

**PERCEPTION OF PARENTS TOWARDS RETENTION OF GIRL CHILD IN
PRIMARY SCHOOLS OF BULIISA TOWN COUNCIL, BULIISA DISTRICT.**

BY

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DECLARATION

I **Kiiza Kasangaki Tyson**, hereby declare that the work presented in this dissertation is my original work and has never been presented to any other University or Institution of higher learning for any academic award. The pieces of work from other sources are dully recognized.

Signature.....

Date.....

Kiiza Kasangaki Tyson

APPROVAL

This research has been supervised and is now ready to be submitted to Nkumba University with the approval of the supervisor.

Signature.....

Date.....

Dr. Bukirwa Joyce Sesanga

(SUPERVISOR)

DEDICATION

I dedicate this dissertation to my lovely wife; Nanyombi Rebecca, children Mugisa Bagonza Julius, Kansiime Jovia, Muhumuza Kajo Jerome, and Kisakye Kasangaki Josyline and my mother Kavuba Florence.

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ABSTRACT

The focus of the study was to investigate on the perception of parents towards retention of girl child in primary school in Buliisa town council primary schools, Buliisa District. This was because; the researcher is a resident of the area and also the number of girl child in school was declining. The study was guided by the following objectives;

- i. To establish the perception of parents towards cultural beliefs as regards to relation of a girl child in primary school in Buliisa.
- ii. To identify the perception of parents towards the arrangements put in place by NGO'S to retain a girl child in school in Buliisa
- iii. To a certain levels of parents education and their perception towards girl education in primary schools in Bulisa.

Literature was reviewed based on the study objectives. The researcher adopted across sectional survey research design, purposive sampling technique was used and 92 respondents were sampled from the target population of 120 respondents. Data was collected using questionnaire and interview and data was analyzed inform of percentages and frequency. The finding of the study was that Many African societies tend to give the boy child better prospects while disfavoring the girl child. The study concluded that: Girl child in Buliisa District local government miss school because they act as a direct substitute to the mother in case of sickness, absence or death, culturally, a girl child is meant to feed the family, collect water and firewood, cook, farm and get married in the earliest time possible as boys receive more preparations on how to remain in schools than girls, there are Islamic practices prevents from schooling, attending school cause a girl delay getting married, some parents withdraw their girls from school for marriage on the fact that when they die, there in laws will perform their funeral rites in “a grand style”, there has been a significant increase in the number of the role of Ngo's towards girl child education, there is great need to embrace intervention program that are in support to girl child education, sensitization program and other supporting packages for girl child by NGOs are good for their success in education, Parent's education level plays a significant role in determining the extent to which education achievement and inspiration are realized.

The researcher recommended that; there is a need to improve on perception towards girl child education by continually sensitizing the masses about it, girls need to be given equal education opportunity with boys because they contribute to the development of the families and the country at large, there is need to provide scholastic material and financial support to girl child to enable them remain at school

CHAPTER ONE

1.0 Introduction.

The focus of the study was to investigate the perception of parents towards retention of Girl child in primary school of Buliisa district in Uganda. This chapter presents the background to the study, historical, theoretical and conceptual perspectives, and the statement of problem, purpose of objectives, scope, and significance of the study.

1.1 Background of the Study

The social economic and political development of the country requires relevant skills and knowledge to exploit the available resources. Such skills and knowledge are acquired through either informal or formal education system. Former education system gives the nationals the relevant knowledge and technology to do things which were unknown before and they can perform and accomplish tasks with much more ease.

In relation to the above Omago (2000), asserts that education is a process of enabling people to accomplish things they would not do before. People both male and female learn and apply skills that were previously unavailable to them. It states further that most aspects of development require capital, instruments and technical process.

Mahuta (2007), in relation to the above says that human resources of the nation determine the character and the pace of its economic and social development. It is not surprising therefore, that most economically and socially developed societies in Uganda today like Buganda, Ankole are those with developed skills and knowledge.

Formal, unlike informal education in Buliisa, it has not yet been fully treated as a right and a privilege of every girl in society.

Formal education in Buliisa among other problems is characterized by unequal opportunities affecting mostly the girl child.

Sipila (1975) appeals to all mankind in the globe over in the following ways:

“How can the world solve its problem of economic and social development and improve on the quality of human life, when millions of its children, the new generation mankind are born of illiterate, un-educated and untrained mothers who traditionally are responsible for the upbringing of children”.

“ How can the world, increase its food production when the agricultural work is mainly the responsibility of women who are not only untrained and un equipped but have to do this work In addition to heavy responsibilities as mothers and house makers? ”

In line with the above quotation, Thomson (1991) argues that education has been seen as one of the levelers to bring about change. In Buliisa too there is need to use education as that lever if this is to be attained. Education opportunities should be extended to as many girls as tenable.

1.2 Historical Perspective

It is very important for the girls to have the same access to education as boys. Women fight for the family in both good times and in bad. They are often responsible for the economic well being of their families and for primary health care. A woman is a manager and decision maker of the home, she needs all the skills necessary to make a successful and happy “home enterprise”.

A husband with an educated woman is better off than the one with un educated woman, wife and a mother.

Uganda has an average literacy rate of 64 percent, up from 64 percent in 1991 (population Reference Bureau, 2000). Though the enrolment of both boys and girls in primary one is often equal from primary four, the dropout rate for girls is higher than that of boys. Thus, very small fractions of girls have access to higher education and skills training.

Because of the AIDS epidemic and the subsequent number of orphans created through the disease, many children have no one to finance their education. One to discrimination girls find themselves in worse situation than boys.

By 1996 the proportion of children between seven and 13 years of age in school in Uganda was 70 percent nationally, the net Urban enrolment was 97 percent (World Bank, 1996) and evidence from the 1992/93 Intergraded Household Survey (HIS) shows that they have increased over time.

The 1996 Census conducted by Ministry of Education shows that 60 percent of the children who are of school age get access to education, 34 percent reach primary section, 9 percent complete secondary and only 4.4 percent go through tertiary institution. More specifically, girls account for about 26 percent of the pupils enrolled in primary one , 18 percent in primary two, 16 percent in primary three, 14 percent in primary four, 11 percent in primary five, 9 percent in primary six and 6 percent in primary seven(Ministry of Education and Sports, 2017).

While the main reason for existing enrolment levels and disparities is attributed to the failure of the education system to respond to the needs or demands of the society at the individual, household and community levels, its accessibility by children of different retention by children of different sexes is influenced by many factors than the nature of education perse.

It is against this background that the research investigated the perception of parents towards retention of girl child in primary school in Buliisa district.

1.3. Theoretical framework.

This study is premised on the role theory as the theoretical framework. Role theory proposed that human behaviour is guided by expectations held both by the individual and by other people. The expectations correspond to different roles individuals *perform* or *enact* in their daily lives, such as teacher, father, or friend. Roles consist of a set of rules or norms that function as plans or blueprints to guide behaviour. Roles specify what goals should be pursued, what tasks must be accomplished, and what performances are required in a given scenario or situation. Role theory holds that a substantial proportion of observable, day-to-day social behaviour is simply persons carrying out their roles. Role theory is, in fact, predictive. It implies that if we have information about the role expectations for a specified position (e.g., mother, taxi driver), a significant portion of the behaviour of the persons occupying that position can be predicted. What is more, role theory also argues that in order to change behaviour it is necessary to change roles; roles correspond to behaviors and vice versa. In addition to heavily influencing behaviour, roles influence beliefs and attitudes; individuals will change their beliefs and attitudes to correspond with their roles. For instance, someone over-looked for a promotion to supervisory position in an establishment may change his/her beliefs about the benefits of management by convincing him/her that they did not actually want the additional responsibility that would have accompanied the position. The justification for using the role theory is premised on the fact that

roles shape behaviour and behaviour in turn shape beliefs and attitude towards issues. Thus the perception of an individual on girl child education is likely to be determined by what role(s) the individual performs in that particular society

1.4 Contextual Perspective

Girl child in Buliisa District is given more attention while in lower levels of primary school. That is, from primary one (P.1) to primary four (P.4) just like boys. However from primary five to primary seven, girls are withdrawn from school for reasons not clearly known despite intervention programmes by World Vision like holding sensitization meetings on Radios talk shows on the local radios, encouraging girls to be retained in schools. However, this has not yielded any good results, prompting the researcher to investigate parents perception on girl child retention in primary schools of Buliisa town council, Buliisa District.

1.5 Conceptual perspectives.

“Girl child” here refer to a female below 18years who by virtue of their age should be in school.”

“Girl child education is the process that makes girls aware of their potential and allows them to develop, realize their roles and the human right entitled to them. Education of girl child is very vital given that education is increasingly recognized as a key to human resource development and resulting improvement in living standards of the people. The educated girl child is the core in the development of the nation.”

Research had established that there is a correlation between the education of the girls and sustainable economic and social growth.

Investments in the “Education for girls increases the economic and social growth return development in all sectors.”

Since they have been described as” the founders of life” Girl children and women would contribute greatly to their families and nation at large if they had equal opportunities for education with man.

Unfortunately, despite the above values of education to a girl child, the Government and NGO’s intervention to promote the retention of girls in schools in Uganda, In Buliisa, the situation is still

wanting and this is deep rooted in the mind of parents in various parts of the District. Many girls don't complete education cycle and are considered Wasteful as an Indian proverb puts it- "Watering a plant in neighbors' garden.

1.6 Statement of the Problem

In 1996, before the adoption of Universal Primary Education (UPE) in 1997, national enrolment stood at 3068625 of which 1,647,742 (54%) were boys and 1420,883 (46%) were girls. The introduction of UPE led to a significant increase in the enrolment figure in the primary sub sector, catapulting from 3,068,625 to 8,264,317 (4122, 663{50% } boys; 4,141,654 {50% } girls in FY 2015/16. This translated into 169% increase and gender parity ratio 1:1. Specifically, while the boys registered a 150% increase in enrolment, the girls experienced a 192% phenomenal increase in enrolment. Therefore, the implementation of the UPE of free tuition at primary school education since 1997 has had two important effects on enrolment: Firstly, it has increased enrolment of children from poor households and eliminated the gender gap in terms of access to primary education. Secondly, the effect of increased enrolment was particularly beneficial for girls who saw a higher increase in enrolment relative to boys. This is contrary to what is in Buliisa District where the retention of girl child in primary school stands low despite intervention of none governmental organizations like UNICEF, World Vision Uganda, and Build Africa who have held several sensitization media programs and meetings. This prompted the researcher to investigate on parents perception towards retention of girl child in primary schools in Buliisa town council, Buliisa District.

However the situation is different in Buliisa District local government hence the need to carry out an investigation about the matter.

