



UGANDA MANAGEMENT INSTITUTE

**FACTORS AFFECTING THE QUALITY OF GIRL CHILD SECONDARY  
EDUCATION IN KAMULI, DISTRICT-UGANDA**

**BY**

**GLORIA TITI ANZOYO**

**REG NO: 12/MMSPPM/27/155**

**A RESEARCH REPORT SUBMITTED TO SCHOOL OF MANAGEMENT SCIENCES  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A  
MASTERS DEGREE IN MANAGEMENT STUDIES (PROJECT PLANNING AND  
MANAGEMENT) OF UGANDA MANAGEMENT INSTITUTE**

**DECEMBER, 2015**

**DECLARATION**

I, declare that this is my original work, solely out of my effort and has never been presented to this institution or any other institution for any academic award or grant and is being submitted with the approval of my supervisors.

Signature .....Date...../...../.....

**GLORIA TITI ANZOYO**

**APPROVAL**

This research report entitled, “Factors Affecting the Quality of Girl Child Secondary Education in Kamuli, District- Uganda” has been developed under my supervision and is now ready for approval.

Sign.....

Date...../...../.....

**ANACLET MUTIBA NAMANYA**

Sign.....

Date...../...../.....

**FELIX ADIBURU ANDAMA**

**DEDICATION**

This research report is dedicated to my beloved Uncles and Aunties; Eng. Ocaya Victor, John Labite, Muzabili Ayubu, Christopher Labite, Patricia and Pamela my dear brothers Gerald, Ronald, Thomson sisters Connie and Priscilla for their love and prayers which encouraged me to really accomplish this task.

## **ACKNOWLEDGEMENT**

I am grateful to a number of people who contributed in different ways for the completion of this research. Sincere thanks go to my academic supervisors, Mr. Anaclet Mutiba Namanya and Mr. Felix Adiburu Andama for his tireless professional guidance and patience from the period of commencement up to completion of this research work.

I thank all facilitators of the Faculty of Uganda Management Institute for imparting knowledge on me, that now I am in position to stand firm in this world.

I would like also to extend my humble appreciation to my respondents for accepting to participate in the study by giving me the necessary information.

The resourceful and kindness of all my friends and course mates who read through my work is greatly appreciated. They include; Jehu Eleazer, George Mukose, Richard Akuze, Kisubi Steven, Paul Nyonyi, Jesca Otai, Olivia Nakaweesi and Paul Bagembe

May the Almighty God bless you all.

## TABLE OF CONTENTS

<b>DECLARATION</b> .....	ii
<b>APPROVAL</b> .....	ii
<b>DEDICATION</b> .....	iii
<b>ACKNOWLEDGEMENT</b> .....	v
<b>TABLE OF CONTENTS</b> .....	vi
<b>LIST OF TABLES</b> .....	x
<b>LIST OF FIGURES</b> .....	xii
<b>LIST OF ACRONYMS</b> .....	xiii
<b>ABSTRACT</b> .....	xiv
<b>CHAPTER ONE: INTRODUCTION</b> .....	1
1.1 Introduction.....	1
1.2 Background to the Study.....	1
1.3 Statement of the Problem.....	8
1.4 Purpose of the Study .....	9
1.5 Objectives of Study.....	9
1.6 Research Questions.....	9
1.7 Hypotheses .....	10
1.8 Conceptual Framework.....	10
1.9 Significance of the Study .....	11
1.10 Justification of the Study .....	12
1.11 Scope of the Study .....	13
1.12 Operational Definitions.....	14

<b>CHAPTER TWO: LITERATURE REVIEW</b> .....	16
2.1 Introduction.....	16
2.2 Theoretical Review .....	16
2.3 Review of Related Literature .....	17
2.3.1 Teacher Factor and Quality of Girl Child Secondary Education.....	17
2.3.2 Family Background and Quality of Girl Child Secondary Education .....	23
2.3.3 School Environment and Quality of Girl Child Secondary Education .....	27
2.4 Summary of Literature Review.....	31
<b>CHAPTER THREE: METHODOLOGY</b> .....	33
3.1 Introduction.....	33
3.2 Research Design.....	33
3.3 Study Population.....	33
3.4 Sampling Size .....	34
3.5 Sampling Techniques and Procedure.....	34
3.6 Data Collection Methods .....	36
3.6.1 Questionnaire Survey.....	36
3.6.2 Interviews.....	36
3.6.3 Documentary Review.....	37
3.7 Data Collection Instruments .....	37
3.7.1 Questionnaire .....	37
3.7.2 Key Informant Interview Guide.....	38
3.7.3 Documentary Review Check List .....	39
3.8 Data Quality Control.....	39

3.8 .1 Validity .....	39
3.8.2 Reliability.....	40
3.9 Data Collection Procedure .....	41
3.10 Data Analysis .....	42
3.11 Measurement of Variables .....	43
<b>CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS.....</b>	<b>44</b>
4.0 Introduction.....	44
4.1 Socio-Economic Background .....	44
4.2 Empirical Findings.....	52
4.2.1 Effect of Teacher Factoron the Quality of Girl Child Secondary Education Performance .	52
4.2.2 Effect of Family Background on the Quality of Girl Child Secondary Education Performance .....	70
4.2.3 Effect of School Environment on the Quality of Girl Child Secondary Education Performance .....	82
<b>CHAPTER FIVE: SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>93</b>
5.0 Introduction.....	93
5.1 Summary of Findings.....	93
5.2 Discussion.....	96
5.3 Conclusions.....	104
5.4 Recommendations.....	105
5.5 Contribution of the Study.....	107



5.6 Areas for Further Research .....	108
<b>REFERENCES.....</b>	<b>109</b>
<b>APPENDIX I: QUESTIONNAIRE FOR THE TEACHERS .....</b>	<b>i</b>
<b>APPENDIX II: QUESTIONNAIRE FOR STUDENTS.....</b>	<b>i</b>
<b>APPENDIX III: INTERVIEW GUIDE FOR HEAD TEACHERS .....</b>	<b>i</b>
<b>APPENDIX IV: INTERVIEW GUIDE FOR PARENTS.....</b>	<b>i</b>
<b>APPENDIX V: INTERVIEW GUIDE FOR COMMUNITY LEADERS .....</b>	<b>i</b>
<b>APPENDIX VI: OBSERVATION CHECKLIST.....</b>	<b>i</b>
<b>APPENDIX VII: TABLE SHOWING STATISTICS OF SECONDARY SCHOOLS’ PERFORMANCE IN KAMULI DISTRICT .....</b>	<b>i</b>

## LIST OF TABLES

Table 3.1: Category of Respondents .....	35
Table 3.2: Validity Tests .....	40
Table 3.3: Reliability Statistics .....	41
Table 4.1: Gender of Respondents .....	44
Table 4.2: Ages of Respondents .....	45
Table 4.3: Marital Status of Respondents .....	47
Table 4.4: Qualifications of Teachers .....	48
Table 4.5: Classes of Operation .....	50
Table 4.6: Years of Experience by Teachers in Teaching .....	52
Table 4.7: Refresher Course Attendance .....	53
Table 4.8: How Teachers often taught Girl Child Students.....	55
Table 4.9: Ways Teachers Interacted with Students .....	57
Table 4.10: State of Academic Performance of Girl Child Students in School.....	59
Table 4.11: Whether Supervision, Skills & Knowledge to Girl Child is Teacher’s Primary Goal.....	61
Table 4.12: Assignments and Time to Scientific Advancement in Education for Girl Child are provided .....	62
Table 4.13: Existence of Massive Conversation between the Teacher and Girl Child Student ...	64
Table 4.14: Status of Academic Performance of Girl Child Student.....	66
Table 4.15: Grades of Girl Child Students being Significant .....	67
Table 4.16: Correlation between Experience in Teaching and Academic Performance of Girl Child Students.....	68

Table 4.17: Whether Cultures Enhance Girl Child Students' Education.....	70
Table 4.18: Extent at Which Cultivated Behaviours and Beliefs Passed from Parents to Girl Child Greatly Affected their Education .....	72
Table 4.19: Education Level of Parents Adequately Enabling Girl Child Students to Produce Measurable Gains in Academic Achievement.....	74
Table 4.20: Cross Tabulation of Cultural Background and the Academic Performance of Girl Child Students.....	77
Table 4.21: Whether Resources for Being at School were enough or not.....	79
Table 4.22: Presence of Financial and Non-Financial Assets for Education.....	80
Table 4.23: Whether Resources Used for Conducting Educational Functions of a School are Sufficient.....	83
Table 4.24: Whether Classrooms were Enough to Accommodate Girl Child Students being Admitted .....	85
Table 4.25: Whether there Were Existing Policies to Promote Girl Child Education.....	87
Table 4.26: Whether Plans of Action Adopted by School Administration for Quality Education of Girl Child Students were Appropriate .....	89
Table 4.27: Cross Tabulation of Existence of Policies in School and State of Academic Performance .....	91

## LIST OF FIGURES

Figure 2.1: Conceptual framework relating to the factors affecting the quality of girl child secondary education.....	10
---	----

## **LIST OF ACRONYMS**

EFA	Education for All
IEG	Independent Evaluation Group
MDG	Millennium Development Goal
MOESTS	Ministry of Education, Science, Technology and Sports
NEP	National Education Policy
PTA	Parents Teachers Association
SEIA	Secondary Education in Africa
SES	Social Economic Status
SMCs	School Management Committees
UACE	Uganda Advanced Certificate of Education
UCE	Uganda Certificate of Education
UDHR	Uganda Declaration of Human Rights
UNEGA	United Nations Education General Assembly
USE	Universal Secondary Education

## ABSTRACT

The study on factors affecting the quality of girl child secondary education in Uganda was done considering eight Kamuli District secondary schools; based on the following objectives; establishing the effect of teacher competence on the quality of girl child secondary education performance, determining the effect of family background on the quality of girl child secondary education performance, and examining the effect of school environment on the quality of girl child secondary education performance. The study used a case study research design and was both qualitative and quantitative, and involved a sample of 08 head teachers, 159 teachers, 349 girl child students, 296 parents, and 23 community leaders. Data collected using questionnaires were analyzed quantitatively (using frequency tables and correlation) with the help of SPSS while data collected through interviews were analyzed qualitatively (descriptively).

There was positive effect of teacher competence on the quality of girl child secondary education performance, because the correlation between experience in teaching and state/level of academic performance of girl child students in school was weak, denoted by 0.035 Spearman's correlation value. This implies that, reduced experience among teachers leads to poor academic performance of students. Furthermore, there was no significance relationship between teaching experience and state of academic performance at 5% level of statistical significance.

There was positive effect of family background on the quality of girl child secondary education performance, in that, culture to a great extent influenced the academic performance of girl child students, though to some extent it was not sufficient in Kamuli secondary schools.

There existed positive effect of school environment on the quality of girl child secondary education performance, because there was existence of policies in school to a great extent leading to improvement in academic performance of girl child students in Kamuli district secondary schools. Also, security was offered to the girls in Kamuli district community by leaders and security officers; and security of students in the place was ensured. And the environment of Kamuli district secondary schools was favorable for learning.

The following recommendations were made: continuous training and upgrading of teachers, continued offering of counseling and guidance services, construction of cultural development centres, remuneration of teachers, promotion of gender balance in the community, provision of enough instructional materials, and monitoring schools.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

The quality of girl child performance remains a top priority for educators. It is meant for making a difference locally, regionally, nationally and globally. Unfortunately defining and measuring quality of girl child education in a secondary school is not a simple issue and the complexity of this process increases due to the changing values of quality attributes associated with the different stakeholders' view point (Blevis, 2009 and Parri, 2006). Educators, trainers and researchers have long been interested in exploring variables contributing effectively to quality performance of girl child learners in secondary schools.

This study examined factors affecting the quality of girl child secondary education in Kamuli district of Uganda, whereby various factors were independent variables and quality of girl child education was dependent variable. This chapter covered the background to the study, the statement of the problem, the purpose of the study, objective of the study, the research questions, the hypotheses, the scope of the study, the significance, justification and operational definitions of terms.

### **1.2 Background to the Study**

#### **1.2.1 Historical Background**

Education is one of the fundamental rights of the individual. Article 26 of the Universal Declaration of Human Rights, which was adopted by the United Nations Education General Assembly in December, 1949 stipulated this among others. Education shall be equally accessible

to all on the basis of merit (quality) and parents have a prior right to choose the kind of education that shall be given to their children.

Whereas World Bank (2002) report sets up Millennium Development Goal for 2015 that illustrates critical failures of many countries to attain quality girl child secondary education, there is a wide international recognition that there is no investment more effective for achieving development goals than providing quality education for girls.

The need to simultaneously increase quality and capacity at the secondary level negligence has created serious problems in Africa, noted the first regional conference on Secondary Education in Africa (SEIA) which was held in Uganda in June 2003, committing to achieving Education for All (EFA) by 2015 and continue to allocate increasing resources to this cause (Bregman and Bryner, 2003).

The governments of the African region from the years 2005 emphasize that adequate physical facilities as well as teaching and other practical subjects need to be provided if the curricula are to lead to the stated objectives of providing quality secondary education for the girls (Sifuna, 2006).

In Uganda (Ministry of Education, Science, Technology and Sports), the National education policy promotes standardization throughout the country education system. The policy aims to improve academic achievement by increasing the accountability of teachers as teachers are required to teach basic skills that are then assessed through standardized tests for example; Primary Leaving Examination (PLE), Uganda Certificate Examination (UCE) and Uganda Advanced Certificate Examination (UACE) (MOES, 2010).



### **1.2.2 Theoretical Background**

The study used situational theory, which originated in Grunig's journalism monograph titled "The Role of Information in Economic Decision Making" in 1966. That was the first step in the development of a theory that today is known as the situational theory of publics. That monograph introduced the first variable in the theory, problem recognition, as an explanation of why people sometimes engage in genuine decision-making and sometimes engage in habitual behavioral (Grunig & Hon, 1988). The situational theory of leadership suggests that no single leadership style is "best." Instead, it all depends upon the situation at hand and which type of leadership and strategies are best-suited to the task. According to this theory, the most effective leaders are those that are able to adapt their style to the situation and look at cues such as the type of task, the nature of the group, and other factors that might contribute to getting the job done. Situational leadership theory is often referred to as the Hersey-Blanchard Situational Leadership Theory, after its developers Dr. Paul Hershey, author of *The Situational Leader*, and Ken Blanchard, author of *One-Minute Manager*.

It has been extended to explain why people join activist groups; internal and external dimensions have been identified for problem recognition, level of involvement, and constraint recognition; and research has been conducted to determine whether information campaigns (which generally are passively processed) can create publics. Among them, some research on the situational theory has examined external and internal dimensions of the three independent variables (Grunig & Hon, 1988; Grunig, 1997). If the three concepts (problem recognition, constraint recognition and involvement), are internal (only perceived), then they could be changed by communication, and if they are external (real/actual), then "changes must be made in a person's environment before his or her perceptions ... and communication behavior will change" (Grunig,

1997, p. 25). Although only a few studies have focused on internal and external dimensions, findings have indicated that the distinction is worthy of further exploration (Grunig, 1997).

### **1.2.3 Conceptual Background**

According to Smith, (2001), the quality and equality of aspects of access is measured with quality indicators and equality indicators. The quality attributes and quality levels are key dimensions of quality secondary education. The concept of poor competence and function assigned to secondary school, define quality of secondary school education. Quality attributes mean the nature of teaching and learning in secondary education which are measured in terms of the relevancy of the attributes.

Quality is efficient transitions within secondary education and also from education to work of cause depend on the quality of education, both previous basic schooling and within secondary level. Quality is a complex concept, and there are many opinions about what quality is and how to improve it. However, there should not be any disagreement that the supply of teachers by numbers and qualification is perhaps the most critical factor. In addition to the problem of training enough qualified teachers, low salaries causes severe retention problems and also leads to teachers taking extra teaching load or other paid work in order to secure a decent economic outcome (Smith, 2001).

However attaining secondary girl child education is not natural or automatic. In Uganda it is influenced by many imbalances including parent's social and economic experiences (social economic status), disparities in education standards, learning environment (facilities, classroom and policies) and teacher's competence (training, devotion and interaction) (Smith, 2001).

There is a complex interaction between teacher beliefs, which are mental and teacher actions which take place in the social arena (Wallace and King, 2004) view teacher actions as represented one aspect of a teacher's belief and thus should not be perceived as separate entity from the belief system as a whole.

Furthermore, they stated that what a teacher does in the classroom is representative of the teachers belief system (Villena, 2004), documenting the beliefs and practices of secondary teachers of high and low performing schools in metro manila (Philippine's), recommended that training be conducted that, would deliberately include opportunities for teachers to reflect on their beliefs and practices as some teachers are not fully aware of the tradition they adhere to when teaching.

Family background has a great influence on students' psychological, emotional, social and economic state. In the view of Ajila & Olutola (2007), the state of the home affects the individual since the parents are the first socializing agents in an individual's life. This is because the family background and context of a girl child affect her reaction to life situations and his level of performance. Although the school is responsible for the experiences that make up the individual's life during school periods, yet parents and the individual's experiences at home play tremendous roles in building the personality of the child and making the child what she is (Uwaifo, 2008). Thus, Ichado (1998) concluded that the environment from which a student comes from can greatly influence their performance at school. In the same vein, Wiseman (1973) and Hassan (1983) among others have examined the causes of poor academic performance among female secondary school students. Some of the factors identified are intellectual ability, poor study habit, achievement motivation, lack of vocational goals, low self-concept, low socio-economic status of the family, poor family structure and anxiety.

School environment- policy challenge focuses on outcomes not input secondary education yes but for what? Clarity of targets is one thing but setting the right target is another. Secondary education is expected to produce graduates who are able to thrive in the first changing world, meet challenges and solve problems, be entrepreneur and create jobs, be critical and active citizens. Yet target rarely focuses on these sorts of outcomes of education and methods of measurement do not measure these sorts of skills and attributes (World Bank, 2006).

Recent rapid expansion of secondary education has inevitably affected quality. The tension between quantity and quality in education is well known and a debate is needed on these serious tradeoffs. But it's mistaken to plan to take the review "let us talk of quantity and enrollment first and worry about the rest or quality later". A recent report on evaluating World Bank secondary production program carried out by its Independent Evaluation Group (IEG) noted that most of the World Bank projects have focused on expanding access and less on improved learning outcomes (World Bank, 2006).

These include facilities, classroom, policies, school administration (PTA, SMCs) the ultimate goal for educators, schools and other educational institutions and those who support them is the development of secondary school learners. This is dependent on effective teaching which in turn relies on the development of effective curriculum, supportive teaching and learning environment. Educators and their institution build need to constantly learn and grow and must have ongoing support to achieve this. Therefore the departments of education function both at local (district) and national (ministry) level is to provide the necessary infrastructural human resources support for success. The Kamuli district based support team is a primary channel through which this support should be provided.

#### **1.2.4 Contextual Background**

The highest performing education systems are those that give the students opportunities for a good quality education. Schools that provide better learning environment that include proper classroom, buildings, quality text books, pre-requisite curriculum and syllabi and good management often post better scores and grades in the national examination tests. Parents in the high and average socio-economic levels have students performing better in the national examination scores. Students who are taught by competent, motivated and disciplined teachers perform better in the national examinations.

The quality of girl child secondary education in Kamuli District has been disappointingly poor and dismal over the last decade. Statistical extract revealed that total girls performance in Division one and Division two combined is barely 15% with a majority in Division 3 also making poorly 25%. A disproportionately large percentage- 60% are in the categories of failures Division IV and Division IX examination results UCE from 2006-2013 total candidates are 3791.

Kamuli district is located in eastern Uganda with its headquarters in Kamuli town and approximately 74 kilometers north of Jinja and which itself is 60 kms from Kampala city. As of December 2002 Kamuli has a population of 712,000 (40.5% male and 59.5% female) with population growth rate of 5.1%. This population is sparsely scattered across the region. Means of livelihood in Kamuli district is peasantry subsistence including fishing, rearing animals and farming, Bee keeping and retail trade in the urban centers. Kamuli district is considered one of the poorest regions in the country. Secondary schools in the region are also scattered.

