IMPACT OF GIRL CHILD EDUCATION ON COMMUNITY DEVELOPMENT: 
A CASE STUDY OF SUAM AND KAPYOYON PRIMARY SCHOOLS IN 
SUAM SUB COUNTY, BUKWO DISTRICT.

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A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION IN 
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD 
OF A DEGREE OF BACHELORS OF PRIMARY EDUCATION OF 
KAMPALA INTERNATIONAL UNIVERSITY

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DECLARATION

This research report entitled “Impact of girl child education on community development” is my original work and has not been presented for a degree or any other academic award in any university or institution of learning.

CHEMTAI DORIS

BDS/45678/143/DU – TR
APPROVAL

This research report has been written under my supervision and is ready for submission to the College of Higher learning and Research as a partial requirement for the award of a Bachelor’s Degree of Primary Education of Kampala International University.

..................................................
WATAKA WILLIES
LECTURER
KAMPALA INTERNATIONAL UNIVERSITY,

..................................................
DATE
01-06-2018
DEDICATION

I dedicate this work to my dear Chelangat Everlyn Cherop and Cheruto Priscillah Cherop who endeavored lots of patience and discomfort while I was away to write this research proposal.
ACKNOWLEDGEMENT

The completion of this work has left me indebted to the people who enabled me to complete this research work. I am very grateful to my supervisors Mr. Wataka Willies, Mr. Cherop Charles and Madam Cherop Imelda for their continuous guidance and positive criticisms that they offered me throughout the study.

I sincerely thank my dear family and friends who encouraged and supported me throughout the time when I was carrying out the study.

I give thanks to the Almighty God for granting me good health, energy, passion and wisdom to carry out the study.

I am also equally grateful to the head teachers, parents and teachers who participated in the study.

I appreciate the sacrifice to spare their vital time to respond and share their thoughts on the research issues making the completion of this study possible.
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ABSTRACT
The study topic was “Impact of girl child education on community development.” The case study was Suam and Kapyoyon primary schools in Suam Sub County, Bukwo district. This topic was chosen due to the need to develop the community in relation to girl child education in the area. It was against this background that the study attempted to: find out the impact of girl child education on community development in Suam and Kapyoyon, Bukwo District. The conceptual framework of the study suggested that the independent variable be conceptualized as three factors, namely: level of education of the girl child, level of family income and marital status of parents. The researcher used a cross-sectional survey research design because the study was intended to pick only some representative sample elements of the cross-section of the population. The study was conducted in the two selected primary schools namely: Suam and Kapyoyon primary schools. The study population was composed of 2 head teachers, 156 teachers, 567 parents and 1429 pupils of primary six and seven. The total population was 2,154 (head teachers’ records) physical visit to the head teachers’ offices. The methods used in data collection were questionnaires and interviews. The researcher analyzed the qualitative data collected using structured closed ended items in the questionnaires for each objective and coded using a five-point Likert response scale. They were subjected to frequencies and percentages, which helped to show the distribution of respondents on each of the independent and dependent variable. Raw data was analyzed using descriptive statistics and Pearson Product Moment Correlation. Correlation was used to test the hypotheses in order to determine the impact of girl child education on community development. ANOVA testing was also used to test the influence of the combined independent variable components on the dependent variable. It was anticipated that the findings and recommendations of this study would go a long way in generating the much needed information that would be used by various stakeholders in education to improve on the turn up of their girl children in schools, help both parents and pupils in identifying their areas of strength and weaknesses and make necessary adjustments to fill the gaps in their roles, help pupils think of their own learning and redirect their efforts where necessary and in appropriate direction of needs, help parents, educational managers and administrators, recognize the need to educate the girl child in order to develop their community.

KEY WORD
Syllabus, Curriculum, School, Accountability, Teacher quality, Examination
CHAPTER ONE
INTRODUCTION

1.0. Introduction
This Chapter presented the background, problem statement, general objective, and specific objectives, and research questions, scope of the study and the significance of the study.

1.1. Background of the study
The girl-child is a biological female offspring from birth to 18 years of age. During this period, the young girl is totally under the care of the adult who may be parents, guardians or elder siblings. It is also a period when the girl-child is malleable, builds and develops her personality and character. She is very dependent on others on whom she models her behavior, through observation, repetition and imitation. Her physical, mental, social, spiritual and emotional developments start and progress to get to the peak at the young adult stage. (Sutherland, 2001). There is an alarming difference between the numbers of girls attending primary and secondary school. The vast majority of school-aged girls in sub-Saharan Africa are not enrolled in secondary school, because the relatively high costs of secondary education are acting as a major disincentive for poorer parents. In Pakistan, the gross enrolment rate for girls in secondary education is 19 percent, in Niger, Tanzania and Chad it is only five per cent. There are exceptions to the rule, but generally in countries where girls fare poorly in primary education compared with boys, they do even worse in secondary education. Nevertheless, countries are making progress, sometimes dramatically so.