1.7 General Objective of the study

The study was intended to examine the perception of parents towards retention of a girl child education in Buliisa district local government.

1.8 Specific Objectives of The study

The investigation was guided by the following objectives

- i. To establish the perception of parents towards cultural beliefs as regards to retention of a girl child in primary schools in Buliisa.
- ii. To identify the perceptions of parents towards the arrangements put in place by NGOs to retain a girl child in schools in Buliisa.
- iii. To ascertain levels of parents education and their perception towards girl child education in primary schools in Buliisa.

1.8 Research Questions

- i. What are the perceptions of parents towards cultural Beliefs as regards to girl child education in primary schools in Buliisa?
- ii. What are the perception of parents towards the arrangements NGOs have put in place to retain a girl child in primary school in Buliisa?
- iii. What are the parents' levels of education and their perception towards girl child education in Buliisa primary schools?

1.9.0 Scope of the study

1.9.1 Geographical scope

The study was conducted in Buliisa town council in Buliisa District in six government aided primary schools and two private schools were chosen for the study. The area of study was preferred because it is a new town council and little was known about it in terms of girl child education.

1.9.2 Content scope

The study focused on perception of parents towards girl child education. This is because of the need to recommend to government and other NGOs on possible interventions that would help in promotion and retention of a girl child in schools since women have a role to play in development.

1.9.3 Time scope

The study covered a period of one year; it started from August 2017 to August 2018. This was because of the limited financial resources and times to have it completed.

1.10 Significance of the study

It was hoped that if the study is complete it is likely to benefit stakeholders in the following ways.

- i. The study is likely to help education policy workers (administrators) implementers (teachers) to design and implement policies that are gender sensitive i.e. by including girl child education in the education program.
- ii. With a view of gathering parent's responses to girl child education, it is hoped that the information collected after this research might positively influence education policy on parents and community involvement in education of the girl child.
- iii. It is likely to give more light to issues affecting girl-child education to the future researchers as this will constitute literature review
- iv. The Ministry of Education, Sports Science and Technology is likely to provide special attention to girl child graduates by recommending loans from government to whoever completes studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The researcher reviewed literature according to the study objectives and variables, highlighting the existing research gaps and contributions in the following areas: parents cultural beings towards retention of girl child in primary schools of Buliisa District, perception of parents' towards the arrangements put in place by NGO's to retain a girl child in primary schools in Buliisa, level of parents education and their perception towards girl child education in primary schools in Buliisa district. But first, the theoretical review will be given plus thee conceptual fame work will be developed to guide the study.

2.1 Theoretical reviews

Researcher adopted the **human capital theory as advanced by Schultz** (1971). This theory postulated that, an individual bears the costs (direct costs such as fees paid and indirect cost such opportunity costs on student time) of education because she expect that this investment will create a future stream of benefits to him or her (higher productivity and thus higher wages. This is in relation to the retention f girl child in primary schools. It is only parents who understand the investment in education that can try to see that girl child acquire education for the future betterment.

On the other hand, socio cultural theory, embraces the element of social construction theory, social learning theory and cognitive learning theories. (Gergen, 1995). Such theories understood the processes by which children learn gender appropriate behavior in the same way children learn general. In the model of social and cultural perspective reality is formed by social consensus and is based on social interaction. For knowledge to be fruitful it must match the social consensus and be functional (Banura, 1977), school learning and girl child retention in primary school particular, is built on what the community knows based on their cultural expectations of women.

2.2 Perception of parental cultural beliefs and retention of a girl child in primary schools in Buliisa.

Many Africa societies tend to give the boy child better prospects while disfavoring the girl child despite the fact that the existing social, economic and political opportunities like education, property ownership and leadership, among others, would benefit both sexes given equal opportunities are supposed to be exploited by the boy child as culture dictates and so the girl child comes in for the second option (Atekyereza, 2001)

The cultural belief among the Bagungu that a girl should be kept a virgin until the day she gets married such that she can be of great value also impact on the girl child retention in primary school. This is because most cases, girl children are drawn from school for fear of losing their virginity to their peer's useful teachers as well as them who have them from school promising to marry them. However, it does not turn up this way always, so for fear of this, their parents take them from school just to prepare them to fetch enough bride wealth she finally gets married and also respect when their daughters are married while virgins Okwakpam and Nnenna (2012).

As a direct substitute to the mother in case of sickness, absence or death, the girl child has to miss school or even dropout to meet the needs of the family by playing the role that the mother plays (Omago, 2002).

So, this cultural valuing of the girl child leads to poor results and soon the girl child loses the zeal to keep in school because she can't obviously perform as she is always exhausted from

every day's work as so can't concentrate (Wanjohi , 2011). this situation is not very far from what is existing in Buliisa District Primary School.

Additionally, the use of the girl child as a replacement for their dead married sisters also negatively impacts on the girl child education. This is because she is always pulled from school, to get married to the late sisters husband especially families where the parents cannot afford to pay back the bride price, so the need to compensate the man is done by giving away the younger sisters to take the place of her dead sister (Tuyizere, 2007);

More so, this is done without considering the feeling and future of the girl child without education as well as what she could do for the family if she had been given the opportunity to go with her education.

Kelly (2011) opined that, girl child has limited opportunities for education and is more vulnerable to the effects of cultural values and beliefs. She is culturally made that she is meant to feed the family, collect water and fire wood, cook, farm and get married in the earliest time possible, this discourages her from staying in school.

Hofstede (2001), Masumoto (1996), various cultural aspects will determine who may access education and remain in school or not. Studies by Admassie, (2003) and Boyle et al (2002), for instance, indicate the preference.

Many household have for the education of boys over girls. In some countries girls are left to take on domestic responsibilities and boys after receive preference when parents have to choose who in gender terms remain in school. Still, in many African cultures including Bagungu in Buliisa District, division of labor is by gender and age, femininity is associated with positivity and dependence whereby girls are raised to believe that they should not aspire for great heights since their work is primarily around the kitchen. This belief puts girls at a disadvantage and sometimes they are seen as objects for bride price. This bar them from remaining in school and the practice is similar to what is taking place in Buliisa District.

However, Nakpodia (2010), culture is a complex whole which includes knowledge, beliefs, arts, Morals, Customs and any other capabilities acquired by man as a member of the society. It is the sum total of a given societies way of life molded and shaped by prevailing circumstances and

environment. Culture can also be viewed as the way of life of a social group, and it includes actions, values and beliefs that can be communicated with necessary modification from one generation to another.

Nakpodia notes that culture is made up of a list of elements. The elements of culture whether materials or non-materials can be taught and learnt only through interactions as members of a group. Culture is shared, that is, it is practiced by a whole group of people from generation to generation (Bhaba, 1990 cite in Nakpodia, 2010).

Studies have shown that, some parental cultural beliefs and practices impact on girl child retention in schools (Onochie, 2010). For stance, certain Islamic practices prevent young girls from schooling. Idabawa (2004). Cited in Onochie (2010) linked his malfunctioning simply to “misunderstanding of the position of Islam on the education of girls, largely due to lack of sufficient knowledge of Islam which make many parents think that formal education is not meant for Muslim girls. Girls are discouraged from the fervent pursuit of formal education because of the belief that education makes women to look down on many and that it discourages many rural men from getting married to educated women. For this reason, ,most rural parents are not willing to invest in the education of their female children since such investment may well inhabit their chances of getting married on time. This same practice still exists in Buliisa District Primary School.

(OKijie, Chiegive and Okpokunu, 2006, Idabawa, 2004, Ayodele Popoola and Akinsola,2006 and Irulon, 2008) and also shown that, girls are not encouraged to stay longer in education as that may culminate in the person turning to the popular old layer (very old single lady) while still in the parents’ home; it is a common belief especially amongst low income families that attending and staying longer in school might cause a girl not to get married as she would graduate on of school as an “old layer”. In Buliisa District in particular, girls in school attend primary schools in Buliisa District when are mature enough to be married.

In addition in some rural dwellers in Buliisa hold a cultural belief that domestic chores are the basis responsibilities of female children. It is believed that, it is what God has created them to do and so they have a special ability to do it. To such parents, domestic activities are the vocations of female children. This impression is premised on the traditional philosophy of girls as

prototype mothers whose major responsibilities in life are to take care of their children and husbands. This reaction and philosophy of the responsibilities of the girl child has heavily impacted negatively on female education and has impacted on girls' child retention in schools.

Onochie (2010), asserts that, for most rural dwelling parents in Buliisa District, education of female children has value to the extent that it can assist them to become responsible housekeepers; such responsibility does not require any form of higher education. Within some households, female children are engulfed in a soil of routine domestic lifestyle that is fed advertently or inadvertently by some sort of patriarchal dynamics. The female children are consequently pictured as objects of dominance whose education must end in the household domestic affairs. As a result of this belief, a majority to hard work and private studies. They are constrained by domestic duties most of which are stereotyped. The female children are hardly given adequate time in homes to engage in serious academic work. These practices hinder retention of girl child in primary schools.

There is yet a belief among some parents, especially poverty stricken parents, that it is attained the age of puberty to be making financial requests on parents. That is, they believe that, she should be able to use their "natural gift" to meet her needs.

Consequently, girl children from homes where such a primitive belief subsists to pick up the career of going after men in order to get money to buy cosmetics, Jewelry, dresses, and meet other financial needs. Such practices are in Buliisa district and influence the retention of girl child in primary schools.

Sandhu, Chaudhry, Akbar, and Almad (2005) indicate that, old customs, traditions, castes systems, rural community and wrongly understood cultural knowledge have denied the girl child education in the rural places. Bunyi (2004) argued that, it is generally believed amongst rural families that girls' education is as unwise financial investment owing to the fact that the income accrued from it will be enjoyed only by their husbands' families with insignificant or no benefits at all for their parents families. Buyi (2014) opinion that, among some cultural groups in some rural areas, it is believed that investing in girl child education is a deliberate waste of resources as it will only benefit the family into which she later gets married. The assertion of Sandhu et al (2005) and Bunyi (2004) give advance to the fact that the inhibition of girl child by certain

cultural beliefs is not a peculiarity of Ugandan society. That is, these beliefs permeate other developing societies of the world. This hinders girl child retention in schools.

Research also revealed that most parents do withdraw their girl child from school for marriage on the fact that when they die their in-laws will perform their funeral rites in a “grand style”, thus the in-laws perform their funerals by coming with different kinds of provision entertainment and the killing of animals for the preparation of food for days and money for piton brewing during such occasions. The inlaws and his people are responsible for expenses for the burial. There is the beliefs that when the girl child attains higher education levels, there is the likelihood that she would not be married to a man nothing the surrounding communities. This is practically true in Buliisa District, where parents especially marry their give child to well off families with the view of supporting them at the burial ceremonies.