According to data from the District Education Office there are only 12 government aided secondary schools, all of which are mixed both girls and boys. Then there is a host of privately

owned secondary schools. There has been a strong disparity in performance with girls performing poorer from the year 2006-2013 in Uganda national examination results.

This study is therefore intended to investigate and posit solutions to the problem of poor quality girl child secondary education in the context of factors affecting the quality of girl child secondary education in Kamuli district.

### **1.3 Statement of the Problem**

Quality girl child secondary education is critical given that it is supposed to be a bedrock and foundation towards higher knowledge in tertiary institutions, career choice and overall effective community roles, survival and development (Smith, 2001). It is an investment as well as an instrument that can be used to achieve a more rapid economic, social, political, technological, scientific and cultural development. Available data on UCE performance in Kamuli district as shown in Appendix VII, revealed a notable poor girl child performance rate over the last 10 years. For a number of years educationalists and stakeholders in Kamuli district have been pondering over the fate of girl child secondary education performance (Kamuli District Education Office, 2013). Quite often when yearly results of UCE and UACE are out, it sends a general outcry to parents as their daughters always get poor results. Intra progress results also do not reflect any positive trends of encouragement in furtherance of girl child secondary education; inability by the girl child to secure admissions to institutions of higher learning on account of poor UCE and UACE scores force many girls to abandon hope and get married due to frustration.

The cause of this poor performance is not known. This study therefore sought to examine the factors affecting the quality of girl child academic performance in secondary schools in Kamuli district.

#### **1.4 Purpose of the Study**

The purpose of this study was to examine the factors affecting the quality of girl child secondary education in Kamuli district, Uganda.

#### **1.5 Objectives of Study**

- i) To establish the effect of teacher factor on the quality of girl child secondary education performance in Kamuli district.
- ii) To determine the effect of family background on the quality of girl child secondary education performance in Kamuli district.
- iii) To examine the effect of school environment on the quality of girl child secondary education performance in Kamuli district.

#### **1.6 Research Questions**

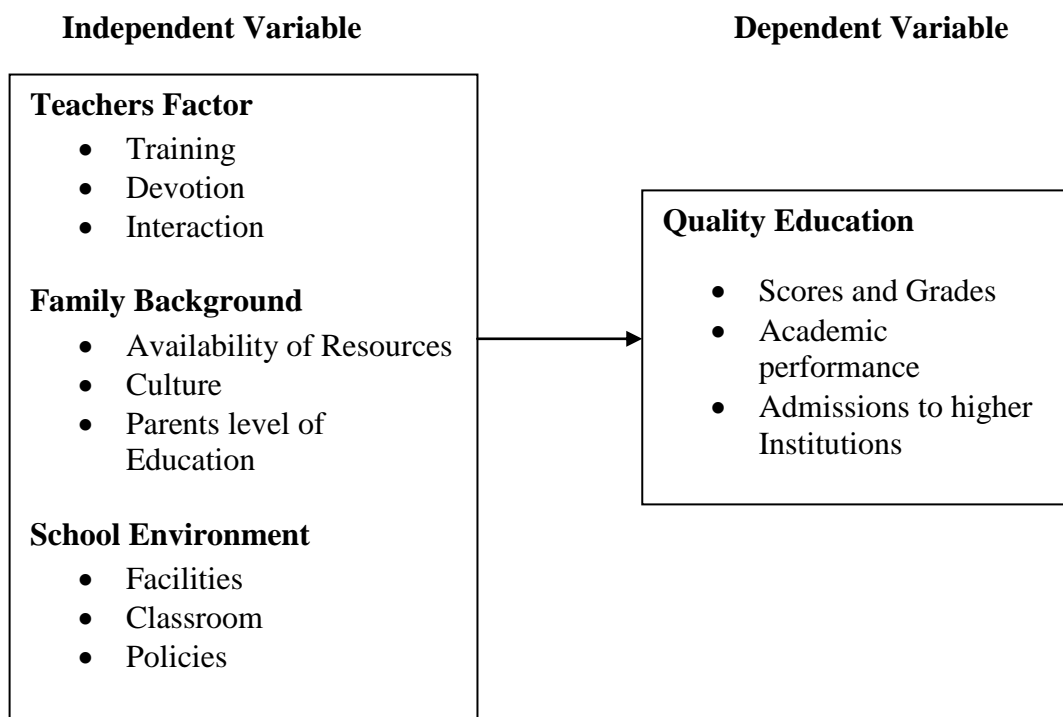
- i) How does teacher factor affect the quality of girl child secondary education performance in Kamuli district?
- ii) What is the effect of family backgrounds on quality of girl child secondary education performance in Kamuli district?
- iii) To what extent does the school environment affect the quality of girl child secondary education performance in Kamuli district?

## 1.7 Hypotheses

- i. Teacher factor significantly affects the quality of girl child secondary education performance.
- ii. Family background significantly affects the quality of girl child secondary education performance.
- iii. School environment significantly affects the quality of girl child secondary education performance.

## 1.8 Conceptual Framework

This shows a relationship between independent variables (teacher factor, family background and school environment) and dependent variable (quality of education).



*Figure 2.1: Conceptual framework relating to the factors affecting the quality of girl child secondary education. Source: Adapted and modified by the researcher (Girl child education Africa part 2, 2009); (Lokkesmoe, 2003).*



The conceptual framework above is aimed at showing the factors affecting the quality of girl child performance in secondary education. The study explored the influence of the independent variable stated on the dependent variable – girl child quality performance. It linked performance and academic achievement of the girl child to teacher factor, motivation and discipline. It also linked the academic performance of the girl child to the parents' socio economic status, education levels, and lastly it linked the academic performance of the girl child to the learning environment – classroom buildings, text books, curriculum and syllabi and school management. There is a positive significant relationship between teacher factor, motivation and discipline and girl child academic performance in a secondary school; there is a strong relationship between the family background – parents' social economic status, education levels and the quality of girl child performance in secondary schools; and further there is a strong relationship between the school learning environment- good classroom buildings, good text books, curriculum and syllabi, and good management and the quality of girl child performance in secondary schools. Teachers must receive continuous intensive professional development in a variety of educational strategies to successfully implement interventions. Parents must be informed and involved throughout assessment/ intervention process and sufficient resources must be allocated to provide the support for all students to make continuous progress.

### **1.9 Significance of the Study**

It is anticipated that the findings and recommendations of this study will go a long way in generating the much needed information that may be used by the various stakeholders to improve the quality of girl child performance in secondary schools. Educational stake holders such as parents, teachers, school administrators, academicians, communities, Non-governmental

organizations and religious bodies will benefit from the result of the study and see how they can improve the girl's performance in examination. Likewise policy makers and education planners will be able to gain insight on areas that can be implemented in policy in regard to gender parity in education. And finally the research may add to the existing body of knowledge and form the basis for further research in similar studies.

### **1.10 Justification of the Study**

The girl child in Kamuli district deserves the right to quality education just as any girl child everywhere as a key to transforming her life and the life of her community. Girl child students in Kamuli district are denied the opportunity to develop their full potential and therefore play productive equal roles in their families. Schools in Kamuli district are often substandard, especially in the rural and isolated area, meaning that even the few girls lucky enough to get access to secondary education often receive one of poor quality. Many of the schools are destitute with overcrowded classes, poorly constructed structures, with limited learning materials and low grade teachers.

While much has gone at the policy level in Uganda, only little has been done at the school, Community and local levels to establish why there is still a significant poor quality girl child performance in academics. Quite a number of girl child programs have been carried out but not sufficient research has been done within the local levels in Uganda. As such there is need to conduct studies particularly Uganda and specifically at the local level of Kamuli district where implementation of policies and programs occur.

According to Kiteto (2000) it is clear from examination performance of girls and also from the few classroom studies done that all manners of girl child identities are constructed in the

classroom. Therefore issues of girl child in education cannot be righted by simply getting the enrollment figure. It therefore requires researchers and teachers in Africa to continue monitoring policies, classroom practices, teacher training, school learning environment and practices which have so much influence on the quality of girl child secondary education.

This study was based on factors affecting the quality of girl child secondary education performance in Kamuli District. For the problems connected with secondary girl child participation and performance differs from region to region, and between different groups of people, it was therefore necessary to identify problems in an area specific, so that appropriate intervention programs may be identified. Despite implementation of government reforms such as UPE, USE, and the problem of poor girl child performance in secondary schools continue to persist in Kamuli district. This study was relevant because it helped to identify and understand the challenges confronting the girl child in secondary schools in Kamuli district.

## **1.11 Scope of the Study**

### **1.11.1 Geographical Scope**

This study was conducted in Kamuli district located in Eastern Uganda. The district is bordered by Kaliro district in the west, Buyende in the North, Jinja in the East and Iganga in the south. The district has seven sub counties and one town council. Kamuli was chosen because it represented a rural and quasi urban settlement.

### **1.11.2 Content Scope**

The study focused on how teachers' factor, family background, and school environment affect the quality of girl child secondary education in Kamuli district.

### **1.11.3 Time Scope**

The study covered a period of eight years (2006-2013), which period coincides with the time government started implementing universal secondary education programs. This reflected on the current status of education of girl child students 2014, and information obtained would be used to forecast trends of secondary education among girl child students from the year 2015 onwards.

### **1.12 Operational Definitions**

**Teacher Factor.** This denotes a set of conscious, trainable skills and abilities which make a teacher effective. In other words, “Factor” is addressed in the context of changeability and uniqueness of each and every educational situation and mean a repertoire of knowledge, personal features (responsibility and ethical engagement) and educational techniques.

**Training.** "The procedure whereby knowledge is transmitted with an instrumental and operational vision of the learning process and of its expected results"

**Devotion** in this study is an assignment or appropriation to any purpose, cause and time to scientific advancement in education for the girl child.

**Interaction** in this study is a mutual or reciprocal action, an effect of, a conversation or exchange between the teacher and the student.

**Family background.** Generally family background refers to birth, childhood, residences, economic conditions and jobs of parents.

**Availability of Resources** in this study is the total means available for financial and non-financial assets for education development.

**Parents level of Education** in this study is the standard of learning parents have attained during schooling.

**Culture** in this study was considered to be the cultivated behaviours and beliefs that are passed down from family or parents to the children.

**School Environment.** Refers to the components of academic and occupational aspirations, physical components, such as trees, roads, buildings and expectations of parents or guardians for their children.

**Facilities** in this study mean resources used for conducting educational and administrative functions of secondary education.

**Classroom** in this study is a room, typically in a school, where student receive education.

**Policies** in this study are a plan of action adopted by school administration for quality education for the students.

**Scores and Grades,** scores in this study are cognitive assessments that provide information about a student's intellectual strengths and weaknesses.

**Academic performance** in this study refers to how well a student is doing in terms of tests, home works and exams measured by the educational institutions.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter covers related literature of earlier studies related to the study. This includes books, journals, website and other sources found relevant. The literature is presented in line with the main research variables of the study.

#### **2.2 Theoretical Review**

"Situational theory assumes that although there are many possible ways of addressing a situation, there is one theory or approach that is more aligned than the others. Using this approach, leaders should consider the intended outcome and compare alternative courses of action in order to select the best approach based on the circumstances impacting the situation. Situational theory relies on an appropriate assessment of circumstances in a given situation. A monostyle approach to leadership is not sufficient in addressing the dynamic, multi-dimensional, and complex nature of social organizations and the actors within them." (Nevarez, C., Wood, J. L., & Penrose, R., 2013).

"Followers or subordinates who lack of sense of responsibility or knowledge of a task will need clear instructions from their leader, who will accordingly adopt a directive or 'telling' style. As they grow in ability and confidence, so the leader should move to a more relationship-oriented and ultimately delegative (empowering) style. This model assumes a flexibility of style in the leader - their behavioural skills - as well as the ability to diagnose the situation and the style that is needed - their cognitive ability." (Gill, R., 2011).

Hershey and Blanchard (1969) suggested that there are four primary leadership styles: **Telling (S1)**: This style involves the leader telling people what to do and how to do it; **Selling (S2)**: This style involves more back-and-forth between leaders and followers. Leaders "sell" their ideas and message to get group members to buy into the process; **Participating (S3)**: In this approach, the leaders offers less direction and allows members of the group to take a more active role in coming up with ideas and making decisions; and **Delegating (S4)**: This style is characterized by a less involved, hands-off approach to leadership. Group members tend to make most of the decisions and take most of the responsibility for what happens.

According to (Obanya and Ezewu, 1988), the higher the status of a family, the more likely it motivates its children to learn and perform better (Skinner, 1945), advised that for proper learning to take place, learning experience; should be guided and appropriately be controlled. This means, the environment or the circumstances under which learning occurs should be supportive and conducive enough for effective learning and achievement.

## **2.3 Review of Related Literature**

### **2.3.1 Teacher Factor and Quality of Girl Child Secondary Education**

Skinner (1945) in Learning theory, advised that for proper learning to take place, learning experience should be guided and appropriately be controlled. For example a teacher is a person who teaches or instructs secondary school students often in formal and ongoing education schooling environment; from secondary school. In many countries, Uganda inclusive, a teacher must first obtain specified professional qualification and credentials from a university or college. Quality teachers are often seen simply as “good” teachers and are considered to be those who exhibit desirable characteristics and uphold the standards and norms of the profession (Berliner, 2005). But quality teachers are also considered to be those who bring about “students learning”.

These teachers are called “effective” (Berliner, 2005) or “successful” (Fenstermacher and Richard 2005). Fenstermacher and Richardson cited in Berliner (2005, P 207) distinguish between good teaching and successful as follows: - “By “good teaching” we mean that content taught accords with disciplinary standards of adequacy and completeness and the methods employed are age appropriate, morally defensible and undertaken with the intension of enhancing the learner’s competence with respect to content.

According to Smith, (2001), teacher factor covers wide range of services including: Training, Devotion and Interaction for quality education and success in secondary education to girl children. There was need to ascertain whether teacher competence was providing this services and whether these services had led to improvement on quality secondary education among girl children beneficiaries.

Research has shown that Teacher factor plays a crucial role on students’ academic performance mainly by providing access to quality education to the under-privileged girl children population and ultimately responsible for translating policy into action and principles based on interaction with students. Ajao (2001), Afe (2001) and Akiri (2009) state that in Nigeria, the quality of education depends on the teacher as reflected in the performance of their duties.

While investigating the influence of teacher factor and students’ academic performance in secondary schools in Yala local government in Nigeria, Ugbe and Agim, (2010) revealed that there is significant relationship between teacher factor and students’ academic performance. So teachers should be prepared to provide quality education and produce better significant performance among students. In a similar context, Robert Wamala and Gerald Seruwagi (2013), state that various researches certify the influence of teacher factor on the academic achievements



of grades among students in Uganda; and results showed that high academic achievement in reading and numeracy was significantly associated with high teacher factor in the same disciplines and that, all of them have depicted a positive influence on teacher factor.

It is generally believed that teacher factor will raise the quality of girl child secondary education and broaden better significant performance by principally providing training to girl child secondary education. It is a question of much debate that constitutes “quality education for the girl-child as an essential factor in tackling poverty”. The contested issue is whether teacher factor is attached or defined mainly to training needs or whether it is about a much broader set of needs that permit standards of a Teacher's Professional Role and Responsibilities for Student Assessment Sanders, Hills and Nitko (2013).

In the words of Sanders, Hills and Nitko (2013) "The point is not the irrelevance of the teachers' factor in student assessment and sufficient time and resources to complete them in a professional manner but their severe inadequacy in recognizing the critical need to revitalize classroom assessment." The findings are consistent with researchers who argue that teacher factor that has attained quality girl child education provides the most impacts on students' standards of academic performances (2012 State of the Worlds Girls Report, in Accra). Most of these studies were conducted in foreign setting, besides it targeted all the teachers to be providing quality education but not specifically to the girl child. The researcher is challenged to carry out a study to find out the whether there is a significant relationship between teacher factor services and quality girl child secondary education.

### **2.3.1.1 Training**

Birungi (2003) defines training as a form of human learning which can be formal or informal with the purpose of improving human capital of the country. This is to say the labour quality and

hence its productivity can be enhanced by training of teachers. Thus, Birungi (2003) implies that once a training of a teacher is conducted, this ceases to be a limiting factor, hence improvement of human capital. Baguma (2006), suggests that given that the quality of girl child secondary education is a major factor in Uganda's development efforts, teacher factor can strike a good deal to reduce this illiteracy through providing quality education and training to the girl child, since teachers are trained on various aspects. This training can be initiated starting with elementary introduction to quality secondary education and its advantages and grows gradually to sophisticated and complex ones which include the proper management of quality girl child secondary education. At the peak of training, girl child may able to gain knowledge and understanding on other relevant fields particularly those central to quality secondary education.

Training, however, has been inadequate both in quantity and quality as Carpero (2000) asserts that many of these institutions are capital constrained that little or at times no money is devoted to trainings. In this case training is only limited to the teachers of these institutions moreover the driven entities that make minimization part of their profit maximizing strategy.

#### **2.3.1.2 Devotion**

This study takes another dimension with the main focus on the role of teachers' factor and their devotion on the quality of teaching and learning for the girl child secondary education (Adenyi, 2001). In addition, it has been alleged Pillai (2001) that what is wrong with secondary education cannot be fixed with teachers alone, yet there is no doubt that man's contemporary existence is dominated by teaching. There is also a universal recognition of the need to use professionally qualified and committed teachers in instructional processes as we enter the era of globalization where school effectiveness and quality improvement is the order of the day (Reynolds et al.,

1994; Barber & White, 1997). Up until now, Nigeria is on the wrong side of the international effort of secondary school reform movement. Because, Nigeria has failed to actively engage in such reform movements. The reason for secondary school reform for example, is a significant aspect in the maintenance of balance between greater institutional self-sufficiency and public accountability. International reforms of schools aimed at creating school effectiveness and quality improvement is an effort in the 21st century to improve quality in education. However, Nigeria cannot afford to be on the erroneous surface (Adeniyi 2001). Moreover, secondary schools in Nigeria are not given adequate funds to provide furniture, relevant textbooks and adequate classroom to stimulate teachers' moral of work let alone being given adequate fund to purchase modern equipment to aid instruction (Aduwa-Ogiegbaen & Iyamu 2005; Adeniyi 2001). Nevertheless, enormous arrangement of instructional and administrative duties in secondary school in Nigeria is still carried out periodically.

### **2.3.1.3 Interaction**

Communication is a skill. Hubley (1993) has shown us that, communication is a complex process. At any stage of this process things may go wrong, making the communication less effective. For instance, the sender may not express what s/he wants to say clearly; or the room may be noisy; or the receiver may not understand the words the sender is using. Teaching then becomes difficult, especially if there is no proper communication. To be effective, teachers have to try to really understand what to put across in different styles of teaching. Either way, these teachers will do a better job if they communicate well with their students as reflection of the cognitive ability of the teacher (Hubley London: Macmillan; 1993). Teacher policy needs to ensure that teachers work in an environment that facilitates success and that encourages effective teachers to continue in teaching.

The communication between the student and the teacher serves as a connection between the two, which provides a better atmosphere for a classroom environment. Of course a teacher is not going to understand every problem for every child in his or her classroom, but will acquire enough information for those students who are struggling with specific tasks. A significant body of research indicates that “academic achievement and student behaviour are influenced by the quality of the teacher and student relationship” (Jones 95). The more the teacher connects or communicates with his or her students, the more likely they will be able to help students learn at a high level and accomplish quickly. In addition the study concentrated on teacher factor services of that the research had indicated challenges related to academic achievement and students behaviour influenced by the quality of the teacher and student relationship. Furthermore, the study was carried out way back in 2000, hence, there is need to follow up and find out whether teacher competence services that encourage interactions are still playing a key role in improving the quality of secondary education among girl children.