• In Bangladesh, equal numbers of girls and boys now enter secondary school. In 1990, there were only half as many girls as boys in secondary education.
• Nepal has nearly nine girls for every ten boys enrolled in primary school, compared with seven girls for every ten boys in 1990.
• In Kenya, over 1 million extra children have enrolled in primary school since the removal of school user fees in 2003.

The development of any society would be grossly lopsided if the girl child is not given quality education. Education in any normal society is accepted as an instrument to power, prestige,
survival, greatness and Advancement for men and women. The United Nations General Assembly (2001) adopted the Universal Declaration of Human Rights which stipulates that everyone has the right to education which shall be free at least in elementary and primary stages. Similarly, the National Policy on Education emphasizes among other things that there will be equal opportunities for all citizens. However, Osinulu (1994) lamented that the girl child is discriminated against in terms of education and given out to marriage early thereby denying the girl-child the require competences for community development.

According to Osinulu (1994) and Akinpelu (2000) education is the process of providing information to an inexperienced person to help the individual develop physically, mentally, socially, emotionally, spiritually, politically and economically.

Education is the process through which individuals are made functional members of their society (Ocho, 2005). It is a process through which the young acquires knowledge and realizes her potentials and uses them for self actualization. It enables her to be useful to herself and others. It is a means of preserving, transmitting and improving the culture of the society. In every society education connotes acquisition of something good, something worthwhile.

Education is implicitly a part of culture as it is a life-long learning process that enables a person, irrespective of age; understand the relationship between the environment and his or her peculiar circumstances. Education, whether formal, informal or non-formal, helps towards the development of a complete balanced and rational Personality. Consequently, the lack of education will have negative influences on the individual, family and society at large.

According to Ferguson and Dickens (2003) Community Development (CD) seeks to empower individuals and groups of people by providing these groups with the skills they need to effect change in their own communities. They stressed further that CD involves changing the relationships between ordinary people in positions of power so that everyone can take part in the issues that affect their lives. It starts from the fact that within any community there is a wealth of knowledge, experience and creativity which can be harnessed and channeled into collective
action to achieve the community’s desired goals. Thus, education can rightly be said to be the key to effective participation in CD.

Marshal (2003) states that women make up more than half of the Nigerian population, and they have been known to have contributed in many ways to the development of the society. Hence, for the girl-child to face the challenges of our time, full participation requires they have access to the benefits of formal and informal education to the same level, and of the same quality as that given to the men. He stressed that it is the only way the girl-child can contribute maximally to the socio-economic development of their communities and Nigeria at large.

In support of this, Schacter (2010) argued that children’s intelligence could be significantly influenced by environmental changes and that early childhood was a key to improving later performances in various aspects of the individual’s life. It is in the light of the above that Stronquist (2000) stressed that Girl-child education involves equipping girls who later grow up to women with the knowledge, abilities and mental powers with which they will be useful to themselves, the family and the society.

However, Bolaji (2007) noted that there is still gender inequality in terms of accessibility to education in many parts of Nigeria particularly the Northern States like Katsina, Kano, Bauchi, and Jigawa, Akwa Ibom etc. In these places, many girls are not sent to school and among those sent to school, many drop out early.

Secondly, there is the issue of early marriage which conflicts with educational programmes. Bolaji (2007) noted that early marriage has been institutionalized in many parts of Nigeria especially in Kano, Kastina, Sokoto, Bauchi and Kaduna. It also used to be the case among the Ibos, Ibibios and Urhobos, but with Western education, the practice has abated but not completely eradicated. Girls are given out in marriage for many reasons. It is obvious from the above study that most girls married off, were still physically immature for pregnancy.

In some parts of Nigeria, it is a known fact that the input of the girl child into the family income is so high that it becomes economically unwise to allow such a child to go to school. Examples
of such inputs include generating income by way of hawking food items. The girl child also helps with the household chores and look after the younger ones which relieves the parents of employing paid house helps. This therefore reduces the financial burden on the family (Ballara, 2002).

In addition, poverty compels many parents to marry off their daughters to wealthy men instead of sending them to school. This is because education is so expensive that parents do not consider the returns for girls’ education. Instead, parents would rather prefer the returns of marriage in terms of bride prize. Many parents believe that when girls are educated, the benefits go to their family of procreation instead of the family of orientation.

To Ballara (2002), the importance of the girl child education cannot be over-emphasized in any society, since they (girl-child), constitute more than half of the population in most societies; their education is vital to any sustainable development. With the acquisition of skills, the girl child in adulthood contributes a lot to societal development. A woman’s education affords her the opportunity to take advantage of family planning facilities which results in fewer births of children and less social and economic burdens on families and society in general. According to Ottaway (2000), the girl-child’s education also has bearing on the economic well-being of a country. With education, in adulthood, the girl child could easily gain employment in the formal labor force and therefore contribute not only to her family income but the National GNP. Higher education enables girls to provide financial support to their families especially now that the economic recession has made it impossible for a man to provide adequately for his family with his meager income. Thus, an educated woman with a good earning power can help reduce the financial problems of the family and thus avert frustration and other financial Problems. Also, should the inevitable occur e.g. death or divorce, the educated widow can easily cater for her children’s welfare.

