeted policies and interventions that can effectively address the root causes of educational inequities and enhance educational attainment among girls.

Furthermore, the study seeks to explore not only the current level of education attainment but also the underlying factors that contribute to or inhibit educational progress among girl children in Ruhinda North County. Previous research has highlighted the interplay of household factors, community perceptions, and institutional support in shaping educational trajectories (Asmaa et al. 2022; Kayindu et al. 2022). These factors are pivotal in understanding the complexities of educational access and quality, particularly in rural contexts where resources and infrastructure may be limited (Baba et al. 2021; Goddard, 2023). Identifying these factors shall provide a nuanced understanding of the challenges faced by girl children in accessing and completing their education in Mitooma District.

Within the research community and among scholars, this study contributes valuable empirical data and insights into the specific challenges and opportunities surrounding girl

child education in a rural context like Ruhinda North County. By focusing on localized factors such as socioeconomic conditions, cultural norms, and institutional support, the research fills critical gaps in existing literature, enriching academic discourse on educational equity and accessibility (Ajao, 2020; Coxon et al. 2022). Scholars can utilize the findings to expand theoretical frameworks and methodologies, thereby advancing knowledge in the fields of education planning, gender and development studies (Kayindu et al. 2021).

For the education sector, including government bodies and local authorities like Ruhinda North County, the study offers actionable insights for policy formulation and programmatic interventions. By identifying specific barriers to girl child education and highlighting effective strategies for improvement, this research supports evidence-based decision-making aimed at enhancing educational outcomes (Kataike, 2021; Uganda Bureau of Statistics, 2022). This includes targeted resource allocation, capacity building initiatives, and advocacy efforts to promote gender-sensitive educational policies and practices (BBC News, 2022; UWEZO, 2021).

Moreover, the findings are directly relevant to schools within Mitooma District, providing administrators, teachers, and education stakeholders with localized knowledge to tailor educational interventions. Understanding the socio-cultural dynamics and community-specific challenges will enable schools to implement contextually appropriate measures that support girl child enrollment, retention, and academic success (Gateleys, 2019; Kayindu et al. 2022). This localized approach fosters community engagement and ownership, essential for sustainable educational development at the grassroots level (Rocheleau et al. 1996).

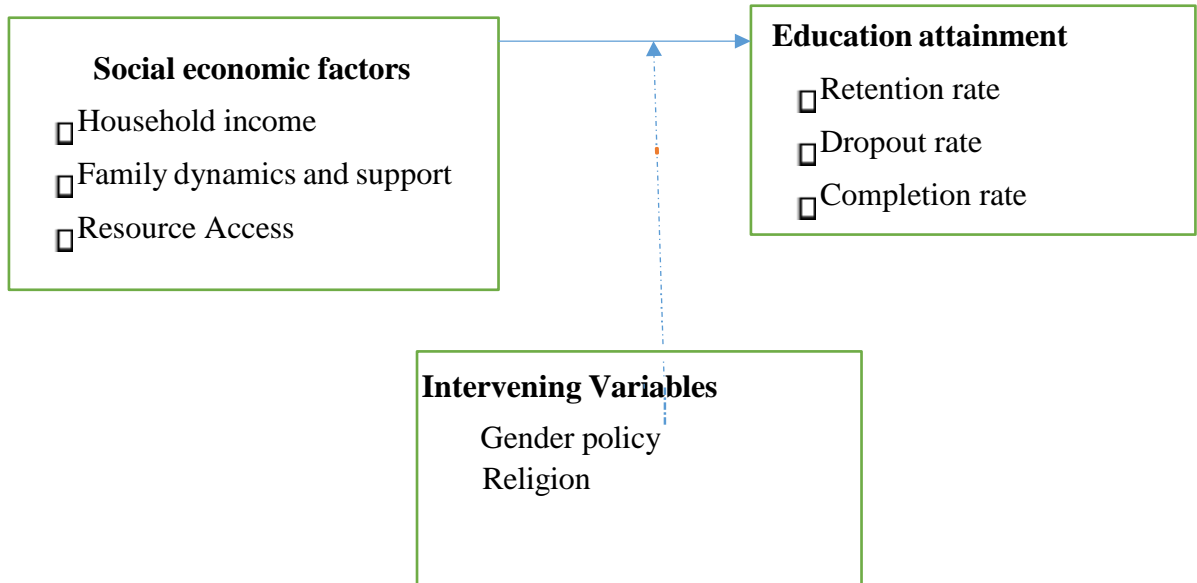
Furthermore, the government of Uganda stands to benefit significantly from this research by gaining insights into effective strategies for promoting gender equity in education. In alignment with national development goals and international commitments such as the Sustainable Development Goals (SDGs), the findings can inform policy frameworks that

prioritize inclusive and equitable quality education for all, with a particular focus on marginalized groups such as girls (Berliner, 2019; Goddard, 2023). This aligns with efforts to build a more resilient and empowered society through education, contributing to broader socio-economic development objectives.

In conclusion, the importance of this research extends beyond academic inquiry to practical implications for policy formulation, practice, and community development. By shedding light on the nuanced challenges and opportunities in girl child education in Ruhinda North County, Mitooma District, the study catalyzes positive change towards achieving educational equity and empowering future generations of young women in Uganda and similar contexts globally.

### **1.9 Conceptual Framework**

The conceptual framework for understanding factors influencing education attainment among girls in Uganda is multifaceted, encompassing various influencers, intervening variables, and education attainment outcomes. Socio-economic status emerges as a significant influencer, with higher economic means facilitating access to quality education through the ability to cover school fees, purchase educational materials, and provide necessary support for girls' schooling. Additionally, cultural norms and practices play a pivotal role, as deeply entrenched patriarchal beliefs may not prioritize girls' education. Moreover, practices like early marriage and domestic chores also directly impede girls' access to and completion of education.



*Figure 1.2: Conceptual Framework (Researcher, 2024)*

Access to resources, including both tangible and intangible assets, constitutes another influential factor. Limited availability of schools, particularly in rural areas, poses significant barriers to girls' education, affecting their ability to attend and complete schooling. Family dynamics and support further shape girls' education attainment outcomes. Supportive family environments that prioritize education and provide encouragement and resources contribute positively to girls' educational outcomes. Conversely, unsupportive family dynamics or household responsibilities may hinder girls' ability to access and complete schooling.

The dependent variables in this framework reflect various aspects of education attainment outcomes among girls. Retention, dropout rate, and attainment level serve as key indicators of girls' educational trajectories, capturing the proportion of girls who successfully complete their education, the rate at which girls discontinue schooling prematurely, and the level of education achieved, respectively.

Intervening variables, such as the political environment, gender policy, and religion, further influence education outcomes by shaping resource allocation, policy implementation, and

social norms surrounding girls' education. Political factors, including government policies and governance structures, can impact education outcomes by influencing resource allocation and policy implementation. Similarly, religious beliefs and practices may influence attitudes towards education and gender roles, with religious institutions and leaders playing significant roles in promoting or hindering girls' access to education through their teachings and advocacy efforts.

Researchers can learn a great deal about the factors influencing girls' education in Uganda and find focused interventions to advance gender equality in education by comprehending the intricate relationships between these influencers, intervening variables, and education attainment

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter offers a thorough analysis of pertinent research on the education of girl's attainment, with an emphasis on variables affecting outcomes, participation, and access in rural-urban places. The literature review is structured around key themes, including social-economic factors, interventions, and the level of education attainment. By synthesizing existing research, this chapter aims to identify gaps in knowledge, highlight areas for further investigation, and provide a theoretical framework for the study. Additionally, it provides a summary of the key gaps in the literature review that this investigation aimed to address.

#### **2.2 Theoretical Review**

Theoretical frameworks provide valuable insights into the complex dynamics shaping girl child education attainment. Social Exclusion Theory, originally formulated by sociologist René Lenoir, offers a robust framework for understanding the systematic marginalization and exclusion experienced by certain groups within society. According to this idea, discrimination, unequal resource distribution, and power disparities are all well-established structural causes of social exclusion. Applied to education in Uganda, Social Exclusion Theory sheds light on the pervasive inequalities faced by marginalized groups, including girls, and highlights the need for targeted interventions to address these disparities (Allman, 2013).

Gender and Development Theory complements Social Exclusion Theory by emphasizing the importance of addressing gender inequalities as a fundamental aspect of development efforts. This theory recognizes that gender disparities are socially constructed and perpetuated through unequal power relations. In Uganda, patriarchal norms and discriminatory practices perpetuate gender inequalities, limiting girls' opportunities for education and social inclusion. By integrating insights from Gender and Development

Theory, this study aims to identify strategies for promoting gender equality in education and addressing the root causes of inequality (Allman, 2013).

The intersectionality framework further enriches our understanding of gender disparities by highlighting the interconnected nature of social identities and systems of oppression. In Uganda, gender inequalities intersect with other axes of identity, such as ethnicity, class, and disability, compounding the challenges faced by marginalized individuals. By examining the intersecting factors that contribute to exclusion and marginalization, this study aims to develop targeted interventions that address the specific needs of marginalized girls and promote inclusive education for all (Bondarenko, 2024).

### **2.3 Empirical Review**

The review of related literature focuses on three main areas: the level of girl child education attainment, challenges limiting attainment, and interventions to improve attainment. Existing research suggests that while progress has been made in increasing girls' enrollment in Uganda, significant disparities persist, particularly in rural areas where poverty, cultural norms, and inadequate infrastructure hinder girls' access to education (IIASA, 2016).

Studies have identified a range of challenges limiting girl child education attainment in In line with Uganda's commitment to gender equality, various policies have been implemented to address discrimination against women, particularly in education. Initiatives such as Universal Primary Education and Effective School Health have been established to promote girl child education (Kataike, 2021). Despite commendable enrollment, retention, and performance levels of girls in secondary schools nationwide, challenges persist in rural areas, where early marriages often lead to school dropout and academic underperformance among girls. To address this, concerted efforts from parents, religious leaders, NGOs, and the government are needed to raise awareness about the adverse effects of early marriages and school dropout, ensuring that all girls have the opportunity to complete their education.

Following the introduction of Universal Secondary Education (USE) in 2007, there has been a notable increase in girls' enrollment in secondary schools across Uganda. Prior to this, limited access to secondary education for girls was influenced by various factors, including cultural beliefs and economic constraints. The current upward trend in girl child education underscores the growing recognition of the crucial role educated women play in national development and their invaluable contributions to families (Kataike, 2021; Byaruhanga, 2021).

Recent studies affirm the momentum of girl child education, even in rural areas, where School Management Committees advocate for increased school attendance and discourage punitive measures for minor infractions. While, some girls do drop out of school prematurely, many successfully complete the secondary education cycle, facilitated by the availability of free education in public schools. Parents increasingly understand the importance of ensuring their daughters complete their education (Byaruhanga, 2021).

Teacher dedication and effective school management significantly influence student retention and academic performance. Well-compensated teachers are motivated to provide guidance and support, contributing to a conducive learning environment. However, disparities in secondary school completion rates persist, particularly in rural regions, highlighting the need for targeted interventions to address socio-economic challenges (Kayindu et al. 2021).

By 2017, Uganda's national secondary school net enrollment rate stood at 44 percent, indicating that only a fraction of eligible students were enrolled in secondary school. Despite efforts to improve access to education, disparities in completion rates persist, with rural areas facing greater challenges. Nevertheless, findings from the Uganda Bureau of Statistics reveal no significant difference in academic performance between girls and boys,

attributing this to initiatives like the deployment of Senior Women Teachers in secondary schools nationwide (Byaruhanga, 2021).

Traditional beliefs and cultural practices continue to hinder girls' education, with some girls missing school due to menstruation-related issues or superstitions surrounding menstruation. Efforts to challenge gender stereotypes and empower girls through education are crucial in narrowing the performance gap between genders. Addressing socio-cultural barriers and promoting parental involvement are essential steps in ensuring that all children, regardless of gender or background, have equal opportunities to access and complete their education (Asmaa et al. 2021).

### **2.3.1 Socio-Economic Factors Influencing Girls' Educational Attainment**

Socio-economic factors play a crucial role in shaping the educational outcomes of girls in Ruhinda North. Studies have consistently shown that factors such as family income, parental education level, and household resources significantly impact girls' access to and success in education (Smith, 2018). In Ruhinda North County, girls' access to educational resources like school fees, textbooks, and transportation may depend on the socioeconomic standing of their family. This study included both qualitative and quantitative evaluation, summarization, and development of an employee's job. In contrast to the current study, which used the correlational approach to provide the cause and effect of current status in a more thorough and comprehensive manner, the study used the descriptive method with a sample of 150 respondents.

Poverty is a significant barrier to girls' education attainment in Ruhinda North. Families living below the poverty line may struggle to afford basic necessities, let alone educational expenses. As a result, girls from low-income households are more likely to experience interruptions in their schooling or dropout altogether (Jones, 2019). Addressing poverty and economic inequality is therefore essential to improve girls' educational outcomes in the

region. Cultural beliefs and gender norms significantly influence girls' educational opportunities in Ruhinda North. Traditional gender roles often prioritize boys' education over that of girls, resulting in unequal access to and investment in schooling (Brown, 2020). Additionally, harmful practices such as early marriage and female genital mutilation can further restrict girls' educational progress and reinforce cycles of poverty and inequality (Hassan, 2017). Descriptive survey approach was used in that investigation. Both cross-sectional and inferential statistics were performed on the data using SPSS version 21.

More still, access to quality healthcare and sanitation facilities is another socio-economic factor that affects girls' educational attainment in Ruhinda North. Poor health and hygiene could lead to frequent absences from school due to illness, menstrual hygiene management challenges, or lack of access to clean water and sanitation facilities (UNICEF, 2021). Improving health infrastructure and promoting hygiene education are therefore critical interventions to support girls' education in the region. The study used a descriptive survey design, similar to this study in terms of approach, but differed in sample size. This study utilized a smaller sample size to improve manageability and ensure greater accuracy.