According to Fraser, parental attitude exercise greater influence than intelligence in a girls education (Fraser, 1959).According to Clerk, studies by a group of ethnographers into the forces behind the success of girl child in the midst of poverty in Africa indicated that poor girl child of all family types succeed in their education because their parents inculcate discipline and good study habits into them (Clerk, 1983 cited in a stone and Mclanalam, 1991). Burns observed that in Buganda, parents viewed western formal education with skepticism because educated girls become discontented , immoral and felt reluctant to undertake heavy field labor (it at is farming)

In UNESCO (2003) the qualitative findings revealed that there are no too many educated people. The study reveals that, there are many non-educated people in the rural areas. In that regards, it reveals that the negative influence of parents to education of the girl child was dependent on the present situations and locality (cultural setting) in which the girl child find herself. This coincides with Harabobos and Holborn (2007) assertion that to a large extent culture determines how members of society think and fell.

2.3 Perceptions of parents towards the arrangements put in place by NGOs to retain a girl child in school in Buliisa District.

There has been a significant increase in the number of roles of nongovernmental organizations (NGO’s) around the world in the last few decades. In developing countries Ngo’s have become

heavily involved in the provision of public goods and services including education. (Alqerman H. and E. king (1998)

A non-governmental organization (NGOs) is an organization that is not put of government and is not founded by the state. NGOs are therefore typically independent of government. although the definition can technically include for profit corporations, the term in generally restricted to social, cultural legal and environmental advocacy groups having goals that are primarily non-commercial Ngo's are usually nonprofit organization that gain at least a portion of them funding from private sources.

In Buliisa, there are a number of Ngo's involved in education in general and girl child education in particular. Such NG's as world Vision, action Aid Uganda; United Nations Children and Education Fund (UNICEF, THE United states Agency for international Development (USAID), Education is the right of every girl everywhere and the key to transforming her life and the life of her community.

Without education, girls are denied the opportunity to develop their full potential and to play a productive and equal role in their families, their societies, their country and their world. Unfortunately, support programs that exist target a considerable number of girls who get the needed support to continue their education (Boyder, and Ryder, 1996). It is on this role that, some parents assert that, NGos have not helped some of the needy girl child to remain in primary school.

According to Nikoi (1998) argues that, there is need for NGO's to embrace intervention programs that are in to support of girl child ,wear a positive attitude towards their education, to help a girl child build confidences in herself to pursue even higher education.

However, for the case of Buliisa District, there has been organizations that have helped a girl child to develop self confidence and remain in school, notable of those are, World Vision, Action Aid, and UNICEF and these have received Massive parental support.

According to the female students', parental attitude, and socio-cultural factors are the main reasons for most female out of school especially at primary school level. Some intervention programs on female education organized by ministry of education and some organizations have

brought consciousness to participants to know that all these they receive in the form of sponsorship and other learning materials are key investments made on them to continue their education. For example in Buliisa District, world Vision has sponsored girl child and provided them with basic scholastic materials which has helped them stay in school and this practice has been welcomed by parents and other education stakeholders.

Also researcher's interviews with parents revealed that, sensitization programs and other supporting packages for girl child by NGOs is good because they have come to realize that they do not have to take their wards out of school for other activities like farming, selling in the markets, other house chores but rather should support them with their basic needs and female education as an investment not liability.

Some NGO's have been working towards the promotion of female participation in consultation. Initiatives that are targeting females through information and advocacy on the value of education has positively been contributing towards changing perception of education and allow girls to understand the benefits of education. This has become welcome by most parents in Buliisa District with NGO's that support girl child education.

Although the national strategic plan for girl's education also mentions the payment of bride wealth as a harmful traditional practice, the community at large in Buliisa District does not hold this view. According to the preliminary findings from a study conducted among three ethnic groups of Bakiga, Baganda and Langi in both Urban and rural contexts between October 1999 and March 2000, 82.6 percent of the population still strongly support bride wealth payment, 17.0 percent opposite and 0.4 percent say it depends on the motive and mode of payment. The location of the family is significant in this matter, more rural than urban families support bride wealth. According to the study, the tradition of bride wealth payment is not bad in itself put it has been abused due to the extreme poverty of a large section of the population. The similar practice exists in Buliisa District where girls are removed from school and married in order to get bride price.

2.4 Level of Parents Education and their Perception towards Girl Child Education in Primary Schools in Buliisa District.

Parents' education level is supposed to play a significant role in determining the extent to which educational achievement and aspirations are realized. Various studies have indicated how parents' level of education affect girl child retention rate in schools. Parents' level of education is such a crucial factor for a child for his or her future.

It has been shown that, children of educated parents are more confident, resourceful and experienced than the children whose parents are with its informal education. These statements are supported by Haradambos and Holborn (2007), education attainment of the parents determine their understanding about parenthood and care. Students with highly educated parents have optimistic attitude towards learning and can integrate extra learning strategies compared to children of parents with lower level of education. Parents with higher level of education are also more likely to believe strongly in their abilities to help their children learn. Therefore, a positive correlation exists between parental level of education and girl child retention in primary school. (Yusuf, 2006). The above is true in Buliisa District, where girl child of educated parents stay and complete primary level successfully compared to their counterparts whose parents have no formal education.

Research shows that, the literacy of parents strongly affect the education of their girl child education. One of the reasons why parental education strongly affects their girl child education is because "parents who have gone beyond a high school education are found to be more involved with their infants and children than those who did not finish high school (Okenwa, 2014).

Additionally, Kainuwa and Yusuf (2013), there exists a difference between children of educated parents and those with parents having completed only primary school or not. They further stated that for parents with a University degree, their girl child remained in school. It is also important to note that, parents who are educated do influence their girl child positively while the uneducated parents have a negative influence. In regards to this, girl child of educated parents do post high scores in schools as compared to girl child of uneducated parents. It's therefore clear that, the level of education of parents is very instrumental in determining girl child retention in primary school. More so, education that children receive is very much dependent on the education that their parent received when they were children.

Mohammad (2004) stated that, parents have an obligation to ensure that children under their care avail themselves the opportunities to go to school and this does not exclude girl child. Again, according to Osofia (2006), the education of the girl child refers to the skills and competence acquired by a girl child to adapt into society positively so as to achieve an all inclusive development; socio economic political and cultural. The family socio economic and cultural status undermines largely the education life chances of a girl child, thus, parents' negative or positive attitude to education has enormous effect or influence on the education of girl child (Mahuta, 2007). Offorma(2009) was of the view that, in rural area, social and cultural patterns combined with relatively poor quality schooling, place girl's education and development at disadvantaged and vulnerable position

All the above assertion do not leave Buliisa district an exception. Kessler and Yusuf stated that, parents economic status, educational level or awareness, increases and method of encouragement determine largely the rate at which girl child acquires education and her aspiration to further her education. Some families where parents are educated always tend to favor the participation of girl in their education pursuit. It also consider with Tsauri (2010) assertions that some parents isolate many girls and those that are allowed are removed after primary school junior or secondary education. This is true of majority parents in Buliisa district. Hari (2012) stated that low environment and dropout is as a result of the negative altitude of parents towards the education of girl. Traditional views of women state ideally that gender role and the perception of the abilities have a negative effect on parents' activities towards educating girl child.

King and Hill (1993) observed that, several indicators including measures of literacy, enrolment and years in school reduced important patterns and trends in girl child education in developing countries. Also, Khan, Igbal and Tansneem (2015) observed that, parent's education is such a crucial factor for a girl child and for her future. It has been shown that, the girl child of educated parents is more confident, resourceful and experienced than the girl child whose parents are with no formal education. Therefore, the former tend to remain in school than the later.

2.5 Conceptual frame work

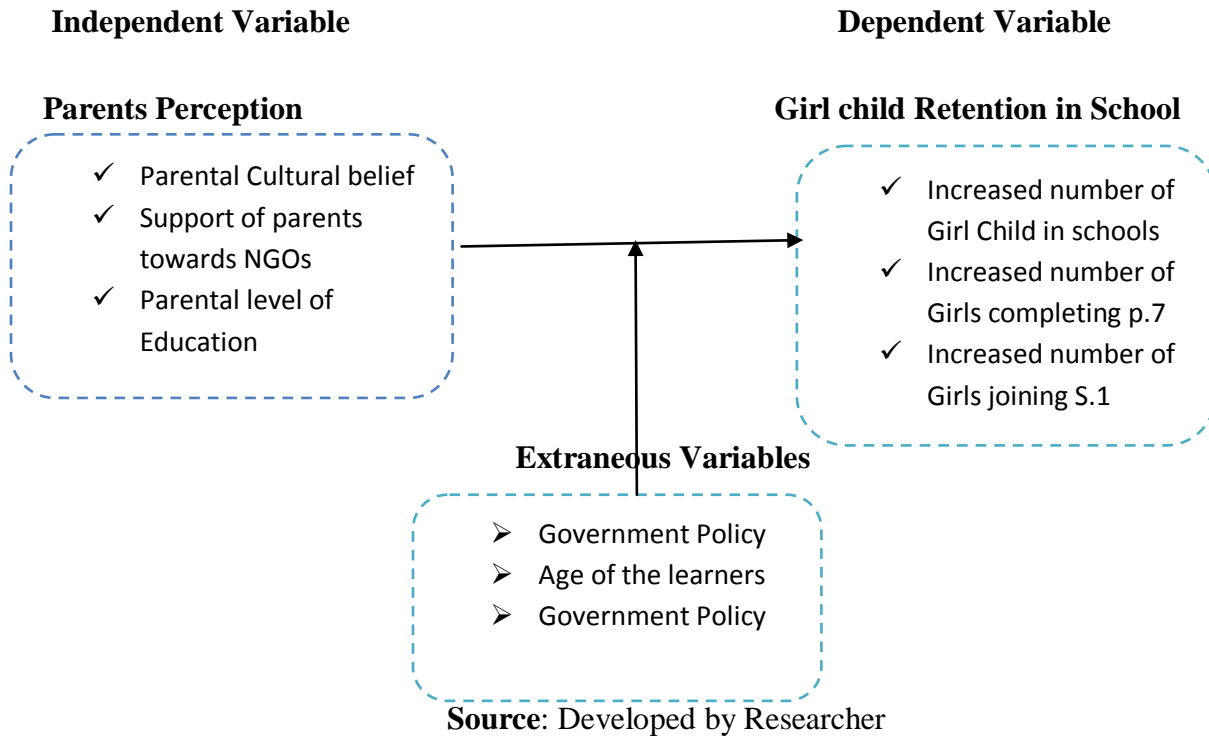


Figure 1: Conceptual frame work

On the relationship among variable, parental perception influenced by cultural beliefs, parents' level of education and the support of NGOs leads to increased retention of girl child in school manifested by increased enrolment of girls in primary schools of Buliisa District, increased number of girl child completing primary seven and increased number of girl child joining senior one. However, there are other factors that influence girl child retention in school such as age of the learner, government policy and economic factors but these were outside the study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter on methodology contains sections on research design, area of study, population of study, sampling process and selection, sample size, sampling techniques, and methods of data collection, quality of data, data analysis, research ethical considerations, and methodological limitations of the study. Quantitative and qualitative methods were used in examining parent's perception towards retention of girl child in Buliisa District primary schools

3.1 Research Design

This study adopted a cross-sectional survey design. Cross sectional design enabled the researcher to collect data on different educational stakeholders only once during the data collection period. Following the recommendations of Amin (2005), the researcher opted for the above design. Both Quantitative and Qualitative approaches were adopted in the study: This is because the Quantitative approach allowed the researcher to solicit information that can be quantified (Mugenda and Mugenda 1999). Combining numerical and descriptive information helped the researcher enrich the integration of findings of the study. Quantitative approach involved presenting the collected data and analyzing it objectively in form of tables, proportions, percentages, while qualitative approach involved categorizing data into categories and themes into which they belong.