A woman’s literacy also increases productivity and self-employment in the informal sector for example; the educational level of rural women is linked to increased productivity in agricultural sector in many developing countries. Literacy assists people to acquire skills and knowledge that help to facilitate better use of natural resources and other agricultural inputs and thereby
increasing their productivity. Thus, girl-child being active participants in all stages of the productive chain, i.e. hoeing, weeding, fertilizing, harvesting and threshing of grains, storage and distribution of goods need to be educated to increase productivity and their incomes.

According to Stronquist (2000), politically, the girl-child is relegated to the background in the society. They are in most cases under-represented in the decision making process because of the notion that, a woman’s place is in the kitchen. The problems also compounded by the girl-child’s deficiency in educational qualification. Therefore, should more girls be educated, they would be empowered in adulthood to participate in politics not only as voters but as contestants which would give them the opportunity to partake in vital decisions that affect their lives.

Education is a right – but it is still beyond the reach of many. For all these reasons, girls’ education has long been recognized as a human right. Past international commitments include addressing gender equality within the education system, the first step to eliminating all forms of discrimination against women (see Annex 2).

This right to education is denied to 58 million girls, and a further 45 million boys, even at the primary school level. More than 75 countries are likely to miss the 2005 Millennium Development Goals target for gender parity in primary and secondary enrolments. One-third of these countries are in sub-Saharan Africa. On current trends, more than 40 per cent of all countries with data are at risk of not achieving gender parity at primary, secondary or both levels of education even by 2015.

1.2. Statement of the Problem
Girl-child education has in recent times become a matter of concern to stakeholders in Uganda and Suam sub county, Bukwo District in particular. This is because of the extent at which women education has been neglected by most parents from different ethnics’ background and tribes. Stakeholders are complaining why the boy child is given more education attention than the girls. Over the years, the role of the girl-child in Suam Sub County, Bukwo district has been erroneously conceptualized to household keeping and child bearing. This is why the boys are groomed for careers in technical and scientific fields while the females are guided to concentrate
on home economies by forgetting the fact that all individuals irrespective of sex need to be liberated so as to enhance their contribution to the development of the society.

It is important that the girl-child be educated so as to also contribute positively to the growth and development of the society. The women play very important roles of performing economic function of helping to produce goods and services. They also help to improve the health of the individuals by becoming nurses as well as engage in active politics in which they also contribute in making positive decisions which bring about growth and development of their society. They also help in the protection of the environment with knowledge and skills acquired through education. This implies that, for Suam Sub County, Bukwo district to develop, the girl-child must be given and allowed access to quality education.

From observation by the researcher it means that parents, teachers and the school appears not to have earned out enough investigations on the influence of girl-child education on development in the area of study. There is therefore a felt need by the researcher to investigate further into the possible influence of girl-child education on development in the study area. The problem of this study stated in a question form therefore is: What is the impact of girl-child education on the community development of Suam Sub County, Bukwo district, Uganda?

No community will remain undeveloped if it has the required human capital and the best instrument for developing any society is to invest in human capital (Richardson, 2009). This is because the acquired knowledge and skills will guarantee the economic and social liberation of the individual and by implication enhances their contributions to community and national development (Efe, 2001).

Essentially, the Girl-child must be educated in terms of their role in the society, whether as Producers or Reproducers; they are mainly responsible for the care and well-being of their families, they play an important role as educators of future generations, they perform economic functions and social functions (Ballara, 2002). As more and more women are educated, the health of the nation improves. With rising education among the girl child (women), there will be
also a rise of women in the labor force; women education aids in the protection of the environment and also improves agricultural practices (Balara, 2002). Thus, for society to be developed, the Girl-child must be allowed access to good and qualitative education (Ballara, 2002). Hence, this study examined the Impact of Girl-Child Education on Community Development with focus on Suam Sub County, Bukwo district. Thus, the need to ascertain the impact of girl-child education of community development as a first step towards eliminating all hindrances on the way of effective education of the girl child to enable them contribute effectively to community development is the problem of this study.

1.3. Main objective of the Study
The main purpose of this study was to investigate the influence of girl-child education on the development of Suam Sub County, Bukwo district.

1.4. Specific objectives
The specific objectives of this research were:

i) To find out the impact of girl-child education on economic development of the people of Suam sub county, Bukwo district.

ii) To ascertain the impact of girl-child education on community development of the people of Suam sub county, Bukwo district.

iii) To identify the strategies put in place to address the problems

1.5. Research Questions
The following research questions guided the study:

i) What were the impacts of girl-child education on economic development of people of Suam sub county, Bukwo District?

ii) What were the impacts of girl-child education on community development of the people of Suam Sub County, Bukwo district?

iii) What was the influence of girl-child education in community development?