Gender-based violence and discrimination also hinder girls' educational attainment in Ruhinda North. . Girls may face harassment, abuse, or coercion both inside and outside of school, creating hostile learning environments that deter them from attending or staying in school (Human Rights Watch, 2019). Addressing gender-based violence and promoting gender equality are therefore essential components of efforts to improve girls' educational outcomes, thus need for additional study.

Parental attitudes and perceptions towards girls' education significantly influence girls' educational attainment in Ruhinda North. . Parents who prioritize their daughters' education and invest in their schooling are more likely to see positive outcomes in terms of academic achievement and educational attainment (Smith et al. 2020). Conversely, parental apathy or

resistance to girls' education could impede their progress and perpetuate cycles of poverty and inequality.

The availability and accessibility of educational infrastructure and resources also play a role in girls' educational attainment in Ruhinda North. . Schools with inadequate facilities, such as classrooms, libraries, and laboratories, may struggle to provide quality education to girls, limiting their learning opportunities and academic success (World Bank, 2018). Investing in school infrastructure and resources is therefore crucial to support girls' education in the region. Regrettably, all these have hitherto remained an allegation, prompting the current investigator to ascertain the situation at the ground.

Finally, social and cultural norms regarding girls' roles and responsibilities within the household and community could impact their educational attainment in Ruhinda North County. Girls may be expected to prioritize domestic duties over schooling or face pressure to conform to traditional gender roles that limit their aspirations and opportunities (UNESCO, 2019). Challenging these norms and promoting gender equality is essential to create an enabling environment for girls to pursue education and fulfill their potential. So, the research study remains justified. This study based on this notion, henceforth calling for serious investigations.

### **2.3.2 Interventions and Resource access Supporting Girls' Education**

Various interventions have been implemented in Ruhinda North County aimed at supporting girls' education and addressing the socio-economic barriers they face. These interventions range from policy initiatives to community-based programs targeting specific challenges such as poverty, gender-based violence, and cultural norms (Save the Children, 2020). One effective intervention is the provision of scholarships or financial assistance to girls from disadvantaged backgrounds in Ruhinda North County. Scholarships help alleviate the financial burden of schooling for families and enable girls to access educational

opportunities they may not otherwise afford (World Bank, 2021). By removing financial barriers, scholarships contribute to increased enrollment and retention rates among girls in the region. Available literature sources indicate the global statistics, leaving Uganda dilemma not captured. This has created imbalanced in the existing literature gaps especially in the theoretical and empirical aspects.

Community outreach and awareness-raising campaigns are also effective interventions supporting girls' education in Ruhinda North. . These initiatives aim to challenge harmful cultural practices, raise awareness about the importance of girls' education, and promote gender equality within households and communities (Plan International, 2019). By involving community leaders, parents, and other stakeholders, these campaigns helped create a supportive environment for girls' education and empowered girls to pursue their academic goals. The current study was chosen because the 2004 WERS data was examined to test the impact of criticisms on workers' accomplishments using the STATA for Windows package, which produced unsatisfactory results due to its complexity and tediousness in comparison to SPSS, which is straightforward and accurate.

Teacher training and capacity-building programs play a crucial role in improving girls' educational outcomes in Ruhinda North. . Training teachers on gender-sensitive teaching methods, addressing unconscious biases, and promoting girls' participation and leadership in the classroom could help create inclusive learning environments where girls feel valued and supported (UNESCO, 2020). Investing in teacher professional development is therefore essential to ensure quality education for girls in the region. The 2004 WERS data was analyzed to examine the effect of the performance management framework on workers' output using the STATA package for Windows. The Kruskal-Wallis test and ordered logistic regression were used to test the relationship. This study was conducted in a profit-making organization, not in a non-profit institution like a school, creating a gap that this study aims to fill.

School-based interventions such as girl-friendly facilities and hygiene promotion programs contribute to improved educational outcomes for girls in Ruhinda North. Providing separate sanitation facilities for girls, menstrual hygiene management resources, and access to clean water could help address barriers to attendance and retention related to health and hygiene (UNICEF, 2022). Additionally, promoting inclusive and supportive school environments encourages girls to stay in school and pursue their academic aspirations. Multi-sectoral approaches that address the intersecting socio-economic barriers to girls' education are essential in Ruhinda North County. These approaches involve collaboration between education, health, social welfare, and other sectors to address the root causes of inequality and empower girls to access and succeed in education (UNDP, 2021). By pooling efforts and resources, multi-sectoral interventions could lead to more significant improvements in girls' educational outcomes and support sustainable development in the region. The study adopts a similar methodological approach to the previous two studies, utilizing a descriptive survey but with a different analysis method. This study employed SPSS version 26.0, which provides additional features and enhanced accuracy

Monitoring and evaluation systems are essential for gauging the success of programs aimed at enhancing girls' education in Ruhinda North. Consistent collection, analysis, and reporting of data are vital for pinpointing areas of improvement, tracking progress, and guiding informed decisions. These processes ensure that programs are continuously refined and adjusted to better meet the needs of girls, leading to more effective and impactful educational interventions (UN Women, 2021). By tracking key indicators such as enrollment rates, dropout rates, academic performance, and retention rates, stakeholders could ensure that interventions are targeting the most pressing needs and achieving meaningful results for girls in the region.

Finally, partnerships between government agencies, non-governmental organizations, civil society groups, and the private sector are essential for scaling up interventions and

maximizing impact in Ruhinda North. Collaborative efforts enable stakeholders to leverage their resources, expertise, and networks to implement comprehensive and sustainable solutions that address the complex challenges facing girls' education (World Economic Forum, 2020). By fostering partnerships and sharing best practices, stakeholders could amplify their collective efforts and accelerate progress towards gender equality in education. These are some of the issues that this study aimed to look at more thoroughly for related research.

### **2.3.3 Family Dynamics Influencing Girl Child Education Attainment**

Family dynamics play a crucial role in shaping the educational attainment of girl children. Various aspects of family structure, socioeconomic status, parental attitudes, and cultural norms significantly impact a girl's access to, and success in, education. Socioeconomic status (SES) of a family is one the significant determinant of a girl's educational attainment. Families with higher SES often have more resources to invest in their children's education, including school fees, learning materials, and conducive learning environments. Conversely, families with lower SES may struggle to afford these necessities, leading to higher dropout rates among girls (Garzon, 2020; Asmaa Elayed Emara et al. 2022). Poverty often forces families to prioritize immediate economic needs over long-term educational goals, and girls are particularly affected as they may be required to contribute to household income through labor (Asare, 2019). Regrettably, all these have hitherto remained an allegation, prompting the current investigator to ascertain the situation at the ground.

Also, parental attitudes towards education, particularly that of mothers, have a profound impact on girl child education. Parents who value and prioritize education are more likely to encourage and support their daughters' schooling (Kwesiga, 2020; Battle & Lewis, 2022). The educational level of parents, especially mothers, is also crucial; educated mothers are more likely to recognize the benefits of education and advocate for their daughters' right to learn (Baba et al. 2021). In contrast, parents with limited education or those who do not

value education may not provide the necessary support for their daughters to succeed academically (Berliner, 2019). A methodological gap was identified in the work by Baba et al. (2021), which employed a qualitative approach with open-ended items, whereas the current study employed a quantitative approach with both open-ended and closed-ended items in structured questionnaires.

This difference in methodology allows the current study to gather more diverse data while maintaining a focus on measurable outcomes. The structure of the family, including the number of siblings and the presence of both parents, could influence educational outcomes. Larger families may have limited resources to distribute among many children, often leading to prioritization of boys' education over girls' due to prevailing gender norms (Eitle, 2021). Additionally, single-parent households, typically headed by women, may face greater financial constraints, further limiting educational opportunities for girls (Rodda, 2023). The study took qualitative survey design, unlike this study that considered a quantitative research approach.

In addition, cultural norms and gender roles within a family significantly affect girls' education. In many societies, traditional gender roles dictate that girls take on domestic responsibilities, which could interfere with their schooling (Rocheleau et al. 2016). Cultural expectations for early marriage and childbearing also pose significant barriers to girls' education, as they are often forced to leave school to fulfill these roles (Amin, 2005; Kataike, 2021). These norms perpetuate a cycle of limited educational attainment and socio-economic disadvantages for women, and the researcher wonders whether it is also the same case in Ruhinda North County.

Moreover, active family support and involvement in a child's education are crucial for academic success. Families that engage with their children's schooling, such as helping with homework or attending school meetings, create an environment that values and supports education (Peers, 2016; Goddard, 2023). This involvement is particularly important for girls,

who may face additional societal barriers to education. Supportive family environments could counteract negative external influences and promote resilience and academic persistence (Kayindu et al. 2022). These are some of the issues that this study aimed to look at more thoroughly for related research.

Also, domestic responsibilities assigned to girls often detract from their study time and school attendance. Many girls are expected to perform household chores such as cooking, cleaning, and caring for younger siblings, which could significantly interfere with their academic responsibilities (Afe, 2021; UWEZO, 2021). This additional burden could lead to fatigue, lower academic performance, and higher dropout rates (Bregman & Obanya, 2020). Family size and birth order also impact educational attainment. Studies have shown that children from larger families tend to have lower educational outcomes due to the dilution of family resources (Krejcic & Morgan, 1970). Additionally, firstborn children often receive more educational support compared to their younger siblings (Bregman, 2021), creating a gap that needs to be ascertained.

In conclusion, family dynamics are a complex and multifaceted determinant of girl child education attainment. Factors such as socioeconomic status, parental attitudes, family structure, cultural norms, family support, domestic responsibilities, and family size all interplay to influence educational outcomes. Understanding these dynamics is essential for developing targeted interventions that address the specific barriers faced by girls, thereby promoting educational equity and empowerment for all children.

#### **2.3.4 Current Level of Educational Attainment among Girls**

Assessing the current level of educational attainment among girls in Ruhinda north provides valuable insights into the progress and challenges facing girls' education in the region. Educational attainment is typically measured through indicators such as enrollment rates, completion rates, literacy rates, and academic performance (UNESCO, 2018). Enrollment rates among girls in Ruhinda North County serve as an indicator of access to education and

participation in schooling. High enrollment rates suggest that girls have opportunities to attend school and pursue their education, while low enrollment rates may indicate barriers such as poverty, cultural norms, or lack of infrastructure (World Bank, 2019). Analyzing enrollment trends over time could help identify areas for intervention and prioritize resources to improve access and equity in education. However, this study was carried out over two years ago and was centered on tertiary institutions outside of Uganda. These represent shortcomings in carrying out a comparable study in Uganda, which serves as reason for our investigation.

Completion rates, or the proportion of girls who successfully complete their schooling, are another essential indicator of educational attainment in Ruhinda North County. High completion rates indicate that girls are able to stay in school and progress through the education system, while low completion rates may signal challenges such as dropout, repetition, or early marriage (UNICEF, 2020). Understanding completion trends could help identify factors contributing to attrition and inform strategies to improve retention and graduation rates among girls. The study took qualitative survey design, unlike this study that considers a quantitative approach.

Literacy rates among girls in Ruhinda North provide insights into their basic literacy skills and educational achievement. Literacy is a fundamental building block of education and a key determinant of future opportunities and outcomes (UNESCO, 2021). Assessing literacy rates among girls helps identify areas for targeted interventions, such as literacy programs or remedial support, to improve reading and writing skills and enhance overall educational attainment. However, this study took a triangulation; unlike this study, data was analyzed by percentages, mean scores, standard deviation, and tables that used a quantitative approach.

Academic performance, as measured through standardized tests or examinations, is another critical indicator of educational attainment among girls in Ruhinda North County. Assessing girls' performance in core subjects such as mathematics, science, and language arts provides

insights into the quality of education they receive and their preparedness for future academic and professional pursuits (OECD, 2017). Analyzing academic performance data helps identify areas for curriculum improvement, teacher training, and support for struggling students to ensure that all girls have the opportunity to succeed academically, hence justifying the need to carry out this research.

Socio-economic factors such as household income, parental education level, and access to resources also influence girls' educational attainment in Ruhinda North. . Girls from more affluent families or those with higher levels of parental education may have access to additional educational opportunities, resources, and support systems that contribute to their academic success (Smith, 2022). Addressing socio-economic disparities is therefore essential to ensure equitable access to education and promote educational attainment among all girls in the region. Regrettably, all these have hitherto remained an allegation, prompting the current investigator to ascertain the situation at the ground.

Gender disparities in educational attainment persist in Ruhinda North with girls facing unique challenges and barriers to their schooling. Cultural norms, early marriage, gender-based violence, and lack of access to resources are among the factors contributing to gender gaps in education (UNESCO, 2019). Closing the gender gap in educational attainment requires targeted interventions that address the root causes of inequality and empower girls to access and succeed in education. However, this study was conducted outside Uganda and based on primary schools and carried out almost three years ago. These constitute gaps in conducting a similar study in Uganda, thus a justification for this research.

Monitoring and evaluating girls' educational attainment over time is essential for tracking progress towards gender equality in education and informing policy and programmatic interventions in Ruhinda North. Regular data collection, analysis, and reporting help identify trends, disparities, and areas for improvement, enabling stakeholders to tailor interventions to meet the specific needs of girls in the region (UNDP, 2022). By prioritizing

girls' education and investing in targeted interventions, Ruhinda North could ensure that all girls have the opportunity to achieve their full potential and contribute to sustainable development in the region. However, this study took one method research design (quantitative); the use of questionnaires collected data. Unlike this study, data was analyzed by percentages, mean scores, standard deviation, and tables that used a mixed research approach.