Interaction between the student and teacher becomes extremely important for a successful relationship through the entire time of a school year. A close, but limited relationship between the student and teacher can be helpful for those students who are shy, and find speaking in front of the classroom difficult or children who have low self-esteem. The tension these students hold in a classroom will have the confidence they had always wanted, but never achieved due to not having a good relationship with the teacher (Rose, Mike and Moller, 2000. p. 106-115). The research was carried out way back in 2000, and does not clearly state whether it interaction enhance quality secondary education, hence, there is need to carry out a study whether interaction still plays a key role in improving quality secondary education among girl child.

### **2.3.2 Family Background and Quality of Girl Child Secondary Education**

Above and beyond the other demographic factors, the effects of SES are still prevalent at the individual level (Capron, Capraro and Wiggins, 2000). The SES can be deliberated in a number of different ways; it is most often calculated by looking at parental education, occupation, income, and facilities used by individuals separately or collectively. The students with high level of SES perform better than the middle class students and the middle class students perform better than the students with low level of SES (Garzon and Kahlenberg, 2006), (Kirkup, 2008).

The achievement of students is negatively correlated with the low SES level of parents because it hinders the individual in gaining access to sources and resources of learning (Duke, 2000), (Eamon, 2005), (Lopez, 1995).

Krashen (2005) states that, students whose parents are educated score higher on standardized tests than those whose parents were not educated. Educated parents can better communicate with their children regarding the school work, activities and the information being taught at school.

Theory of Educational Productivity by Walberg (1981) determined three groups of nine factors based on affective, cognitive and behavioral skills for optimization of learning that affect the quality of academic performance: Aptitude (ability, development and motivation); instruction (amount and quality); environment (home, classroom, peers and television) (Roberts, 2007).

The home environment also affects the academic performance of students. Educated parents can provide such an environment that suits best for academic success of their children. The school authorities can provide counseling and guidance to parents for creating positive home environment for improvement in students' quality of work (Marzano, 2003). The academic performance of students heavily depends upon the parental involvement in their academic

activities to attain the higher level of quality in academic success (Barnard, 2004), (Henderson, 1988), (Shumox and Lomax, 2001).

Academic performance of the sexes is a characteristic feature in the whole saga of gender inequality in education provision. Girls are perceived as being academically inferior to boys in many societies and communities in the developing countries. A study in Mali on academic performance of boys and girls found that almost a third of households surveyed admitted that they differentiated between girls and boys because they thought boys were more intelligent than girls (UNESCO, 2003a). The role played by girls at home has been implicated as contributing to poor female performance at school. Most girls were tasked to provide domestic services in the form of cooking, care of siblings as training for their future roles as wives and mothers. This tended to affect their attendance and performance at school. A study which analyzed 'O' level (Grades 11-12) examination results in Botswana, Zambia and Kenya showed that girls performed poorer than boys in almost all subjects especially in the Physical Sciences, Biology and Mathematics. The analysis, however, showed that girls did better in English Literature in all the three countries (Duncan, 1989) cited in Zewide (1994).

Tadoro in his studies on school performance of children in some developing countries identified four determinants of a child's capacity to learn which eventually determine the child's participation in education. These are family environment (including income and educational level), peer group interaction and the type of children whom an individual associates with, the child's interest, intelligence and ability, and early nutrition and health. He argued that these factors affect the performance of both sexes (Todaro, 1985) cited in Zewide (1994, p.7).

### **2.3.2.1 Availability of Resources**

The review of the literature focused on the role of parents in their children's education; and the influence of parents' socio-economic characteristics on students' academic performance. It provided guidelines and laid the background of the study. In addition, the level of parental support to child's education differed by family income with parents who had higher income supporting their children more than those with low income (Marzano, 2003).

However, parental support did not differ by parents' age, family structure and occupation. Based on the findings, the study recommends that parents should improve their education levels through adult education programmes. Second, school administration and other stakeholders through Parents-Teachers Association (PTA) and local meetings (barazas) should sensitize parents on their role in their children's education so that they don't put the blame entirely on teachers when their children don't perform well in school. Third, parents need to be informed that they can contribute to the education of their children through their support of child's school activities at home and being actively involved in children's school life. Finally, for further research, the study should be replicated on a larger scale either in Kalama or any other area in Kenya and beyond in order to draw wider policy implications from it.

### **2.3.2.2 Culture**

Culture however, is dynamic and constantly evolving in response to influential social and physical structures and processes such as the family and school (Mara, 1998); and the scholar further adds that culture of society contributes either positively or negatively towards the education of girl child student in school. Morrish's (1996, in Coxon et al. 2002, p. 6) definition of culture encapsulates this more fluid understanding of culture, suggesting that: Cultural

frameworks have a major impact upon Pasifika parent involvement in school related activities. Simich-Dudgeon (1986) argues that there is a cultural framework which suggests that the overwhelming majority of limited English speaking parents believe that teachers have not only the qualifications, but also the responsibility to educate their children. Any 'interference' from parents is perceived to be counterproductive to children's learning. The key task arising from such a cultural framework is to acculturate parents to the positive meaning of parental involvement so that engagement processes can be initiated.

Such cultural frameworks also operate in the dominant culture. This is most evident in school practices that are exclusive of the growing diversity of the communities they serve. Furthermore, unwillingness on the part of school personnel to develop the knowledge, skills and attitudes requisite to effective school-family partnership, and invest the time needed to foster parent engagement, is a barrier to effective partnership building (Comer, 1991; Robinson, 1994).

### **2.3.2.3 Parents level of Education**

Parental educational level is an important predictor of children's educational and behavioural outcomes (Davis-Kean, 2005; Dearing, McCartney, & Taylor, 2002; Duncan, Brooks-Gunn, & Klebanov, 1994; Haveman & Wolfe, 1995; Nagin & Tremblay, 2001; Smith, Brooks-Gunn, & Klebanov, 1997). The majority of research on the ways in which parental education shapes child outcomes has been conducted through cross-sectional correlation analyses or short-term longitudinal designs in which parents and children are tracked through the child's adolescent years. Our main goals in the current study were to examine long-term effects on children's educational and occupational success of their parents' educational level while controlling for other indices of family socioeconomic status and the children's own intelligence, and to examine possible mediators of the effects of parents' education on children's educational and



occupational outcomes. Following theory and research on family process models (e.g., Conger et al., 2002; McLoyd, 1989), it was expected that indices of family socioeconomic status, including parent education, would predict the quality of family interactions and child behavior. Next, based on social-cognitive-ecological models (Guerra & Huesmann, 2004; Huesmann, 1998; Huesmann, Eron, & Yarmel, 1987), it was expected that parental education, the quality of family interactions, and child behaviour would shape, by late adolescence, educational achievement and aspirations for future educational and occupational success. Finally, following Eccles' expectancy-value model (Eccles, 1993; Frome & Eccles, 1998), it was predicted that, late adolescent aspirations for future success would affect actual educational and occupational success in adulthood. Data from the Columbia County Longitudinal Study was used, a 40-year developmental study initiated in 1960 with data collected most recently in 2000 (Eron, Walder, & Lefkowitz, 1971; Lefkowitz, Eron, Walder, & Huesmann, 1977; Huesmann, Dubow, Eron, Boxer, Slegers, & Miller, 2002; Huesmann, Eron, Lefkowitz, & Walder, 1984).

### **2.3.3 School Environment and Quality of Girl Child Secondary Education**

According to Akande (1985), learning can occur through one's interaction with one's environment. Environment here refers to facilities that are available to facilitate students learning outcome. It includes books, audio-visual, software and hardware of educational technology; so also, size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical's are arranged (Farrant, 1991) and (Farombi, 1998).

In their contribution, (Ajayi and Ogunyemi, 1990) reiterated that when facilities are provided to meet relative needs of a school system, students will not only have access to the reference

materials mentioned by the teacher, but individual students will also learn at their own paces. The net effect of this is increased overall academic performance of the entire students.

Other scholars (Wilcockson, 1994), (Lawal, 1995), (Ajayi, 1996), (Suleiman, 1996) have variously identified the significance of facilities in teaching learning spheres. We can say that absence or poor (and or deteriorating) quality of educational facilities can affect academic performance. Gamoran (1992), however, holding a contrary view noted that facilities... teachers' salaries, books in the library and the presence of science laboratory, had little impact on variation in student achievement once student background variables had been taken into account.

This statement connotes that before such student could perform well in higher educational level, he must have been groomed or cushioned by availability of resources in his elementary days upon which he now uses as spring board. According to (Hallack, 1990), facilities form one of the potent factors that contribute to academic achievement in the school system. They include the school buildings, classroom, accommodation, libraries, laboratories, furniture, recreational equipment, apparatus and other instructional materials. In another development, (Aliyu, 1993) as cited by (Johnson, 1998) found that there was no significant difference between students in secondary schools with and without adequate instructional facilities. However, he submitted that instructional facilities were indispensable to academic achievement of students in English Language, Mathematics, Biology and Geography while students could perform well in other subjects without adequacy of sophisticated instructional materials. He concluded that the effect of instructional facilities on students' academic achievement is more felt in pure and social sciences.

### **2.3.3.1 Facilities**

“The effective school establishes a well-disciplined, secure, and wholesome learning environment, and maintains clean and orderly school buildings.”(Claus and Gurrbach, 2003).

An examination of the relationship between school facilities and student achievement cannot be done without examining first how learning occurs, and what factors facilitate or hinder learning. What makes a good school? What do schools with high achievement levels have in common? What do we know about optimal planned learning environments? (The landmark Coleman Report, 2004).

Because the physical environment has an important influence on time in learning, and on other indirect, but significant, factors in the learning process, policymakers should consider a building based change process for school improvement. The influence of the physical, “built” environment is often subtle, sustained, and quite difficult to measure with precision (Earthman and Lemasters, 1996.). Buildings, settings, and environments are accorded symbolic value by those who use them as well as by those who do not. Physical entities come to symbolize certain qualities, values, aspirations, and experiences for individuals. A school may symbolize opportunity, hope, stability, and a safe haven in a world of insecurity and transience or, to someone else, the school structure may symbolize failure and oppressive authority. The physical environment, however, rarely has direct unmediated impacts upon human health and well-being. It is the interaction of individual characteristics with physical features of the environment that we must examine to understand how environments—including schools—affect behavior (Building Tennessee’s Tomorrow 2002 (TACIR).

### **2.3.3.2 Classroom**

School facilities and the classroom must be flexible enough to accommodate changing learning patterns and methods. According to the Tennessee Advisory Commission on Intergovernmental Relations: Staff Information Report ([TACR], 2003), reported that there was growing evidence of a correlation between the adequacy of a school facility and student behavior and performance. Research studies that were conducted in the past three decades found that there was significant relationship between the condition of a school, or classroom, and student achievement (Berner, 1993; Cash, 1993; Earthman, 1995; Hines, 1996; Lanham, 1999; TACR).

The physical factors that had a profound impact on the teaching and learning process were (a) full-spectrum and natural lighting, (b) the reduction and control of noise, (c) the location and sighting of schools, (d) optimal thermal conditions, (e) school size and class size, and (f) the building condition (Lackney, 1999a, p.7). Research had shown that there was an explicit relationship between the physical characteristics of school buildings and educational outcomes (Lyons, 2001).

### **2.3.3.3 Policies**

Educators and policy makers should be concerned about the relationship between student learning and achievement and school facilities (TACR, 2003). Educators and policymakers must also be concerned about the health, security, and psychological issues (TACR, 2003).

Buckley, Schneider, and Shang (2004a) had pointed out that the Los Angeles Unified School District schools must comply with health and safety regulations and academic performance. Buckley et al. (2004a) also noted that a good school facility supports the educational enterprise. Research had shown that good light, clean air and small, quiet, comfortable, and safe

environment were very important for academic achievement (Buckley et al., 2004a; Earthman and Lemasters, 1996; Lackney, 1999a; Schneider, 2002).

According to Chan (1996), the learning environment had a direct and an indirect impact on student achievement. Direct impact included: color, lighting, controlled acoustics, and air ventilation (Chan). A good learning environment freed students from physical distress, made it easy for students to concentrate on schoolwork and, induced students in logical thinking.

There was a growing research literature that had held the belief that there was a relationship between student achievement and the conditions of school buildings (Hunter, 2006). The United States Department of Education (2000) found that the environmental conditions in schools, which included the inoperative heating system, inadequate ventilation, and poor lighting, affected the health and learning as well as the morale of students and the staff. Other research studies and literature had focused on lack of science labs, school safety, and class size (Hunter).

#### **2.4 Summary of Literature Review**

From the literature review above it is clear that studies have been done regarding the quality performance of girl child in secondary schools examinations. The independent variables discussed have been found to affect quality girls' secondary education performance.

There is a range of factors that affect quality performance of girl child in secondary schools (Waters and Marzano, 2006). A series of variables are to be considered when identifying factors affecting quality academic performance and success of the girl child in secondary schools, and identifying the most contributing factors is a very complex and challenging exercise. Keeping in view these discussions, the researcher will conduct this study to examine the different factors affecting quality girl child academic performance in secondary schools in Kamuli district.

Finally, the conceptual framework will link the independent variables to the performance of the girl child while the theoretical approach uses (Skinner, 1945). Learning Theory which emphasizes that the various environments under which learning occurs should be supportive and conducive enough for effective learning and achievement. The level of performance and aspirations of the students depends on factors linked to teacher factor, family background and school learning factors.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the study research design, study population, how sample size was determined and selected, sampling techniques and procedures, data collection methods, instruments, validity and reliability of research instruments, procedure of data collection, data analysis techniques, measurement of variables and ethical considerations.

#### **3.2 Research Design**

A case study research design was used and incorporated elements of both qualitative and quantitative approaches in terms of instruments and data analysis. This design involves collection of data from a sample of a population in order to determine the current status of that population with respect to one or more variables (Mugenda and Mugenda, 2003). It enabled the researcher to find out facts, carry out statistical analysis without manipulation of data, seek opinions, describe, analyze and interpret the Factors Affecting the Quality of Girl Child Secondary Education in Kamuli District.

#### **3.3 Study Population**

This study was carried out in eight (08) girls' homogenous and mixed secondary schools in Kamuli district, targeting only the girl-child. Kamuli District has a total number of **3791** girls (Kamuli District Education Office and Secondary School Records, 2013) and the study considered this to be the target population. This is because the purpose of the study was to explore the factors affecting the quality of girl child secondary education in Kamuli district.

Students (girls only), class teachers, and the DEO were chosen to participate in the study. One school was used for pilot study and involved in the actual study though it carries characteristics similar to those of the sampled schools.

### **3.4 Sampling Size**

Not all the **12** secondary schools in the district participated in UCE & UACE but only the **8** schools. A sample size of 835 respondents was selected for the study in the following; 349 girl child secondary students, 08 head teachers, 159 teachers, 296 parents and 23 community leaders were selected from the eight schools to aid the study with outstanding information on factors affecting the quality of girl child secondary education in Uganda.

### **3.5 Sampling Techniques and Procedure**

From the above population, the sample size was obtained by using the formulae which was put forward by Krejcie & Morgan (1970).

$$\text{Sample size (n)} = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P(1-P)}$$

Where; p: Number of target population that conforms to the characteristics of the sample required, 0.5,

$X^2$ = Chi square value at 1 degree of freedom and 5% level of significance, = 3.84

d: Degree of accuracy, d, (5%), 0.05.

N = Population size



**Table 3.1: Category of Respondents**

<b>Category</b>	<b>Population (N)</b>	<b>Sample Size (n)</b>	<b>%</b>	<b>Method</b>
Head teachers	8	8	0.96%	Purposive Sampling
Teachers	272	159	19%	Purposive Sampling
Students (Girls)	3791	349	41.8%	Simple Random Sampling
Parents	1097	296	35.45%	Simple Random Sampling
Community leaders	24	23	2.75%	Purposive Sampling
<b>Total</b>	<b>5192</b>	<b>835</b>	<b>100%</b>	

*Source: Krejcie & Morgan (1970)*

A sample of head teachers was selected through purposive sampling method, and class teachers from every form were then selected through purposive sampling, and the simple random sampling method was applied to students in those schools and their parents. This was because of bigger sample size and the researcher randomly selected respondents, and this method gave chances to all cases to be chosen to participate in the study.

The D.E.O on the other hand was in touch with all school gender policies at the district level as he was in a position to comment on issues relating to factors affecting the quality of girl child secondary education therefore he was purposely sampled.

### **3.6 Data Collection Methods**

Questionnaire surveys, interviews, non-participation observation and secondary data analysis are the methods that were used to collect data from the respondents.

#### **3.6.1 Questionnaire Survey**

This study adopted the questionnaire survey method because it enabled the researcher to describe the population and to count the frequency distribution of some variables. The survey enabled the researcher to understand the audience and magnitude of the existing problem through determining cause-effect relationships and measure the extent/ nature of the effect, which enabled the researcher to diagnose/ analyze the problem rather than describe the situation. In addition and most importantly, the researcher adopted the survey method because surveys are done to gather data from the field from teachers and girl child students in order to generalize results from a sample to a larger population. The questionnaires were printed out and distributed to the respondents, and respondents were briefed about the research purpose. They filled in the blank spaces provided in the questionnaires, and after the answered questionnaires were returned and collected back by the researcher.

#### **3.6.2 Interviews**

According to Patton (2002) interviews are done with the intention of finding out things that may or may not be observed. In this study semi-structured interviews were used to collect data from the head teachers and parents, together with the District Education Officer. This technique was chosen for the purpose of obtaining rich and detail information concerning the factors affecting girl child performance in secondary schools. The purpose of interviewing according to Patton (2002, Pg 341) “is to find out what is in and on someone else mind, to gather their stories.”

Furthermore, interviews are flexible and allow room for clarity on certain issues by asking additional follow up questions. Bryman (2008) says that flexibility enables the researcher to ask questions in different order as well as search for clarity on answers that were not clear.

### **3.6.3 Documentary Review**

This method was employed as the secondary source of data where official assessment record was used and analyzed along with data of interviews and observation. The documents were from national examination results obtained from the head teachers of the secondary schools.

Whn (2007) stated that documents are used to support and supplement evidence from other sources. The assessment document was used to substantiate the evidence from various literature regarding factors affecting the quality of girl child education. Documentary analysis was basically limited to data related to the study but yet essential.

## **3.7 Data Collection Instruments**

As already observed questionnaires and interviews were used in this study, and for interviews the researcher made preliminary arrangements prior to the interview. This guarded against any weaknesses associated with this method. This tool was used to capture information regarding opinions about the factors affecting the quality of girl child secondary education in Kamuli District and the recommendations to rectify the situation.

### **3.7.1 Questionnaire**

The researcher used a set of self-administered questionnaires directed toward the teachers and students. The respective self-administered questionnaires started with a main title, followed by introductory letter and have sections. Section One consisted of the background, Section Two was on teacher factor on the quality of girl child secondary education performance, while Section

Three consisted of family background on the quality of girl child secondary education performance, and Section four consisted of school environment on the quality of girl child secondary education performance. Self-administered questionnaires were preferred because of the number of respondents, costs and the nature of the topic, which have to do with both quantitative and qualitative data (Kothari, 2004). The questionnaires will be constructed to obtain information on teacher factor, level of education of parents, level of family income and school learning environment, which formed the independent variables and girl child' performance (the dependent variables). Data was analyzed and coded using a five-point Likert response scale. This instrument is chosen since it is a convenient tool as it facilitates quick and easy derivation of information. Likewise the sample size of 200 students is quite large and given the time constraints questionnaires is the ideal tool for collecting data (Onen and Oso, 2009).

### **3.7.2 Key Informant Interview Guide**

The interviews were conducted using a prepared interview guide to direct in covering the issues related to the research objectives. Bryman (2008) notes that in preparing an interview guide a researcher should ensure that the research questions are answered and interviewees share the important issues related to the research topic at the same time allowing flexibility. A total number of 8 head teachers, one education officer and 296 parents were interviewed. The interviewees were chosen because they are directly involved with the academic subjects concerned or have substantial knowledge on the area of study. All interviews were recorded using a voice recorder and each interview was done in a secluded area in order to be able to record the interview clearly and have the full attention of the respondent.