1.6. Scope of the Study
1.6.1. Content scope of the Study
This study was limited to the impact of girl child education on community development.
1.6.2. Geographical Study
The study was conducted in Suam Sub County, Bukwo District, Uganda. The selected sub county was located in Eastern Uganda.

1.6.3. Time scope
This study used the information for the period of 2013 to 2016.

1.7. Significance of the Study
The results of this study were served as a source of enlightenment to parents and guardians on the values of educating the girl-child thereby erasing all the cultural earlier beliefs about the girl-child education. This helped to facilitate community development of the people of Suam Sub County, Bukwo district and the entire nation.

The findings of this study also served as an eye opener to government on the need to encourage girl child education through her policy and also gave scholarship to girls especially from the less privileged parents so that they would be educated. This helped to improve on the economic empowerment of the area and the nation at large.

The result of this study also created awareness in the minds of the girl-child who had been engaged in petty trading business, subsistence farming or waiting to be given out for marriage to rather prepared and was ready to go to school so that they could help in improving the health condition of themselves and their people.

Lastly, the result of the study was relevant to teachers, students, school authorities, government and educational planners as well as those who wished to carry out a study on a related topic and made recommendations for policy makers.
CHAPTER TWO
LITERATURE REVIEW

2.0. Introduction
This chapter examined both theoretical and conceptual frameworks and also contained the review of related literature.

2.1. Concept of Girl-Child Education
The girl-child is a biological female offspring from birth to 18 years of age. During this period, the young girl is totally under the care of the adult who may be parents, guardians or elder siblings (Sutherland in Kobani, 2014). According to Gomwalk (1996), girl-child education is the knowledge and skills given to the girl-child in the formal school settings to enable her to advance her status—knowledge for interaction, self-improvement and status advancement. Maisamani (2006) defines girl-child education as the process of eliminating gender discrimination in education, creating more opportunities and equal access to education for both boys and girls. It is thus, a programme towards the enhancement of gender equality through education.

Education is the acquisition of knowledge that tends to train and develop the individual. It embraces not only the school experiences but also indirect or incidental influences which help us to learn. Such influences and activities affect our character, behaviors and perceptions (Emenike, 2004). It is a vital tool for empowerment that allows meaningful contributions to the society.

2.2. Concept of Development
Development is a concept first associated with humanity and creative energies. It is an improvement in the capacity of the individual and society to control the forces of nature as well as themselves and other individuals and societies for their own benefit and that of humanity at large. It is a process of actualizing people’s inherent capacity, greater freedom, self-confidence, creativity, self discipline and responsibility (Olokoba, Abdullahi, Tijani, Balogun and Hajia, 2013).

Kwumelu in Shamija and Garba (2008:17) defines development as involving the “transformation of society through its institutions, organizations, social rules customary usages and attitudes to an extent that makes the society more and more positive and responsive to desired modern changes”.

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2.3. Influence of Girl-Child Education on Political Emancipation

Educating the girl-child today is the greatest investment any nation can provide to ensure development considering the diverse roles women play in the society today especially by actively participating in politics. Stronquist (2000) states that politically, the girl-child is relegated to the background in the society. They are in most cases under-represented in the decision-making process because of the notion that, a woman’s place is in the kitchen. The problem is also compounded by the girl-child’s deficiency in educational qualification. Therefore, should girls be educated, they would be empowered in adulthood to participate in politics not only as contestants which would give them the opportunity to partake in vital decisions that affect their lives and that of their entire society.

Ballara (2000) when he observed the importance of the girl-child education in social development, as the education of the girl child has bearing on the economic well-being of a community, and when the girl child is academically qualified and grows into a woman, she will contribute to the political development of her nation. He further states that when the girl-child is academically qualified and grows into a woman, she will contribute to the political development of his society by and large.

2.4. Influence of Girl-Child Education on Economic Empowerment

The relationship between education and development is established very well in such that education is a lay index of development. Several researches have shown that education improves productivity and reduces negative features of life such as child trafficking, child labour. World Bank (2002) in support of this states that girl-child education raises the economic productivity of a nation According to Marshal (2003) women make up more than half of the population of Nigeria and they have been known to have contributed in many ways to the development of the society. For the girl child to face the challenges of time therefore requires they have access to the benefits of formal and informal education to the same levels and of the same quality as that given to the boys. He further stressed that it is the only way the girl-child can contribute maximally to the economic development of their communities and Nigeria at large.
Nwaji (2011) notes that many years ago, almost all women were full time housewives except those that were involved in farming activities. In recent times however, educated women are competing with their male counterparts in the labor market and are contributing immensely to the economic achievement of their families and the nation. The United Nation platform in Nwaji notes that “literacy of women is an important key: investing in formal and non-formal education and training for girls and women have proved to be best means of achieving sustainable development and economic growth of a nation.