### **2.3.5 Challenges Limiting Girl Child Education Attainment**

In alignment with Uganda's dedication to gender equality, numerous policies have been enacted to combat discrimination against women, particularly within the educational sphere. Initiatives such as Universal Primary Education and Effective School Health have been established to promote the education of girl children (Ministry of Education and Sports & National Strategy for Girls' Education, 2019). Despite notable strides in enrollment, retention, and academic performance among girls in secondary schools nationwide, persistent challenges prevail in rural areas. Early marriages often precipitate school dropout and academic underachievement among girls, necessitating collaborative efforts from parents, religious leaders, NGOs, and governmental bodies to raise awareness about the detrimental impacts of early marriages and school dropout, thereby ensuring that all girls have equitable access to complete their education (Nalubega, 2023). The study used a descriptive approach basing on thematic content analysis were applied, unlike this research that focused on a cross-sectional survey design, where regressions was used.

The introduction of Universal Secondary Education (USE) in 2007 heralded a significant upsurge in the enrollment of girls in secondary schools across Uganda. Previously, limited access to secondary education for girls was influenced by multifaceted factors, including cultural norms and economic constraints. The current upward trajectory in girl child education underscores the growing acknowledgment of the pivotal role educated women

play in national development and their indispensable contributions to families (Kataike, 2021; Byaruhanga, 2021).

Recent research validates the momentum of girl child education, even in rural locales, where School Management Committees advocate for heightened school attendance and discourage punitive measures for minor infractions. While some girls do prematurely discontinue their education, many successfully navigate the secondary education cycle, buoyed by the availability of free education in public schools. Increasingly, parents grasp the significance of ensuring their daughters complete their education (Constantia, 2023; Ndagire, 2012). The study used a descriptive survey design, where thematic content analysis was used, unlike this research that focused on a cross-sectional research design basing on correlational analysis.

The commitment and efficacy of teachers, alongside adept school management, wield considerable influence over student retention and academic achievement. Adequately remunerated teachers are incentivized to furnish guidance and support, fostering an environment conducive to learning. Nevertheless, disparities in secondary school completion rates persist, particularly in rural regions, underscoring the imperative of targeted interventions to address socio-economic disparities (Kayindu et al. 2021). The study follows a comparable methodological framework to the two preceding studies, as it also employs a descriptive survey design; however, it diverges in the analytical techniques applied. In this case, the study makes use of SPSS version 26.0, a more advanced software program that offers a broader range of features and enhanced precision, ensuring a higher level of accuracy in the data analysis process.

As of 2017, Uganda's national secondary school net enrollment rate stood at 44 percent, indicative of a substantial portion of eligible students not being enrolled in secondary school. Despite concerted efforts to enhance educational access, discrepancies in completion rates endure, with rural areas confronting amplified challenges. Nonetheless, data from the

Uganda Bureau of Statistics reveals no marked divergence in academic performance between girls and boys, attributed in part to initiatives such as the deployment of Senior Women Teachers across secondary schools nationwide (Byaruhanga, 2021), hence justifying the need to carry out this research.

Persisting traditional beliefs and cultural practices impede girls' education, with some girls missing school due to menstruation-related issues or entrenched superstitions. Efforts to challenge gender norms and empower girls through education are pivotal in bridging the gender performance gap. Addressing socio-cultural barriers and fostering parental engagement are indispensable measures in ensuring equitable access to education for all children, irrespective of gender or socio-economic background (Asmaa et al. 2021). This study was conducted in vocational institutions but not in secondary education institutions such as secondary schools. This gives a gap to be filled by this study.

### **2.3.6 Solutions being employed to improve Girl Child Education Attainment**

The initiative aimed at educating and empowering girl children is designed to contribute significantly to their education by equipping teachers with the requisite knowledge, skills, and values to foster gender-responsive school environments (Asare, 2019). Departing from conventional practices, this program adopts a girl-focused approach tailored specifically to advance girls' education and confront the barriers to their academic success. Under the Teachers' Action for Girls (TAG) project, educators are encouraged to motivate and empower their peers to advocate for the rights of girls (UWEZO, 2021). However, the aforementioned study was conducted outside of Uganda, focusing on settings that were not entirely based in public or private secondary schools and was carried out nearly three years ago. These factors create notable gaps, particularly the lack of a similar study conducted within Uganda, highlighting the necessity for the current research.

Uganda's current educational policy focuses on strengthening the functional capacity of educational institutions while addressing disparities in access to education based on gender, location, and social status (Ajao, 2020). The policy advocates for the redistribution of resources and reforms within the education sector, with a particular emphasis on increasing funding for lower levels of public education through the Universal Primary Education (UPE) program, aiming to promote gender equality (Ministry of Education and Sports, 2021). However, the effects of tertiary education liberalization on females, particularly those from disadvantaged districts, remain unclear, raising concerns about their ability to access higher education (African Development Bank, 2023).

Furthermore, the Ministry of Education and Sports, the government, and the international community have worked together to implement a number of policies and initiatives that are intended to guarantee equal educational opportunities for both boys and girls (African Development Bank, 2023). Policies such as Universal Primary Education (UPE) have significantly increased girls' enrollment and reduced dropout rates, fostering gender parity in primary education (Doris Kakuru, 2003). Affirmative action measures, including bonus points for women entering public universities, have further boosted female enrollment in tertiary institutions (Ministry of Education and Sports, 2023). The National Strategy for Girls Education (NSGE) serves as a comprehensive framework for stakeholders to promote gender equity in education (Afe, 2021). The study used a descriptive survey design, where thematic content analysis was used, unlike this research that focused on a cross-sectional research design basing on correlational analysis.

Additionally, programs like the Promotion of Girls Education (PGE) scheme and Equity in the Classroom (EIC) program target specific challenges faced by girls in education. PGE focuses on improving girls' retention and performance by providing essential infrastructure and support, while EIC aims to ensure equal participation of girls and boys in the classroom through teacher sensitization and training (Rwejuna, 2019). The study used a descriptive

approach basing on thematic content analysis were applied, unlike this research that focused on a cross-sectional survey design, where correlations were used.

Furthermore, initiatives such as the Complementary Opportunity for Primary Education (COPE) program and the Alternative Basic Education for Karamoja (ABEK) program cater to disadvantaged children, including many girls, who cannot attend formal schools (Rwejuna, 2019). The establishment of gender desks within the Ministry of Education and Sports aims to address gender imbalances in education and promote girls' access to quality education through various targeted interventions (Kwesiga, 2020), claiming the reason for this study

The Girls' Education Movement in Africa (GEM), launched in Uganda, focuses on promoting gender parity in education by empowering girls and raising awareness about the benefits of girls' education, particularly among communities (Agaba, 2020). Additionally, programs like the Child Friendly School initiative and Girls and Focusing Resources for Effective School Health (FRESH) prioritize creating conducive learning environments and providing essential facilities to support girls' education (World Bank, 2022). Explicitly show that there was still an information gap which identified scholars/authors have not adequately covered. The study bridged the gap.

#### **2.4 Gaps in the Literature Review**

The literature review primarily relies on studies from the past decade, potentially overlooking recent research that could provide updated insights into the factors influencing girls' educational attainment in Ruhinda North County. Integrating more recent studies could enhance the relevance and comprehensiveness of the review. While the review provides an overview of socio-economic factors, interventions, and educational attainment levels, there's a lack of contextualization specific to Ruhinda North County. The socio-economic dynamics, cultural norms, and educational infrastructure in Ruhinda may differ from other

regions in Uganda, necessitating a more localized analysis to address the unique challenges and opportunities faced by girls in the area.

Moreover, while the review acknowledges the intersectionality of gender with other social identities such as ethnicity and class, there's limited exploration of how these intersecting factors manifest in the context of Ruhinda North County. Understanding the unique challenges faced by marginalized girls with multiple intersecting identities is crucial for designing effective interventions that address their specific needs. Also, various policies and interventions are mentioned, there's limited discussion on their effectiveness, implementation challenges, and implications for policy and practice in Ruhinda North County. A more in-depth analysis of policy gaps, implementation strategies, and the role of stakeholders could provide valuable insights for policymakers and practitioners working to improve girls' education in the region.

In addition, most literature discusses interventions aimed at supporting girls' education but lacks a comprehensive evaluation of their impact in Ruhinda North County. Assessing the effectiveness, scalability, and sustainability of interventions is essential for identifying successful approaches and addressing gaps in implementation to ensure positive outcomes for girls' education. While interventions are discussed in several studies, there's limited emphasis on their long-term sustainability beyond initial implementation. Sustainable solutions require ongoing support, resource mobilization, and community engagement to ensure continued benefits for girls' education in Ruhinda North County. A more nuanced discussion of sustainability strategies is needed to address this gap.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

The research approach used for the quantitative evaluation of girls' educational achievement in rural-urban areas of Ruhinda North County, Mitooma District, Western Uganda, is described in this chapter. Research design, study population, sample size calculation, sampling technique, data collection instruments, data analysis methodology, ethical issues, and expected study replication are all covered in length in this section.

#### **3.2 Research Approach**

A quantitative research approach was adopted for this study. The primary objective is to quantify the level of girl child education attainment in Ruhinda North County by systematically collecting numerical data through structured questionnaires. The data was analyzed using statistical methods to assess socio-economic factors, educational outcomes, and other variables that influence girls' educational attainment. This approach is appropriate as it allows for objective measurement and comparison across different groups, as well as identification of patterns and relationships.

Key areas of focus for our study include:

- i. Educational attainment levels of girls in selected secondary schools.
- ii. Socio-economic factors affecting educational attainment.
- iii. Perceptions of teachers and parents regarding the effectiveness of interventions supporting girls' education.

#### **3.3 Research Design**

The study employed a cross-sectional survey research design, which is commonly used in situations where the goal is to describe characteristics of a population at a single point in time. This design is well-suited to answering questions related to "what," "who," and "how"

regarding the educational attainment of girls in Ruhinda North County by quantifying various aspects related to the research objectives. This design allows for the assessment of the current status of girl child education attainment in Ruhinda North County, providing a snapshot of the situation. By administering questionnaires to parents and teachers and reviewing lists from the Head-teachers' offices simultaneously, the study can capture a comprehensive view of the educational landscape in the selected secondary schools

### **3.4 Study Area**

The study was conducted in Ruhinda North County, Mitooma District, focusing on both rural and urban areas within the County. Mitooma District's demographic composition, socioeconomic characteristics, and educational infrastructure provide a suitable context for the study's objectives.

### **3.5 Study Population, Sampling and Selection**

The study population for this research comprises parents and teachers from five selected secondary schools in Ruhinda North County, Mitooma District, Western Uganda. Specifically, the study population includes: Parents or guardians of girls attending the selected secondary schools. These individuals would provide valuable insights into socio-economic factors influencing girls' educational attainment through questionnaire surveys. Also, we included teachers working in the selected schools. Their perspectives on the effectiveness of interventions aimed at supporting girls' education were captured through questionnaire surveys.

Additionally, the study population encompasses secondary girls: This group consists of girls who have successfully completed their secondary education in the selected schools and those that dropped out along the way. These are girls no longer currently enrolled in the selected secondary schools. The survey sample for this study was selected from parents, students and teachers from St. Benedict Vocational SS-Nyakatsiro, Kiyanga Voc. S.S, Kigarama Mixed S.S,

Mahungye S. S, and St Paul's SS Rwempungu. A total population of 240 respondents was selected. They were chosen because of their experience and knowledge on the topic under study and since they are the right respondents to give the essential data.

### 3.5.1 Sample Size Determination and Technique

Slovin's formula is used to calculate the minimum sample size needed to estimate a statistic based on an acceptable margin of error. Here's how it works:

**Slovin's Formula:**

$$n = \frac{N}{1 + N e^2}$$

Where:

- (n) represents the sample size needed.
- (N) is the total population size.
- (e) is the acceptable margin of error.

Given the population of 240 respondents, confident level of 99.9%, and margin of error of 5%, we get;

$$n = \frac{240}{1 + 240 \cdot (0.05)^2}$$

$$n \approx 197.183$$

Rounding up, we included 197 respondents in the sample.

**Table 3.1: Sampling distribution**

Respondent	TOTAL	Sample	Type
Teachers	42	42	census
Parents	60	53(Slovin's)	Random
Students	138	102 (Slovin's)	Random

### **3.5.3 Sources of Data**

**Questionnaires:** Surveys was administered to parents, students and teachers from the selected secondary schools in Ruhinda North County. The questionnaires were designed to gather information on socio-economic factors influencing girls' educational attainment, perceptions of the effectiveness of interventions supporting girls' education, and current levels of educational attainment among girls. By utilizing these diverse sources of data, the study aims to triangulate information and provide a robust analysis of the factors influencing girls' educational attainment in selected secondary schools in Ruhinda North County. This thorough methodology made it possible for the study to produce insightful findings that will guide actions and policies meant to advance gender equality in education.

### **3.6 Data Collection Method**

We employed questionnaires as the primary method of data collection, providing detailed and accurate insights into girls' educational attainment in selected secondary schools in Ruhinda North. Tailored questionnaires were created to gather relevant data from parents, selected students, and teachers in the region's secondary schools. These questionnaires were structured to explore socio-economic factors affecting girls' educational outcomes, perceptions of the effectiveness of educational interventions, and the current educational levels of girls. Both closed-ended and open-ended questions were included to enable quantitative analysis as well as qualitative insights.

The data collection process was executed methodically to obtain a broad spectrum of information from various sources, ensuring a thorough understanding of the factors influencing girls' education in selected secondary schools in Ruhinda North County. Data triangulation was applied to verify the findings and improve the credibility and validity of the research results. Throughout the data collection, ethical guidelines, including informed consent and maintaining confidentiality, were rigorously followed.

### **3.7 Data Quality Control**

Maintaining data quality is crucial to ensure the reliability and validity of the research findings. Several measures were implemented to control the quality of data collected during the study:

**Questionnaire Design:** The questionnaires were carefully designed to ensure clarity, relevance, and appropriateness of the questions. Pilot testing was conducted with a small sample of participants to identify any ambiguities or issues with the questionnaire structure and wording. Feedback from the pilot test was used to refine the questionnaires before full-scale data collection.