### **3.7.3 Documentary Review Check List**

This study adopted review of data gathered from annually published school statistics from the ministry of education, district records, admission records of schools and students result records, computerized school selection S.1 and S.5 (2006-2013).

### **3.8 Data Quality Control**

To ensure accuracy and consistency of the research instruments in measuring the variables under investigation, validity and reliability tests were carried out.

#### **3.8 .1 Validity**

Validity refers to the extent to which research results can be accurately interpreted and generalized to other populations. It is the extent to which research instruments measure what they intend to measure (Onen and Oso, 2009). Validity of the instruments was done by experienced researchers to ascertain their suitability. To further establish the instrument validity, a pilot study was conducted in one of the schools not in the sample. The purpose of the pilot study was to assess the clarity of the instrument items in capturing information regarding factors affecting the quality of Girl Child secondary education in the sampled secondary schools, and to ascertain that all items are of good quality and appropriate for data collection. After designing the questionnaires, they were subjected to rating and Content Validity Index (CVI) was computed using the following formula:

$$\text{Average of CVI} = \frac{\text{No of items rated valid}}{\text{All items in the questionnaires}}$$

The CVI for the questionnaires was guided by that recommended validity (Amin 2005), and the scholar recommends at least validity index of 0.6.

**Table 3.2: Validity Tests**

Case Processing Summary			
		N	%
Cases	Valid	295	58.1 = 0.581=0.6
	Excluded <sup>a</sup>	213	41.9
	Total	508	100.0
a. Listwise deletion based on all variables in the procedure.			

*Source: Primary Data*

From table 3.2 above, the number of valid cases were 296 and 213 were excluded, given the total cases of 508. The validity index was 0.6 of the data collected from 508 respondents. This means that, the data on factors affecting the quality of girl child secondary education.

### **3.8.2 Reliability**

The questionnaires, interview guide and observation checklist were pre-tested in one selected school to ensure reliability. The sample was 835. It helped to ensure consistency and dependability of the research instruments and their ability to tap data that was answered to the objectives of the study. Raw data from the instruments was subjected to a reliability analysis from which Cronbach's co-efficient alpha was systematically and consistently computed using a formula to the recommended reliability (Amin, 2005).

Reliability on the other hand refers to the degree to which scores obtained with an instrument are consistent (Kothari, 2008). This study used the pre-testing technique to ascertain the reliability of the data collection instruments. The researcher administered questionnaires to the students of one public secondary school with similar characteristics as the sampled in the neighboring Kamuli district (Mugenda 2003). One week after, another set of questionnaires containing the same items

as the previous set of questionnaires were administered to the same students. Responses in the second set of questionnaires were coded using the same criteria applied to the earlier set. A coefficient of reliability (r) was computed by the help of SPSS.

**Table 3.3: Reliability Statistics**

Reliability Statistics	
Cronbach's Alpha	N. of Items selected
.614	10

*Source: Primary Data*

From table 3.3 above, the reliability test was done basing on 10 selected items, and the Cronbach's Alpha was found out to be 0.614, meaning the data collection instruments were reliable.

### **3.9 Data Collection Procedure**

A letter of introduction was sought to introduce the researcher to access the respondents and deliver alongside letter of transmittal to the head teachers of the sampled schools .The researcher used 'drop and pick' method to administer questionnaires to the sample population. A cover letter accompanied each questionnaire explaining the purpose of the study and assurance of confidentiality. There was also interview with the D.E.O after prior arrangements. The DEO was available and questions regarding factors affecting the quality of girl child secondary education were posed, answers were recorded using notes by the researcher.

The researcher traveled to inform each of the schools under study for familiarization purposes. After administering the instruments, particularly the student questionnaires, they were collected so that students could not discuss and modify their responses. Class teachers of selected classes were also given questionnaires alongside the students. This was done deliberately so as to seek

more information or even clarification from the interviewee on the issues not adequately addressed in the questionnaires (Mugenda and Mugenda, 2003).

### **3.10 Data Analysis**

After receiving the data, it was classified according to their sources; girls and class teachers as. The data generated was analyzed by using frequency count and chi-square statistical analysis with the help of SPSS computer software. Results were presented in tabular format with an explanation after every table.

The relationship between teacher factor, family background and school environment and the quality of girl child education performance by Bivariate correlations and cross tabulation was done to ascertain the cause-effect relations using SPSS.

Data collected by use of interviews from head teachers, parents and community leaders was edited, sorted and analysed in a descriptive manner or qualitative manner.

Quantitative data collected from close-ended questions was analyzed based on the objectives and research questions of the study. Descriptive statistics involved frequencies while inferential statistics were basically correlations and chi-square that were used to test the hypothesis. Frequencies were used to show the general picture of factors affecting the quality of girl child secondary education. Presentation was done in form of tables, using descriptive statistics such as percentages and frequency tables. Respondents were made to understand the aim of the study and the importance of the information they are providing. They were also informed that they would be free to withdraw whenever they deemed fit and assured of confidentiality and that



information got from them was used for intended purpose only, this was guaranteed by ensuring anonymity where respondents were not required to disclose their names and schools.

### **3.11 Measurement of Variables**

The researcher employed the Likert scale to measure the variables under study. The Likert scale as suggested by (Amin, 2005), categorizes responses into five; Strongly Agree, Agree, Strongly disagree, Disagree and Undecided. The scale offers flexibility and be constructed more easily than other types of scales. The age, sex and education levels of the respondents were measured at nominal scale with groups into a named category. As suggested by (Mugenda and Mugenda, 2003), age of respondents was measured at interval scale of equal range.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

#### 4.0 Introduction

Data collected from 349 girl child students and 159 teachers, 8 head teachers of the selected 08 secondary schools, 296 parents and 23 community leaders, using questionnaires and interviews was analyzed quantitatively as follows.

#### 4.1 Socio-Economic Background

##### 4.1.1 Gender of Respondents

Data on gender was collected in order to know opinions of both male and female respondents, so as to find out variations based on sex. The researcher categorized gender of respondents into two that is to say, male and female and results were presented in the table 4.1 below.

**Table 4.1: Gender of Respondents**

Gender of teachers			
Gender	Frequency	Percent	Valid Percent
Male	122	76.7	76.7
Female	37	23.3	23.3
Total	159	100.0	100.0
Gender of students			
Gender	Frequency	Percentage	Valid percent
Female	349	100	100
Total	349	100	100
Grand total	508	100	100

*Source: Primary Data*

Table 4.1 above shows gender of the respondents (teachers and students) of the selected secondary schools in Kamuli district, in that, most of the teachers were male, represented by

76.7% of their responses, while 23.3% of them were female. This implies that, in Kamuli district secondary schools, there were many male teachers as compared to female counterparts. Also, 100% of the selected students were girl child students.

This implies that, in selected Kamuli district secondary schools, there were many female students and male teachers as compared to female teachers. Since the study focused on girl child education performance, girls or female respondents in Kamuli District O' and A' level schools were mainly affected in terms of the mode of teaching because there were certain aspects of teaching/learning that were best delivered by male teachers in schools.

#### 4.1.2 Ages of Respondents

Teachers and students were asked to cite their ages in the age groups categorized. There were four age groups and presented in the table 4.2 that follows.

**Table 4.2: Ages of Respondents**

Age group of teachers			
Age group		Frequency	Percent
18-29		56	35.2
29-38		61	38.4
39-48		30	18.9
Above 48		12	7.5
Total		159	100.0
Age group of students			
	Age group	Frequency	Percent
Valid	15-20 years	332	95.1
	21-26 years	3	.9
	27-32 years	5	1.4
	Total	340	97.4
Missing	System	9	2.6
Total		349	100.0
Grand total		508	100

*Source: Primary Data*

Table 4.2 above gives a picture of ages of the selected teachers and students in Kamuli secondary schools chosen.

The ages of the selected teachers in Kamuli secondary schools chosen were that, most of them represented by 38.4% of them were between 29 and 38 years old; 35.2% of them were between 18 and 29 years old. However, 18.9% of them were in the age bracket of 39 and 48; while 7.5% of them were over 48 years old.

The ages of 349 girl child students sampled were classified into groups, and most of them were between 15 and 20 years old, represented by 95.1% of them. However, 1.4% of the selected students were between 27 and 32 years old; while 0.9% of them were between 21 and 26 years old. This means that girl child students from Kamuli district secondary schools were mainly youthful and their education standards were based on their level of thinking regarding the ages. And teachers of Kamuli district secondary schools were still active and had not yet retired from work, implying that, they were indeed energetic to perform their duties as teachers and were in position to impart skills and knowledge on students based on their experiences for quality girl child education, and influenced girl child students to perform well in class.

#### **4.1.3 Marital Status of Respondents**

Teachers' and students' status in terms of marriage was analyzed in the following ways, as seen in table 4.3 that follows.

**Table 4.3: Marital Status of Respondents**

Marital status of teachers			
	Status	Frequency	Percent
Valid	Single	43	27.0
	Married	114	71.7
	Widowed	1	.6
	Total	158	99.4
Missing	System	1	.6
Total		159	100.0
Marital status of students			
	Status	Frequency	Percent
Valid	Single	331	94.8
	Married	5	1.4
	Total	336	96.3
Missing	System	13	3.7
Total		349	100.0
Grand total		508	100

*Source: Primary Data*

From table 4.3 above, most of the selected teachers were married, depicted by 71.7% followed by 27.0% of them who were single. Nevertheless, 0.6% of them were widowed and 0.6% of them did not answer this particular question, and response was considered as missing values.

This clearly tells us that, teachers from the selected secondary schools of Kamuli district were mainly married, although some of them were single and widowed. Marriage affected girl child education at secondary level because, the married people (teachers) were in position impart more knowledge on students in school, following their experiences in life.

Also, most of the selected girl child students were single, depicted by 94.8% out of 349 selected students; while only 1.4% of them were married. This implies that, girl child students from the selected secondary schools of Kamuli district were mainly single.

This implies that, girl child students from the selected secondary schools of Kamuli district were mainly single, meaning that, they had no partners, and this affected their education at secondary level positively, because they were concentrating on studies without interference with family responsibilities.

Also, teachers from the selected secondary schools of Kamuli district were mainly married, although some of them were single and widowed. Married teachers/parents affected girl child educations at secondary level because, they were in position to impart more knowledge on students in school, following their experiences in life.

#### **4.1.4 Qualifications of Teachers**

Teachers were asked of their education levels or qualification, and the qualification of teachers was analyzed, based on the certificate, diploma and degree options, and their responses were shown in the table 4.4 which follows.

**Table 4.4: Qualifications of Teachers**

	Qualification	Frequency	Percent
Valid	Certificate	2	1.3
	Diploma	87	54.7
	Degree	68	42.8
	Total	157	98.7
Missing	System	2	1.3
Total		159	100.0

*Source: Primary Data*

Table 4.4 above depicts qualifications or education levels of the selected teachers of Kamuli district, in that, 54.7% (55.4% valid responses) of them were diploma holders, while 42.8%

(43.3% valid responses) of them were degree holders. However, 1.3% of them were certificate holders, while 1.3% of them were considered as missing, because they did not fill in the part of qualification.

Also, out of the selected 08 head teachers interviewed, basing on the highest professional qualification, almost  $\frac{3}{4}$  of them were Degree and Masters Holders in education and other related aspects, meaning that, they were educated and professional.

This means that, the secondary teachers, including head teachers of Kamuli district were professional and taught students, basing on their experience and skills acquired from various institutions, and this contributed so much to the quality of education at secondary school.

#### **4.1.5 Classes of Operation**

Based on the classes, as indicated in table 4.5, teachers and students were in existence from S1 to S.6, meaning there were both O' and A' level schools.

**Table 4.5: Classes of Operation**

Classes teachers taught			
	Class	Frequency	Percent
Valid	S1	8	5.0
	S2	20	12.6
	S3	26	16.4
	S4	44	27.7
	S5	13	8.2
	S6	37	23.3
	Total	148	93.1
Missing	System	11	6.9
Total		159	100.0
Classes studied by students			
	Class	Frequency	Percent
Valid	S1	49	14.0
	S2	34	9.7
	S3	104	29.8
	S4	128	36.7
	S5	21	6.0
	S6	7	2.0
	Total	343	98.3
Missing	System	6	1.7
Total		349	100.0
Grand total		508	100

*Source: Primary Data*

From table 4.5 above, the classes which the secondary school teachers and girl child students in Kamuli district operated from were analysed; and according to teachers, 5.0% taught in S1, while 12.6% of them taught in S2, 16.4% of them taught in S3. However, most of them taught in S4, depicted by 27.7%, while 8.2% of the teachers taught in S5, and 23.3% (25%) of them were teachers in S6. It was also noted that, 6.9% of the teachers selected did not fill in this part in the questionnaire and the responses were considered missing.



Also, the classes which the 349 secondary school girl child students in Kamuli district studied were analysed, and findings indicated that, 14% of them were in S1, while 9.7% of them were in S2, 29.8% of them were in S3. However, most of them were in S4, depicted by 36.7% of their responses, while 6.0% of them were in S5, and only 2.0% of them were in S6. However, 1.7% of them were not able to fill in the question as regards to classes attended.

This means that, there was a good representative of girl child students from both O' and A' level and teachers a representative proportion of teachers taught in those classes. However, most of the chosen girl child students in Kamuli district secondary schools were in highly concentrated in O' level classes.

This implies that, in terms of education of girl child students, O' level schools had quality education because of many teachers in those schools, as compared to A' level schools which are just emerging/coming up, and they had few teachers to teach students.

According to the head teachers' responses in an interview with the researcher, the enrolment of girls in those schools increased from year to year, due to massive campaign in the region about the advantages of secondary education. And the teaching staff, showed that, there were more male teachers as compared to female counterparts in various schools, both O' and A' level.

## 4.2 Empirical Findings

### 4.2.1 Effect of Teacher Factor on the Quality of Girl Child Secondary Education Performance

The effect of teacher factor on quality of girl child secondary education performance was looked at by merging teachers', students', head teachers', parents' and local leaders' responses as seen in the subsequent sub themes.

#### 4.2.1.1 Years of Experience in Teaching

Teachers were asked to report on their years of experience in teaching, and they gave the following as seen in table 4.6 below.

**Table 4.6: Years of Experience by Teachers in Teaching**

	Years	Frequency	Percent
Valid	<1 year	13	8.2
	1-3 years	39	24.5
	4-6 years	31	19.5
	7-9 years	21	13.2
	10 years above	52	32.7
	Total		156
Missing	System	3	1.9
Total		159	100.0

*Source: Primary Data*

Table 4.6 above shows the experience teachers in Kamuli district secondary schools had in teaching profession, in that, 13(8.2%) of them had teaching experience of less than 1 year, while 39(24.5%) of them had experience of between 1 and 3 years. However, 31(19.5%) of them had worked for 4-6 years; while 21(13.2%) of them had experience of between 7 and 9 years; and 52(32.7%) of the responses, depicting most of them worked for over 10 years in teaching.

This shows that, teachers selected were experienced in teaching, and because of their experience in teaching, girl child students' secondary education was boosted, in that, they could imitate their teachers and some of the students wished to be teachers.

On the other hand, most of the head teachers selected had worked for a long time; say over five years in the selected secondary schools in Kamuli district. This therefore implies that, head teachers could influence teachers in Kamuli district secondary schools to perform and this resulted into quality performance of teachers and thus quality education offered to girl child students.

#### 4.2.1.2 Refresher Course Attendance

The options on attending refresher courses were yes and no to it, and the teachers' responses were analysed and shown in table 4.7 below.

**Table 4.7: Refresher Course Attendance**

	Option	Frequency	Percent
Valid	Yes	103	64.8
	No	51	32.1
	Total	154	96.9
Missing	System	5	3.1
Total		159	100.0

*Source: Primary Data*

Table 4.8 above shows whether, the teachers often go for refresher courses or not, and out of 159 selected teachers, 103 of them represented by 64.8% of teachers' responses said yes, and 51 of them, represented by 32.1% said no. However, 05(3.1%) of them did not answer the question on having attended refresher courses.

It was also noted that, the 08 selected head teachers of Kamuli district gave their opinions on refresher course attendance, and most of them said that, they attended refresher courses in various fields. They further suggested that, teachers always could go for refresher courses at various institutions, seminars, meetings within schools and district education conference halls. This therefore empowered them in various teaching aspects and hence delivery of quality knowledge and skills to students in Kamuli secondary schools.

Many of the head teachers motivated teachers to work hard in the following ways; distribution of teaching materials, such as markers, files, chalk, atlases and text books to aid teaching-learning process; payment of teachers in time; giving out of allowances, such as feeding, transport, and over time allowances.

This implies that, most of the teachers and head teachers in Kamuli district secondary schools always could go for refresher courses to update their skills and knowledge on teaching aspects.

#### **4.2.1.3 Times of Teaching Girl Child Students**

Girl child students were taught in various periods in a day, a week and month. The responses were noted in various opinions as shown in table 4.8 that follows.

**Table 4.8: How Teachers often taught Girl Child Students**

	Teachers' responses	Frequency	Percent
Valid	Daily	81	50.9
	2-3 times a week	26	16.4
	3-4 times a week	28	17.6
	Once a week	20	12.6
	Total	155	97.5
Missing	System	4	2.5
Total		159	100.0
	Students' responses	Frequency	Percent
Valid	Daily	195	55.9
	2-3 times a week	46	13.2
	3-4 times a week	26	7.4
	Once a week	70	20.1
	Total	337	96.6
Missing	System	12	3.4
Total		349	100.0
Grand total		508	100

*Source: Primary Data*

Table 4.8 above shows number of times teachers often taught girl child students in various secondary schools in Kamuli district secondary schools, in that; according to teachers, 81(50.9%) of them taught students daily; while 26(16.4%) of them taught 2-3 times a week; and 28(17.6%) of the teachers, could teach girl child students 3-4 times a week. However, 20(12.6%) of the selected teachers could teach girl child students once a week; and 2.5% of them did not answer a question on number of times of teaching students.

On the side of students' responses, girl child students in various secondary schools in Kamuli district secondary schools, 195(55.9%) said that they were taught daily; while 46(13.2%) of them said that, they were taught 2-3 times a week and 26(7.4%) of the students reported that teachers could teach them 3-4 times a week. However, 70(20.1%) of the selected girl child students were taught once a week; and 3.4% of them did not answer a question on number of times of teaching students.

This implies that, due to daily or routine operations of work of teaching in classes or school by many teachers, girl child students were updated on previous and current information regarding the subjects and moral issues, and hence quality academic and moral performance or development among girl child students.

#### **4.2.1.4 Ways of Interaction with Students**

Teachers interacted with the girl child students in various ways in Kamuli District Secondary Schools in the following ways as in table 4.9 that follows.

**Table 4.9: Ways Teachers Interacted with Students**

	Teachers' responses	Frequency	Percent
Valid	One on one	13	8.2
	Group discussions	109	68.6
	Individual participation	15	9.4
	Through assignments	18	11.3
	Others	2	1.3
	Total	157	98.7
Missing	System	2	1.3
Total		159	100.0
	Students' responses	Frequency	Percent
Valid	One on one	35	10.0
	Group discussions	226	64.8
	Individual participation	37	10.6
	Assignments	33	9.5
	Others	5	1.4
	Total	336	96.3
Missing	System	13	3.7
Total		349	100.0

**Source: Primary Data**

From table 4.9 above, most teachers interacted with girl child students, through group discussions, according to 109(68.6%) of their responses; followed by assignments given to girl child students through tests and home works with 18(11.3%) of their responses; then individual participation with 15(9.4%) of their responses. Furthermore, 13(8.2%) of teachers cited one on one or face-to-face interactions. Also, there were other ways of interaction, such as consultations,

according to 02(1.3%) of the responses; and 1.3% of the chosen teachers did not respond to the question on interaction with girl child students.

Furthermore, most students interacted with their teachers, through group discussions, according to 226 (64.8%) of their responses, followed by individual participation with 37(10.6%) of their responses. Also, 35(10%) of students cited one on one or face-to-face interactions. There were assignments given to girl child students through tests and home works with 33(9.5%) of their responses. Also, there were other ways of interaction, such as consultations, according to 05(1.4%) of the responses; and 3.7% of the chosen students did not respond to the question on interaction with teachers.