Kobani (2014) states that, a woman’s literacy increases productivity and self-employment in the informal sector. For example, the girl-child may become active participants in all stages of the productive chain, i.e. hoeing, weeding, fertilizing, harvesting and threshing of grains, storage and distribution of goods need to be educated to increase productivity and their incomes. Ottaway (2000) posits that the girl child education has bearing on the economic wellbeing of a country, with education in adulthood, the girl-child could easily gain employment in the formal labor force and therefore contribute not only to her family but the national GNP.
CHAPTER THREE
METHODOLOGY

3.0. Introduction
This chapter presented the study design, study population, sample and sampling techniques, data collection methods, instruments, validity, reliability, procedure and finally data analysis techniques.

3.1. Research Design
The researcher used a cross-sectional survey research design because the study was intended to pick only some representative sample elements of the cross-section of the population. The study was cross-sectional because it was conducted across participants over a short period of time and it would not necessitate the researcher to make follow-ups of the participants. The survey was also preferred because it allowed the researcher get detailed inspection of the impact of girl child education on community development in Suam Sub County. Quantitative and qualitative approaches were adopted.

3.2. Target Population
The study was conducted in the two selected Government Aided primary schools namely: Suam and Kapyoyo primary schools Primary Schools. The study population was composed of 2 (two) head teachers, 156 teachers, 567 parents and 1429 pupils of primary six and seven. The total population was 2,154 (head teachers’ records) physical visit were held at the head teachers’ offices.

Sample size
The following sample size formula for infinite population (more than 50,000) is used to arrive at a representative number of respondents when population estimate is known (Godden, 2004):

The population of the study was 2154 respondents but only 670 respondents were taken as the sample population.

\[
N = \frac{Z^2 \times \bar{p} (1 - \bar{p})}{M^2}
\]

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Where:

\[ n = \text{Sample Size for infinite population} \]
\[ Z = \text{Z value (e.g. 1.96 for 95\% confidence level)} \]
\[ P = \text{population proportion (expressed as decimal) (assumed to be 0.5 (50\%))} \]
\[ M = \text{Margin of Error at 5\% (0.05)} \]

**Example**
The following worked out example uses a population proportion \((P)\) of 30\% \((0.3)\) to determine a sample size \((n)\) of an infinite population.

**Note**
You can use a particular population proportion based on established statistics of the population you are targeting. For instance, you may target 30\% \((0.3)\) of a population in particular location of your study (as in the worked out example). You may also opt to use the standard population proportion of 50\% \((0.5)\) which is the maximum sample size one can select from a population.

### 3.3. Sample of the study

**Table for determining sample size for finite population**

To simplify the process of determining the sample size for a finite population, Krejcie & Morgan (1970), came up with a table using sample size formula for finite population.

**Note:**
There is no need of using sample size determination formula for ‘known’ population since the table has all the provisions one requires to arrive at the required sample size. For a population which is equal to or greater than 1,000,000, the required sample size is 384.

### 3.4. Sample and Sampling Techniques

**Table 1: Study sample size from the two primary schools**

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<th>Sample Population</th>
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<td>Teachers</td>
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<td>89</td>
<td>Simple random sampling</td>
</tr>
<tr>
<td>Pupils</td>
<td>1429</td>
<td>433</td>
<td>Simple random sampling</td>
</tr>
</tbody>
</table>
Those willing to respond to the whole session

<table>
<thead>
<tr>
<th>Parents</th>
<th>567</th>
<th>272</th>
<th>Simple random sampling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Total</td>
<td>2154</td>
<td>796</td>
<td></td>
</tr>
</tbody>
</table>


Purposive sampling technique was used to select head teachers; simple random sampling was used for teachers and other respondents because they were few and was the experts in the education industry (Amia 2005). The total number of head teachers was 2 and teachers were 156. Parents and pupils were also randomly selected because the researcher believed that they were the right people who could give the right information about the pupils and parents. The researcher had in mind that they had data he required (Amia, 2005:142). From the population of 2 head teachers, 156 teachers, 1429 pupils and 567 parents that made up the total of 2,154 from 2 primary schools only 796 respondents were sampled to reduce cost, time and effort and further still, only 670 of them were willing to respond to all questions in the entire questionnaire session. The sampling was done in such a way that different categories of respondents were represented in the sample. The sample was large enough to enable generalization of results.