3.2 Area of study

The area of study was Buliisa District local Government because it had a number of primary schools where questionnaires were easily distributed by the researcher to six primary schools, given the limited time and financial resources available. In addition the area was in proximity

with the researcher since he resides in Buliisa District, and this made it easy for him to distribute the data collection instruments.

3.3 Population of study

The population of the study included primary School shareholders in Buliisa District in Uganda. The target population totaling to 120 comprised school administrators, students' leaders and parents

Table 3.1: the categories of stakeholders of Primary school in Buliisa District

Category of Stakeholders	Number of stakeholders
School Administrators	20
Students Leaders	75
Parents	25
Total	120

(Ministry of Education and Sports, Buliisa District Local Government, 2015)

3.4 Sampling process and selection

Since the number of primary schools stakeholders was high for the study where the respondents were scattered in Buliisa District, it was time consuming and difficult to find all of them, as it involved high cost of data collection and analysis. Hence sampling was the way of minimizing this problem. Sampling is the process of selecting a representative number out of the population of interested (Kakinda, 2000). It is a procedure of using a small number of items or part of the whole population to make conclusions regarding the population. Apart from the pragmatic reason of reduced cost and time setting, sampling enables a researcher to estimate some unknown characteristics of the population and make generalization (Zikmund, 2003). Henry (1990) argues that sampling makes it possible to get a higher overall accuracy than a census. The smaller number of cases for which the data needs to be collected means that less time can be spent designing and piloting the questionnaire.

3.5 Sample size

Out of the target population of 120 comprised of school Administrators, students' leaders, and parents, making a total of 92 was sampled for the study as recommended by Morgan and Krejcie (1970). This population was big enough to enable the researcher get authentic information

3.6 Sampling techniques

Purposive sampling technique was used to select the respondents from Buliisa Primary schools, who responded to the questionnaire. The purposive sampling was preferred because there were several categories of respondents in the strata in primary schools of Buliisa.

Table 3.2 Purposively sampled Population

Category of stakeholders	Purposively Sampled Population
School Administrators	14
Students Leaders	60
Parents	18
Total	92

3.7 Methods of Data collection

3.7.1 Questionnaires

The researcher constructed questionnaires and distributed them to the study correspondents. The researcher's choice of questionnaires was based on the fact that they give standard questions, uniform answers, easy to distribute, can be filled with ease, they are time saving, eliminate interview bias, and create greater anonymity (Mugenda and Mugenda, 2003).

The questionnaires were administered to the selected participants of study and they comprised a total of 92, this was because the population was large enough to obtain the required data.

3.7.2 Interview Guides.

In the study, an interview guide was constructed and administered to learners and school administrators where this category was expected to give views in relation to the variables of the study. (See appendix II) In addition, interviews were opted for the researcher because, they had a

high response rate, first hand data was obtained from persons of interest, more than one view of the matter was got, quick information was collected, flexibility was highest, clarifications were made on spot, identity of the respondent was known and there was proper comprehension of questions by the interviewee and answers by the interviewer (Marshal and Bosman 1989, Kakooza, 2002). The information that was gathered through interview guide was corroborated by what was a collected using questionnaire to ensure reliability.

3.8.0 Data Quality Control

3.8.1 Validity.

Validity refers to the degree to which a test measures what it is supposed to measure and consequently permit appropriate interpretation of scores, (Nitko, 1996). A test is valid or not valid for a particular purpose and for a particular group i.e. valid for what and for whom. Validity of research instruments was done through a pre-test to sharpen the constructs in the instruments. In addition, the researcher sought expert knowledge from experienced researchers in the field under investigation, after pre-testing the research instruments necessary clarifications and modifications were done. Then refined instruments were administered to the study participants.

The content validity index (CVI) was also computed. This was 0.75. This was aimed at using the formula =
$$\frac{\text{Number of relevant items}}{\text{Total number of items}} \times 100$$

3.8.2 Reliability

This refers to the degree to which a test consistently measure whatever it is supposed to measure(Nitko 1996) An instrument is said to reliable if it gives the same results every time it is administered to the same group of individuals. In this study, reliability of the instruments was determined using test-retest method as Greene (2001) advises; pre-testing instruments provides useful feedback regarding the clarity of the questions and overall presentation of the instruments. This was done in the non study areas on 150 respondents mainly students, teachers and parents and the degree of reliability was 95%.

3.9.0 Data collection procedure

Before pilot testing the research instruments, the researcher obtained an introductory letter from Nkumba University, permitting to go and collect data. The researcher then piloted test and the research instrument in the non study area. The purpose of this pilot test was to enable the sharpening of the research instruments. All the necessary clarification and modification was made. Finally the refined questionnaire was then distributed to the selected respondent of the study in Buliisa District, the filled in questionnaires was collected two weeks after the time of distribution. At the same time, the researcher conducted interviews with some of the selected study respondents. (See appendix I)

3.10 Data analysis

Data was analyzed both qualitatively and quantitatively. Qualitative data analysis involved making sense out of an enormous amount of narrative data. i.e. looking for categories, patterns and common themes which facilitated a coherent synthesis of the data. Quantitative data analysis was done basing on the questionnaire items involving descriptive statistics, principally frequencies, proportions and percentages. This was because; it was easy to interpret the results using these methods.

3.11 Ethical consideration

The study pivoted on fairness, honesty, openness of intent, disclosure of methods, confidentiality, guarantees, voluntary and informed consent. The need to obtain valid and reliable data obliged the researcher to seek and access information from the respondents.

3.12 Methodological limitations of the study.

The study slit to being prone to research bias, questionable external validity and considerable logistical and operational problems, especially where participants in the study was purposively selected. In addition, the study specifically focused on primary schools in Buliisa District hence it was not easy to generalize findings to primary schools in other parts of the country. Nevertheless, the researcher carefully followed the study research methodology as recommended by the supervisors and experienced researchers in the similar field. The researchers experience enabled him to overcome some logistical problems that were to be encountered during the course

of the study. Thorough explanation of the purpose of the research also helped the researcher to obtain the required data for the study

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

The study was conducted to find out perception of parents has an influence on the girl child retention in primary school in Buliisa District local Government. This chapter presents analyses and interprets data collected from chapter three. The data obtained was presented in form of proportions, frequencies, percentages and pie- charts.

First, the respondent's bio-data is given, and then the results were analyzed objective by objective in order to answer the research questions

4.1: Respondent's Bi-data.

The Bio- data regarding the respondents' indicates, their age, gender, level of education and religion. First respondents' age was presented and analyzed

Table 4.1: Respondents' Age

Age Group(Years)	Frequency	Percent	Cumulative Percent
12-20	35	38.0	38.0
21-30	22	24.0	62.0
31-40	15	16.3	78.3
41-50	18	19.6	97.8
51 and above	2	2.1	100.0
Total	92	100	

Source: Field Data

Statistical evidence from table 4.1 above clearly indicates that 38.0% of the respondents were between 12-20 years, 24% were between 21-30 years, 16.3% were between 31-40n years, 19.6% were between 41-50 years and 2.1% were above 51 years. This means that, the respondents were mature enough to correctly answer the questionnaires

Table 4.2: Respondents Level of Education

Education Level	Frequency	Percent	Cumulative Percent
Primary	33	35.9	35.9
O' Level	17	18.5	54.3
A' Level	15	16.3	70.7
Certificate	14	15.2	85.9
Diploma	8	8.7	94.6
Degree	5	5.4	100.0
Total	92	100	

Source: Field Data

Table 4.2 above clearly show that, 35.9% of the respondents were primary leavers, 18.5% were O' leavers, 16.3% were A' level leavers, 15.2% were certificate holders, 8.7% held Diplomas, 5.4% were Degree holders. This means that, majority respondents had a level of Education to enable them read and interpret the questionnaires correctly

Table 4.3: Respondents' Gender

Gender	Frequency	Percent	Cumulative Percent
Male	50	54.3	54.3
Female	42	45.7	100.0
Total	92	100	

Source: Field Data

Statistical Data from Table 4.3 above clearly indicate that, majority respondents were female (54.3%) compared to their counterparts the male (45.7%)

Table 4.4: Respondents 'Religion

Religion	Frequency	Percent	Cumulative Percent
Catholic	47	51.1	51.1
Protestant	31	33.7	84.8
Moslem	14	15.2	100.0
Total	92	100	

Source: Field Data

Majority respondents from Table 4.4 above clearly indicate that, catholic constituted 51.1% in the study, Protestants 33.7%, Muslims constituted 15.2%.

4.2 Objective One

Objective one of the study sought to establish the perception of parents towards cultural beliefs as regards to retention of a girl child in primary schools in Buliisa.

Table 4.5: Many African societies tend to give the boy child better prospects while disfavoring the girl child

Response	Frequency	Percent	Cumulative Percent
Strongly agree	41	44.6	44.6
Agree	32	34.8	79.3

Disagree	10	10.9	90.2
Strong disagree	9	9.8	100.0
Total	92	100	

Source: Field Data.

Evidence from Table 4.5 above indicate that, Majority respondents strongly agree that, many African societies tend to give the boy child better prospects while disfavoring the girl child as evidenced by 44.6% of the respondents who strongly agreed, 34.8% agreed, compared to 10.9% who disagreed and 9.8%. This implies that, in most African societies, boys are given more education opportunities compared to their counterparts the girls. One of the respondent interviewed said:

“.....girls get married and are taken away but boys are responsible for the continuity of the family and should be given more opportunity.....”