Head teachers furthermore commented on teachers' abilities to deliver in the classroom, in that, most of them ascertained that, they could monitor the operations of their teachers, and that, they prepared their lessons and taught in various methods, including group discussions, one on one interactions, and by giving students assignments, exercises, tests and exams.

This implies that, teachers could more often interact with their girl child students through group discussions of say 10-20 students as compared to other methods of interaction; and this enhanced their contribution because many options were generated and hence harmonizing them for quality performance of girl child secondary education.



#### 4.2.1.5 State of Academic Performance of Girl Child Students in School

The aspects of academic performance of girl child students in Kamuli District Secondary Schools were poor, fair, good and very good as seen in table 4.10 below.

**Table 4.10: State of Academic Performance of Girl Child Students in School**

	Teachers' responses	Frequency	Percent
Valid	Poor	7	4.4
	Fair	69	43.4
	Good	75	47.2
	Very good	7	4.4
	Total	158	99.4
Missing	System	1	.6
Total		159	100.0
	Students' responses	Frequency	Percent
Valid	Poor	7	2.0
	Fair	84	24.1
	Good	155	44.4
	Very good	95	27.2
	Total	341	97.7
Missing	System	8	2.3
Total		349	100.0
Grand total		508	100

*Source: Primary Data*

The performance of girl child students was ascertained, from table 4.10 above, that;

According to most of the teachers, represented by 75(47.2%) of the responses, reported that, the academic performance of girl child students in Kamuli secondary schools was generally good.

This was followed by 69(43.4%) of them who said that, it was fair performance. However,

07(4.4%) of the teachers said that students' performance in academics was poor; and 07(4.4%) of the responses from teachers were in favour of very good academic performance among the students; and one teacher did not respond to that question.

On the side of students, most of them, represented by 155(44.4%) of them said that, the academic performance of girl child students in Kamuli secondary schools was generally good. However, 84(24.1%) of them said that, it was fair; while 95(27.2%) of them reported that, it was very good academic performance among the students. Also, 07(2%) of them said that students' performance in academics was poor, and 2.3% of the girl child students did not respond to this question.

From the interviews conducted with 08 head teachers, the performance of girl child students in secondary schools of Kamuli district secondary schools from 2006-2012 showed a significant change from time to time, according to responses of the selected head teachers, as depicted in the appendix VII attached.

Since, the academic performance of girl child education was generally good, it implies that, they were getting quality education from teachers and community local leaders, including parents despite existence of other factors such as poverty affecting girl child education.

#### 4.2.1.6 Whether Supervision, Skills & Knowledge to Girl Child is Teacher's Primary Goal

Supervision, Skills & Knowledge to Girl Child being a Teacher's Primary Goal was put on a likert-scale as seen in table 4.11 below.

**Table 4.11: Whether Supervision, Skills & Knowledge to Girl Child is Teacher's Primary Goal**

	Scale	Frequency	Percent
Valid	Strongly disagree	12	7.5
	Disagree	6	3.8
	Not sure	7	4.4
	Agree	69	43.4
	Strongly agree	49	30.8
	Total		143
Missing	System	16	10.1
Total		159	100.0

*Source: Primary Data*

Table 4.11 shows whether supervision, skills & knowledge to girl child is teacher's primary goal, in that, 12(7.5%) of the responses from selected teachers strongly disagreed with the statement and argued that, supervision, skills & knowledge to girl child was not the teacher's primary goal; while 06(3.8%) of teachers disagreed with the statement; and 07(4.4%) of them were not sure/undecided on the matter.

However, most of them, depicted by 69(43.4%) of the selected teachers, agreed with the statement that, truly supervision, skills & knowledge to girl child was a teacher's primary goal; and 49(30.8%) of them strongly agreed that, supervision, skills & knowledge to girl child was a primary goal of a teacher. Also, 16(10.1%) of the teachers did not respond to this, and was treated as missing values.

This implies that, generally, the supervision, skills & knowledge to girl child at secondary schools in Kamuli district played a very vital role in ensuring quality education among the girl students.

#### **4.2.1.7 Assignments and Time to Scientific Advancement in Education for Girl Child are provided**

Assignments and Time to Scientific Advancement in Education for Girl Child are provided was put on a likert-scale as seen in table 4.12 below.

**Table 4.12: Assignments and Time to Scientific Advancement in Education for Girl Child are provided**

	Scale	Frequency	Percent
Valid	Strongly disagree	5	3.1
	Disagree	20	12.6
	Not sure	13	8.2
	Agree	90	56.6
	Strongly agree	22	13.8
	Total		150
Missing	System	9	5.7
Total		159	100.0

*Source: Primary Data*

Table 4.12 above shows the provision of assignments and time to scientific advancement in education for girl child, in that, most of them, depicted by 90(56.6%) of the selected teachers, agreed with the statement that, assignments and time to scientific advancement in education for girl child were provided; and 22(13.8%) of them strongly agreed that assignments and time to scientific advancement in education for girl child were provided. However, 20 (12.6%) of them

disagreed with the statement; and 13 (8.2%) of them were not sure/undecided on the matter; and 05 (3.1%) of the responses from selected teachers strongly disagreed with the statement and argued that assignments and time to scientific advancement in education for girl child was not provided. Also, 09(5.7%) of the teachers did not respond to this, and was treated as missing values.

This implies that, generally, the assignments and time to scientific advancement in education for girl child were provided in Kamuli district secondary schools for quality performance of students in education struggle.

#### **4.2.1.8 Existence of Massive Conversation between the Teacher and Girl Child Student**

Existence of Massive Conversation between the Teacher and Girl Child Student was put on a likert-scale as seen in table 4.13, which follows.

**Table 4.13: Existence of Massive Conversation between the Teacher and Girl Child Student**

	Teachers' response	Frequency	Percent
Valid	Strongly disagree	5	3.1
	Disagree	38	23.9
	Not sure	11	6.9
	Agree	78	49.1
	Strongly agree	15	9.4
	Total	147	92.5
Missing	System	12	7.5
Total		159	100.0
	Students' response	Frequency	Percent
Valid	Strongly disagree	52	14.9
	Disagree	30	8.6
	Not sure	85	24.4
	Agree	86	24.6
	Strongly agree	34	9.7
	Total	287	82.2
Missing	System	62	17.8
Total		349	100.0

*Source: Primary Data*

Table 4.13 above shows the existence of massive conversation between the teacher and girl child student, in that;

According to most of the selected teachers, depicted by 78(49.1%) of the agreed with the statement that, there was massive conversation between the teacher and girl child student; followed by 38 (23.9%) of teachers who disagreed with the statement; and 15(9.4%) of them

strongly agreed that, there existed massive conversation between the teacher and girl child student. Also, 12(7.5%) of the teachers did not respond to this, and was treated as missing values, and 11(6.9%) of them were not sure/undecided on the matter. However, 05 (3.1%) of them strongly disagreed with the statement and argued that, there was no massive conversation between the teacher and girl child student.

This implies that, generally, there was existence of massive conversation between the teacher and girl child student in Kamuli district secondary schools, although there were some disagreements among some teachers.

According to 349 selected girl child students, most of the students depicted by 86(24.6%) of them agreed with the statement that, there was considerable conversation between the teacher and girl child student; and 85(24.4%) of them were not sure/undecided on the matter. However, 52(14.9%) of the responses from selected students strongly disagreed with the statement and argued that, there was no massive conversation between the teacher and girl child student; and 34(9.7%) of them strongly agreed that, there existed significant conversation between girl child students and teachers; and 30 (8.6%) of them disagreed with the statement. Also, 62(17.8%) of the girl child students did not respond to this, and was treated as missing values. This implies that, generally, many students could converse with their teachers in Kamuli district secondary schools, although some of them were hesitant in doing so.

This implies that, generally, there was existence of massive conversation between the teacher and girl child student in Kamuli district secondary schools, although there were some disagreements among some teachers.

#### 4.2.1.9 Academic Performance of Girl Child Student Improvement

Academic Performance of Girl Child Student Improvement was put on a likert-scale as seen in table 4.14 below.

**Table 4.14: Status of Academic Performance of Girl Child Student**

	Scale	Frequency	Percent
Valid	Strongly disagree	3	1.9
	Disagree	16	10.1
	Not sure	4	2.5
	Agree	93	58.5
	Strongly agree	32	20.1
	Total		148
Missing	System	11	6.9
Total		159	100.0

*Source: Primary Data*

Table 4.14 above shows academic performance of girl child student improvement, in that, most of them, depicted by 93(58.5%) of the selected teachers, agreed with the statement that, academic performance of girl child student is greatly improving; and 32(20.1%) of them strongly agreed that, the academic performance of girl child student is greatly improving.

However, 16(10.1%) of teachers disagreed with the statement and 04 (2.5%) of them were not sure/undecided on the matter; while 03(1.9%) of the responses from selected teachers strongly disagreed with the statement and argued that, the academic performance of girl child student is deteriorating. Moreover, 11(6.9%) of the teachers did not respond to this, and was treated as missing values.

This implies that, generally, academic performance of girl child student is greatly improving in Kamuli district secondary schools, although there were some loopholes in academic struggle.



#### 4.2.1.10 Grades of Girl Child Students being Significant

Grades of girl child students being significant were put on a likert-scale as seen in table 4.15 below.

**Table 4.15: Grades of Girl Child Students being Significant**

	Scale	Frequency	Percent
Valid	Strongly disagree	3	1.9
	Disagree	11	6.9
	Not sure	6	3.8
	Agree	91	57.2
	Strongly agree	32	20.1
	Total		143
Missing	System	16	10.1
Total		159	100.0

*Source: Primary Data*

Table 4.15 above shows grades of girl child students being significant, in that, most of them, depicted by 91(57.2%) of the selected teachers, agreed with the statement that, grades of girl child students were significant; and 32(20.1%) of them strongly agreed that, grades of girl child students being significant. Whereas 11(6.9%) of teachers disagreed with the statement, 06 (3.8%) of them were not sure/undecided on the matter; and 03(1.9%) of the responses from selected teachers strongly disagreed with the statement and argued that, the grades of girl child students are not significant.

Moreover, 16(10.1%) of the teachers did not respond to this, and was treated as missing values.

This implies that, generally, the grades of girl child students are considerable and pleasing in Kamuli district secondary schools.

#### 4.2.1.11 Correlation between Experience in Teaching and Academic Performance of Girl Child Students

Correlation between experience in teaching and academic performance of girl child students was analysed by Bivariate correlations of two variables. The results were put in table 4.16 below.

**Table 4.16: Correlation between Experience in Teaching and Academic Performance of Girl Child Students**

Correlations				
			Experience in Teaching	What is the state of academic performance of girl child students in school?
Spearman's rho	Experience in teaching	Correlation Coefficient	1.000	-.035
		Sig. (2-tailed)	.	.665
		N	156	155
	What is the state of academic performance of girl child students in school?	Correlation Coefficient	-.035	1.000
		Sig. (2-tailed)	.665	.
		N	155	158

*Source: Primary Data*

From table 4.16 above, experience in teaching by teachers of the selected schools in Kamuli district secondary schools was correlated with the state/level of academic performance of girl child students in school, and the findings indicated that, there was a weak/low negative relationship, depicted by 0.035 Spearman's correlation coefficient, between teacher's experience in teaching and academic performance of girl child students in secondary school. This implies that, reduced experience among teachers leads to poor academic performance of students.

Furthermore, the sig. 2-tailed value, 0.665 is greater than 0.025 level of statistical significance, implying that, there is no significance relationship between teaching experience and state of academic performance.

From the interviews conducted by the researcher with the 296 parents, they gave the following opinions. Basing on visit of girl child students at schools to see the performance of students, the parents in Kamuli district could visit their students in various times; some of them paid visit daily, others weekly, monthly, once a term and once a year. However, parents' level of education was also established based on their responses, in that, some ended at primary level, others secondary level, some had attained college and tertiary studies.

The selected parents also commented about teachers and the teaching profession as a whole; and they ascertained that, teachers at times could be both intrinsic rudimental in doing things in the community. This affected the quality of girl child secondary education performance.

The 23 local area leaders of Kamuli district were also interviewed, and they suggested could visit schools in the region to ascertain the quality of girl child secondary education performance level, and the visiting times varied, depending on the circumstance. They also cited that, there were genuine teachers who taught students in various classes, ranging from S1-S6, which had both Arts and Science subjects.

This therefore offered quality education to both O' level and A' level students.

## 4.2.2 Effect of Family Background on the Quality of Girl Child Secondary Education Performance

The effect of family background on the quality of girl child secondary education performance was considered by looking at responses from teachers, parents, local area leaders, head teachers and students, and was reflected in the preceding sub schemes.

### 4.2.2.1 Whether Cultures Enhanced Girl Child Students' Education

Cultures being influential on the girl child education were asked from the selected teachers, and the following responses were put in table 4.17 below.

**Table 4.17: Whether Cultures Enhance Girl Child Students' Education**

	Teachers' response	Frequency	Percent
Valid	Yes	80	50.3
	No	75	47.2
	Total	155	97.5
Missing	System	4	2.5
Total		159	100.0
	Students' response	Frequency	Percent
Valid	Yes	131	37.5
	No	201	57.6
	Total	332	95.1
Missing	System	17	4.9
Total		349	100.0

*Source: Primary Data*

From table 4.17 above, many teachers, represented by 80(50.3%) of the responses said yes to cultures enhancing girl child's students' education; while 75(47.2%) of them said no, that cultures did not enhance girl child students' education in Kamuli district. This implies that, since

majority of the sampled teachers were in support of cultures enhancing girl child students' education, it was indeed so, although some of them did not support the claim.

From students' responses, 201(57.6%) of them said no, that cultures did not enhance girl child students' education in Kamuli district and 131(37.5%) of them said yes to cultures enhancing girl child's students' education. This implies that, since majority of the sampled teachers, students were not in support of cultures enhancing girl child students' education, it was indeed so, although some of them supported the claim.

#### **4.2.2.2 Extent at Which Cultivated Behaviours and Beliefs Passed from Parents to Girl Child Greatly Affected their Education**

Cultivated behaviors and believes passed from parents to girl child in view of affecting girl child education were put on likert scale, and the responses from the selected teachers and students are seen in the table 4.18 that follows.

**Table 4.18: Extent at Which Cultivated Behaviours and Beliefs Passed from Parents to Girl Child Greatly Affected their Education**

	Teachers' responses	Frequency	Percent
Valid	Strongly disagree	6	3.8
	Disagree	15	9.4
	Not sure	14	8.8
	Agree	74	46.5
	Strongly agree	41	25.8
	Total	150	94.3
Missing	System	9	5.7
Total		159	100.0
	Students' responses	Frequency	Percent
Valid	Strongly disagree	65	18.6
	Disagree	52	14.9
	Not sure	65	18.6
	Agree	76	21.8
	Strongly agree	34	9.7
	Total	292	83.7
Missing	System	57	16.3
Total		349	100.0
Grand total		508	100

*Source: Primary Data*

Table 4.18 above shows the extent at which cultivated behaviours and beliefs passed from parents to girl child greatly affected their education, according to 159 selected teachers, in that, most of them, depicted by 74(46.5%) of the selected teachers, agreed with the statement that, cultivated behaviours and beliefs passed from parents to girl child greatly affected their

education; and 41(25.8%) of them strongly agreed that, cultivated behaviours and beliefs passed from parents to girl child greatly affected their education in the region.

Whereas 15 (9.4%) of teachers disagreed with the statement; and 14(8.8%) of them were not sure/undecided on the matter, 09(5.7%) of the teachers sampled did not respond to this, and was treated as missing values; and 06(3.8%) of the responses from selected teachers strongly disagreed with the statement and argued that, cultivated behaviours and beliefs passed from parents to girl child did not greatly affect their education. This means that, generally, the cultivated behaviours and beliefs passed from parents to girl child greatly affected girl child's education.

From the 349 selected girl child students, most of them, 76(21.8%) of the selected girl child students agreed with the statement that, cultivated behaviours and beliefs passed from parents to girl child greatly affected their education; followed by 65 (18.6%) of them strongly disagreed with the statement and argued that, cultivated behaviours and beliefs passed from parents to girl child did not greatly affect their education; and also 65(18.6%) of them were not sure/undecided on the matter. However, 52(14.9%) of students disagreed with the statement; and 34 (9.7%) of them strongly agreed that, there are enough financial & non-financial assets for my education. In addition, 77(22.1%) of the girl child students sampled did not respond to this, and was treated as missing values.

This means that, generally, cultivated behaviors and beliefs passed from parents to girl child greatly affected their education to some extent, though certain behaviours and beliefs passed from parents to children did not highly affect education at secondary level.

This implies that, generally, the cultivated behaviours and beliefs passed from parents to girl child greatly affected girl child's education, because students followed some of these behaviors, especially good morals in achieving quality educational results.

#### 4.2.2.3 Education Level of Parents Adequately Enabling Girl Child Students to Produce Measurable Gains in Academic Achievement

Education level of parents affected secondary education of girl child, in the following Likert scale ways in table 4.19 below.

**Table 4.19: Education Level of Parents Adequately Enabling Girl Child Students to Produce Measurable Gains in Academic Achievement**

	Teachers' responses	Frequency	Percent
Valid	Strongly disagree	11	6.9
	Disagree	6	3.8
	Not sure	8	5.0
	Agree	88	55.3
	Strongly agree	37	23.3
	Total	150	94.3
Missing	System	9	5.7
Total		159	100.0
	Students' responses	Frequency	Percent
Valid	Strongly disagree	48	13.8
	Disagree	51	14.6
	Not sure	38	10.9
	Agree	103	29.5
	Strongly agree	48	13.8
	Total	288	82.5
Missing	System	61	17.5
Total		349	100.0
Grand total		508	100

*Source: Primary Data*



Table 4.19 above shows education level of parents adequately enabling girl child students to produce measurable gains in academic achievement, according to 159 selected teachers, in that, most of them, depicted by 88(55.3%) of the selected teachers, agreed with the statement that, education level of parents adequately enabled girl child students to produce measurable gains in academic achievement; and 37(23.3%) of them strongly agreed that, education level of parents adequately enabled girl child students to produce measurable gains in academic achievement. However, 11(6.9%) of the responses from selected teachers strongly disagreed with the statement and argued that, education level of parents did not adequately enable girl child students to produce measurable gains in academic achievement; and 08(5%) of them were not sure/undecided on the matter; while 06(3.8%) of teachers disagreed with the statement; In addition, 09(5.7%) of the teachers sampled did not respond to this, and was treated as missing values. This means that, generally, the education level of parents adequately enabling girl child students to produce measurable gains in academic achievement, according to many responses from the selected teachers.

However, according students, most of them, depicted by 103(29.5) of the selected students agreed with the statement that, education level of parents adequately enabled girl child students to produce measurable gains in academic achievement. Whereas 51(14.6%) of them disagreed with the statement, 48(13.8%) of them strongly disagreed with the statement and argued that, education level of parents did not adequately enable girl child students to produce measurable gains in academic achievement; and 48(13.8%) of them strongly agreed that, education level of parents adequately enabled girl child students to produce measurable gains in academic achievement. However, 38(10.9%) of them were not sure/undecided on the matter. In addition,

61(17.5%) of the teachers and students sampled did not respond to this, and was treated as missing values.

This means that, generally, the education level of parents adequately enabling girl child students to produce measurable gains in academic achievement, because parents could offer advice to their children at home and even at school, and hence loopholes in education among girls are established for improved and quality education, according to many responses from the selected teachers.

#### **4.2.2.4 Cross Tabulation of Cultural Background on the Academic Performance of Girl Child Students**

Cultural background affected academic performance of girl child secondary education in Kamuli District according to the responses from the selected teachers and students, and the responses were put in frequency table 4.20 as seen, which follows.