**Training of Enumerators:** Enumerators responsible for administering the questionnaires and conducting observations underwent comprehensive training on data collection procedures, ethical considerations, and the importance of maintaining data quality. Training sessions included mock interviews and practical exercises to familiarize enumerators with the data collection instruments and techniques.

**Supervision and Monitoring:** Field supervisors were appointed to oversee the data collection process and monitor the performance of enumerators. Supervisors conducted periodic spot checks and observations to ensure that data collection activities are carried out according to the prescribed protocols and standards. Any issues or discrepancies encountered during fieldwork were promptly addressed and resolved.

**Standardized Data Collection Procedures:** Standardized protocols were established for administering questionnaires. Enumerators followed uniform procedures to minimize variations in data collection practices and ensure consistency across different data collection sites and time points.

Data Validation and Verification: Data validation techniques, such as range checks and consistency checks, were applied to identify errors or inconsistencies in the collected data. Double data entry may be employed for key variables to enhance accuracy and reliability. Data validation procedures were conducted iteratively throughout the data collection process to detect and rectify any anomalies or discrepancies.

To ensure the protection of collected data, strict measures were put in place to maintain both security and confidentiality. Any personally identifiable information was either anonymized or pseudonymized to ensure participant privacy. Data storage and transmission followed all applicable data protection laws and regulations, ensuring that sensitive information were securely handled. Additionally, access to this confidential data was limited to authorized personnel, safeguarding it from unauthorized access or misuse. These protocols were rigorously followed to protect participants' rights and ensure the integrity of the research process.

By adhering to these data quality control measures, the research team ensured that the data collected are robust, accurate, and trustworthy, thereby enhancing the credibility and validity of the research findings.

### **3.8 Validity and Reliability**

In this study, it is essential to ensure both the validity and reliability of the data to derive accurate and meaningful conclusions. Validity concerns how well the research measures what it is intended to measure, ensuring that the results are truly reflective of the concepts being investigated. On the other hand, reliability refers to the consistency and dependability of the measurement process, meaning that the results should be stable and reproducible across different instances or conditions. Both factors are fundamental in strengthening the credibility and trustworthiness of the research findings.

*To establish validity, several measures were implemented:*

The questionnaires used in data collection were carefully designed to ensure that they cover all relevant aspects of the research objectives and questions. This involved thorough review and validation by subject matter experts to confirm that the items accurately capture the intended constructs related to girls' educational attainment in Ruhinda North. Whenever possible, the data collected was compared against external criteria or existing measures to assess the accuracy of the findings. Constructs such as socio-economic factors influencing girls' educational attainment and the effectiveness of interventions were defined clearly and operationalized in the questionnaire items. Confirmatory factor analysis may also be employed to validate the underlying constructs and ensure that they align with theoretical frameworks and prior research.

*Reliability was established through the following measures:*

A reliability analysis employing Cronbach's alpha was conducted to evaluate the internal consistency of the survey instruments used in this study. This analysis established the dependability of the measures, ensuring that the data collected were both consistent and reliable. After completing the data analysis, the results were interpreted in light of the research objectives and theoretical framework. The implications of the findings were thoroughly discussed, focusing on key insights, identifying emerging patterns or trends, and acknowledging any limitations or potential areas for future investigation. Ultimately, conclusions were drawn, and recommendations for policy and practice were presented based on the study's outcomes.

### **Reliability Statistics**

**Table 3.2: Reliability Statistics**

Cronbach's Alpha	N of Items
.783	54

The reliability test of the data is an important step in assessing the consistency and dependability of the survey or test instrument used in the study. The Case Processing Summary indicates that all 186 cases in the dataset were included in the analysis, with none excluded. This means that the dataset is complete and no data points were missing, which enhances the reliability of the test results.

The Cronbach's Alpha value is included in the Reliability Statistics and serves as an indicator of internal consistency, reflecting the degree to which a set of items are related as a group. It is a widely used metric to evaluate the reliability of a scale or test. For this data, the Cronbach's Alpha is 0.783, based on an analysis that includes 54 items.

By rigorously addressing validity and reliability concerns, this study aims to enhance the trustworthiness and credibility of its findings, ultimately contributing to a more robust understanding of girls' educational attainment in Ruhinda North.

### **3.9 Data Collection Procedures**

The data collection process was conducted in a systematic and structured manner to ensure accuracy, reliability, and validity of the collected data. Trained research assistants were involved in administering the surveys, following standardized protocols and procedures. Additionally, the research team conducted regular meetings to review the data collection progress, address any challenges encountered, and ensure consistency in data collection procedures across the selected secondary schools.

The data collection process involved several procedures to gather information relevant to the research objectives. Firstly, questionnaires were administered to parents, students, and teachers from the five secondary schools in Ruhinda North County. These questionnaires were meticulously designed based on the research objectives and questions, ensuring clarity and relevance. Prior to distribution, a pilot test was conducted to refine the questionnaire

and enhance its reliability. Trained research assistants then administered the surveys following a standardized protocol, providing clarification to participants as needed and collecting the completed questionnaires.

Throughout the data collection process, stringent quality control measures were implemented to uphold the accuracy and reliability of the data. Research assistants were closely supervised to ensure adherence to standardized protocols and procedures. Regular meetings were held to review progress, address any issues or challenges encountered, and maintain consistency in data collection procedures. Cross-checking of data collected through different methods was conducted to ensure consistency and accuracy.

Ethical considerations played a central role throughout the research process. The study was conducted in strict adherence to ethical guidelines, ensuring the confidentiality and anonymity of all participants. Informed consent was obtained from every participant, who was thoroughly briefed on the study's objectives, their rights, and the voluntary nature of their involvement. These ethical safeguards were meticulously maintained to ensure the protection and well-being of all participants throughout the study.

### **3.10 Data Analysis**

The data analysis for this study was carried out using the Statistical Package for the Social Sciences (SPSS), where the collected data were entered into the software for efficient organization, manipulation, and statistical evaluation. This process involved multiple steps to thoroughly address the research questions and objectives. Descriptive statistics were applied to summarize and highlight the key characteristics of the study population, focusing on socioeconomic factors influencing girls' educational attainment, the perceived effectiveness of interventions, and the current levels of educational achievement among girls. To offer a clear and comprehensive overview of the data, various measures, including frequencies, percentages, means, and standard deviations, were calculated.

To further address the research questions, inferential statistical techniques were applied. For example, Analysis of Variance (ANOVA) was used to explore the relationships between the belief that girls are as likely to complete their education as boys and the factors influencing their educational attainment. Studying factors might be more influential in predicting girls' educational outcomes. Additionally, measures of association, such as the correlation coefficient of relationship between the belief in gender equality in education and influencing factors, reinforcing the finding that the relationship is not statistically significant.

Regression analysis was also conducted to explore the predictive relationships between independent variables such as socio-economic factors, household responsibilities, and peer influence and dependent variables like educational attainment outcomes. This helped identify key predictors and assess the relative importance of these factors in shaping girls' educational progress.

### **3.11 Ethical Considerations**

Maintaining ethical standards in research is crucial for protecting the rights and well-being of participants while preserving the integrity of the study. Throughout the research process, several key ethical considerations were strictly followed.

**Informed Consent:** Before data collection began, informed consent was obtained from all participants, including parents, students, and teachers. They were given comprehensive information about the study's objectives, the voluntary nature of their participation, and the confidentiality of their responses. Consent forms were provided in a language and format that was clear and easily understandable for all participants.

**Confidentiality:** All data collected was treated with strict confidentiality. Participants' identities were anonymized, and only aggregate data was reported to ensure confidentiality.

Any personal information collected was securely stored and accessible only to the researcher.

**Voluntary Participation:** Participation in the study was entirely voluntary, and participants would have the right to withdraw from the study at any time without repercussion. No coercion or undue influence was exerted on participants to participate in the research.

**Respect for Participants:** The research was conducted with respect for the dignity, privacy, and rights of all participants. Cultural sensitivities and norms were acknowledged and respected throughout the research process.

**Minimizing Harm:** Efforts was made to minimize any potential harm or discomfort to participants. Questionnaires were designed to avoid sensitive or intrusive questions, and any distress arising from participation was addressed promptly and appropriately.

**Data Security:** Measures was implemented to ensure the security and integrity of data collected. Electronic data was stored on password-protected devices, and physical documents were kept in a secure location accessible only to the researcher.

### **3.12 Limitations and Delimitations to the Study**

Firstly, given the proposed sampled population, there's a possibility that it may not fully encompass the diverse range of perspectives within the population. To address this concern, we plan to carefully review and justify our sample size selection, considering factors such as feasibility, resource constraints, and the need for statistical power. Additionally, we explored opportunities to expand the sample size if deemed necessary to enhance the representativeness of our findings.

Moreover, there's a risk of sampling bias that may influence the validity of our results. To minimize this bias, we established clear and transparent criteria for participant selection, ensuring that the chosen sample reflects the diversity of the target population. Additionally,

we employed rigorous techniques for data collection and analysis, including sensitivity analyses to assess the robustness of our findings across different sampling scenarios.

In terms of data collection, while we plan to use self-reported data through questionnaires, we recognize the potential for response bias. To address this, we implemented measures to promote honesty and accuracy among participants, including assurances of anonymity and confidentiality, clear instructions, and opportunities for participants to provide feedback on the questionnaire design. Furthermore, we explored the possibility of triangulating our findings with alternative data sources, such as interviews or observations, to enhance the credibility and validity of our results.

Furthermore, while our study aims to provide insights specific to Ruhinda North County, there may be limitations to its generalizability to other contexts. To mitigate this limitation, we thoroughly documented the contextual factors influencing our findings and encourage future researchers to consider the transferability of our results within their respective settings. Additionally, we sought to collaborate with local stakeholders and community members to ensure that our research is culturally sensitive and relevant to the target population.

Lastly, in our efforts to ensure the validity and reliability of our research instruments, we conducted pilot testing and expert reviews to identify and address any potential shortcomings. By refining our measurement tools and methodologies iteratively, we aim to minimize measurement error and enhance the trustworthiness of our findings.

In summary, by proactively addressing these potential limitations and implementing robust strategies to overcome them, we are confident in our ability to conduct a rigorous and impactful study on girls' educational attainment in Ruhinda North County.

## CHAPTER FOUR

### RESULTS PRESENTATION, INTERPRETATION AND ANALYSIS

#### 4.1 Introduction

In this chapter, we present the findings from the data collected in our study, focusing on the various perspectives of teachers, parents, and pupils/students regarding girl child education. This chapter presents, analyzes, and interprets the primary results in depth, emphasizing the goal and the answers provided by the corresponding objectives. Research results being presented in tables; narratives have been provided for each of the tables. To effectively test the hypothesis, the inferential statistics were used. The investigator used regressions and correlations to effectively testing the research hypothesis. This later clearly indicated the nature of correlations that exists between study variables, in addition to clarifying on the magnitude of study relationship that exists between the variables at hand.

#### 4.2 Response Rate

Response rate is referred to as return or completion rate, is the number of individual who answers the distributed tools, and this is divided by the number of the targeted sample (Orodho, 2019). Further response rate details are presented in summary in Table 4.1.

**Table 4.1: Number of respondents participated in this research study**

Category(s)	Targeted participants.	No. actually involved.	% of response rate.
Teachers	52	37	71.2%
Student	102	95	93.1%
Parents	53	53	100%
<b>TOTAL.</b>	<b>197</b>	<b>185</b>	<b>93.9%</b>

*Source: Primary data (2025)*

The data collection targeted a total population of 240 respondents, comprising 42 teachers, 53 parents, and 102 pupils/students. To ensure comprehensive and reliable results, the sample sizes for parents and pupils/students were determined using Slovin's formula for

random sampling, which yielded 53 parents and 102 pupils/students. From the questionnaires given out, only 37 were received back from teachers, 95 from learners and 53 from parents accounting for a total of 185 returned questionnaires out of 197 which were sent out. These 185 participants responded positively by accepting to participate in the research, giving the study a chance to get 93.9% of the response rate. However, the non-achievement of only 6.1% occurred as a result of the targeted participants was being too busy and others being out of work station during that particular period for the study despite several attempts made to reach them.