3.5. Data Collection Methods

Questionnaires, survey interviews, non-participation observation and nominal group discussion were the methods used to collect data from the respondents. Questionnaires which had both quantitative and qualitative data (Kothari, 2004) self-administered were so preferred because they were easy to be filled by the participants. These kept the respondents on the subject, respectively objective and were fairly easy to make frequent counts and it was the easiest means of reaching respondents and obtaining desired data in the limited time available. Interviews were used as they allowed pursuance of in-depth data around the topic; they were used as follow-ups to certain respondents to confirm pupils’ performance in classes and past results. Nominal group discussion were preferred because it helped the researcher to come up with agreed position and conclusions with respect to the influence of the said home-based factors on pupils’ performance in primary schools in Suam sub county, Bukwo District.
3.6. Instruments
The researcher used four types of instruments. These included: questionnaires, interviews guides, non-participation observation and nominal group discussion.

3.6.1. Questionnaires
The researcher used a set of self-administered questionnaires directed toward pupils (Primary Six and Seven) whereby 120 pupils were chosen from P.6 and 58 pupils from P.7; and the research assistants helped to administer the questionnaires. The respective self-administered questionnaires started with a main title, followed by introductory letter and had sections. Section one consisted of the background, Section Two was on independent variables in the study while Section Three consisted of items about the dependent variables. Self-administered questionnaires were preferred because of the number of respondents, costs and the nature of the topic, which had to do with both quantitative and qualitative data (Katheri, 2004). The questionnaires were constructed to obtain data on level of education of girls, level of family income and parents’ marital status, which were got from the independent variables and community development (the dependent variables).

3.6.2. Interviews
The interviews provided information on the impact of girl child education on community development in Suam Sub County. Interviews were preferred because they allowed pursuance of in-depth information around the topic and were useful as follow-ups to certain respondents for instance parents and teachers and to further investigate their responses and serve the purpose of triangulation (Amia 2005). The interviews therefore targeted parents and teacher with a total population of 307.

3.7. Validity
Accuracy of information was ensured by the use of relevant instruments. The questionnaires were subjected to the scrutiny of the supervisors and their recommendations were used to finally formulate instruments that had the ability to obtain the expected relevant data.

Head teachers, teachers and parents were interviewed to obtain data on how girl child education, level of family income and parents’ marital status influenced community development in Suam Sub County, Bukwo district. A group of parents were engaged in nominal group discussion and
some relevant documents were consulted to obtain data on girl child education. After designing the questionnaires, they were subjected to rating and Content Validity Index (CVI) was computed using the following formula:

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

The CVI for the questionnaires for pupils were equal to 0.7 the recommended validity (Amia 2005). Hence, the questionnaires were considered valid for data collection.

3.8. Reliability

The questionnaires were pre-tested in two selected schools outside Suam Sub County that ensured reliability. It helped to ensure consistency and dependability of the research instruments and their ability to tap data that was answered to the objectives of the study. Raw data from the instruments was subjected to a reliability analysis from which Cronbach’s co-efficient alpha was systematically and consistently computed.

3.9. Data Collection Procedure

The researcher obtained an introductory letter from Dean, School of Education, Kampala International University. On arrival to the District, he sought for permission from the District Education Office, office of Local Council Three (LC 3) and the head teachers of primary schools to collect data in schools. Self-administered questionnaires were then administered to the pupils by head teachers and were completed anonymously. Head teachers, teachers and parents were interviewed and completed well. Nominal group discussions were done peacefully. lessons were observed and relevant documents were obtained from schools. The raw data obtained was then arranged into a format from which some meaningful conclusions were drawn.

3.10. Data Analysis

The researcher analyzed the qualitative data collected using structured closed ended items in the questionnaires for each objective and coded using a five-point Likert response scale. They were subjected to frequencies and percentages, which helped to show the distribution of respondents on each of the independent and dependent variable. Raw data was analyzed using descriptive statistics and Pearson Product Moment Correlation. Correlation was used to test the hypotheses in order to determine the influence of home-based factors on pupils’ performance. ANOVA
testing was used to test the influence of the combined independent variable components on the dependent variable. Rank order was performed to determine the relative influence and significance of each component of the independent variable on the dependent variable. The following formula for the correlation was used:

The qualitative data was collected through interviews; non-participation observation and nominal group discussion were categorized, cleaned, interpreted and analyzed under their respective themes. This was used to triangulate and support findings obtained through quantitative data analysis. Data was analyzed and was coded using a five-point Likert response scale.
CHAPTER FOUR
PRESENTATION AND DISCUSSION OF RESULTS

4.0. Introduction
This chapter presents the research findings which have been arranged in accordance with the research questions. These findings were got from questionnaires and interviews, which were used to reinforce the existing knowledge in literature, harmonized and presented using frequency tables and percentages.

4.1. Respondents background information.
Under this, the respondents examined the category of respondents investigated on the gender, age of respondent educational level, years worked at the district marital status and religious affiliation of the respondents where the following were the findings.

4.1.1. Gender.
Table 4:1 The Gender of the respondents (n=796)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
<th>Cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>320</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Female</td>
<td>475</td>
<td>60</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>796</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source: primary Data, 2017
According to table 2, 60% (475) of the respondents who constituted the majority were female while 40% (320) of the respondents were male. The findings of the study implied that the schools in question constituted of more female teachers and children than the male.