**Table 4.20: Cross Tabulation of Cultural Background and the Academic Performance of Girl Child Students**

			State of Academic Performance				Total
			Poor	Fair	Good	Very good	
Do cultures enhance girl child student's education?	Yes	Count	7	69	86	48	210
		Do cultures enhance girl child student's education?	3.3%	32.9%	41.0%	22.9%	100.0%
		State of academic performance	50.0%	45.7%	38.7%	50.5%	43.6%
		Total	1.5%	14.3%	17.8%	10.0%	43.6%
	No	Count	7	82	136	47	272
		Do cultures enhance girl child student's education?	2.6%	30.1%	50.0%	17.3%	100.0%
		State of academic performance	50.0%	54.3%	61.3%	49.5%	56.4%
		Total	1.5%	17.0%	28.2%	9.8%	56.4%
Total	Count	14	151	222	95	482	
	Do cultures enhance girl child student's education?	2.9%	31.3%	46.1%	19.7%	100.0%	
	State of academic performance	100.0%	100.0%	100.0%	100.0%	100.0%	
	Total	2.9%	31.3%	46.1%	19.7%	100.0%	

*Source: Primary Data*

From table 4.20 above, basing on the yes option for culture enhancing girl education, 07(1.5%) of the selected teachers and girl child students said the academic performance of girl child students was poor, while 69(14.3%) of them said the academic performance was fair, most of them represented by 86(17.8%) of them said it was good, and 48(10%) of them said it was very good performance of girl child students academically.

However, basing on the no option for culture not enhancing girl education, 07(1.5%) of the selected teachers and students said the academic performance of girl child students was poor, while 82(17%) of them said the academic performance was fair, most of them represented by 136(28.2%) of them said it was good, and 47(9.8%) of them said it was very good performance of girl child students academically.

Generally, culture to a great extent influenced the academic performance of girl child students, though to some extent it was not sufficient in Kamuli secondary schools.

From the interviews conducted with the head teachers; they responded that, cultures affected girl child education at Kamuli secondary schools both positively and negatively, because some of the cultures favored girl child students while others were against the education of girl child students. Also, from parents' interviews, that they provided their girl child students with enough reading materials at school, such as uniforms, pens and books. However, the selected parents said that cultural beliefs existing in their families or communities influenced girl child education in both positive and negative sense.

Furthermore, the local community leaders generally could hold meetings with community members, by first of all sensitizing members and then a meeting is call upon in the community to address issues related to education of both girls and boys in school. This therefore resulted into harmony among teachers, parents, students and the general public on the issues conserving education of girl child education, and hence ensuring quality secondary education.

#### 4.2.2.5 Whether Resources for Being at School were enough or not

Students were asked if they had enough resources for being at school or not. The following responses were given as represented in table 4.21 below.

**Table 4.21: Whether Resources for Being at School were enough or not**

	Teachers' responses	Frequency	Percent
Valid	Yes	35	22.0
	No	120	75.5
	Total	155	97.5
Missing	System	4	2.5
Total		159	100.0
	Students' responses	Frequency	Percent
Valid	Yes	120	34.4
	No	223	63.9
	Total	343	98.3
Missing	System	6	1.7
Total		349	100.0
Grand total		508	100

*Source: Primary Data*

From table 4.21 above, many teachers selected, represented by 120(75.5%) of them said no to having enough resources for studying at school; while 35(22%) of them said yes, that they had enough resources for education in Kamuli district. Furthermore, 2.5% of them did not respond to this question on resource availability. This implies that, since majority of the sampled students said that they did not have enough resources for being at school, their quality education in terms of grades and other aspects were highly affected.

On the side of students, many girl child secondary students, represented by 223(63.9%) of the responses with valid percentage of 65% said no to cultures having enough resources for studying

at school; while 120(34.4%) with valid 35% of them said yes, that they had enough resources for education in Kamuli district. This implies that, since majority of the sampled students said that they did not have enough resources for being at school, their quality education in terms of grades and other aspects were highly affected.

#### 4.2.2.6 Presence of Financial and Non-Financial Assets for Education

Students and teachers were asked to state in according to likert scale the presence of financial and non financial assets for girl child students. The following responses were given as represented in table 4.22 that follows.

**Table 4.22: Presence of Financial and Non-Financial Assets for Education**

	Teachers' responses	Frequency	Percent
Valid	Strongly disagree	22	13.8
	Disagree	57	35.8
	Not sure	24	15.1
	Agree	37	23.3
	Strongly agree	11	6.9
	Total	151	95.0
Missing	System	8	5.0
Total		159	100.0
	Students' responses	Frequency	Percent
Valid	Strongly disagree	41	11.7
	Disagree	65	18.6
	Not sure	81	23.2
	Agree	64	18.3
	Strongly agree	21	6.0
	Total	272	77.9
Missing	System	77	22.1
Total		349	100.0
Grand total		508	100

*Source: Primary Data*

From table 4.22 above, the statement on there are enough financial & non financial assets for girl child education was asked from the 159 selected teachers, 57(35.8%) of teachers disagreed with the statement; while 37(23.3%) of the teachers agreed with the statement that, there were enough financial & non financial assets for their education and 24(15.1%) of them were not sure/undecided on the matter; and 22(13.8%) of them strongly disagreed with the statement and argued that, there were not enough financial & non financial assets for their education; while and 11(6.9%) of them strongly agreed that, there are enough financial & non financial assets for girl child education. In addition, 08(05%) of the teachers sampled did not respond to this, and was treated as missing values.

Also, the statement on there are enough financial & non financial assets for my education was asked from the selected 349 girl child students, and most of them, represented by 81(23.2%) of them were not sure/undecided on the matter while 65(18.6%) of students disagreed with the statement; and 64(18.3%) of the selected students, agreed with the statement that, there were enough financial & non financial assets for their education. However, 41(11.7%) of the responses from selected students strongly disagreed with the statement and argued that, there were not enough financial & non financial assets for their education; and 21(6.0%) of them strongly agreed that, there are enough financial & non financial assets for my education. In addition, 77(22.1%) of the girl child students sampled did not respond to this, and was treated as missing values. This means that, generally, there were few financial & non financial assets for girl child students' education, and these assets include; food, clothes, pens, books and furniture at school among others.

Generally, there were few financial & non financial assets for girl child students' education, and these assets include; food, clothes, pens, books and furniture at school among others. This therefore affected quality of education of girl child students, because their education demands were not fully met by the resources available.

From responses of 08 head teachers, parents support their girl child children at school by providing scholastic materials, such as books, pens and uniforms for their children; also, paying school fees for their children; and paying visits at school for their children's success in education.

#### **4.2.3 Effect of School Environment on the Quality of Girl Child Secondary Education Performance**

The of school environment on the quality of girl child secondary education performance was looked at by combining views from head teachers, teachers, students, parents, local community leaders in Kamuli district, and their responses were recorded in the following sub schemes.

##### **4.2.3.1 Whether Resources Used for Conducting Educational Functions of a School are Sufficient**

Teachers and students were asked if resources used at school were sufficient for conducting educational functions, and their responses were put on the likert scale as shown in table 4.23 that follows.



**Table 4.23: Whether Resources Used for Conducting Educational Functions of a School are Sufficient**

	Teachers' responses	Frequency	Percent
Valid	Strongly disagree	11	6.9
	Disagree	47	29.6
	Not sure	21	13.2
	Agree	62	39.0
	Strongly agree	11	6.9
	Total	152	95.6
Missing	System	7	4.4
Total		159	100.0
	Students' responses	Frequency	Percent
Valid	Strongly disagree	48	13.8
	Disagree	66	18.9
	Not sure	64	18.3
	Agree	92	26.4
	Strongly agree	32	9.2
	Total	302	86.5
Missing	System	47	13.5
Total		349	100.0
Grand total		508	100

*Source: Primary Data*

From table 4.23 above, the statement on resources used for conducting educational functions of a school are sufficient was asked from the selected 159 sampled teachers, most of them depicted by 62(39%) of the selected teachers, agreed with the statement that, resources used for conducting educational functions of a school are sufficient, while 47(29.6%) of teachers disagreed with the statement; and 21(13.2%) of them were not sure/undecided on the matter.

However, 11(7.2%) of them strongly disagreed with the statement and argued that, resources used for conducting educational functions of a school were not adequate; and also 11(6.9%) of them strongly agreed that, the resources used for conducting educational functions of a school were sufficient. In addition, 07(4.4%) of the teachers sampled did not respond to this, and was treated as missing values. This means that, generally, the resources used for conducting educational functions, such as chalk, text books, and other instructional materials of a school were sufficient for some teachers, which was not the case for some teachers of Kamuli district secondary schools.

On the side of students' opinions, most of them depicted by 92(26.4%) of the girl child students agreed with the statement that, resources used for conducting educational functions of a school were sufficient; while 66(18.9%) of students disagreed with the statement; and 64(18.3%) of them were not sure/undecided on the matter.

However, 48 (13.8%) of the responses from selected girl child students strongly disagreed with the statement and argued that, resources used for conducting educational functions of a school were not adequate; while 32(9.2%) of them strongly agreed that, the resources used for conducting educational functions of a school were sufficient. In addition, 47(13.5%) of the students sampled did not respond to this, and was treated as missing values. This means that, generally, the resources used for conducting educational functions, such as chalk, text books, and other instructional materials of a school were sufficient for some teachers and students, which was not the case for some teachers and girl child students of Kamuli district secondary schools.

From the head teachers interviewed, there were available facilities at their secondary schools to boost girl child education, such as play fields, trees, roads, class rooms, laboratories and libraries.

However, head teachers interviewed commented on their classroom sizes for the learning of girl child student in school, in that, most of the schools had spacious and enough rooms for the education of students.

Parents who were interviewed also stated that, they could link up with teachers at school in assessing the performance of their students. Focus/emphasis was put more on classroom design, sanitary areas, play grounds, library development, laboratory structure and mode of teaching in class. This therefore ensured improved performance of girl child students in school.

#### **4.2.3.2 Whether Classrooms were enough to Accommodate Girl Child Students being admitted**

Teachers and students selected were able to state whether classrooms were enough to accommodate girl child students being admitted, and the following was established in table 4.24.

**Table 4.24: Whether Classrooms were Enough to Accommodate Girl Child Students being Admitted**

	Teachers' response	Frequency	Percent
Valid	Yes	137	86.2
	No	17	10.7
	Total	154	96.9
Missing	System	5	3.1
Total		159	100.0
	Students' response	Frequency	Percent
Valid	Yes	204	58.5
	No	120	34.4
	Total	324	92.8
Missing	System	25	7.2
Total		349	100.0
Grand total		508	100

*Source: Primary Data*

From table 4.24 above, many teachers sampled, represented by 137(86.2%) of the responses said yes to classrooms being enough to accommodate girl child students admitted; while 17(10.7%) of them said no, that they had limited/few classrooms to accommodate girl child students being admitted for their education in Kamuli district secondary schools, and 3.1% of them did not respond to this question. This implies that, since majority of the sampled teachers said that classrooms were enough to accommodate girl child students being admitted.

On the side of girl students sampled, most of them represented by 204(58.5%) of the responses said yes to classrooms being enough to accommodate girl child students admitted; while 120(34.4%) of them said no, that they had limited/few classrooms to accommodate girl child students being admitted for their education in Kamuli district secondary schools, and however, 25 (7.2%) of them did not fill in the option of classrooms being enough to accommodate girl child students. This implies that, since majority of the sampled teachers said that classrooms were enough to accommodate girl child students being admitted, and this resulted into comfort in class and hence easy teaching-learning process.

#### **4.2.3.3 Whether there were Existing Policies to Promote Girl Child Education**

The existence of policies to promote girl child education at school was attributed to yes and no options as per table 4.25 from teachers' and students' responses.

**Table 4.25: Whether there Were Existing Policies to Promote Girl Child Education**

	Teachers' response	Frequency	Percent
Valid	Yes	130	81.8
	No	27	17.0
	Total	157	98.7
Missing	System	2	1.3
Total		159	100.0
	Students' response	Frequency	Percent
Valid	Yes	227	65.0
	No	101	28.9
	Total	328	94.0
Missing	System	21	6.0
Total		349	100.0
Grand total		508	100

**Source: Primary Data**

From table 4.25 above, many teachers selected, represented by 130(81.8%) of the responses said yes to the existence of policies to promote girl child education in Kamuli district secondary schools; while 27(17%) of them said no, that the policies to promote girl child education were not in existence, and 1.3% of them did not respond to this question. This implies that, there were policies, such as 1.5 points scheme for girls joining tertiary institutions in various secondary schools in Kamuli District.

On the side of students, many girl child students selected, represented by 227(65%) of them said yes to the existence of policies to promote girl child education in Kamuli district secondary schools; while 101(28.9%) of them said no, that the policies to promote girl child education were not in existence, and 6.0% of the students did not respond to this question; meaning that, there were policies, awards policy in various secondary schools in Kamuli District for best performers, among others.

This generally implies that, there were policies, such as 1.5 points scheme for girls joining tertiary institutions in various secondary schools in Kamuli District, and these policies were in line with education of girl child students at secondary schools and boosted girls to work hard and hence quality of performance in secondary schools among the girls.

Furthermore, head teachers outlined the following policies that were in place to enhance secondary education of girl child students; 1.5 points policy for females joining tertiary institutions, policy against defilement and rape, among others.

#### **4.2.3.4 Whether Plans of Action Adopted by School Administration for Quality Education of Girl Child Students were Appropriate**

Whether plans of action adopted by school administration for quality education of girl child students in Kamuli district secondary schools were appropriate, likert scale measurement was considered as seen in table 4.26 which follows.

**Table 4.26: Whether Plans of Action Adopted by School Administration for Quality Education of Girl Child Students were Appropriate**

	Teachers' response	Frequency	Percent
Valid	Strongly disagree	3	1.9
	Disagree	25	15.7
	Not sure	17	10.7
	Agree	90	56.6
	Strongly agree	15	9.4
	Total	150	94.3
Missing	System	9	5.7
Total		159	100.0
	Students' response	Frequency	Percent
Valid	Strongly disagree	45	12.9
	Disagree	45	12.9
	Not sure	50	14.3
	Agree	129	37.0
	Strongly agree	41	11.7
	Total	310	88.8
Missing	System	39	11.2
Total		349	100.0
Grand total		508	100

*Source: Primary Data*

From table 4.26 above, the statement on whether plans of action adopted by school administration for quality education of girl child students were appropriate was asked from the selected 159 sampled teachers, most of them depicted by 90(56.6%) of the selected teachers, while 25(15.7%) of teachers disagreed with the statement agreed with the statement that, plans of action adopted by school administration for quality education of girl child students were

appropriate. However, 17(10.7%) of them were not sure/undecided on the matter; while 15(9.4%) of them strongly agreed that, plans of action adopted by school administration for quality education of girl child students were fitting and 03(1.9%) of the responses from selected teachers strongly disagreed with the statement and argued that, the plans of action adopted by school administration for quality education of girl child students were not appropriate. In addition, 09(5.7%) of the teachers sampled did not respond to this, and was treated as missing values; meaning that, the plans of action adopted by school administration, such as rewarding best performers in class/school for quality education of girl child students were suitable despite some disagreements among some teachers.

On the side of students, the statement on whether plans of action adopted by school administration for quality education of girl child students were appropriate was asked from the selected 349 sampled girl child students, most of them depicted by 129(37%) of the selected girl child students agreed with the statement that, plans of action adopted by school administration for quality education of girl child students were appropriate; while 50 (14.3%) of them were not sure/undecided on the matter. However, 45(12.9%) of the responses from selected students strongly disagreed with the statement and argued that, the plans of action adopted by school administration for quality education of girl child students were not appropriate; while 45(12.9%) of them disagreed with the statement; and 41(11.7%) of them strongly agreed that, plans of action adopted by school administration for quality education of girl child students were fitting. In addition, 39(11.2%) of the students sampled did not respond to this, and was treated as missing values. This implies that, the plans of action adopted by school administration, such as rewarding best performers in class/school for quality education of girl child students were suitable despite some disagreements among some teachers, and this therefore resulted in



improved quality of girl child secondary education because planning was done in line with the needs of girl child students and teachers in schools.

#### 4.2.3.5 Cross Tabulation of Existence of Policies in School and State of Academic Performance

The cross tabulation of existence of policies in school and the state of academic performance was run, according to views of teachers and selected girl child students selected, and can be seen in table 4.27, that follows.

**Table 4.27: Cross Tabulation of Existence of Policies in School and State of Academic Performance**

			State of Academic Performance				Total
			Poor	Fair	Good	Very good	
Are there existing policies to promote girl child education?	Yes	Count	12	107	164	71	354
		Are there existing policies to promote girl child education?	3.4%	30.2%	46.3%	20.1%	100.0%
		State of academic performance	92.3%	71.3%	73.9%	74.7%	73.8%
		Total	2.5%	22.3%	34.2%	14.8%	73.8%
	No	Count	1	43	58	24	126
		Are there existing policies to promote girl child education?	.8%	34.1%	46.0%	19.0%	100.0%
		State of academic performance	7.7%	28.7%	26.1%	25.3%	26.2%
		Total	.2%	9.0%	12.1%	5.0%	26.2%
Total	Count	13	150	222	95	480	
	Are there existing policies to promote girl child education?	2.7%	31.2%	46.2%	19.8%	100.0%	
	State of academic performance	100.0%	100.0%	100.0%	100.0%	100.0%	
	Total	2.7%	31.2%	46.2%	19.8%	100.0%	

*Source: Primary Data*

From table 4.27 above, basing on the yes option for existence of policies in school, 12(2.5%) of the selected teachers and girl child students said the academic performance of girl child students was poor, while 107(22.3%) of them said the academic performance was fair, most of them represented by 164(34.2%) of them said it was good, and 71(14.8%) of them said it was very good performance of girl child students academically.

However, basing on the no option for existence of policies in school, 01(0.2%) of the selected teachers and girl child students said the academic performance of girl child students was poor, while 43(9.0%) of them said the academic performance was fair, most of them represented by 58(12.1%) of them said it was good, and 24(5.0%) of them said it was very good performance of girl child students academically.

The 23 community local leaders were interviewed and stated that security was offered to the girls in Kamuli district community by leaders and security officers; and security of students in the place was ensured in the following ways; training local men and women on matters concerning their children. However, they suggested that, environment of Kamuli district secondary schools was favorable for learning, and in the following aspects; library set up, laboratory existence, play grounds availability, and sanitary equipments.

Generally, this implies existence of policies in school to a great extent led to improvement in academic performance of girl child students in Kamuli district secondary schools, and this was because of the fact that they favoured secondary education of girl child students and hence quality in performance by girl child students.

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents summary, discussion, conclusion and recommendations based on the study of factors affecting the quality of girl child secondary education in Kamuli, District-Uganda; on the following objective grounds.

#### **5.1 Summary of Findings**

##### **5.1.1 Effect of Teacher Factor on the Quality of Girl-Child Secondary Education Performance**

The effect of teacher factor on the quality of girl child secondary education performance was ascertained. Teacher factor was looked at in terms of training, devotion and interaction; and the findings indicated that;

Based on training aspect, teachers were qualified and educated, because they had diplomas, degrees and masters' holders from various institutions of higher learning, and secondary teachers in Kamuli district had attended some refresher courses and training sessions, such as gender awareness, gender equality in education, and human rights with specific reference to child rights.

Teachers were devoted to their work of teaching, and indeed were qualified and willing to serve at various capacities in Kamuli district secondary schools, and most of them had working experience of over 10 years in teaching. Furthermore, they taught girl child students various times in a week.

Teachers could more often interact with their girl child students through group discussions, one on one, assignments, individual participation, and other methods. The academic performance of girl child students was generally fairly good in the selected secondary schools in Kamuli District.

### **5.1.2 Effect of Family Background on the Quality of Girl Child Secondary Education Performance**

The effect of family background on the quality of girl child secondary education performance was also evident based on the following variables; availability of resources, culture and parents' level of education.

The majority of the sampled students and teachers reported that they did not have enough resources for being at school, and the quality education received by students in terms of grades and other aspects were highly affected. There were few financial & non-financial assets for girl child students' education, and these assets included; school fees, food, clothes, scholastic materials like books and pens and furniture at school among others.