#### 4.3 Demographic data Analysis

Table 4.2: Demographic data

		Freq	Percent	Valid Percent	Cumulative Percent
<b>Demographic data for the students</b>					
Gender	Male	8	8.4	8.4	8.4
	Female	87	91.6	91.6	100.0
	<b>Total</b>	<b>95</b>	<b>100.0</b>	<b>100.0</b>	
Age of respondent	14	1	1.1	1.1	1.1
	15	8	8.4	8.4	9.5
	16	12	12.6	12.6	22.1
	17	22	23.2	23.2	45.3
	18	22	23.2	23.2	68.4
	19	14	14.7	14.7	83.2
	21	3	3.2	3.2	86.3
	22	2	2.1	2.1	88.4
	24	11	11.6	11.6	100.0
	<b>Total</b>	<b>95</b>	<b>100.0</b>	<b>100.0</b>	
Class Completed	S.1	1	1.1	1.1	1.1
	S.2	29	30.5	30.5	31.6
	S.3	48	50.5	50.5	82.1
	S.4	17	17.9	17.9	100.0
	<b>Total</b>	<b>95</b>	<b>100.0</b>	<b>100.0</b>	
Years attended at 1 years	1	1.1	1.1	1.1	

school	2 years	26	27.4	27.4	28.4
	3 years	53	55.8	55.8	84.2
	4 years	15	15.7	15.7	100.0
	<b>Total</b>	<b>95</b>	<b>100.0</b>	<b>100.0</b>	
<b>Frequency distribution of parents</b>					
Parent gender	Male	30	56.6	56.6	56.6
	Female	23	43.4	43.4	100.0
	<b>Total</b>	<b>53</b>	<b>100.0</b>	<b>100.0</b>	
Parent Age	35 - 44 years	21	39.6	39.6	39.6
	45 - 54 years	32	60.4	60.4	100.0
	<b>Total</b>	<b>53</b>	<b>100.0</b>	<b>100.0</b>	
Parent Education	Primary education	11	20.8	20.8	20.8
	Secondary Education	11	20.8	20.8	41.5
	Tertiary Education (Diploma, Degree, Masters, etc)	31	58.5	58.5	100.0
	<b>Total</b>	<b>53</b>	<b>100.0</b>	<b>100.0</b>	
Parent Occupation	Farmer / Peasant	10	18.9	18.9	18.9
	Business person	43	81.1	81.1	100.0
	<b>Total</b>	<b>53</b>	<b>100.0</b>	<b>100.0</b>	
Marital status	Married	43	81.1	81.1	81.1
	Widowed	10	18.9	18.9	100.0
	<b>Total</b>	<b>53</b>	<b>100.0</b>	<b>100.0</b>	
Number of Children	3 - 4 children	10	18.9	18.9	18.9
	5- 6 children	1	1.9	1.9	20.8
	More than 6	30	56.6	56.6	77.4
	5	12	22.6	22.6	100.0
	<b>Total</b>	<b>53</b>	<b>100.0</b>	<b>100.0</b>	
<b>Teacher's demographic</b>					
Teacher Gender	Male	27	73.0	73.0	73.0
	Female	10	27.0	27.0	100.0
	<b>Total</b>	<b>37</b>	<b>100.0</b>	<b>100.0</b>	
Teacher Age	Under 30 years	17	46.0	46.0	46.0
	30 - 40 years	16	43.2	43.2	89.2
	41 - 50 years	3	8.1	8.1	97.3
	Over 50 years	1	2.7	2.7	100.0
	<b>Total</b>	<b>37</b>	<b>100.0</b>	<b>100.0</b>	
Years of teaching	Less than 5 years	13	35.1	35.1	35.1
	5 - 10 years	15	40.5	40.5	75.6
	11 - 15 years	7	18.9	18.9	94.5

More than 15 years	2	5.4	5.4	100.0
<b>Total</b>	<b>37</b>	<b>100.0</b>	<b>100.0</b>	

*Source: Primary data (2025)*

### 4.3.1 Learners' Demographics

The data on learner demographics reveals a significant gender disparity among dropout learners, with females accounting for an overwhelming 91.6% of cases. This stark imbalance was deliberate and suggests that girls face unique challenges that may contribute to their higher dropout rates, potentially linked to socio-cultural factors and economic pressures that prioritize boys' education.

The majority of responders are 17 or 18 years old, with ages ranging from 14 to 24. The fact that most dropout students are between the ages of 17 and 18 may point to crucial dropout moments in late adolescence.

The class completion data shows that a significant proportion of dropout learners, 50.5%, completed up to S.3, with 30.5% dropping out after S.2. This pattern suggests that early secondary education poses particular challenges for girls, who may encounter increased expectations to contribute economically or face greater academic pressures. The data indicates a troubling trend of girls reaching a certain educational threshold but not advancing further, highlighting the need for support systems to encourage continued enrollment through S.4 and beyond.

More than half of the learners attended school for 3 years before dropping out (55.8%). This suggests that many girls engage with the education system initially but do not persist long enough to complete their studies. Understanding the reasons behind this early disengagement is crucial, as it may involve a combination of financial constraints, family responsibilities, or a lack of supportive educational environments.

The analysis of years attended reveals that over half of the learners (55.8%) attended school for three years before dropping out. This suggests that many girls engage with the education system initially but do not persist long enough to complete their studies.

#### **4.3.2 Parents Demographics**

Examining the demographics of parents reveals a slight majority of fathers in the sample, reflecting traditional family structures. The age distribution shows that most parents are between 45 and 54 years old, which may imply a generational perspective on education and gender roles that could influence their support for their daughters' educational pursuits. Notably, a significant proportion of parents have attained tertiary education (58.5%), indicating a potentially higher value placed on education within these families. A majority of the parents have attained tertiary education (58.5%).

In terms of parental occupation, a striking 81.1% of parents are business people, suggesting a community context that values entrepreneurship. However, the economic pressures associated with running a business might also contribute to the expectation that daughters assist with family income generation, further complicating their educational journeys.

The majority of the parents are married (81.1%). Most parents in the sample are married, which could provide a stable family environment for supporting children's education. However, the large number of children per household, with over half having more than six, suggests resource constraints that could limit educational opportunities for each child, particularly girls who may be deprioritized.

More than half of the parents have more than 6 children (56.6%). The data on the number of children in the surveyed families reveals significant insights into the family dynamics that may influence educational outcomes. A substantial portion of the respondents, 56.6%, reported having more than six children. This high number of siblings can strain family resources and attention, potentially limiting the educational opportunities available to each

child, particularly for girls, who may be expected to assist with household chores and caregiving.

Additionally, 22.6% of families have five children, while only 18.9% reported having three to four children. The low percentage of families with fewer children suggests a trend toward larger family sizes, which may reflect cultural norms and economic strategies in the region. In households with many children, parents may prioritize the education of boys over girls, leading to disparities in educational attainment.

### **4.3.3 Teachers' demographics**

The data on teacher gender reveals a pronounced gender imbalance within the teaching workforce, with a significant majority of teachers, 73%, being male. This disparity raises important questions about the representation of female educators in schools, which can have implications for the educational experiences of female students. Female teachers often serve as role models and can provide mentorship that encourages girls to pursue their education despite prevailing societal challenges.

The presence of only 27% female teachers may contribute to an environment where gender biases are perpetuated, potentially affecting girls' academic engagement and performance. This imbalance can also influence teaching styles and classroom dynamics, possibly favoring more traditional approaches that do not account for the diverse needs of all students.

The age distribution of teachers indicates a predominantly young workforce, with a combined total of 89.2% of teachers under the age of 40. Specifically, 46% are under 30 years old, while 43.2% fall within the 30 to 40 age range. This youthful demographic can be beneficial, as younger teachers often bring fresh perspectives and innovative teaching methods that may resonate well with students.

However, the limited representation of older teachers, with only 10.8% being 41 years or older, suggests a potential lack of experienced educators who can provide mentorship and stability within the school environment. The presence of more seasoned teachers is crucial for professional development, as they often possess valuable insights and strategies for effective classroom management and instruction.

Most teachers have between 5 and 10 years of teaching experience (40.5%), followed by those with less than 5 years of experience

The demographic data of students reveal that the majority of dropout learners are female, constituting 91.6% of the cases. This significant gender disparity highlights the unique challenges faced by girls in accessing and completing their education. The age distribution of dropout learners ranges from 14 to 24 years, with a notable concentration of dropouts occurring at ages 17 and 18, indicating critical dropout points during late adolescence. Most learners completed up to Senior 3 (S.3), with 50.5% dropping out at this stage, followed by 30.5% who left after Senior 2 (S.2). These statistics underscore the importance of targeted interventions during these critical years to prevent dropouts. The data also show that more than half of the learners attended school for three years before discontinuing, suggesting a need for continuous support to sustain their educational journey.

Given that 56.6% of responders were men, the demographic profile of parents shows a little masculine preponderance. Most parents are between the ages of 45 and 54, reflecting a mature age group that potentially values education but may also face economic and social pressures. A significant proportion of parents have attained tertiary education (58.5%), which could positively influence their perceptions and support for their children's education. However, 81.1% of the parents are business people, indicating that their occupational commitments might impact their ability to actively participate in their children's educational activities. The marital status data show that most parents are married (81.1%), which might

provide a stable home environment conducive to education, although the number of children per family, with over half having more than six children, suggests potential financial and resource strains that could affect educational support.

Teachers' demographic data reveal a predominance of male teachers (73.0%), which could impact gender dynamics in classrooms and the support provided to female students. The majority of teachers are between 30 and 40 years old, bringing a balance of experience and energy to the educational environment. Most teachers have between five to ten years of teaching experience, indicating a relatively experienced workforce that is likely knowledgeable about the challenges and solutions in the educational sector. These demographics suggest a teaching force capable of mentoring and supporting students, though the gender imbalance might require initiatives to ensure female students receive adequate encouragement and role modeling.

#### 4.4. Parent Descriptive Statistics

Table 4.3: Parent Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I encourage my girls to pursue education	53	4	5	4.58	.497
I expect the girls to marry early	53	1	5	2.85	1.586
I expect girls to contribute to household income	53	1	5	3.64	1.346
I expect girls to take care of siblings	53	1	5	1.64	1.272
Both parents are employed	53	1	4	2.43	.821
We divide household chores equally among all children	53	3	5	4.02	.665
We advise our girls to stay in school	53	2	5	4.43	1.185

*Source: Primary data (2025)*

The results show that parents generally encourage their daughters to pursue education, with a high consensus on this aspect, as reflected in the mean score of 4.58. However, there is a divided view on early marriage expectations, with a mean score of 2.85, indicating some parents still hold traditional views. On the other hand, a moderate expectation for girls to contribute to household income is evident (mean = 3.64), though opinions vary widely. Most parents do not expect their daughters to take on significant caregiving responsibilities, as shown by a low mean score of 1.64. While not all parents are employed, as indicated by a mean score of 2.43, many are involved in income-generating activities. Household chores are fairly equally divided among children (mean = 4.02), though there is still some variation. Parents largely advise their daughters to stay in school (mean = 4.43), but the data suggests there is some inconsistency in how strongly this advice is emphasized across families. Overall, the results indicate that while there is strong support for girls' education, traditional expectations related to early marriage and household responsibilities may still influence girls' educational experiences and opportunities.

**Table 4.4: The descriptive statistics from the parent survey**

	N	Minimum	Maximum	Mean	Std. Deviation
Financial constraints affect our ability to send girls to school	53	4	5	4.21	.409
Our cultural Beliefs influence our decisions about girls education	53	1	4	3.23	1.012
House old responsibilities often keep girls from normally attending school	53	1	5	2.87	1.241
I normally school attend meetings to support my children's education	53	2	5	3.66	1.055
I support my children with school homework	53	4	5	4.40	.494
Education is very important for girls	53	3	5	4.62	.790
Financial Constraints are a major challenge in educating girls	53	2	5	3.70	1.339

Long distance to school affect girls' education	53	3	5	4.96	.275
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*Source: Primary data (2025)*

The descriptive statistics from the parent survey show high levels of encouragement for girls' education, with a mean score of 4.58 out of 5 for the statement "I encourage my girls to pursue education." However, cultural and financial constraints still play significant roles in shaping educational outcomes. For example, financial constraints affecting the ability to send girls to school scored a mean of 4.21, indicating a substantial barrier. Cultural beliefs also influence decisions about girls' education (mean = 3.23), and household responsibilities often keep girls from attending school regularly (mean = 2.87). Despite these challenges, there is a strong belief in the importance of education for girls (mean = 4.62), and parents actively support their daughters' education through financial means (mean = 4.58) and by reducing household chores to facilitate study time (mean = 4.23).

**Table 4.5: Teacher Descriptive Statistics**

	I encourage girls to pursue education actively	I provide extra academic support to girl students when needed	I believe girls have equal academic potential as boys	I address gender specific challenges faced by girl students in my teaching	I act as a mentor for girl students	I believe early marriage affects girls education negatively
N Valid	37	37	37	37	37	37
Missing	0	0	0	0	0	0
Mean	4.76	4.30	4.24	4.35	4.24	4.68
Std. Error of Mean	.081	.115	.175	.097	.131	.160
Std. Deviation	.495	.702	1.065	.588	.796	.973
Variance	.245	.492	1.134	.345	.634	.947

*Source: Primary data (2025)*

The high mean scores on a variety of metrics demonstrate that teachers strongly encourage girls' education. The low standard deviation of 0.495 and the mean score of 4.76 for motivating girls to actively seek education indicate that teachers strongly agree. With a mean score of 4.24 and a standard deviation of 1.065, which suggests some variation in replies, teachers also think that girls have the same intellectual potential as boys. Additionally, teachers mentor female students (mean = 4.24, SD = 0.796) and address gender-specific issues (mean = 4.35, SD = 0.588). With a mean of 4.68 and a standard deviation of 0.973, there is a significant conviction that girls' education is severely impacted by early marriage.

**Table 4.6: Parents descriptive statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Household responsibilities are a major barrier to girls' education	53	2	5	3.43	1.185
Early Marriages impact girls' education	53	4	5	4.43	.500
Lack of Interest from girls affects their education	53	3	5	4.19	.441
I provide financial support for my daughters' education	53	4	5	4.58	.497
I encourage my daughters to study	53	3	5	4.62	.790
I reduce my daughters' household chores to support their education	53	4	5	4.23	.423
I speak to teachers about my daughter's' progress	53	4	5	4.23	.423
Valid N (listwise)	53				

*Source: Primary data (2025)*

The data reveals that while parents recognize significant barriers to girls' education, such as early marriages (mean = 4.43) and a lack of interest from girls (mean = 4.19), they are

highly committed to supporting their daughters' education. Parents provide financial support (mean = 4.58), encourage their daughters to study (mean = 4.62), and take practical steps like reducing household chores (mean = 4.23) and engaging with teachers about their daughters' progress (mean = 4.23). Despite this strong support, household responsibilities (mean = 3.43) continue to pose a challenge, indicating that domestic duties still place a significant burden on girls' education. Overall, while there are challenges, parents are actively working to overcome them to ensure their daughters can access and complete their education.