4.1.2. Age of respondent
The study further established respondents age distribution categorized in a certain range. This was to determine how age relates to procurement practices based on experience.
Table 4:2 The age of respondents (n=796)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 13 years</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>13-18</td>
<td>485</td>
<td>61</td>
</tr>
<tr>
<td>18-28</td>
<td>95</td>
<td>12</td>
</tr>
<tr>
<td>29-38</td>
<td>121</td>
<td>15</td>
</tr>
<tr>
<td>39-48</td>
<td>72</td>
<td>9</td>
</tr>
<tr>
<td>49 and above</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>796</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: primary Data-2017
When respondents were asked of their age 61%(484) of the them revealed that they were between 13-18 years of age, 15%(121) of the respondents were between 29-38 years of age, 12%(95) were between 18-28 years of age, 9%(72) were in the age range of 39-48, 2%(17) of the respondents were below the age of 13 while 1%(6) were above the age of 49 years.

From the findings, it implied that the largest portion of the respondents comprised of pupils, followed by the teachers, and then the other categories as per the percentages respectively. Since we were looking at schools and the topic of study which was directed to primary school pupils, it clearly explained why more pupils were involved in the research than any other category with a rate of 61%(484). Government aided schools in Suam Sub County employs more of the energetic and experienced teachers in the schools for easy interaction between them and the pupils.

4.1.3. Pupils’ information

Table 4.3: The classes of pupils in the sub county (n=433)

<table>
<thead>
<tr>
<th>Class</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Six</td>
<td>237</td>
<td>55</td>
</tr>
<tr>
<td>Primary Seven</td>
<td>195</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>433</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Primary data 2017*

The table showed that 55% (237) of the respondents in this category were primary six pupils while 45% (195) of them were primary seven pupils. This therefore indicated that the researcher’s interest was majorly in upper primary classes of Primary six and Seven respectively.

4.1.4. Parents’ level of education

Table 4.4: The education level of parents in the sub county (n=272)

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>121</td>
<td>45</td>
</tr>
<tr>
<td>Secondary</td>
<td>118</td>
<td>44</td>
</tr>
<tr>
<td>Above Secondary</td>
<td>32</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>272</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Primary data 2017*

From table 4.4, 45% (121) of the respondents in this category had gone as far as primary level, 44%(118) of the respondents had studied up to secondary level while only 11%(32) of them had gone above secondary i.e. tertiary, university and others. Basing on the findings therefore, most of the parents in this area were semi-literate thereby endeavoring to take their children to school.
4.1.5. Level of family income

Table 4:5 The level of family income of parents (n=272)

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>128</td>
<td>47</td>
</tr>
<tr>
<td>Middle</td>
<td>116</td>
<td>43</td>
</tr>
<tr>
<td>High</td>
<td>27</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>272</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary data 2017

From table 4:5, 47% (108) of the respondents said they are low income earners, 43%(98) of them were middle income earners while 10%(23) of the respondents were high income earners and therefore this implied that most parents were unable to take their children to good and expensive schools for better education because of their income status hence reducing on the competitive nature of the pupils in regard to other schools in terms of education material.

4.1.6. Marital status of parents

Table 4:6 The Marital Status of Respondents (n=272)

<table>
<thead>
<tr>
<th>Status</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divorced</td>
<td>27</td>
<td>10</td>
</tr>
<tr>
<td>Widowed</td>
<td>51</td>
<td>19</td>
</tr>
<tr>
<td>Single</td>
<td>80</td>
<td>29</td>
</tr>
<tr>
<td>Married</td>
<td>114</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td>272</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary data 2017

From table 4:6, 42% (114) of the respondents were married, 29% (80) single, 19% (51) of the respondents were widowed and 10% (27) were divorced. This therefore implied that the parents who had children in these schools were more responsible because they were able to maintain their marriages in relation to the status indicated in the table. It also further indicated the children are given more attention by both parents because they are together and hence improvement in their performance.

4.2. Findings on the impact of girl-child education on economic development of the people of Suam sub county, Bukwo district.

The first objective of the study which examined the impact of girl-child education on economic development of the people of SUAM sub county, Bukwo district and the findings of the study have been analysed under the following variables.
Table 4.7 The impact of girl-child education on economic development of the people of Suam sub county, Bukwo district (n=670)