Cultural aspect was ascertained in that, many sampled respondents were in support of cultures enhancing girl child students' education, it was indeed so, although some of them did not support the claim. According to students, an educated girl gets more dowry as compared to those not educated; whereas in a teachers' perspective, culture was not valued and so not seen as a booster to girl child secondary education.

Furthermore, on the side of parents' level of education, the cultivated behaviours and beliefs passed from parents to girl child greatly affected girl child's secondary education and the education level of parents adequately enabled girl child students to produce measurable gains in academic achievement. In the view of educated parents supporting their girl child students at

home in terms of guiding them in their home works, and also an educated parent is able to encourage his/her own girl child to go to school, study and work hard so that she is successful in future, and this was opposed to parents who were less/not educated.

### **5.1.3 Effect of School Environment on the Quality of Girl Child Secondary Education Performance**

The effect of school environment on the quality of girl child secondary education performance was also seen. This considered aspects, such as facilities, classroom and policies in the school; The facilities or resources used for conducting educational functions, such as chalk, text books, and other instructional materials at school were sufficient for some teachers and girl child students, though some of students and teachers did not have enough of these things. But it was noted that, washrooms for girl child students were lacking and insufficient in some of the selected school; and in most of the selected secondary schools, there were adequate play grounds for games and sports performed by girls.

The classrooms were enough to accommodate girl child students being admitted, and most of them had ventilations, desks, doors and windows for the safety of lives and property of girl child students and other students in schools being selected. This was according to responses of students, teachers, parents and local community leaders interviewed thus resulting into improved performance of secondary girl child education.

There were policies, such as 1.5 points scheme for girls joining tertiary institutions in various secondary schools in Kamuli District. Furthermore, the plans of action adopted by school administration, such as rewarding best performers in class/school with scholarships, gifts such as

mattresses and text books for quality education of girl child students were suitable, despite some disagreements among some teachers.

## **5.2 Discussion**

### **5.2.1 Establishing the effect of teacher factor on the quality of girl child secondary education performance**

The training of teachers in Kamuli district secondary schools was evidenced, in that, they always could go for refresher courses and training sessions on gender awareness, gender equality in education and human rights with specific reference to child rights so as to update their skills and knowledge on teaching aspects in handling girl child secondary education performance, so that the performance of girl child secondary education is enhanced. This means continuous trainings got from various institutions of higher learning, workshop attendance and seminars in the district.

As a result of teachers' training sessions on girl child programmes and teaching syllabuses, they are able to impact positively on performance of girl child secondary education because of teacher's and girl child's positive attitude towards gender balance in schools and communities.

The researcher observed that, not all teachers could go for these refresher courses because they claimed to know more, and hence did not want to attend trainings on teaching syllabuses.

There was a weak/low negative relationship, depicted by 0.035 spearman's correlation coefficient, between teacher's experience in teaching/training and academic performance of girl child students in secondary school. This is in line with Smith (2001) who asserted that, the relationship between teacher qualification/training and student learning as the percentage of

variance in student scores accounted for by teacher qualifications when other variables are held constant or adjusted.

This weak relationship between training and performance of girl child students in secondary schools in Kamuli district could be as a result of shortage of resources needed to run the training sessions and activities in teaching and handling girl child. This is in line with Carpero (2000) who asserted that, training, however has been inadequate both in quantity and quality, and many of these institutions are capital constrained that little or at times no money is devoted to trainings. In this case training is only limited to the teachers of these institutions more over the driven entities that make minimization part of their profit maximizing strategy.

On devotion among teachers, the study findings indicated that, most of the teachers were diploma, degree and masters holders from various higher institutions of learning; and teachers of Kamuli district secondary schools were qualified and devoted to teaching in secondary schools, and most of them worked for over 10 years, and could teach students in various intervals.

Teachers in Kamuli District Secondary Schools were focused on teaching because they were motivated in terms of allowances, such as delegation, feeding, housing and transport. However, the gap of salary payment was evidenced due to some teachers earning salaries more than others in the same caliber.

From the researcher's point of view, devotion was uncalled for among some teachers, as reported by students, parents and local leaders interviewed, that, certain teachers could take most of their time drinking, partying and in tours and travel, and gave little attention to teaching of girl child students. This is in line with Skinner, 1945 who in its Learning theory, advised that for proper learning to take place, learning experience should be guided and appropriately be controlled. For

example a teacher is a person who teaches or instructs secondary school students often in formal and ongoing education schooling environment; from a qualified Teacher Training Institution and University graduate.

Moreover, Adeniyi, (2001); Peretomode, (1991), 1995; Whawo, (1993) in their researches argued that the falling standards in Nigeria's educational system can also be traced to cultural, religious, social, technological and above all economic reasons. Standard in this context is the degree of excellence required for a particular purpose; it is an accepted or approved example against which others are judged or measured. However, this study takes another dimension with the main focus on the role of teachers' competence and their devotion on the quality of teaching and learning for the girl child secondary education.

Teachers could more often interact with their girl child students through group discussions of say 10-20 students as compared to other methods of interaction. This is in line with the following statement, that, to be effective, teachers have to try to really understand what to put across in different styles of teaching. Either way, these teachers will do a better job if they communicate well with their students as reflection of the cognitive ability of the teacher (Hubley London: Macmillan; 1993).

Communication between girl child and teachers improved, because at least girls could approach male and even female teachers in quest for help in various aspects of ensuring girl child secondary school performance. This also created harmony between teachers and girl child students because there was no/minimal intimidation among students in schools (between boys and girls).



In the researcher's perspective, discussions noticed in some schools were not lively because girl child students were not given ample time in participation. However, in some schools, there was element of mixed contributions between boys and girls in class and other competitions. This facilitated increased positive relationship between teachers and students in class and school generally. This therefore is in line with Thomas, David and Moller (2000. p.122), that having established a positive relationship with students will encourage students to seek education and be enthusiastic and to be in school. These reasons have hampered secondary school effectiveness and quality improvement in developing countries like Uganda (OECD, 1989).

### **5.2.2 Determining the effect of family background on the quality of girl child secondary education performance**

On the side of resources and assets, the sampled students and teachers said that they did not have enough resources for being at school, their quality education in terms of grades and other aspects were highly affected. Furthermore, there were few financial & non financial assets for girl child students' education, and these assets include; school fees, food, clothes, scholastic materials (pens and books) and furniture at school among others.

Based on the gaps, most of the secondary schools in Kamuli District Secondary Schools had relevant text books, though in some schools, text books were lacking. In the researcher's point of view, the level of parental support to girl child's education differed by family income with parents who had higher income supporting their children more than those with low income. This therefore affected the quality of girl child education, in that, parents who were rich and had enough resources took their children to better schools for better performance, and hence they ended up performing better than children from poor family backgrounds.

Culture from the study findings indicated that, majority of the sampled respondents were in support of cultures enhancing girl child students' education; and generally, they said that, the cultivated behaviors and beliefs passed from parents to girl child greatly affected girl child's education. Certain cultures in Kamuli District, such as dowry payment and respect of elderly stimulated girls in the education, such as the finances got from dowry for instance resulted into continued education of girl child and hence improved girl child education performance.

As something new, when a girl is adequately educated, more dowry is paid, unlike the less or uneducated, and this was evidenced among the girl child students.

From the researcher's view, the many secondary schools sampled in Kamuli district had not yet developed proper cultural system with norms, knowledge and skills required for better performance in school. This is in line with Comer (1991) and Robinson (1994) who put forward that, such cultural frameworks also operate in the dominant culture. This is most evident in school practices that are exclusive of the growing diversity of the communities they serve. Furthermore, unwillingness on the part of school personnel to develop the knowledge, skills and attitudes requisite to effective school-family partnership, and invest the time needed to foster parent engagement, is a barrier to effective partnership building.

The education level of parents adequately enabled girl child students to produce measurable gains in academic achievement, according to many responses from the selected respondents. And to a great extent culture influenced the academic performance of girl child students, though to some extent it was not sufficient in Kamuli secondary schools. This is in agreement with (Goddard, 2003), who asserted that, this social assistance has a crucial role for the

accomplishment of performance goals of students at school besides the social structure; parents' involvement in their child's education increases the rate of academic success of their child (Furstenberg and Hughes, 1995). Also based on social-cognitive-ecological models, according to Guerra & Huesmann, (2004), we expect parental education, the quality of family interactions, and child behaviour would shape, by late adolescence, educational achievement and aspirations for future educational and occupational success.

In the researcher's perspective, some parents were not helping the girl child students in studies when it came to checking on a child's performance in class/school, and consultations with the teachers and this was in the way that, the education, knowledge and skills they acquired were not passed on to their children.

The level of parents' education affected a child's level of education, in that, high level of a parent's education resulted into high level of education among girl child students; and to a less extent parents' education resulted to low performance of some students in Kamuli District secondary schools.

### **5.2.3 Examining the effect of school environment on the quality of girl child secondary education performance**

Based on the facilities, the findings indicated that, the resources used for conducting educational functions at schools were existence, such as chalk, text books, and other instructional materials of a school and were sufficient for some teachers, which was not the case for some teachers of Kamuli district secondary schools. This therefore led to improved performance of secondary girl child education due to the fact that girl child students were equipped with most of the educational facilities. This is supported by Akande (1985) that learning can occur through one's interaction with one's environment. Environment here refers to facilities that are available to facilitate

students learning outcome. It includes books, audio-visual, software and hardware of educational technology; so also, size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical's are arranged (Farrant, 1991) and (Farombi, 1998).

The researcher noticed that, some of the girls lacked educational facilities at school, such as sanitary towel, enough wash rooms, laboratories and even desks were inadequate in some schools.

The selected teachers and students of Kamuli district secondary schools asserted that, classrooms were enough to accommodate girl child students being admitted. This means that there was comfort and hence improved performance of girl child students in class. This is in line with the following statement, that, school facilities and the classroom must be flexible enough to accommodate changing learning patterns and methods; and according to the Tennessee Advisory Commission on Intergovernmental Relations: Staff Information Report ([TACR], 2003), there was growing evidence of a correlation between the adequacy of a school facility and student behavior and performance. Also research studies that were conducted in the past three decades found that there was significant relationship between the condition of a school, or classroom, and student achievement (Berner, 1993; Cash, 1993; Earthman, 1995; Hines, 1996; Lanham, 1999; TACR).

In the researcher's perspective, classrooms of some schools in Kamuli lacked ventilation, were small and could not accommodate all the admitted students. This therefore deteriorated the performance of girls in those schools, although others performed well. This is in agreement with

Lackney (1999a, p.7), who stated that physical factors that had a profound impact on the teaching and learning process were (a) full-spectrum and natural lighting, (b) the reduction and control of noise, (c) the location and sighting of schools, (d) optimal thermal conditions, (e) school size and class size, and (f) the building condition. In some classrooms, there existed darkness and many students could not see properly when the teacher is teaching, and this resulted into loss of track during teacher-student learning process.

There were policies in place and some policies, such as 1.5 points scheme for girls joining tertiary institutions and awards policy to best performers in academics, such as scholarships and gifts like mattresses, bags, books and sports in various secondary schools in Kamuli District were in existence, including environmental policy and security in schools. This is in line with TACR (2003) which put forward that, Educators and Policymakers should be concerned about the relationship between student learning and achievement and school facilities (TACR, 2003).

According to the researcher's view, educators and policymakers were concerned about the health, security, and psychological issues in school so as to ascertain the performance of girl child students and other community members in Kamuli district and countrywide.

This is supported by Buckley, Schneider, and Shang (2004a) who pointed out that the Los Angeles Unified School District schools must comply with health and safety regulations and academic performance. Buckley et al. (2004a) also noted that a good school facility supports the educational enterprise. Due to tight policies in secondary schools, cases of theft, pregnancy and alcoholism are minimal, and this has therefore resulted into good morals and values among the girl child students, and hence improved girl child student education performance.

### **5.3 Conclusions**

Based on the objectives of the study, the researcher came up with the following conclusions.

#### **5.3.1 Effect of Teacher Factor on the Quality of Girl Child Secondary Education Performance**

There was effect of teacher factor(training, devotion and interaction) on the quality of girl child secondary education performance, because experience in teaching by teachers of the selected schools in Kamuli district secondary schools was correlated with the state/level of academic performance of girl child students in school, and the findings indicated that, there was a weak/low negative relationship between teacher's experience in teaching and academic performance of girl child students in secondary school. This implies that, reduced experience among teachers leads to poor academic performance of students. Furthermore, there was no significance relationship between teaching experience and state of academic performance at 5% level of statistical significance. Furthermore, teachers were motivated through allowances and good feeding given to them, and there existed good communication between teachers and girl child students.

#### **5.3.2 Effect of Family Background on the Quality of Girl Child Secondary Education Performance**

There was effect of family background (availability of resources, culture, and parents' level of education) on the quality of girl child secondary education performance, in that, culture to a great extent influenced the academic performance of girl child students, though to some extent it was not sufficient in Kamuli secondary schools. Resources such as school fees, clothing and food

were not sufficient for the girl child students in secondary schools; and the education level of parents to a great extent influenced on the education level of their girl child education.

### **5.3.3 Effect of School Environment on the Quality of Girl Child Secondary Education Performance**

There existed effect of school environment (facilities, classroom and policies) on the quality of girl child secondary education performance, And the environment of Kamuli district secondary schools was favorable for learning, and in the following aspects; library set up, laboratory existence in some schools, play grounds with the availability of play equipment's. And also, in some schools, classrooms were not spacious and lacked lights for easy teaching-learning process. There was existence of policies in school to a great extent leading to improvement in academic performance of girl child students in Kamuli district secondary schools. Furthermore, security was offered to the girls in Kamuli district community by leaders and security officers; and security of students in the place was ensured.

## **5.4 Recommendations**

The researcher puts forward the following.

### **5.4.1 Effect of Teacher Factor on the Quality of Girl Child Secondary Education Performance**

- ❖ Continuous training and upgrading of teachers; this is by teachers themselves involving themselves in refresher courses, meetings and conferences on how to handle girl child students in schools effectively and efficiently, and hence improved quality of education performance among them, since some of them lacked training in various ways.

- ❖ Remuneration of teachers. This should be done by the government through giving out of allowances, better accommodation, increased pay so that, there will be morale among created among them in teaching and participation in more development activities in school and community.
- ❖ Monitoring teaching and performance of activities in schools; this should be done by the Ministry of Education Officials or Inspectors of Schools. They should move to all secondary schools to ensure that teachers teach according to the syllabus which contains morals, academics, values and student behaviors for better performance.

#### **5.4.2 Effect of Family Background on the Quality of Girl Child Secondary Education**

##### **Performance**

- ❖ Provision of instructional materials; these should be provided by the government and parents of students. These materials include; text books, sets, pens and other learning materials or aids. This will encourage many students to study instead of them involving in worthless activities.
- ❖ Construction of cultural development centres. These centres should be developed in societies, including schools so that parents, teachers, local leaders and students attend to moral development and cultural beliefs, which may help in creating awareness and diversification of morals for good living in the society.
- ❖ Continued offering of Counseling and Guidance services; this should be done by parents and school administrators on the advantages or importance of good morals among girl child students in the community. This will change behaviors of students positively and



lead to better performance in schools and the society as a whole. This is because some parents were not participating in teaching their children about life style situations.

### **5.4.3 Effect of School Environment on the Quality of Girl Child Secondary Education Performance**

- ❖ Promotion of gender balance in schools and community; this should be done by both government and administrators of schools. This means encouraging even girls or female counterparts to participate more in studies, because while collecting data most teachers were male as compared to female counter parts, and also in some schools boys were many as compared to female counterparts.
- ❖ Formation of school clubs. This should be done by students and class teachers which can focus on educational issues, such as debating clubs, life skills club, and health talk clubs. This helps them to build confidence in life, development and educational aspects in the community.

## **5.5 Contribution of the Study**

The study provides a framework for the discussion on the subject of quality girl child secondary education. Whenever the subject of quality girl child secondary education is discussed there is a tendency to glorify the individual and the personality traits of the beneficiaries.

The study has revealed the fact that across different leaders, such as teachers, head teachers and community leaders are confronted by issues which are disturbing and challenging and there is a clear consensus that to some extent new and different approach is required to lead in the present environment.

It provides a useful basis for Organizations and Institutions, such as MOES, Ministry of Gender, Labour and Social Development, to develop quality focusing on contemporary issues of the secondary education of girl child students. This can be applicable for almost any sector.

As a first step the organizations can look at the issues first affecting the quality of girl child secondary education and then look at having systems to develop personnel in order to address the enormous challenges.

It provides a framework for developing quality girl child education as a separate discipline/subject that can be a part of curriculum, i.e. National Curriculum Development Centre (NCDC). This is further guided by evaluator and auditors during evaluation of the curriculum set for the quality of girl child secondary education.

It also provides a reference for various Organizations and Institutions for developing vision/mission statements and for long-term performance standards in educational aspects of girl child secondary education. This very fact brings about a very important aspect with regard to long term thinking and having a larger vision about girls' performance, both academically and morally.

## **5.6 Areas for Further Research**

The researcher recommends the following for upcoming researchers.

The study on challenges faced by girl child students in secondary schools, the influence of parents and other activists on education of girl child students in secondary schools and the relationship between education cost (tuition) and girl child secondary education performance.

## REFERENCES

- Adeniyi, E. O. (2001). *The situation in Nigeria: The problem of Nigeria educational system*. In Pillai, R. (Ed). *Strategies for Introducing New Curricula in West Africa*. Final Report of the Seminar/Workshop held in Lagos, Nigeria, 12–16 November 2001.
- Afe J.O (2001). *Reflections on Becoming a Teacher and the Challenges of Teacher Education*. Inaugural Lecture Series 64. Benin City: University of Benin, Nigeria.
- African Development Bank, (ADB) (2003). *Human Development Indicators*.
- Ajao W. (2001). *Cadbury is Determined to Move Education Forward*. Vanguard, December 27 2001, P. 16.
- Amin, M.E. (2005). *Social Science Research: Conception, Methodology and Analysis*. Kampala Makerere University.
- Asare, K. (2009). *Quality Education Crucial to End Girl- Child Labour*, Ghana.  
<http://allafrica.com/stories/200906151025.html>.
- Battle, J., & Lewis, M. (2002). The increasing significance of class: The relative effects of race and socioeconomic status on academic achievement. *Journal of Poverty*, 6(2), 21-35.
- BBC News.(2006). *UN Appeal for Girls' Education*. World: Africa. 26 Apr. 2006. 08, Oct. 2006, <http://www.news.bbc.co.uk>.
- Berliner, D. C. (1987). *In pursuit of the expert pedagogue*. *Educational Researcher*, 15, 5-13.
- Birungi, T. (2008). *Charity calls for quality education*. Uganda:  
<http://allafrica.com/stories/200906151025.html>

- Bregman, J and Obanya P. (2003). “*Secondary Education in Nigeria: Contemporary challenges and future demands*”; Part of SEIA outputs, AFTHD, World Bank, Washington, D.C.
- Bregman, J. (2003). “*Science education and issues in the 21st century in secondary schools, with the focus on Africa*”; presented at the 1<sup>st</sup> regional SEIA Conference in Uganda, World Bank, June 2003.
- Coxon et al. (2002). *Literature Review on Pacific Education Issues*, Wellington: Ministry of Education.
- Eitle, T. M. (2005). “*School Bonds and Alcohol Use: The Moderating Role of Race and Ethnicity*.” Paper presented at NIAAA Advisory Board Meeting, Miami Beach, FL (April).
- Ezewu, E. (1988). *Sociology of Education*. London: Longman Group Ltd. FL (April).
- Garzon, G. (2006). *Social and cultural foundations of American education*. Wikibooks. Retrieved from [http://en.wikibooks.org/wiki/Social\\_and\\_Cultural\\_Foundations\\_of\\_American\\_Education/Chapter\\_10\\_Supplemental\\_Materials/What\\_factors\\_influence\\_curriculum\\_design%3F1](http://en.wikibooks.org/wiki/Social_and_Cultural_Foundations_of_American_Education/Chapter_10_Supplemental_Materials/What_factors_influence_curriculum_design%3F1).
- Gill, R. (2011). *Theory and practice of leadership*. London: Sage Publications.
- Goddard, R. D. (2003). *Relational networks, social trust, and norms: A social capital perspective on students' chances of academic success*. Educational Evaluation and Policy Analysis.
- Grunig, J. E. (1997). *A situational theory of publics: Conceptual history, recent challenges and new research*. In D. Moss, T. MacManus, & D. Vercic (Eds.), *Public relations research: An international perspective* (pp. 3–48). London: International Thomson Business Press.
- Grunig's J. E. (1966). “*The Role of Information in Economic Decision Making*”. Journalism Monograph.