Table 4.6: Girl child has to miss school because act as a direct substitute to the mother in case of sickness, absence or death

Response	Frequency	Percent	Cumulative Percent
Strongly agree	37	40.2	40.2
Agree	40	43.5	83.7
Disagree	7	7.6	91.3
Strong disagree	8	8.7	98.9
Total	92	100	100.0

Source: Field Data.

Table 4.6 above clearly show that, majority respondents strongly agreed that, girl child has to miss school because act as a direct substitute to the mother in case of sickness, absence or death

As shown by 40.2%, 43.5% agreed, 7.6% disagreed. 8.7% strongly disagreed with the matter

Table 4.7: Use of girl child as a replacement for their dead married sisters do negatively impact on the girl child education

Response	Frequency	Percent	Cumulative Percent
Strongly agree	21	22.8	22.8
Agree	21	22.8	45.7
Disagree	28	30.4	76.1
Strongly disagree	21	23.9	98.9
Total	92	100	100.0

Source: Field Data

Table 4.7 above clearly indicate that, majority students strongly disagreed that, use of girl child as a replacements for their dead sisters do not negatively impact on the girl child education, where, 22.3% of the respondents strongly agreed, 22.8% agreed, 30.4% disagreed while 23.9 % strongly disagreed with the statement. This means that less girl child replace their dead sisters in marriage. However, one of the respondents interviewed said:

“ Much as it is not common these days to replace marriages, the practice is still on a small scale which also influences girl child education.....”

Table 4.8: Culturally, a girl child is meant to feed the family, collect water and firewood, cook, farm and get married in the earliest time possible

Response	Frequency	Percent	Cumulative Percent
Strongly agree	21	22.8	22.8
Agree	19	20.7	43.5
Disagree	29	31.5	75.0
Strongly disagree	22	25.0	98.9
Total	92	100	100.0

Source: Field Data

Statistical evidence from table 4.8 above clearly indicate that, culturally, a girl child is meant to feed the family, collect water and firewood, cook, farm and get married in the earliest time possible as evidenced by 22.8% of the respondents who strongly agreed, 20.7% agreed, 31.5% disagreed and 25.0% strongly disagreed with the statement. This means that, according to people of Buliisa, a girl child is meant to look after family so, is supposed to get married at an earlier age. Therefore, less time is given for them to stay in school and concentrate on studies.

Table 4.9: Culturally, boys receive more preference on how to remain in school than girls

Response	Frequency	Percent	Cumulative Percent
Strongly agree	38	41.3	41.3
Agree	24	26.1	67.4

Disagree	17	18.5	85.9
Strongly disagree	13	14.1	100.0
Total	92	100	

Source: Field Data

Evidence from table 4.9 above; clearly show that, culturally, boys receive more preference on how to remain in school than girls as shown by 41.3% of the respondents who strongly agreed, 26.1% agreed, 18.5% disagreed, and 14.1% with the statement. This means that in Buliisa district, boy girl is given the opportunity of staying in school compared to their counterparts the girls.

Table 4.10: Some Islamic practices prevent girls from schooling

Response	Frequency	Percent	Cumulative Percent
Strongly agree	40	43.5	43.5
Agree	19	20.7	64.1
Disagree	17	18.5	82.6
Strongly disagree	16	17.4	100.0
Total	92	100	

Source: Field Data

Table 4.10 above statistically revealed that, majority respondents agreed that some Islamic practices prevent girls from schooling as evidenced by 43.5% of the respondents who strongly agreed, 20.7% agreed, 18.5% disagreed and 17.4% strongly disagreed with the statement. Much as majority of the population is not Islam, a few present, their practices influence girl child retention in school.

Table 4.11: Attending school may cause a girl not to get married as she may Graduate from school as an "Old layer"

Response	Frequency	Percent	Cumulative Percent
Strongly agree	17	18.5	18.5
Agree	20	21.7	40.2
Disagree	32	34.8	75.0
Strongly disagree	22	23.9	98.9
			100.0
Total	92	100	

Source: Field Data

Majority respondents from Table 4.11 above disagreed with the statement that, attending school may cause a girl not to get married as she may graduate from school as an "old layer" where, 23.9% strongly disagreed, 34.8% disagreed compared to 21.7% who agreed while 18.5% strongly agreed. This means that going to school does not delay girls to get married. One of the respondent interviewed said:

"..... These days, people study even when they are married, so to me, there is no delay to get married....."

Table 4.12: When a girl attains age of puberty, should not make financial request from parents, but use her natural "gift" to meet her needs

Response	Frequency	Percent	Cumulative Percent
Strongly agree	38	41.3	41.3
Agree	32	34.8	76.1
Disagree	18	19.6	95.7

Strongly disagree	4	4.3	100.0
Total	92	100	

Source: Field Data

Table 4.12 above clearly indicate that, majority respondents agreed that, When a girl attains age of puberty, should not make financial request from parents, but use her natural "gift" to meet her needs as evidenced by 41.3% of the respondents who strongly agreed,34.8% agreed,19.6% disagreed, and 4.3% strongly disagreed with the statement. One of the respondent interviewed said:

“..... parents remain providers to their family as long as the children are still under their care.....”

Table 4.13: Some parents withdraw their girls from school for marriage on the fact that, when they die, their inlaws will perform their funeral rites in a "grand style"

Response	Frequency	Percent	Cumulative Percent
Strongly agree	30	32.6	32.6
Agree	37	40.2	72.8
Disagree	15	16.3	89.1
Strongly disagree	9	10.9	98.9
			100.0
Total	92	100	

Source: Field Data

Table 4.13 above clearly show that, some parents withdraw their girls from school for marriage on the fact that, when they die, their inlaws will perform their funeral rites in a "grand style" as

evidenced by 32.6% of the respondents that strongly agreed, 40.2% agreed, 16.3% disagreed, 10.9% strongly disagreed with the statement. One of the interviewed said:

“..... girls here fetch bride price, to some people, delaying in school means delayed bride price.....”

Table 4.14: Influence of parents on education of a girl child is dependent on the present situation and locality in which girl child find herself.

Response	Frequency	Percent	Cumulative Percent
Strongly agree	41	44.6	44.6
Agree	32	34.8	79.3
Disagree	9	9.8	89.1
Strongly disagree	10	10.9	100.0
Total	92	100	

Source: Field Data

Table 4.14 above clearly show that, influence of parents on education of a girl child is dependent on the present situation and locality in which girl child find her as evidenced by 44.6% of the respondents who strongly agreed, 34.8% agreed, 9.8% disagreed, and 10.9% strongly disagreed

with the matter. This implies that girl child education is dependent on the environment surrounding her, if a girl child live in the environment of educated home, is most likely to read compared to her counterpart from illiterate parents.

4.2 Objective Two

Objective two of the study sought to identify the perceptions of parents towards the arrangements put in place by NGOs to retain a girl child in schools in Buliisa.

Table 4.15: There has been a significant increase in the number of roles of NGOs towards girl child education

Response	Frequency	Percent	Cumulative Percent
Strongly agree	48	52.2	52.2
Agree	27	29.3	81.5
Disagree	8	8.7	90.2
Strongly disagree	9	9.8	100.0
Total	92	100	

Source: Field Data

Statistical evidence from Table 4.15 clearly show that, there has been a significant increase in the number of roles of NGOs towards girl child education where, 52.2% of the respondents strongly agreed, 29.3% agreed, 8.7% disagreed, 9.8% strongly disagreed with the statement. This means

that the contribution of NGOs towards girl child has increased profoundly. One of the respondent interviewed said:

“..... the increase in the number of NGOs has helped us improve on the education generally but more the support to our girls has enabled them stay in school.....”

Table 4.16 without education, girls are denied the opportunity to develop their full potential and to play a productive and equal role in their families

Response	Frequency	Percent	Cumulative Percent
Strongly agree	33	35.9	35.9
Agree	27	29.3	65.2
Disagree	19	20.7	85.9
Strong disagree	13	14.1	100.0
Total	92	100	

Source: Field Data.

Evidence from Table 4.16 revealed that, majority respondents strongly agreed that without education, girls are denied the opportunity to develop their full potential and to play a productive and equal role in their families where, 35.9% of respondents strongly agreed, 29.3% agreed, 20.7% disagreed and 14.1% strongly disagreed with the matter. This implies that, without education girls are denied the chance to excel in life. One of the Head teacher interviewed said:

“.....when the girl child is not equipped with the knowledge and skills to live in this world, will not be productive citizen.....”

Table 4.17: There is need to embrace intervention programs that are in support to girl child education

Response	Frequency	Percent	Cumulative Percent
Strongly agree	35	38.0	38.0

Agree	26	28.3	66.3
Disagree	17	18.5	84.8
Strongly disagree	14	15.2	100.0
Total	92	100	

Source: Field Data.

Statistical evidence from Table 4.17 above clearly shows that, there is need to embrace interventions programs that are in support to girl child education as evidenced by 38.0% of the respondents who strongly agreed, 28.3% agreed, 18.5% disagreed, 15.2 % strongly disagreed with the statement. This means that, there is a great need to support the NGOs who intervene in girl child education. One of the respondents interviewed said:

“.....there is need to support NGOs that support community interventions but more particularly for education and more so girl child education.....”

Table 4.18: Sensitization program and other supporting packages for girl child by NGOs is good for girl child education

Response	Frequency	Percent	Cumulative Percent
Strongly agree	30	32.6	32.6
Agree	27	29.3	62.0
Disagree	19	20.7	82.6
Strongly disagree	16	17.4	100.0
Total	92	100	

Source: Field Data.

Table 4.18 above clearly indicate that, sensitization program and other supporting packages for girl child by NGOs is good for girl child education where, 32.6% strongly agreed, 29.3% agreed, 20.7% disagreed, 17.4% strongly disagreed. This means, there is need to sensitize the masses about girl child education.

Table 4.19: Information and advocacy on the value of girl child education has positively contributed towards changing perception of girl child education

Response	Frequency	Percent	Cumulative Percent
Strongly agree	33	35.1	35.9
Agree	29	30.9	67.4
Disagree	17	18.1	85.9
Strongly disagree	11	11.7	97.8
			98.9
			100.0
Total	92	100	

Source: Field Data

Statistical evidence from Table 4.19 clearly show that, information and advocacy on the value of girl child education has positively contributed towards changing perception of girl child education where, 35.1% of the respondents strongly agreed, 30.9% agreed, 18.1% disagreed while 11.7% strongly disagreed with the statement. This means that, the contribution of NGOs by advocating for the girl child has changed the perception of the people toward girl child education in Buliisa District.