**Table 4.7: Teacher Academic behavior descriptive Statistics**

	I involve girl student in class leadership	I communicate with parents about their daughters' academic progress	I encourage girl students to participate in Extracurricular activities	I am aware of Socio-cultural factors affecting girl child education	I have received training on gender sensitive teaching methods	I adapt my teaching strategies to be inclusive of all genders
N Valid	37	37	37	37	37	37
Missing	0	0	0	0	0	0
Mean	4.49	4.14	4.41	4.00	3.00	4.54
Std. Error of Mean	.114	.117	.098	.140	.223	.100
Std. Deviation	.692	.713	.599	.850	1.354	.605
Variance	.479	.509	.359	.722	1.833	.366

**Source:** Primary data (2025)

The mean score was 4.49, with a standard deviation of 0.692, indicating that teachers are also proactive in involving females in class leadership. The average score for parental

communication regarding their daughters' academic success is 4.14, with a standard deviation of 0.713. With a mean of 4.41 and a standard deviation of 0.599, there is strong encouragement for involvement in extracurricular activities.... The mean score for adjusting teaching tactics to be inclusive is 4.54 with minimal variability (SD = 0.605), whereas the mean score for awareness of socio-cultural variables affecting girls' education is 4.00. Nonetheless, the mean score for training on gender-sensitive teaching techniques is lower (3.00), suggesting that more focused professional development is required in this area.

**Table 4.8: Influencing Factors analysis**

	Girls in my class show high academic performance	Household responsibilities impact girl students' attendance and performance	Financial constraints affect girls' ability to attend school regularly	Cultural beliefs within the community influence girls' education	Girls are as likely to complete their education as boys in this community	The school environment is supportive of girl students
N Valid	37	37	37	37	37	37
Missing	0	0	0	0	0	0
Mean	3.81	3.89	3.89	3.46	4.03	4.00
Std. Error of Mean	.149	.168	.177	.172	.162	.129
Std. Deviation	.908	1.022	1.075	1.043	.986	.782
Variance	.824	1.044	1.155	1.089	.971	.611

*Source: Primary data (2025)*

Teachers say that girls in their classes do well academically, with a mean score of 3.81 and a standard deviation of 0.908, when looking at the performance and difficulties faced by girls. The mean of 3.89 for household obligations affecting performance and attendance

indicates a substantial obstacle. A mean score of 3.89 with a standard deviation of 1.075 is also found for financial constraints that impact regular attendance at school. Girls' education is influenced by cultural attitudes in the society, with a mean score of 3.46 and a standard deviation of 1.043. In general, teachers think that girls in their community have the same chance of finishing school as boys (mean = 4.03), and they think that the school environment is encouraging for female students (mean = 4.00).

**Table 4.9: Interventions analysis**

		Girl students have the same opportunities as boys to participate in class	Teacher receive adequate support to address gender-specific educational challenges	There are specific programs at school aimed at supporting girl child education	Peer influence impacts girls' educational attainment
N	Valid	37	37	37	37
	Missing	0	0	0	0
Mean		4.35	3.19	3.05	4.30
Std. Error of Mean		.161	.204	.160	.115
Std. Deviation		.978	1.244	.970	.702
Variance		.956	1.547	.941	.492

*Source: Primary data (2025)*

Regarding the equality of opportunities for girls, teachers report a mean score of 4.35 for girls having the same opportunities as boys to participate in class, with a standard deviation of 0.978. Adequate support to address gender-specific educational challenges has a mean score of 3.19, indicating room for improvement. Specific programs at school aimed at supporting girl child education have a mean score of 3.05. Lastly, peer influence impacting girls' educational attainment scores a mean of 4.30, with a standard deviation of 0.702, reflecting its significant role in the educational outcomes of girls.

#### 4.5 Regression Analysis

A single regression analysis was run between socio-economic status and girl-child education attainment, and results are presented in the table 4.10 below.

**Table 4.10: A single regression analysis**

		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	Sig.
1	(Constant)	.725	.116		.000
	Socio-economic status	.249	.030	.686	.000
a. Dependent Variable: Girl-Child education attainment					

From the regression analysis as shown in the table above, it indicates the coefficient of determination  $R^2=0.47$  which shows that 47.1 % variation in socio-economic status is explained by pattern of girl-child education attainment. This implies that any changes in socio-economic status would lead to 47.1% chance change in the girl-child education attainment. These results depict that socio-economic status is significantly related with improved girl-child education attainment ( $\beta_1 =0.686$ ,  $p<0.01$ ). This means that any improvement in socio-economic status is significantly and positively associated with improved girl-child education attainment.

#### 4.6 Model

To test the relationship of this research work, multiple regressions were well-performed between the independent variables mainly: (a) household income; (b) family dynamics and supports; and (c) access to resource impacts, as predictors of the dependent variable (girl's educational attainment). The analysis of multiple regressions was used in computing the variation being shared by the study variables. It was also used towards identifying how much variation lies in the relationship between the socio- economic factors and girl's

educational attainment in selected schools as clearly presented in the Table 4.11 and Table 4.12 hereunder.

**Table 4.11: Model summary**

Model:	R:	R Square:	Adjusted R Square:	Std. Error of the Estimate:
1:	.714 <sup>a</sup>	.507	.489	.72576578

a. Predictors: (Constant); household income; family dynamics and supports; and access to resource impacts

**Source:** *Primary data (2025)*

It can clearly be seen in above Table 4.11, the multiple regression co-efficient R being evidenced by 0.714. Despite this, the adjusted R<sup>2</sup> clearly showed that socio- economic factors to accounts for 50.7% of the girl’s educational attainment in selected secondary schools; implying that the girl’s educational attainment can be equally explained by 50.7% of the socio- economic factors; and the remaining 49.3% variation in the girl’s educational attainment in selected schools is due to other existing factors being not part of this research. This study therefore concluded that household chores done by children at home limit their time to concentrate on educational attainment.

The researcher used the F-ratio and a regression model analysis to ascertain the precise significance levels of the relationship that exists between socioeconomic factors and girls' educational attainment in a subset of secondary schools. The researcher also explicitly used the years of experience/years attended school as a predictor in this regression model, which is also shown below:

**Table 4.12: ANOVA<sup>d</sup>**

Model.	Sum of Squares:	Df:	Mean Square:	F:	Sig:
1: Regression:	24.273	63	2.027	37.671	.000 <sup>c</sup>
Residual:	3.747	123	.056		
Total:	28.023	186			

Predictors: (Constant), the major relationship between the socio- economic factors and girl’s educational attainment in selected secondary schools Ruhinda North County include; household income; family dynamics and supports; and access to resource impacts. From the above table of ANOVA, the prediction model was mainly found being statistically significant,  $F(63, 186) = 37.671$ ,  $p \text{ value} < 0.000$ , which accounted for approximately 86.7% of the variance of the relationship between socio- economic factors and girl’s educational attainment in selected secondary schools. Therefore, this implies that there is significant relationship between socio- economic factors and girl’s educational attainment in selected secondary schools primarily predicted by household income; family dynamics and supports; and access to resource impacts.

**Table 4.13: Coefficients table:**

Model:		Unstandardized co- co-efficient:		Standardized efficient:		
		B:	Std. Error:	Beta:	T:	Sig:
1	(Constant)	3.912	.127		.000	.000
	Household income	.235	.139	.275	1.791	.011
	Family dynamics and supports	.303	.139	.314	2.230	.032
	Access to resource impacts	.312	.139	.332	2.210	.041

a. Dependent variable: Socio- economic factors

**Source:** Primary data (2025).

The coefficients table clearly shows that specifically, household income accounts for 27.5% variation in the girl’s educational attainment in selected secondary schools. Further, family dynamics and supports account for 31.4% of the variation in the girl’s educational attainment in selected secondary schools.

Finally, access to resource impacts accounts for 33.3% variation in the girl’s educational attainment in selected secondary schools. The findings showed that family dynamics and supports and access to resource impacts had the highest significant positive relationship on the girl’s educational attainment in selected secondary schools.

## **CHAPTER FIVE**

### **DISCUSSION OF RESULTS**

#### **5.1 Introduction**

The results of the study on the variables affecting girls' educational achievement in Ruhinda North are discussed in this chapter. The goals of the study were to investigate the significance of family dynamics and support, household income, and access to resources in influencing the region's females' educational results. The results demonstrate how socioeconomic obstacles, cultural norms, and institutional elements interact to influence girls' schooling. This chapter makes recommendations for focused treatments and connects the study's findings with previous research.

#### **5.2 Discussion of Results**

The results' discussion is commonly done in a thematic manner in accordance to the findings presented earlier in chapter four as explained hereunder:

##### **5.2.1 Influence of Household Income on Girls' Educational Attainment in Secondary Schools in Ruhinda North County**

The above study theme of establishing the influence of household income on girl's educational attainment in selected secondary schools in Ruhinda North was discussed as follows:

In regression analysis, the study indicated that the coefficient of determination  $R^2=0.47$  shows that 47.1 % variation in socio-economic status is explained by pattern of girl-child education attainment. This implies that any changes in socio-economic status would lead to 47.1% chance change in the girl-child education attainment. These results depict that socio-economic status is significantly related with improved girl-child education attainment ( $\beta_1 =0.686$ ,  $p<0.01$ ). This is in agreement with Yotebieng (2021) asserting that disparities in income and wealth distribution contribute to differential access to education,

with girls from poorer households often facing greater challenges in accessing and completing schooling. Similarly, Owalam (2017) noted that economic constraints such as school fees, uniform costs, and transportation expenses can pose significant barriers to girls' education, particularly in rural areas where resources are scarce. This clearly implies that where there is better household income, parents encourage their girls to pursue education, and they are encouraged to stay in school. Parents provide most of the scholastic materials requested at school; however, financial constraints affect parents' ability to send girls to school and attend to school regularly. This means that any improvement in socio-economic status is significantly and positively associated with improved girl-child education attainment.

The study findings also indicated that household income accounts for 27.5% variation in the girl's educational attainment in selected secondary schools. This supports Smith's (2018) contention that a number of variables, including home resources, parental education, and family income, have a major influence on girls' educational achievement and access. The socioeconomic standing of families may have an impact on girls' access to school in Ruhinda North, resources like transportation, textbooks, and school fees. Girls from low-income families are therefore more likely to encounter disruptions in their education or drop out altogether. Therefore, improving the educational achievements for girls in the area requires addressing poverty and economic inequality.

The study was based on the Social Exclusion Theory, originally formulated by sociologist René Lenoir, offers a robust framework for understanding the systematic marginalization and exclusion experienced by certain groups within society. According to Allman (2013), this theory posits that social exclusion is deeply entrenched in structural factors such as discrimination, unequal distribution of resources, and power imbalances. Applied to education in Uganda, Social Exclusion Theory sheds light on the pervasive inequalities

faced by marginalized groups, including girls, and highlights the need for targeted interventions to address these disparities.

The study also clearly noted that one of the most significant factors affecting girls' educational attainment in Ruhinda North is household income. The analysis indicates a strong relationship between financial constraints and girls' ability to attend school regularly and complete their education as ascertained by Bregman & Obanya (2020). In particular, financial hardship restricts access to basic educational resources, such as uniforms, books, and transportation. These constraints force many families to prioritize immediate economic needs over long-term educational goals, resulting in increased absenteeism and dropout rates.

The data highlights that girls are more likely to drop out of school due to the inability to meet school-related expenses. For example, the findings show that the dropout rate from S.3 to S.4 peaked at 17.1% in 2019, which can be attributed to the financial pressure many families face, particularly in rural areas where income generation opportunities are limited. This aligns with findings from the UNESCO (2021) report, which emphasized that economic barriers, such as the inability to afford school fees, are a significant contributor to low educational attainment for girls in low-income communities.

Additionally, household income impacts the ability to provide necessary learning materials. In cases where families cannot afford these resources, girls often fall behind in their studies, leading to lower academic performance and higher dropout rates. Given that the mean score for financial constraints affecting attendance and performance was 3.89, this further highlights the substantial impact that financial limitations have on girls' education in Ruhinda North. This concurs with Kayindu et al. (2022) who argued that socio-economic status of parents is a vital explanatory factor that influences students overall discipline in school, as students who have low socio-economic status earn lower

test scores and are more likely to drop out of school. On the other hand, Afe (2021) argued that school fees being an integral part of the education system, parents are asked to contribute to their school going children education facilities, and this is commonly done through timely payment of school fees. Low socio-economic status negatively influences behavior of their children because it restricts access to vital resources and creates additional stress at home.

### **5.2.2 The Effect of Family Dynamics and Support on Girls' Educational Attainment**

The above study theme of assessing the effect of family dynamics and support on girl's educational attainment in Ruhinda North was discussed as follows:

The study clearly noted that family dynamics has an influence on the support on girl's educational attainment in secondary schools in Ruhinda North County. This indicates that parents expect the girls to contribute to household income. Parents expect their girls to marry early. They also expect girls to take care of their siblings, as well as dividing household chores equally among all children. This concurs with Bregman (2021) who noted that family dynamics and support systems significantly influence girls' education attainment. Supportive family environments that prioritize education and provide encouragement and resources can positively impact girls' educational outcomes. Conversely, Goddard (2023) asserted that unsupportive family dynamics, such as gender-based violence or household responsibilities, may hinder girls' ability to access and complete schooling. This implies that engaging families as key stakeholders in promoting girls' education is crucial for addressing these barriers and fostering a supportive learning environment.

Further, family dynamics and supports account for 31.4% of the variation in the girl's educational attainment in selected secondary schools. This concurs with Asmaa Elayed

Emara et al. (2022) asserting that family dynamics play a crucial role in shaping the educational attainment of girl children. Various aspects of family structure, socioeconomic status, parental attitudes, and cultural norms significantly impact a girl's access to, and success in, education. Garzon (2020) added that families with higher SES often have more resources to invest in their children's education, including school fees, learning materials, and conducive learning environments. Conversely, this implies that families with lower SES may struggle to afford these necessities, leading to higher dropout rates among girls.