- Grunig, J. E., & Hon, L. (1988). *Reconstruction of a situational theory of communication: Internal and external concepts as identifiers of publics for AIDS*. Paper presented to the Association for Education in Journalism and Mass Communication, Portland, OR.
- Haney, J., Czerniak, C. M., & Lumpe, A. T. (1996). Teacher beliefs and intentions regarding the implementation of science education reform strands. *Journal of Research in Science Teaching*, 33(9), 971-993.
- Hanks, K., Riss, L., Schunk, S., & Blevis, E. (2009). *Small change, big result interactions* 16, 6 (Nov. 2009), 24-27. ACM Digital Library Author Courtesy Copy [publication type: periodical | review type: SED (1)].
- Hersey, P. and Blanchard, K. H. (1969). *Management of Organizational Behavior – Utilizing Human Resources*. New Jersey/Prentice Hall.
- [http:// www.scribd.com/doc/38617359/](http://www.scribd.com/doc/38617359/) Girl child Education.
- Jones, V. F. & Louise J. (1981). *Responsible classroom discipline*. Boston: Allyn and Bacon, Inc., 95-215.
- Kothari, C.R. (2008). *Research methodology. Method and techniques*. (2nd ed), New Delhi. New Age International (P) Ltd.
- Lewin, Keith M. (2003a). *Investigating the Missing Link—the case for expanded secondary schooling in Sub-Saharan Africa*.
- Mugenda, O.M. and A.G. Mugenda, (2003). *Research methods: Quantitative and qualitative Approaches*. Acts Press, Nairobi.
- Nduru, M. (2003). *Education as a beacon of hope for the girl- Child*. Johannesburg, South Africa: Inter Service Press.

Nevarez, C., Wood, J. L., & Penrose, R. (2013). *Leadership theory and the community college: Applying theory to practice*. Sterling, Virginia: Stylus Publishing.

Offorma G.C. (2009). Girl Child Education in Africa. *Keynote Address Presented at the 63 Conference of the Federation of the University of Africa held in Lagos*.

Peretomode, V. F. (1991). *Educational Administration: Applied concept and Theoretical Perspective*. Lagos: Joja Educational Research and Publishers.

Peretomode, V. F. (Ed) (1995). *Introduction to Educational Administration, Planning and Supervision*. Lagos: Joja Educational Research and Publishers.

Pillai, R. (2001). *Teachers must engage is active capacity building*. UNESDOC: On-line UNESCO documents.

Reynolds et al. (1994). *School Effectiveness Research: A Review of the International Literature*. In Reynolds et al. (Eds). *Advances in School Effectiveness Research and Practice*. Oxford: Pergamon. pp. 25-51.

Rose, M.(2000) "*Lives on the boundary*." The presence of others. Ed. Marilyn Moller. Boston: Bedford/ St. Martin's. 106-115.

Sanders et al. (1990). *Standards for Teachers Competence in Educational Assessment of Students*. American Federation of Teachers, National Council on Measurement in Education, and National Education Association.

Sanders, et al. (2000): *Teaching Educational test and measurements*. Studies in Higher Education. Vol. 25 issue 3, p. 309, 15p, 8 charts.

Schmitz, R. E. (2006). *The right to education and the girl child. Girls' Situations*.

[www.girlsrights.org/girls.php](http://www.girlsrights.org/girls.php) Retrieved on 2/6/09.

Shumox, L., & Lomax, R. (2001). *Parental efficacy: Predictor of parenting behavior and adolescent outcomes*. *Parenting*, 2(2), 127-150.

Sifuna, D.N. (1990). *Development of Education in Africa: The Kenyan Experience*, Nairobi, Initiatives Limited.

Skinner, B. F. (1945). *The operational analysis of psychological terms*. *Psychological Review*, 52, 270-277.

Smith, E.A. (2000). "Applying knowledge-enabling methods in the classroom and in the Workplace." *Journal of Workplace Learning*, Vol. 12 No. 6, pp.236-44.

Tairab, H.N. (1999). *Pre-service and in-service science teachers' understanding of the nature of science and technology*. In M.A. Clements and Y.P. Leong (Eds.), *Cultural and Language Aspects of Science, Mathematics, and Technical Education* (pp 68-84), Bandar Seri Begawan: University of Brunei.

Thomas, D. (2000). "Lives on the boundary." *The presence of others*. Ed. Marilyn Moller. Boston: Bedford/St. Martin's. 122.

Tsinidou, M., Gerogiannis, V., & Fitsilis, P. (2010). Evaluation of the factors that determine quality in higher education: an empirical study. *Quality Assurance in Education*, 18(3), 227-244.

Ugbe, A.U & Agim J.I (2010). Influence of teachers' competence on students' academic performance in senior secondary school chemistry. *Global Journal of Educational Research*.

UNESCO (2006). *EFA Global Monitoring Report 2006: Literacy for Life*, Paris, UNESCO.

UNESCO, E. (2003). *Gender and Education for All*. France, Paris, UNESCO.

UNICEF (2003). *The state of the world's children*. UNICEF.

Wamala, R. Seruwagi, G. (2013). Teacher Competence and the Academic Achievement of Sixth Grade Students in Uganda. *Journal of International Education Research*. 1st Quarter, Vol. 9 Issue 1, p83-89. 7p.

Watkins, K. (2000). *The Oxfam Education Report*. Bath, UK: Redwood Books.

Whawo D.D. (1993). *Educational Administration, Planning and Supervision*. Benin-City: Jodah Publications.



**APPENDIX I**

**UGANDA MANAGEMENT INSTITUTE**

**SCHOOL OF MANAGEMENT SCIENCES**

**P.O BOX 20131, KAMPALA (U)**

---

**QUESTIONNAIRE FOR THE TEACHERS**

**Introduction**

I am Gloria Titi Anzoyo, a student at Uganda Management Institute, and now doing research for the award of Master’s Degree in Management Studies (Project Planning and Management). The purpose of this questionnaire is to get your views on the “Factors Affecting the Quality of Girl Child Secondary Education in Kamuli, District-Uganda.”

You have been chosen as the respondent to participate in this study, and the information you give will remain confidential to the study only.

**Bio-Data**

- 1. Gender: Male  Female
- 2. Age Group: 18-28  29-38  39-48  Above 48
- 3. Marital Status: Single  Married  Divorced  Widowed
- 4. Qualification: Certificate  Diploma  Degree

Others (specify).....

5. School being taught: .....

6. Class (es) of being taught:

- S1  S2  S3  S4  S5  S6

**Section A: Teacher Factor and Quality of Girl Child Secondary Education Performance**

7. What is your highest level of education?

O' level  A' level  TTC  University

8. Which subjects do you teach?

.....  
.....

9. What is your experience in teaching?

<1year  1-3 years  4-6 years  7-9 years  10years

10. Do you always go for refresher courses?

Yes  No

11. If yes in 10 above, which areas do you train for?

.....  
.....  
.....

12. Supervision, designing to impart skills, knowledge, information and attitudes" that counts for Girl Child Benefit is my primary goal.

1= Strongly disagree 2= Disagree 3= Not sure 4= Agree 5= Strongly agree

13. How often do you teach girl child students.

Daily  2-3 times a week  3-4 times a week  Once a week

14. Assignments and time to scientific advancement in education for the girl child is provided.

1= Strongly disagree 2= Disagree 3= Not sure 4= Agree 5= Strongly agree

15. How do you interact with girl child students at class/school.

One on one  Group discussions  Individual participation

Through assignments  others (specify).....

16. There is massive conversation or exchange between the teacher and the girl child student.

1= Strongly disagree 2= Disagree 3= Not sure 4= Agree 5= Strongly agree

17. Generally, what is the state of academic performance of girl child students in your school?

Poor  Fair  Good  Very good

18. Academic performance of girl child students is greatly improving.

1= Strongly disagree      2= Disagree    3= Not sure    4= Agree      5= Strongly agree

19. Provide scores/grades of girl child academic performance from 2006-2013.

20. Grades of girl child students are significant

1= Strongly disagree      2= Disagree    3= Not sure    4= Agree      5= Strongly agree

21. How many girl child students are admitted to highly institutions of learning yearly for your school? .....

22. How has your competence contributed towards the quality of girl child secondary education.

.....  
.....  
.....  
.....

**Section B: Family Background and Quality of Girl Child Secondary Education Performance**

23. Do girl child students have enough resources for their being at school?

Yes                       No

24. If no in 23, what do most of them lack at school/class for their studies to be successful?

.....  
.....

25. There are enough financial and non-financial assets for girl child education development.

1= strongly disagree      2= Disagree    3= Not sure    4= Agree      5= strongly agree

26. Do their cultures enhance their education?

Yes                       No

27. Cultivated behaviours and beliefs that are passed down from family or parents to the girl child greatly affect their education.

1= strongly disagree      2= Disagree    3= Not sure    4= Agree      5= strongly agree

28. If yes in 26 above, how do cultures affect secondary education of girl child students.

.....  
.....

29. Does education level of parents affect secondary education of girl child education in your school?

Yes  No

30. Education level of parents adequately and appropriate behaviours enable girl child students to produce measurable gains in academic achievement.

1= strongly disagree 2= Disagree 3= Not sure 4= Agree 5= strongly agree

**Section C: School Environment and Quality of Girl Child Secondary Education Performance**

31. Which facilities are available in school to boost the education of girl child?

.....  
.....  
.....  
.....

32. Resources used for conducting educational and administrative functions of a school are sufficient.

1= strongly disagree 2= Disagree 3= Not sure 4= Agree 5= strongly agree

33. Is the classroom enough to accommodate girl child students being admitted to the school?

Yes  No

34. Classrooms designed for students are enough for studies.

1= strongly disagree 2= Disagree 3= Not sure 4= Agree 5= strongly agree

35. Are there existing policies set up by either the school administration or government to promote girl child education in your school?

Yes  No

36. If yes in 35 above, what are they?

.....  
.....  
.....

37. Plans of action adopted by school administration for quality education of girl child students are appropriate.

1= strongly disagree 2= Disagree 3= Not sure 4= Agree 5= strongly agree

38. Which challenges do you face in an attempt to promote girl child education?

.....  
.....  
.....  
.....

39. In your opinion, what should be done so as to improve on girl child education in schools?

.....  
.....  
.....  
.....

**END**

**Thank you for your time and contribution**

**APPENDIX II**  
**UGANDA MANAGEMENT INSTITUTE**  
**SCHOOL OF MANAGEMENT SCIENCES**  
**P.O BOX 20131, KAMPALA (U)**

---

**QUESTIONNAIRE FOR STUDENTS**

**Introduction**

I am Gloria Titi Anzoyo, a student at Uganda Management Institute, and now doing research for the award of Master’s Degree in Management Studies (Project Planning and Management). The purpose of this questionnaire is to get your views on the “Factors Affecting the Quality of Girl Child Secondary Education in Kamuli, District- Uganda.”

You have been chosen as the respondent to participate in this study, and the information you give will remain confidential to the study only.

**Bio-Data**

1. Age Group: 15-20  21-26  27-32  >33 years
2. Marital Status: Single  Married
3. School of study: .....
4. Class of study: S1  S2  S3  S4  S5  S6

**Section A: Teacher factor and Quality of Girl Child Secondary Education Performance**

5. What is the highest level of education of many teachers in your school?  
O’ level  A’ level  TTC  University

6. Which subjects do they mainly teach you?

.....  
.....

7. Which subjects do you pass highly?

.....  
.....

8. Which subjects do you perform poorly?

.....  
.....

9. Why do you fail and pass some subjects?

.....  
.....  
.....

10. How often do teachers teach girl child students in your school.

Daily  2-3 times a week  3-4 times a week  Once a week

11. How do teachers interact with girl child students at class/school.

One on one  Group discussions  Individual participation

Through assignments  Others (specify).....

12. There is considerable conversation or exchange between the teacher and the girl child student.

1= strongly disagree 2= Disagree 3= Not sure 4= Agree 5= Strongly agree

13. Generally, what is the state of your academic performance in school?

Poor  Fair  Good  Very good

**Section B: Family Background and Quality of Girl Child Secondary Education Performance**

14. Do you have enough resources for your being at school?

Yes  No

15. If no in 14 above, what do you mostly lack at school/class for studies to be successful?

.....  
.....

16. There are enough financial and non-financial assets for my education at school.

1= strongly disagree      2= Disagree      3= Not sure      4= Agree      5= strongly agree

17. Which cultural beliefs do you have at home?

.....  
.....

18. Do their cultures enhance your education?

Yes       No

19. Cultivated behaviours and beliefs that are passed down from family or parents to the girl child greatly affect their education.

1= strongly disagree      2= Disagree      3= Not sure      4= Agree      5= strongly agree

20. If yes in 18 above, how do cultures affect your secondary education.

.....  
.....  
.....  
.....

21. Does the level education of your parents affect secondary education in your school?

Yes       No

22. Education level of parents adequately and appropriate behaviours enable me to produce measurable gains in academic achievement.

1= strongly disagree      2= Disagree      3= Not sure      4= Agree      5= strongly agree

**Section C: School Environment and Quality of Girl Child Secondary Education Performance**

23. Which facilities are available in school to boost the education of girl child?

.....  
.....  
.....  
.....

24. Resources used for conducting educational and administrative functions of a school are sufficient.

1= strongly disagree      2= Disagree      3= Not sure      4= Agree      5= strongly agree



25. Is the classroom enough to accommodate girl child students being admitted to the school?

Yes  No

26. Classrooms designed for students are enough and comfortable for studies.

1= strongly disagree      2= Disagree      3= Not sure      4= Agree      5= strongly agree

27. Are there existing policies set up by either the school administration or government to promote girl child education in your school?

Yes  No

28. If yes in 27 above, what are they?

.....  
.....  
.....  
.....

29. In your opinion, what should be done so as to improve on girl child education in schools?

.....  
.....  
.....  
.....

30. Plans of action adopted by school administration for quality education of girl child students are appropriate.

1= strongly disagree      2= Disagree      3= Not sure      4= Agree      5= strongly agree

**END**

**Thank you for your time and contribution**

## APPENDIX III

UGANDA MANAGEMENT INSTITUTE

SCHOOL OF MANAGEMENT SCIENCES

P.O BOX 20131, KAMPALA (U)

---

### INTERVIEW GUIDE FOR HEAD TEACHERS

#### Introduction

I am Gloria Titi Anzoyo, a student at Uganda Management Institute, and now doing research for the award of Master's Degree in Management Studies (Project Planning and Management). The purpose of this interview is to get your views on the "Factors Affecting the Quality of Girl Child Secondary Education in Kamuli, District- Uganda."

You have been chosen as the respondent to participate in this study, and the information you give will remain confidential to the study only.

Please answer the following questions.

1. What is the name of your school?
2. What is your highest professional qualification?
3. How long have you work as a head teacher.
4. What is the enrolment of girls in your school?
5. Teaching staff: Male \_\_\_\_\_ Female \_\_\_\_\_ Total \_\_\_\_\_
6. What is your staffing position?
7. Comment on teachers' abilities to deliver in the classroom.
8. Do your teachers always go for refresher courses?
9. As a Head teacher, how do you motivate your teachers to work hard?
10. What was the performance of girl child students in your school from 2006-2013 considering both O' and A' level?
11. Which facilities are available at your school so as to boost girl child education?

12. How do parents support their girl child children at school?
13. How do cultures affect girl child education at your school?
14. Comment on the classroom size for the learning of girl child student in your school.
15. Which policies are in place to enhance secondary education of girl child in your school?
16. Which challenges do you face while offering educational services to girl child students?
17. In your opinion, what should be done to improve the girl child education at your school?

**END**

**Thank you for your time and contribution**

## **APPENDIX IV**

**UGANDA MANAGEMENT INSTITUTE**

**SCHOOL OF MANAGEMENT SCIENCES**

**P.O BOX 20131, KAMPALA (U)**

---

### **INTERVIEW GUIDE FOR PARENTS**

#### **Introduction**

I am Gloria Titi Anzoyo, a student at Uganda Management Institute, and now doing research for the award of Master's Degree in Management Studies (Project Planning and Management). The purpose of this interview is to get your views on the "Factors Affecting the Quality of Girl Child Secondary Education in Kamuli, District- Uganda."

You have been chosen as the respondent to participate in this study, and the information you give will remain confidential to the study only. Please answer the following questions.

1. How often do you visit the school to see the performance of your girl child?
2. What is your level of education?
3. What is your comment about teachers and the teaching profession as a whole?
4. How do you link up with teachers at school in assessing the performance of your child?
5. Do you provide the girl child with enough reading materials at school?
6. Which cultural beliefs are in your family or community which influence girl child education?
7. Which challenges do you face while promoting the girl child secondary education?
8. What contribution should the community make towards secondary education of girls?

**END**

**Thank you for your time and contribution**

## APPENDIX V

UGANDA MANAGEMENT INSTITUTE

SCHOOL OF MANAGEMENT SCIENCES

P.O BOX 20131, KAMPALA (U)

---

### *INTERVIEW GUIDE FOR COMMUNITY LEADERS*

I am Gloria Titi Anzoyo, a student at Uganda Management Institute, and now doing research for the award of Master's Degree in Management Studies (Project Planning and Management). The purpose of this interview is to get your views on the "Factors Affecting the Quality of Girl Child Secondary Education in Kamuli, District- Uganda."

You have been chosen as the respondent to participate in this study, and the information you give will remain confidential to the study only.

Please answer the following questions.

1. Do you have girls studying in your area?
2. Is security offered to the girls in this community?
3. If yes, in 2 above, how do you ensure security of students in this place.
4. Do you always visit schools in this area?
5. If yes in 4 above, are there genuine teachers who teach students/
6. If yes in 4 above, is environment favorable for learning?
7. How often do you hold meetings with community members?
8. Which other factors affect girl child education in this community?
9. In your view, how should the above identified challenges/factors be addressed.

**APPENDIX VI**

**UGANDA MANAGEMENT INSTITUTE**

**SCHOOL OF MANAGEMENT SCIENCES**

**P.O BOX 20131, KAMPALA (U)**

---

**OBSERVATION CHECKLIST**

<b>Item/Issue</b>	<b>State</b>	<b>Remarks</b>
Admission Records		
Students Result Records		
Library		
Text books		
Laboratory		
Classrooms		
Wash rooms		
Water sources		
Trees		
Security		
Others		

## APPENDIX VII

### TABLE SHOWING STATISTICS OF SECONDARY SCHOOLS' PERFORMANCE IN KAMULI DISTRICT

#### UCE FEMALE PERFORMANCE OVER THE LAST EIGHT YEARS

YEAR	DIV 1	DIV 2	DIV 3	DIV 4	DIV 7	DIV 9
2006	8	24	61	145	0	27
2007	25	55	69	150	0	26
2008	8	43	88	196	0	14
2009	8	62	115	172	0	23
2010	13	60	139	348	1	98
2011	18	70	139	345	0	29
2012	10	68	175	246	2	56
2013	15	74	153	347	1	65
<b>Total</b>	<b>105</b>	<b>456</b>	<b>939</b>	<b>1949</b>	<b>4</b>	<b>338</b>
Girls	3791					
Percentage of Girls	3%	12%	25%	51%	0.1%	9%
Head teachers	8					
Teachers	272					
Parents	1097					
LCs/Community leaders	24					

*Source: Kamuli District Education Office and Secondary School Records*