Table 4.20: Desire for bride price influences girl child education, despite NGOs interventions

Response	Frequency	Percent	Cumulative Percent
Strongly agree	43	46.7	46.7
Agree	19	20.7	67.4

Disagree	15	16.3	83.7
Strongly disagree	14	16.3	100
Total	92	100	

Source: Field Data

Table 4.20 above statistically revealed that, desire for bride price influences girl child education despite NGOs interventions where 46.7% of the respondents strongly agreed with the statement, 20.7% agreed, 16.3% disagreed and 16.3% strongly disagreed with the statement. One of the respondents interviewed said:

“..... many people in Buliisa marry their children because they need wealth which comes inform of bride price and other property.....”

4.3 Objective Three

Objective three sought to ascertain levels of parent’s education and their perception towards girl child education in primary schools in Buliisa.

Table 4.21: Parental education level plays a significant role in determining the extent to which education achievement and aspirations are realized

Response	Frequency	Percent	Cumulative Percent
Strongly agree	38	43.5	41.3
Agree	26	28.3	69.6
Disagree	12	13.0	82.6
Strongly disagree	14	15.2	100
Total	92	100	

Source: Field Data

Table 4.21 above evidently revealed that, Parental education level plays a significant role in determining the extent to which education achievement and aspirations are realized as shown by 43.5% of the respondents that strongly agreed, 28.3% agreed, 13.0% disagreed, 15.2% strongly disagreed with the statement. Therefore, this implies that, the more educated parents are, the more they inspire their girl child to realize their academic dream.

Table 4.22: Education attainment of the parents determine their understanding about parenthood and care

Response	Frequency	Percent	Cumulative Percent
Strongly agree	33	37.0	37.0
Agree	23	25.0	62.0
Disagree	19	20.7	82.6
Strongly disagree	16	17.4	100.0
Total	92	100	

Source: Field Data

Evidence from Table 4.22 above clearly indicate that, 37.0% of the respondents strongly agreed that education attainment of the parents determine their understanding about parenthood and care, 25.0% agreed, 20.7% disagreed and 17.4% strongly disagreed with the statement. This therefore, means that, education level determine parents understanding of children care. One of the respondents interviewed narrated:

“..... yes, at least educated people take care of their children and provide scholastic material on addition to emotional support.....”

Table 4.23: Parents who have gone beyond a high school education are found to be more involved with their infants and children

Response	Frequency	Percent	Cumulative Percent
Strongly agree	28	30.4	30.4
Agree	34	37.0	67.4
Disagree	17	18.5	85.9
Strongly disagree	13	14.1	100.0
Total	92	100	

Source: Field Data

Table 4.23 above evidently revealed that, parents who have gone beyond a high school education are found to be more involved with their infants and children as evidenced by 30.4% of the respondents that strongly agreed, 37.0% agreed, 18.5% disagreed while 14.1% strongly disagreed with statement. This means that, parents whose education is above high school are deeply involved in their infants and children and this in turn makes them perform academically.

Table 4.24: Parents who are educated do influence their girl child positively while uneducated parents have negative influence

Response	Frequency	Percent	Cumulative Percent
Strongly agree	51	55.4	55.4
Agree	18	19.6	75.0
Disagree	17	18.5	93.5
Strongly disagree	6	6.5	100.0
Total	92	100	

Source: Field Data

Table 4.24 above clearly indicate that, parents who are educated do influence their girl child positively while uneducated parents have negative influence where 55.4% of the respondents strongly agreed with the statements,19.6% agreed, 18.5% disagreed,6.5% strongly agreed with the statement. This means that educated parents influence their girl child compared to uneducated parents. One of the respondents interviewed said:

“..... usually, girls want to pursue professions of their parents, so when parents are educated, they inspire them to”

Table 4.25: Parents education is such a crucial factor for a girl child and her future

Response	Frequency	Percent	Cumulative Percent
Strongly agree	42	45.7	45.7
Agree	31	33.7	79.3
Disagree	10	10.9	90.2
Strongly disagree	9	9.8	100.0
Total	92	100	

Source: Field Data

Table 4.25 above clearly indicate that, parents education is such a crucial factor for a girl child and her future where 45.7% of the respondents strongly agreed with the statement, 33.7% agreed, 10.9% disagreed while 9.8% strongly disagreed with the statement. This means that, parents education determine the education of their girl child and so their future.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

Chapter four presented the study findings. This chapter described the discussions based on the theoretical foundations of the study presented in chapter two and the empirical evidence of the results presented in chapter four. Based on the study findings in chapter four, conclusions and recommendations were made with specific reference to the study objectives, variables and research questions

5.1.0 Discussion of the findings

5.1.1 Objective one

Objective one of the study sought to establish the perception of parents towards cultural beliefs as regards to retention of a girl child in primary schools in Buliisa. Achieving this objective was inline in answering research question one of the study.

Evidence from Table 4.5 in chapter four indicate that, Majority respondents strongly agree that, many African societies tend to give the boy child better prospects while disfavoring the girl child as evidenced by 44.6% of the respondents who strongly agreed, 34.8% agreed, compared to 10.9% who disagreed and 9.8%.

This was in agreement with (Atekyereza, 2001) who opined that, many Africa societies tend to give the boy child better prospects while disfavoring the girl child despite the fact that the existing social, economic and political opportunities like education, property ownership and leadership, among others, would benefit both sexes given equal opportunities are supposed to be exploited by the boy child as culture dictates and so the girl child comes in for the second option.

Additionally, The cultural belief among the Bagungu that a girl should be kept a virgin until the day she gets married such that she can be of great value also impact on the girl child retention in primary school. This is because in most cases, girl children are drawn from school for fear of losing their virginity to their peer's useful teachers as well as them who have them from school promising to marry them. However, it does not turn up this way always, so for fear of this, their parents take them from school just to prepare them to fetch enough bride wealth ,she finally gets married and also respect when their daughters are married while virgins Okwakpam and Nnenna (2012).

Table 4.6 above in chapter four clearly show that, majority respondents strongly agreed that, girl child has to miss school because she acts as a direct substitute to the mother in case of sickness, absence or death as shown by 40.2%, 43.5% agreed, 7.6% disagreed. 8.7% strongly disagreed with the matter

This is in agreement with (Omago, 2002) who asserts that, a girl child is a direct substitute to the mother in case of sickness, absence or death, the girl child has to miss school or even dropout to meet the needs of the family by playing the role that the mother plays . So, this cultural valuing of the girl child leads to poor results and soon the girl child loses the zeal to keep in school because she can't obviously perform as she is always exhausted from every day's work as so can't concentrate (Wanjohi , 2011).

Table 4.7 in chapter clearly indicate that, majority students strongly disagreed that, use of girl child as a replacements for their dead sisters do not negatively impact on the girl child education, where, 22.8% of the respondents strongly agreed, 22.8% agreed, 30.4% disagreed while 23.9% strongly disagreed with the statement.

This is in agreement with Tuyizere (2007) who emphasizes that, the use of the girl child as a replacement for their dead married sisters also negatively impacts on the girl child education. This is because she is always pulled from school to get married to the late sisters husband especially families where the parents cannot afford to pay back the bride price, so the need to compensate the man is done by giving away the younger sisters to take the place of her dead sister. More so, this is done without considering the feeling and future of the girl child without education as well as what she could do for the family if she had been given the opportunity to go with her education

Statistical evidence from table 4.8 in chapter four clearly indicate that, culturally, a girl child is meant to feed the family, collect water and firewood, cook, farm and get married in the earliest time possible as evidenced by 22.8% of the respondents who strongly agreed, 20.7% agreed, 31.5% disagreed and 25.0% strongly disagreed with the statement. This means that, according to people of Buliisa, a girl child is meant to look after family so, is supposed to get married at an earlier age. Therefore, less time is given for them to stay in school and concentrate on studies.

This is in support with Kelly (2011) who opined that; girl child has limited opportunities for education and is more vulnerable to the effects of cultural values and beliefs. She is culturally made that she is meant to feed the family, collect water and fire wood, cook, farm and get married in the earliest time possible, this discourages her from staying in school.

Evidence from table 4.9 in chapter four clearly show that, culturally, boys receive more preference on how to remain in school than girls as shown by 41.3% of the respondents who strongly agreed, 26.1% agreed, 18.5% disagreed, and 14.1% with the statement. This means that in Buliisa district, boy girl is given the opportunity of staying in school compared to their counterparts the girls.

However, Hofstede (2001), Masumoto (1996), various cultural aspects will determine who may access education and remain in school or not. Studies by Admassie, (2003) and Boyle et al (2002), for instance, indicate the preference.

Many household have for the education of boys over girls. In some countries girls are left to take on domestic responsibilities and boys after receive preference when parents have to choose who in gender terms remain in school. Still, in many African cultures including Bagungu in Buliisa District, division of labor is by gender and age, femininity is associated with positivity and dependence whereby girls are raised to believe that they should not aspire for great heights since their work is primarily around the kitchen. This belief puts girls at a disadvantage and sometimes they are seen as objects for bride price. This bar them from remaining in school and the practice is similar to what is taking place in Buliisa District.

Table 4.10 in chapter four statistically revealed that, majority respondents agreed that some Islamic practices prevent girls from schooling as evidenced by 43.5% of the respondents who strongly agreed, 20.7% agreed, 18.5% disagreed and 17.5% strongly disagreed with the statement. Much as majority of the population is not Islam, a few present, their practices influence girl child retention in school.

However, Nakpodia (2010), culture is a complex whole which includes knowledge, beliefs, arts, Morals, Customs and any other capabilities acquired by man as a member of the society. It is the sum total of a given societies way of life molded and shaped by prevailing circumstances and environment. Culture can also be viewed as the way of life of a social group, and it includes actions, values and beliefs that can be communicated with necessary modification from one generation to another.

Nakpodia notes that culture is made up of a list of elements. The elements of culture whether materials or non-materials can be taught and learnt only through interactions as members of a group. Culture is shared, that is, it is practiced by a whole group of people from generation to generation (Bhaba, 1990 cite in Nakpodia, 2010).

Studies have shown that, some parental cultural beliefs and practices impact on girl child retention in schools (Onochie, 2010). For stance, certain Islamic practices prevent young girls

from schooling. Idabawa (2004). Cited in Onochie (2010) linked his malfunctioning simply to “misunderstanding of the position of Islam on the education of girls, largely due to lack of sufficient knowledge of Islam which make many parents think that formal education is not meant for Muslim girls. Girls are discouraged from the fervent pursuit of formal education because of the belief that education makes women to look down on many and that it discourages many rural men from getting married to educated women. For this reason, ,most rural parents are not willing to invest in the education of their female children since such investment may well inhabit their chances of getting married on time.