Family dynamics and the level of support from parents or guardians are crucial in determining girls' educational outcomes. The study found that household responsibilities, especially for girls in rural settings, significantly impact their ability to attend school regularly and focus on their studies as ascertained by Kwesiga (2020). In many cases, girls are expected to assist with chores at home, which limits the time they have for schoolwork and participation in school activities as clearly stated by Battle & Lewis (2022). The findings indicate that these family responsibilities disproportionately affect girls compared to boys, who often have fewer domestic duties.

The study's mean score for household responsibilities affecting attendance and performance was 3.89, confirming that this is a prominent issue for many girls in Ruhinda North County. This finding aligns with literature (Amin, 2005; Kataike, 2021) that suggests girls in rural areas often face a double burden of academic and domestic duties, which hinders their educational attainment. Research by Oliver Schmidt Mawenu Robert (2013) supports this, stating that in many rural communities, girls are expected to take on significant caregiving and household duties that interfere with their schooling.

Moreover, the level of support provided by the family also plays a critical role in shaping girls' educational aspirations. This concurs with Kayindu et al. (2022) who stated that

families that value education and provide emotional and financial support tend to have children who perform better in school. However, parents frequently do not actively participate in their daughters' education, particularly when financial strains make prioritizing education challenging. Reduced retention rates and higher dropout rates are caused by this disparity in parental support.

Lastly, the study was also based on the Gender and Development Theory to complement Social Exclusion Theory by emphasizing the importance of addressing gender inequalities as a fundamental aspect of development efforts. According to Allman (2013), this theory recognizes that gender disparities are socially constructed and perpetuated through unequal power relations. Similarly, Bondarenko (2024) noted that the inter-sectionality framework further enriches our understanding of gender disparities by highlighting the interconnected nature of social identities and systems of oppression. This suggests that the difficulties faced by marginalized people are exacerbated by the intersections of gender inequality with other axes of identity, such as ethnicity, class, and disability. This study attempts to pinpoint methods for advancing gender equality in education and tackling the underlying causes of inequality by incorporating ideas from gender and development theory.

### **5.2.3 The Impact of Access to Resources on Girls' Educational Attainment**

The above study theme of investigating how access to resources impacts on girls' education attainment in secondary schools in Ruhinda North County was discussed as follows:

Study findings, clearly showed that access to resources impacts influence girls' education attainment in secondary schools in Ruhinda North County. This concurs with MoES & NSGE (2019) arguing that access to resources, including schools, educational materials, and trained teachers, is essential for girls' education. However, many girls in Uganda face

barriers to accessing quality education due to limited availability of schools, particularly in rural areas. Moreover, Smityh (2022) noted that inadequate infrastructure, such as lack of separate sanitation facilities for girls, can further deter girls from attending school, particularly during menstruation. Improving access to quality education requires investment in school infrastructure, teacher training, and equitable resource allocation. This clearly implies that there are specific programs at school aimed at supporting girl child education. The school environment is supportive of girl students. However, the financial constraints affect girls' ability to attend school regularly.

Finally, access to resource impacts accounts for 33.3% variation in the girl's educational attainment in selected secondary schools. This concurs with World Bank (2018) noted that the availability and accessibility of educational infrastructure and resources also play a role in girls' educational attainment in Ruhinda North. Schools with inadequate facilities, such as classrooms, libraries, and laboratories, may struggle to provide quality education to girls, limiting their learning opportunities and academic success as ascertained by Ministry of Education and Sports & National Strategy for Girls' Education (2019). Investing in school infrastructure and resources is therefore crucial to support girls' education in the region.

The availability and accessibility of resources play a pivotal role in determining whether girls can succeed in their education. In Ruhinda North, challenges such as long distances to school, inadequate infrastructure, and limited access to learning materials were identified as major barriers to educational attainment for girls. Inadequate infrastructure and resources further compound the challenges faced by girls in accessing quality education (Dickson-Gomez, 2023). Mitooma District and other rural areas may lack basic educational facilities such as classrooms, toilets, and clean water, creating unsafe and unsupportive learning environments, particularly for girls. Limited access to quality

textbooks, curriculum materials, and trained teachers may also hinder girls' educational attainment in these settings. The study's findings suggest that girls, in particular, are more affected by these barriers than boys, as they often have additional responsibilities at home that limit their mobility and access to resources.

The study indicated that the mean score for the effect of access to resources was significant, reflecting the critical role that resource availability plays in educational outcomes. This concurs with Nalubega (2023) who noted that girls living in more remote areas face challenges such as the need to travel long distances to school, which can be both physically and financially taxing. This not only affects their school attendance but also their academic performance, as they are often fatigued from the journey.

Furthermore, the lack of sufficient educational materials, such as books and uniforms, continues to be a barrier. Without these resources, girls struggle to keep up with their studies, resulting in lower academic performance and, ultimately, increased dropout rates. The findings from this study align with research by UNESCO (2021), which found that access to resources is one of the key determinants of educational success in under-resourced regions.

In conclusion, this study reveals that household income, family dynamics, and access to resources significantly influence girls' educational attainment in Ruhinda North. Financial constraints, household responsibilities, and inadequate access to educational resources create substantial barriers for girls, hindering their ability to achieve academic success. The findings emphasize the importance of addressing these socio-economic and cultural challenges to ensure that girls in Ruhinda North have equal opportunities to succeed in education.

Targeted interventions are needed to alleviate the financial burden on families, such as scholarships or subsidies for school-related expenses. Additionally, Byaruhanga (2021) noted that programs aimed at changing gender norms and encouraging shared household responsibilities could help reduce the burden on girls. Improving access to educational resources and ensuring that girls can attend school without facing excessive travel burdens are also essential steps in improving educational outcomes for girls in the region. These findings urge communities, educators, and legislators to work together to establish a more equal and encouraging learning environment for females in Ruhinda North. It will be feasible to raise educational attainment and give future generations of females the tools they need to succeed by tackling the socioeconomic and cultural barriers that prevent girls from obtaining an education.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.1 Introduction

This chapter offers a summary of the key findings from the study and presents recommendations aimed at addressing the challenges faced by girls in pursuing and completing their education in Ruhinda North, Mitooma District. While there is considerable support for girls' education among both teachers and parents, socio-economic and cultural barriers continue to impede their educational attainment. Drawing on the findings discussed in the previous chapters, this section highlights the critical issues affecting girls' education, proposes interventions to mitigate these barriers, and outlines areas for future research to further explore solutions for improving education outcomes for girls.

#### 6.2 Summary of Findings

The findings of this study reveal that girl education in Ruhinda North is significantly hindered by a combination of socio-economic, cultural, and institutional factors. The examination of dropout rates, household duties, financial limitations, and cultural attitudes reveals a complicated network of obstacles that girls must overcome in order to continue their education. Financial limitations stand out as one of the biggest challenges, since many families cannot afford school fees, uniforms, and other essential educational supplies. High dropout rates, especially among females, are a result of parents being forced to put short-term family necessities ahead of long-term educational objectives due to this financial strain. The situation is made worse by sociocultural elements including early marriages and gender prejudices that prioritize the education of boys above that of girls.

The demographic and parental involvement data indicated that while many parents express strong support for their daughters' education, conflicting expectations around domestic

responsibilities often undermine this support. Girls are expected to contribute to household income or care for siblings, which limits their time and energy for schoolwork. Additionally, socio-cultural norms that prioritize boys' education and cultural beliefs about the roles of girls continue to influence decisions around girl education. These norms often result in girls receiving less encouragement to pursue higher education, leading to lower retention and completion rates.

The study also found out that despite these challenges, interventions such as parental involvement, teacher encouragement, and community support play an essential role in promoting girl education. Active participation from parents in school meetings, parental encouragement and reducing domestic burdens for girls can make a significant difference in improving their educational outcomes. However, a lot need to be done to address the systemic issues such as long distances to school, inadequate infrastructure, and the economic necessity that often compels girls to drop out.

### **6.3 Conclusions**

According to the study's findings, the regression analysis concluded that that the coefficient of determination  $R^2=0.47$  shows that 47.1 % variation in socio-economic status is explained by pattern of girl-child education attainment. These results depict that socio-economic status is significantly related with improved girl-child education attainment ( $\beta_1 =0.686$ ,  $p<0.01$ ). Specifically, it is clearly noted that household income accounts for 27.5% variation in the girl's educational attainment in selected secondary schools. Further, the study also concluded that this family dynamics and supports accounts for 31.4% variation in the girl's educational attainment in selected secondary schools. This indicates that in such situation, parents expect the girls to contribute to household income. Parents expect their girls to marry early. Thy also expect girls to take care of their siblings, as well as dividing household chores equally among all children.

Lastly, the study concluded that access to resource impacts accounts for 33.3% variation in the girl's educational attainment in selected secondary schools. This clearly implies that there are specific programs at school aimed at supporting girl child education. The school environment is supportive of girl students. However, the financial constraints affect girls' ability to attend school regularly. Finally, the findings showed that family dynamics and supports and access to resource impacts had the highest significant positive relationship on the girl's educational attainment in selected secondary schools.

#### **6.4 Recommendations**

The following suggestions are offered to solve the issues raised by this study: Boost funding for the education of girls: Budgetary limitations are a significant obstacle to education of girls in Ruhinda North. To lessen the financial strain on families, policymakers should put in place focused interventions like income-based support programs, bursaries, and scholarships. For low-income households in particular, this can entail direct cash transfers to pay for uniforms, school fees, and other educational costs.

Increase parental involvement and awareness: Parents are essential in helping their daughters with their schooling. Parents should be made aware of the value of regular attendance at school, the long-term advantages of education for females, and the negative effects of early marriage and domestic duties by launching awareness programs. Additionally, it is important to support and encourage family participation in school-related activities, including meeting attendance and parental assistance.

Address socio-cultural barriers: Socio-cultural norms that prioritize boys' education over girls' must be challenged through community-based programs and sensitization initiatives. These efforts should aim at changing societal attitudes about the value of girls' education,

promoting gender equality in education and ensuring that girls are given equal opportunities to succeed.

**Improve school infrastructure and transport systems:** The long distances to schools, combined with inadequate transportation and poor infrastructure, remain a significant challenge for girls. Investment in building more schools closer to rural communities, improving transportation options, and creating safe routes to school will help mitigate these barriers and encourage greater school attendance among girls.

**Create safe and gender-sensitive learning environments:** Schools should be equipped with essentials to cater for the unique needs of female learners. This includes ensuring that school facilities are safe and secure, that there are female teachers to act as role models, and that schools are supportive of girls' learning needs, especially during their menstrual cycles. Gender-sensitive teaching practices should be integrated into teacher training institutions to create more inclusive classrooms.

**Support for health and nutritional programs:** Addressing health and nutrition needs is essential to ensure that girls can attend school regularly and perform well academically. School-based health services, including regular medical checkups, nutrition programs, and hygiene education, should be implemented to reduce absenteeism and improve girls' overall well-being.

**Integrate technology in education:** To bridge the education gap, especially in remote areas, integrating technology into the curriculum can enhance learning opportunities for girls. Providing access to digital learning tools, including computers, the internet, and educational software, will equip girls with the digital skills they need for the future and provide a more engaging learning experience.

**Gender-Sensitive Teacher Training:** Teachers should receive training on gender-responsive pedagogy to ensure they are sensitive to the specific challenges faced by girls in their classrooms. Training programs should focus on addressing gender biases, promoting female participation in class, and providing mentorship to encourage girls to aspire to higher education and leadership roles.

**Empowerment through Mentorship Programs:** Mentorship programs can be a powerful tool for motivating girls to pursue their education and overcome barriers. Community mentors, particularly female role models, can provide guidance, emotional support, and encouragement, helping girls to build confidence and resilience in the face of challenges.

**Strengthen Community Involvement:** The involvement of local communities in supporting girls' education is critical. Community leaders, including religious and cultural leaders, should be engaged in advocacy and sensitization campaigns to promote the importance of educating girls. Creating a community-wide culture of support for girls' education will help reduce gender disparities in educational attainment.

### **6.5 Suggestions for Future Research**

Future studies should examine how the treatments suggested in this study affect girls' retention and completion rates over the long run, with a focus on the benefits of community awareness initiatives, scholarships, and gender-responsive teaching methods.

Furthermore, additional study is required to investigate the ways in which technology may be further incorporated into rural education and the contribution that digital literacy can make to enhancing females' academic performance.

Need for a comparative study about the socio-economic status and girl child education attainment in selected secondary schools in other parts of Uganda, so as to compare with the

results got from Ruhinda-North County, Mitooma District, and have a better ground for recommendation.

In order to achieve more balanced educational results, studies should also look at how men and boys may promote girls' education by involving male family members and community leaders in gender equality campaigns.

Choice experiment, Thematic Content Analysis and Pearson's' Correlation can be used instead of ANOVA and regression model in a further study.

In conclusion, while there have been improvements in girls' education in Ruhinda North County, significant challenges remain. Addressing these barriers requires comprehensive, multifaceted strategies that include financial, cultural, and educational interventions. By focusing on the specific needs of girls and ensuring that they have access to the necessary resources and support, it is possible to create a more equitable and inclusive educational system in Ruhinda North and beyond.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRES FOR PUPILS

#### Former Pupil Questionnaire

##### **Introduction:**

Thank you for taking the time to participate in this survey. Your input is valuable in helping us understand the factors affecting girls' education in selected secondary schools in Ruhinda North County. Please answer the following questions honestly and to the best of your ability. Your responses would be kept confidential and used for research purposes only.