Majority respondents from Table 4.11 in chapter four disagreed with the statement that, attending school may cause a girl not to get married as she may graduate from school as an "old layer" where, 23.9% strongly disagreed, 34.8% disagreed compared to 21.7% who agreed while 18.5% strongly agreed. This means that going to school does not delay girls to get married

(OKijie, Chiegive and Okpokunu, 2006, Idabawa, 2004, Ayodele Popoola and Akinsola, 2006 and Irulon, 2008) and also shown that, girls are not encouraged to stay longer in education as that may culminate in the person turning to the popular old layer (very old single lady) while still in the parents' home; it is a common belief especially amongst low income families that attending and staying longer in school might cause a girl not to get married as she would graduate on of school as an “old layer”. Studies have shown that, some parental cultural beliefs and practices impact on girl child retention in schools (Onochie, 2010). For stance, certain Islamic practices prevent young girls from schooling. Idabawa (2004) Cited in Onochie (2010) linked his malfunctioning simply to “misunderstanding of the position of Islam on the education of girls, largely due to lack of sufficient knowledge of Islam which make many parents think that formal education is not meant for Muslim girls. Girls are discouraged from the fervent pursuit of formal education because of the belief that education makes women to look down on many and that it discourages many rural men from getting married to educated women. For this reason, ,most rural parents are not willing to invest in the education of their female children since such investment may well inhabit their chances of getting married on time.

Table 4.12 in chapter four clearly indicate that, majority respondents agreed that, When a girl attains age of puberty, should not make financial request from parents, but use her natural "gift"

to meet her needs as evidenced by 41.3% of the respondents who strongly agreed,34.8% agreed,19.6% disagreed, and 4.3% strongly disagreed with the statement

Onochie (2010) asserts that, for most rural dwelling parents in Buliisa District, education of female children has value to the extent that it can assist them to become responsible housekeepers; such responsibility does not require any form of higher education. Within some households, female children are engulfed in a soil of routine domestic lifestyle that is fed advertently or inadvertently by some sort of patriarchal dynamics. The female children are consequently pictured as objects of dominance whose education must end in the household domestic affairs, as a result of this belief, a majority to hard work and private studies. They are constrained by domestic duties most of which are stereotyped. The female children are hardly given adequate time in homes to engage n serious academic work. These practices hinder retention of girl child in primary schools.

Table 4.13 in chapter four clearly show that, some parents withdraw their girls from school for marriage on the fact that, when they die, their in laws will perform their funeral rites in a "grand style" as evidenced by 32.6% of the respondents that strongly agreed,34.2% agreed,16.3% disagreed, 10.9% strongly disagreed with the statement.

Sandhu, Chaudhry, Akbar, and Almad (2005) indicate that, old customs, traditions, castes systems, rural community and wrongly understood cultural knowledge have denied the girl child education in the rural places. Bunyi (2004) argued that, it is generally believed amongst rural families that girls' education is as unwise financial investment owing to the fact that the income accrued from it will be enjoyed only by their husbands' families with insignificant or no benefits at all for their parents families. Buyi (2014) opinion that, among some cultural groups in some rural areas, it is believed that investing in girl child education is a deliberate waste of resources as it will only benefit the family into which she later gets married. The assertion of Sandhu et al (2005) and Bunyi (2004) give advance to the fact that the inhibition of girl child by certain cultural beliefs is not a peculiarity of Ugandan society. That is, these beliefs permeate other developing societies of the world. This hinders girl child retention in schools.

Table 4.14 in chapter four, clearly show that, influence of parents on education of a girl child is dependent on the present situation and locality in which girl child find her as evidenced by

44.6% of the respondents who strongly agreed, 34.8% agreed, 9.8% disagreed, and 10.9% strongly disagreed with the matter. This implies that girl child education is dependent on the environment surrounding her, if a girl child live in the environment of educated home, is most likely to read compared to her counterpart from illiterate parents

Research also revealed that most parents do withdraw their girl child from school for marriage on the fact that when they die their in-laws will perform their funeral rites in a “grand style”, thus the in-laws perform their funerals by coming with different kinds of provision entertainment and the killing of animals for the preparation of food for days and money for piton brewing during such occasions. The inlaws and his people are responsible for expenses for the burial. There is the beliefs that when the girl child attains higher education levels, there is the likelihood that she would not be married to a man nothing the surrounding communities. This is practically true in Buliisa District, where parents especially marry their give child to well off families with the view of supporting them at the burial ceremonies

5.1.2 Objective Two

Objective two of the study sought to identify the perceptions of parents towards the arrangements put in place by NGOs to retain a girl child in schools in Buliisa. Achieving this objective was inline answering research question two of the study.

Statistical evidence from Table 4.15 in chapter four clearly shows that, there has been a significant increase in the number of roles of NGOs towards girl child education where, 52.2% of the respondents strongly agreed, 29.3% agreed, 8.7% disagreed, 9.8% strongly disagreed with the statement.

However, there has been a significant increase in the number of roles of nongovernmental organizations (NGO’s) around the world in the last few decades. In developing countries Ngo’s have become heavily involved in the provision of public goods and services including education (Alqerman H. and E. king (1998

Evidence from Table 4.16 in chapter four revealed that, majority respondents strongly agreed that without education, girls are denied the opportunity to develop their full potential and to play

a productive and equal role in their families where, 35.9% of respondents strongly agreed, 29.3% agreed, 20.7% disagreed and 14.1% strongly disagreed with the matter.

In support of the above Boyder, and Ryder (1996) asserts that, without education, girls are denied the opportunity to develop their full potential and to play a productive and equal role in their families their societies, their country and their world. Unfortunately, support programs that exist target a considerable number of girls who get the needed support to continue their education; it is on this role that, some parents assert that, NGOs have not helped some of the needy girl child to remain in primary school.

Statistical evidence from Table 4.17 in chapter four clearly shows that, there is need to embrace interventions programs that are in support to girl child education as evidenced by 38.0% of the respondents who strongly agreed, 28.3% agreed, 18.5% disagreed, 15.2% strongly disagreed with the statement.

According to Nikoi (1998) argues that, there is need for NGO's to embrace intervention programs that are in to support girl child wear a positive attitude towards their education, to help a girl child build confidences in herself to pursue even higher education.

However, for the case of Buliisa District, there has been Ngo's that have helped a girl child to develop self confidence and remain in school, notable of those are, World Vision, Action Aid, and UNICEF and these have received Massive parental support

Table 4.18 in chapter four clearly indicate that, sensitization program and other supporting packages for girl child by NGOs is good for girl child education where, 32.6% strongly agreed, 29.3% agreed, 20.7% disagreed, 17.4% strongly disagreed. This means, there is need to sensitize the masses about girl child education

However, Some NGO's have been working towards the promotion of female participation in consultation. Initiatives that are targeting females through information and advocacy on the value of education has positively contributing towards changing perception of education and allow girls to understand the benefits of education. This has become welcome by most parents in Buliisa District with NGO's that support girl child education.

Statistical evidence from Table 4.19 in chapter four clearly show that, information and advocacy on the value of girl child education has positively contributed towards changing perception of girl child education where, 35.1% of the respondents strongly agreed, 30.9% agreed, 18.1% disagreed while 11.7% strongly disagreed with the statement. This means that, the contribution of NGOs by advocating for the girl child has changed the perception of the people toward girl child education in Buliisa District

In addition, Some NGO's have been working towards the promotion of female participation in consultation. Initiatives that are targeting females through information and advocacy on the value of education has positively contributing towards changing perception of education and allow girls to understand the benefits of education. This has become welcome by most parents in Buliisa District with NGO's that support girl child education

Table 4.20 above statistically revealed that, desire for bride price influences girl child education despite NGOs interventions where 46.7% of the respondents strongly agreed with the statement, 20.7% agreed, 16.3% disagreed and 16.3% strongly disagreed with the statement.

Although the national strategic plan for girl's education also mentions the payment of bride wealth as a harmful traditional practice, the community at large in Buliisa District does not hold this view. According to the preliminary findings from a study conducted among three ethnic groups of Bakiga, Baganda and Langi in both Urban and rural contexts between October 1999 and March 2000, 82.6 percent of the population still strongly support bride wealth payment, 17.0 percent opposite and 0.4 percent say it depends on the motive and mode of payment. The location of the family is significant in this matter, more rural than urban families support bride wealth. According to the study, the tradition of bride wealth payment is not bad in itself put it has been abused due to the extreme poverty of a large section of the population. The similar practice exists in Buliisa District where girls are removed from school and married in order to get bride price.

5.1.3 Objective Three.

Objective three of the study sought to ascertain levels of parents' education and their perception towards girl child education in primary schools in Buliisa. Achieving this Objective was in line answering research question one of the study.

Table 4.21 above evidently revealed that, Parental education level plays a significant role in determining the extent to which education achievement and aspirations are realized as shown by 43.5% of the respondents that strongly agreed, 28.3% agreed, 13.0% disagreed, 15.2% strongly disagreed with the statement.

(Yusuf, 2006) asserts that, Parents' education level is supposed to play a significant role in determining the extent to which educational achievement and aspirations are realized. Various studies have indicated how parents' level of education affect girl child retention rate in schools. Parents' level of education is such a crucial factor for a child for his or her future. It has been shown that, children of education parents are more confident, resourceful and experienced than the children whose parents are with its final education. These statements are supported by Haradambos and Holborn (2007), education attainment of the parents determine their understanding about parenthood and care. Students with highly educated parents have optimistic attitude towards learning and can integrate extra learning strategies compared to children of parents with lower level of education. Parents with higher level of education are also more likely to believe strongly in their abilities to help their children learn. Therefore, a positive correlation exists between parental level of education and girl child retention in primary school

Evidence from Table 4.22 in chapter four clearly indicate that, 37.0% of the respondents strongly agreed that education attainment of the parents determine their understanding about parenthood and care, 25.0% agreed, 20.7% disagreed and 17.4% strongly disagreed with the statement.

According to (Okenwa, 2014) who conducted research found out that, the literacy of parents strongly affect the education of their girl child education. One of the reasons why parental education strongly affects their girl child education is because "parents who have gone beyond a high school education are found to be more involved with their infants and children than those who did not finish high school.

Table 4.23 in chapter four evidently revealed that, parents who have gone beyond a high school education are found to be more involved with their infants and children as evidenced by 30.4% of the respondents that strongly agreed, 37.0% agreed, 18.5% disagreed while 14.1% strongly disagreed with statement.

Additionally, Kainuwa and Yusuf (2013), there exists a difference between children of educated parents and those with parents having completed only primary school or not. They further stated that for parents with a University degree, their girl child remained in school. It is also important to note that, parents who are educated do influence their girl child positively while the uneducated parents have a negative influence. In regards to this, girl child of educated parents do post high scores in schools as compared to girl child of uneducated parents. It's therefore clear that, the level of education of parents is very instrumental in determining girl child retention in primary school. More so, education that children receive is very much dependent on the education that their parent received when they were children.

Table 4.24 in chapter four clearly indicate that, parents who are educated do influence their girl child positively while uneducated parents have negative influence where 55.4% of the respondents strongly agreed with the statements, 19.6% agreed, 18.5% disagreed, 18.5% strongly agreed with the statement.

Tsauri (2010) assertions that in some parents isolate many girls and those that are allowed are removed after primary school junior or secondary education. This is true with the majority parents in Buliisa District. Hari (2012) stated that low environment and dropout is as a result of the negative altitude of parents towards the education of girl. Traditional views of women's ideal gender role and the perception of the abilities have a negative effect on parents' activities towards educating girl child.

Table 4.25 in chapter clearly indicate that, parents education is such a crucial factor for a girl child and her future where 44.7% of the respondents strongly agreed with the statement, 33.0% agreed, 10.6% disagreed while 9.6% strongly disagreed with the statement. This means that, parents education determine the education of their girl child and so their future.

King and Hill (1993) observed that, several indicators including measures of literacy, enrolment and years in school reduced important patterns and trends in girl child education in developing countries. Also, Khan, Igbal and Tansneem (2015) observed that, parent's education is such a crucial factor for a girl child and for her future. It has been shown that., the girl child of educated parents are more confidence, resourceful parents experienced than the girl child whose parents are with no formal education. Therefore, the former tend to remain in school than the later.

5.2.0 Conclusion

5.2.1 Introduction

The study was carried out to investigate the perception of parents towards retention of girl child in primary schools in Buliisa District local government.

Conclusions and recommendations were presented basing on the data presentations, analysis and interpretation in chapter four

5.2.2 Objective one

Objective one of the study sought to establish the perceptions of parents towards cultural beliefs as regards to relation of a girl child in primary schools of Buliisa district head government. The following conclusions were drawn given the study findings:

- I. Many African societies give the boy child better prospects while disfavoring the girl child
- II. Girl child in Buliisa district local government miss school because they act as a direct substitute to the mother in case of sickness, absence or death.
- III. Use of girl child as a replacement for their dead married sisters so is not so much a place in Buliisa district local government.
- IV. Culturally, a girl child is meant to feed the family collect water and firewood, cook, farm and married in the earliest time possible as boys receive more pregnancy on how to remain in school than girls.
- V. There are some Islamic practices that prevent girls from schooling.
- VI. Attending school does not cause a girl delay getting married

- VII. Girls do not stop getting financial support from parents when they attain age of puberty, but continue making financial requests to parents.
- VIII. Some parents withdraw their girls from school for marriage on the fact that when they die, there in laws will perform their funeral rites in a grand style”
- IX. The influence of parents on education of a girl child id dependent on the present situations and locality in which girl child find herself.

5.2.3 Objective Two

Objective two of the study sought to identify the perception of parents towards the arrangements put in place by Ngo’s to retain a girl child in school in Buliisa district primary school. The following conclusions were drawn from the study findings.

- I. There has been a significant increase in the number of the roles of NGO’s towards girl child education.
- II. Without education, girls are denied the opportunity to develop their full political and to play a productive and equal role in their families
- III. There is a great need to embrace intervention programs that are in support to girl child education
- IV. Sensitization program and other supporting packages for girl child by NGO’s is good for their success in education
- V. Information and advocacy on the value of a girl child education has positively contributed towards changing perception of girl child education.
- VI. Desire for bride price influence girl child education, despite NGO’s intervention.

5.2.4 Objective Three

Objective three of the study sought to a certain levels of parent’s education and their perception towards girl child education in primary schools of Buliisa district. The following conclusions were made from the study findings.

- i. Parent’s education level plays a significant role in determining the extent to which education achievement and inspiration are realized.
- ii. Parents education attainment determine their understanding don’t parenthood and care.

- iii. Parents who have gone beyond a high school education are found to be more involved with their infants and children.
- iv. Parents who are educated influence their girl child positively while un educated parents have negative influence

5.2.5 Recommendations

The study was properly carried out to investigate the parent's perception towards retention of a girl child in primary schools of Buliisa district local government in Uganda. This section of the report presents the recommendations arising directly from the study findings:

- i. There is a need to improve on the attitude towards girl child education by continually sensitizing the masses about it.
- ii. Peoples culture which devalue girls need to change
- iii. There is need to provide scholastic material and financial support to girl child to enable them remain at school
- iv. Girls need to be given equal education opportunity with boys because they all contribute to the development of the families and the country at large

5.2.6 Suggested Areas for Further Research

The researcher recommended that a similar study be done with a representative sample covering many districts in Uganda to strengthen the external validity.

Secondary, there is need to investigate on the local government administration and girl child retention in school.

Thirdly, culture and girl child education need to be investigated

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APENDIX I: QUESTIONNAIRE

I am **Kiiza Tyson Kasangaki** a student of Nkumba University pursuing a Master's Degree of Education Planning and Management: Researching on the “**Perception of the parents towards Retention of Girl child in primary schools in Buliisa District Local Government**”

You have been selected to participate in this study. You are kindly being requested to honestly and diligently answer this questionnaire. There is no true or false answer to this questionnaire but just your opinion, your responses will be kept with maximum confidentiality.

SECTION A: Respondents Bio-Data.

1. Respondents Age

- 12-30 years
- 21-30 years
- 31-40 years
- 40-50 years
- 50-and above
- 2. Gender
 - Male
 - Female
- 3. Level of education
 - Primary
 - O' level
 - A' level
 - Certificate
 - Diploma
 - Degree
- 4. Religion
 - Catholic
 - Protestant
 - Moslem
 - Others specify

SECTION B: Perception of parental cultural beliefs and retention of a girl child in primary schools in Buliisa.

- 5. Many African societies tend to give the boy child better prospects while disfavoring the girl child.

Strongly agree Agree Disagree Strongly disagree
- 6. Girl child has to miss school because act as a due substitute to the mother in cases of sickness, absence or death.

Strongly agree Agree Disagree Strongly disagree

7. Uses of girl child as a replacement for their dead married sisters do negatively impact on girl child education.

Strongly agree Agree Disagree Strongly disagree

8. Culturally, a girl child is meant to feed the family, collect water and fire wood cook, farm and get married in earliest time possible.

Strongly agree Agree Disagree Strongly disagree

9. Culturally, boys receive more preference on how to remain in school than girls.

Strongly agree Agree Disagree Strongly disagree

10. Same Islamic practices prevent girls from schooling

Strongly agree Agree Disagree Strongly disagree

11. Attending school may cause a girl not to get married as she may graduate from school as an “old layer”

Strongly agree Agree Disagree Strongly disagree

12. Once a girl attains age of puberty, should not make financial request from parents but use her natural to meet her needs.

Strongly agree Agree Disagree Strongly disagree

13. Some parents withdraw their girls from school for marriage on the fact that, when they die, their inlaws will perform their funeral rites in a “grand style”

Strongly agree Agree Disagree Strongly disagree

14. Influence of parents to education of girl child is dependent on the present situation and locally in which girl child find herself.

Strongly agree Agree Disagree Strongly disagree

SECTION C: Perception of parents towards Arrangement put in place by NGOs to retain girl child in school in Buliisa District.

15. There has been a significant increase in the number of roles of Ngo’s towards girl child

Strongly agree Agree Disagree Strongly disagree

16. Without education, girls are denied the opportunity to develop their full potential and to play a productive and equal role their families.

Strongly agree Agree Disagree Strongly disagree

17. There is need to embrace interventions programs that are in support girl child education
 Strongly agree Agree Disagree Strongly disagree
18. Sensitization program and other supporting packages for girl child by NGOs is good for girl child education.
 Strongly agree Agree Disagree Strongly disagree
19. Information and advocacy on the value of girl child education has positively contributed towards changing perception of girl child education
 Strongly agree Agree Disagree Strongly disagree
20. Desire for bride price influences girl child education, despite whose interventions.
 Strongly agree Agree Disagree Strongly disagree

SECTION B: Level of parents of education and their perception towards girl child education in primary schools in Buliisa District.

21. Parental education level plays a significant role in determine the extent to which education achievement and aspirations are realized.
 Strongly agree Agree Disagree Strongly disagree
22. Education attainments of the parents determine their understanding about parenthood and care.
 Strongly agree Agree Disagree Strongly disagree
23. Parents who have gone beyond a high school education are found to be more involved with their infants and children.
 Strongly agree Agree Disagree Strongly disagree
24. Parents who are educated do influence their girl child positively, while uneducated parents have negative influence.
 Strongly agree Agree Disagree Strongly disagree
25. Parent's education is such a crucial factor for a girl child and her future.
 Strongly agree Agree Disagree Strongly disagree

APPENDIX II: INTERVIEW GUIDE

INTERVIEW GUIDE TO SELECTED STUDENTS LEADERS (GIRLS)

Introduction: I'm conducting an academic research on the perception of parents towards Retention of girl child in primary schools in Buliisa Primary schools. Your school has been selected among the others for the study. Please provide your answers to the following questions to the best of your capability

PART I: Perception of parents towards cultural beliefs in relation to Girl child education

1. In which class do you belong?.....
2. How many children are you in your family?.....
3. How many are girls?.....
4. How many children have attained school going age?.....
5. Are you provided with an equal opportunity of attending to your academic work with your brother?

YES NO

6. If not why?.....

7. Do you think that girl children in families should be given an equal opportunity to attend schools with boys?

YES NO

8. If no why?.....

9. Have you seen some parents forcing daughter out of school in your home area?

YES NO

10. If yes why do you think they do such?

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11. Why do you think that girls should attain education?

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PART II: The perception of parents towards arrangements NGOs have put in place to promote girl child education.

12. Do you know of any organization that supports girl child education.

YES NO

13. If Yes , name them

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.....

14. What difficulties have you faced as an individual from anywhere in trying to get educated?

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PART III Levels of parents Education and their perception toward girl child education

15. Do you think that un educated parents can support girl child education?

YES NO

16. List some responsibilities you think parents should perform in order to promote girl child education.

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17. Suggest some of the ways which you think can be helpful in promoting the girl child education in your area district

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Thank you very much for your co-operation