##### **Section 1: Personal Information**

1.1. Gender:

- Male
- Female

1.2. Age: \_\_\_\_\_ years

1.3. Grade/Class completed or last attended: \_\_\_\_\_

##### **Section 2: Educational Experience**

2.1. How many years did you attend primary school in Ruhinda North?

2.2. Did you complete your primary education at the school?

- Yes
- No

2.3. If you did not complete your primary education, please specify the reason(s) for leaving:

- Financial constraints
- Family responsibilities
- Lack of interest in studies
- Early marriage
- Pregnancy

- Other (please specify): \_\_\_\_\_

### **Section 3: Factors Influencing Education**

3.1. What were the main challenges you faced in continuing your education? (Select all that apply)

- Financial constraints
- Lack of parental support
- Household responsibilities
- Distance to school
- Gender-based discrimination
- Early marriage or pregnancy
- Other (please specify): \_\_\_\_\_

3.2. Were there any specific interventions or support programs aimed at promoting girls' education in your community? If yes, please describe:

3.3. How effective do you think these interventions were in supporting girls' education?

### **Section 4: Perceptions and Attitudes**

4.1. In your opinion, how important is education for girls in your community?

- Very important
- Somewhat important
- Not important

4.2. Have you observed any differences in the educational opportunities provided to boys and girls in your community?

- Yes
- No
- Not sure

4.3. If yes, please describe the differences you have observed:

## **Section 5: Family Dynamics**

### **5.1. Number of Children in the Household:**

- 1-2
- 3-4
- 5-6
- More than 6

### **5.2. Parents' Education Level:**

- No formal education
- Primary education
- Secondary education
- Tertiary education

### **5.3. Parents' Employment Status:**

- Both parents employed
- One parent employed
- Both parents unemployed

### **5.4. Parental Support for Education:**

- Always
- Often
- Sometimes
- Rarely
- Never

### **5.5. Division of Household Chores Among Children:**

- Equally divided
- More chores for girls
- More chores for boys

## **5.6. Cultural Expectations of Girls in the Household:**

- Encouraged to pursue education
- Expected to marry early
- Expected to contribute to household income
- Expected to take care of sibling

## **Section 6: Additional Comments**

6.1. Is there any other information or insight you would like to share regarding girls' education in Ruhinda North. ?

6.2. Do you have any suggestions for improving girls' access to education in your community?

Thank you for your participation!

## APPENDIX II: QUESTIONNAIRES FOR TEACHERS

### Teacher Questionnaire

#### Introduction:

Thank you for agreeing to participate in this survey. Your insights are crucial in helping us understand the factors affecting girls' education in selected secondary schools in Ruhinda North County. Please answer the following questions honestly and to the best of your ability. Your responses would be kept confidential and used for research purposes only.

#### Section 1: Personal Information

##### 1.1. Gender:

- Male
- Female

##### 1.2. Age:

- Under 30 years
- 30 - 40 years
- 41 - 50 years
- Over 50 years

##### 1.3. Years of teaching experience:

- Less than 5 years
- 5 - 10 years
- 11 - 15 years
- More than 15 years

##### 1.4. School Name:

- [School A..... ]
- [School B..... ]
- [School C..... ]

## Section B: Teacher Roles and Influence on Girl Child Education

Please indicate your level of agreement with the following statements using the scale provided:

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I encourage girls to pursue education actively.	1	2	3	4	5
I provide extra academic support to girl students when needed.	1	2	3	4	5
I believe girls have equal academic potential as boys.	1	2	3	4	5
I address gender-specific challenges faced by girl students in my teaching.	1	2	3	4	5
I act as a mentor for girl students.	1	2	3	4	5
I believe early marriage affects girls' education negatively.	1	2	3	4	5
I involve girl students in class leadership roles.	1	2	3	4	5
I communicate with parents about their daughters' academic progress.	1	2	3	4	5
I encourage girl students to participate in extracurricular activities.	1	2	3	4	5

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
I am aware of the socio-cultural factors affecting girl child education.	1	2	3	4	5
I have received training on gender-sensitive teaching methods.	1	2	3	4	5
I adapt my teaching strategies to be inclusive of all genders.	1	2	3	4	5

### **Section C: Observations on Girl Child Education**

Please indicate your level of agreement with the following statements using the scale provided:

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Girls in my classes show high academic performance.	1	2	3	4	5
Household responsibilities impact girl students' attendance and performance.	1	2	3	4	5
Financial constraints affect girls' ability to attend school regularly.	1	2	3	4	5
Cultural beliefs within the community influence girls' education.	1	2	3	4	5
Girls are as likely to complete their education as boys in this community.	1	2	3	4	5

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The school environment is supportive of girl students.	1	2	3	4	5
Girl students have the same opportunities as boys to participate in class.	1	2	3	4	5
Teachers receive adequate support to address gender-specific educational challenges.	1	2	3	4	5
There are specific programs at school aimed at supporting girl child education.	1	2	3	4	5
Peer influence impacts girls' educational attainment.	1	2	3	4	5

**Section 5: Additional Comments**

1. **In your opinion, what could be done to improve girl child education in Ruhinda North. ?**

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2. **Any additional comments or suggestions on improving girl child education in Ruhinda North. :**

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**Consent:**

I, \_\_\_\_\_, after carefully listening to the explanation from the researcher, understand the purpose of the study and have willingly accepted to participate. I promise to give the information to the best of my knowledge.

**Participant's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Researcher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **APPENDIX III: QUESTIONNAIRES FOR PARENTS**

### **Questionnaire for Parents**

#### **Introduction:**

My Name is MATSIKO MAKUNDU NAZARIOUS, pursuing a Master of Education Planning and Management at Uganda Christian University. You have been selected to participate in this study “to establish the level of girl child education attainment in selected secondary schools in Ruhinda North County, Mitooma District.” I kindly request you to participate in this study. The information given would be kept confidential. You are free to participate or withdraw at any stage. A questionnaire would be given to you, and I would be glad to explain where you need clarification. Thank you.

#### **Section A: Demographic Information**

1. **Gender:**

- Male
- Female

2. **Age:**

- Below 25 years
- 25-34 years
- 35-44 years
- 45-54 years
- 55 years and above

3. **Highest Level of Education:**

- No formal education
- Primary education
- Secondary education
- Tertiary education (Diploma, Degree, Masters, etc.)

4. **Occupation:**

- Civil servant
- Farmer
- Businessperson
- Unemployed

- Other (please specify): \_\_\_\_\_

**5. Marital Status:**

- Single
- Married
- Widowed
- Divorced/Separated

**6. Number of Children:**

- 1-2
- 3-4
- 5-6
- More than 6

**Section B: Family Dynamics and Support for Education**

Please indicate your level of agreement with the following statements using the scale provided:

Statement	Strongly				Strongly
	Disagree	Disagree	Neutral	Agree	Agree
I encourage my girls to pursue education.	1	2	3	4	5
I expect the girls to marry early.	1	2	3	4	5
I expect the girls to contribute to household income.	1	2	3	4	5
I expect girls to take care of their siblings.	1	2	3	4	5
Both parents in our household are employed.	1	2	3	4	5
We divide household chores equally among all children.	1	2	3	4	5
Our household encourages girls to stay in school.	1	2	3	4	5
Financial constraints affect our ability to send	1	2	3	4	5

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
girls to school.					
Cultural beliefs influence our decisions about girls' education.	1	2	3	4	5
Household responsibilities often keep girls from attending school.	1	2	3	4	5
I attend school meetings to support my children's education.	1	2	3	4	5
I help my children with their homework.	1	2	3	4	5

### **Section C: Views on Girl Child Education**

Please indicate your level of agreement with the following statements using the scale provided:

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Education is very important for girls.	1	2	3	4	5
Financial constraints are a major challenge in educating girls.	1	2	3	4	5
Long distances to school affect girls' education.	1	2	3	4	5
Household responsibilities are a major barrier to girls' education.	1	2	3	4	5
Early marriage impacts girls' education.	1	2	3	4	5

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Lack of interest from girls affects their education.	1	2	3	4	5
I provide financial support for my daughters' education.	1	2	3	4	5
I encourage my daughters to study.	1	2	3	4	5
I reduce my daughters' household chores to support their education.	1	2	3	4	5
I speak to teachers about my daughters' progress.	1	2	3	4	5

**12. In your opinion, what could be done to improve girl child education in Ruhinda North County?**

---

**13. Any additional comments or suggestions on improving girl child education in Ruhinda North County:**

---

**Consent:**

I, \_\_\_\_\_, after carefully listening to the explanation from the researcher, understand the purpose of the study and have willingly accepted to participate. I promise to give the information to the best of my knowledge.

**Participant's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Researcher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## APPENDIX IV: Authorization Letter



# UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

15/07/2024

To: Nazarious Matsiko

school  
0779416242

Type: Initial Review

**Re: UCUREC-2024-932: Social Economic status and Girl Child Education attainment in Rural-Urban schools: A Case Study of Ruhinda- North Mitooma District, Western Uganda.**

I am pleased to inform you that the Uganda Christian University REC, through expedited review held on 11/07/2024 approved the above referenced study.

Approval of the research is for the period of 15/07/2024 to 15/07/2025.

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the REC for re-review and approval **prior** to the activation of the changes.
3. Reports of unanticipated problems involving risks to participants or any new information which could change the risk benefit ratio must be submitted to the REC.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Continuing review application must be submitted to the REC eight weeks prior to the expiration date of 15/07/2025 in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following is the list of all documents approved in this application by Uganda Christian University REC:

<b>No.</b>	<b>Document Title</b>	<b>Language</b>	<b>Version Number</b>	<b>Version Date</b>
1	budget version i	English	1	--
2	Data collection tools	English	Data collection tools	2024--
3	Protocol	English	Protocol/Proposal	--

Yours Sincerely




Prof. Peter Waiswa





For: Uganda Christian University REC

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**UGANDA CHRISTIAN  
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**POST VIVA REPORT**

**UGANDA CHRISTIAN UNIVERSITY**

**SCHOOL OF RESEARCH & POSTGRADUATE STUDIES**

**DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)**

**Date:** 12/9/2025

**Name of Candidate:** MATSIKO MAKUNDU NAZARIOUS

**Reg. No:** RM22M06/017

**Title of Dissertation:** SOCIO-ECONOMIC STATUS AND GIRL CHILD EDUCATION ATTAINMENT IN SELECTED SECONDARY SCHOOLS IN RUHINDA-NORTH COUNTY, MITOOMA DISTRICT

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
	<b>Overall structure and presentation</b>		
1	The document has a logical flow but suffers from formatting inconsistencies, such as missing spaces (e.g., "RuralUrban"), truncated sections, duplicate tables in the TOC, and minor grammatical errors. Presentation could be improved with better proofreading and consistent styling.	Proof reading been done and typos and grammatical errors been removed as suggested.	Entire dissertation
	<b>Chapter One: Introduction</b>		
2	The introduction provides a strong background, including historical, theoretical, conceptual, and contextual elements. It effectively sets the problem, purpose, and research questions.	Background section been reduced as suggested. Only major aspects under	Background (Page 1-22)

	However, some sections feel overly lengthy and could be more concise.	background been considered as per UCU revised manual, 2023	
	<b>Chapter Two: Literature Review</b>		
3	The literature review is integrated into the background but lacks a dedicated chapter with systematic synthesis of sources. Key themes like socio-economic barriers and gender theories are covered, but gaps in recent studies and critical analysis are evident.	Gaps of recent studies and critical analysis been considered as suggested.	Literature review (Page 23-41)
	<b>Chapter Three: Methodology</b>		
4	Methodology is quantitative, using SPSS for analysis, with sampling and reliability statistics mentioned. However, details on data collection tools, ethical considerations, and limitations are sparse or truncated, reducing clarity.	Data collection tools, ethical considerations and study limitations clearly written as suggested.	Sources of data and data collection methods (Pg. 45) Data analysis (Page 50) Ethical consideration (Pg 51) Limitations (Page 52)
	<b>Chapter Four: Presentation and Analysis of Data</b>		
5	Data presentation includes tables on demographics, descriptives, correlations, and regression. Analysis is straightforward, but interpretation could be deeper, and some tables (e.g., duplicates) need refinement. Visuals like figures are underutilized.	More interpretation been added as suggested. Some tables been refined as suggested, and figures also included as suggested.	Chapter 4 (Page 53-70)
	<b>Chapter Five: Discussion of Results</b>		

6.	Discussion links findings to barriers like financial constraints and cultural norms, with recommendations. It aligns with objectives but could better integrate theory and compare with literature; some sections feel repetitive.	Repetitive sections have been removed as suggested	Discussions (Page 71-79)
	<b>Chapter Six: Conclusions (and Recommendations)</b>		
7.	Conclusions summarize key findings and offer practical recommendations, including policy suggestions. However, it appears combined with discussion in Chapter Five, lacking a distinct chapter, and future research ideas are brief.	Conclusions and recommendations put on chapter six as suggested in accordance to UCU research manual, 2023 revised	Chapter Six (Page 81-83)
	<b>References and Appendices</b>		
8.	References are comprehensive but contain duplicates (e.g., Psaki et al.) and formatting inconsistencies (e.g., DOI links). Appendices include questionnaires and authorization letter, which are relevant but could include more raw data or tools.	References corrected inline with APA 7 <sup>th</sup> edition. Raw data also included in the appendix as suggested	References (Page 86- 91) Appendix II (Page 104)
<b>SN</b>	<b>COMMENTS BY VIVA VOCE PANNEL</b>	<b>ACTION TAKEN</b>	<b>INDICATOR</b>
9.	Expected to have done regression analysis, Nova was irrelevant	Regression analysis added as suggested.	Regression analysis (Page 68)
10.	Advised to show how the social factors affect the girl child's education		
11.	Correlation was not needed in the findings	Correlation analysis removed as suggested.	

**MATSIKO MAKUNDU NAZARIOUS**

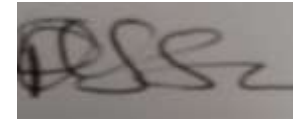
Candidate's Name



Signature

**Dr. FAITH MBABAZI MUSINGUZI**

Supervisor's Name



Signature