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>SD</th>
<th>D</th>
<th>N/S</th>
<th>A</th>
<th>S/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents provide midday meals for their children at school.</td>
<td>90(13%)</td>
<td>50(7%)</td>
<td>30(5%)</td>
<td>100(15%)</td>
<td>400 (60%)</td>
</tr>
<tr>
<td>Parents visit their children at school.</td>
<td>310 (46%)</td>
<td>20 (3%)</td>
<td>8 (1%)</td>
<td>132 (20%)</td>
<td>200 (30%)</td>
</tr>
<tr>
<td>Parents send their children to school on daily basis.</td>
<td>200(30%)</td>
<td>90(13%)</td>
<td>50(8%)</td>
<td>120(18%)</td>
<td>210(31%)</td>
</tr>
<tr>
<td>Children attend school on market days.</td>
<td>164(25%)</td>
<td>89(13%)</td>
<td>39(6%)</td>
<td>143(21%)</td>
<td>234(35%)</td>
</tr>
<tr>
<td>Parents provide scholastic materials for their children.</td>
<td>150(22%)</td>
<td>200(30%)</td>
<td>97(15%)</td>
<td>123(18%)</td>
<td>100(15%)</td>
</tr>
<tr>
<td>Parents provide conducive home environment for learning such as electricity for reading.</td>
<td>230(34%)</td>
<td>97(15%)</td>
<td>101(15%)</td>
<td>89(13%)</td>
<td>153(23%)</td>
</tr>
</tbody>
</table>

Source primary Data, 2017

According to the findings as shown in table 4.7, 60%(400) of respondents strongly agreed that parents provide midday meals for their children at school, 15%(100) of them agreed, 13%(90) of the respondents strongly disagreed with the statement, 7%(50) of the respondents Disagreed and 5%(30) of them were not sure. But relating to (Kobani, 2014), it is believed that children can perform well even if they are not provided with midday meals by their parents if they choose to concentrate in class. This however does not mean that parents do not provide meals for the children as evidenced by the responses from the respondents in table 4.7 with a response rate of 60%.

Thirty percent (30%) (200) of the respondents strongly agreed to the statement that parents visit their children at school. 20%(132) agreed, 46%(310) of the respondents strongly disagreed, while 3%(20) disagreed with the statement and 1%(8) of the respondents were not sure of the statement. (Gomwalk 1996) however argues that occasional visits are very important because they help pupils know that their parents are concerned about their educational life. But this does not rule out the fact that most parents do not visit their children at school considering the fact that
they take an excuse of looking for food and other basic needs at home for the family as evidenced by a 46% rate of response.

Thirty one percent (31%) (210) of the respondents strongly agreed that parents send their children to school on daily basis, 18%(120) of the respondents agreed and 30%(200) of the respondents strongly disagreed with the statement, 13%(90) disagreed while 8%(50) of them were not sure. On the contrary, although most of the respondents agree that parents send their children to school on a daily basis. (Emenike, 2004) believes that there is just a need to encourage love for education among the pupils so that they are not just sent to school but they know it is their obligation and he supported the 30% of them who strongly disagreed. But however, it is very important for parents to take the initiative of sending their children to school on a daily basis because some children do not actually reach school but rather get engaged with other activities on the way thereby leading to peer groups and poor performance in class.

Thirty five percent (35%) (235) of respondents strongly agreed that children attend school on market days. 21%(143) of the respondents agreed, 25%(164) strongly disagreed. 13%(89) of them disagreed while 6%(39) of the respondents were not sure of the statement. On the other hand, (Olokoba, and Hajia, 2013) does not agree with the 35% response rate that believes children attend school on market days because most parents are less or not educated at all which eventually forces them into baring their children from going to school but rather stay home and help them with market work. This however meant that most children attend school on market days and that most of them mind more about their academics than other factors though their parents are not well off basing on a 35% response rate.

Fifteen percent (15%) (100) of the respondents strongly agreed that parents provide scholastic materials for their children, 18% (123) agreed, 22% (150) of the respondents strongly disagreed, 30% (200) of them disagreed while 15% (97) of the respondents were not sure. Research indicates that there are positive academic outcomes resulting from parental involvement in the education system of their children. This means that much as most of the parents to these pupils in government aided schools are below the poverty line, they show a lot of concern to their children by trying to provide the basic needs for their education (Stronquist 2000). This however does not rule out the fact that parents provide less or no scholastic materials for their children thereby lowering their academic performance as shown by the response rate of 30%.
Twenty three percent (23%) (153) of respondents strongly agreed that parents provide conducive home environment for learning such as electricity for reading, 13% (89) of the respondents agreed, 34%(230) strongly disagreed with the statement, 15%(97) disagreed and 15%(101) of the respondents were not sure. But this however is not in line with (Avvisati et al 2010) who describes parents and schools as policy makers with similar functions when it comes to children and it clearly shows that parents have a lot of concern and care about their children and therefore provide a very conducive environment. To a greater extent though, it is analysed that parents do not provide the conducive environment required for the best academic performance for the children because there is a big problem of electricity in the village that hinders the reading process as evidenced by 34% response rate.

This therefore in conclusion was in line with (Hill & Craft, 2003) who stated that Parental involvement in a child’s education is consistently found to be positively associated with a child's academic performance. High illiteracy rates of the parents adversely affected community school links. Often the parents from nomadic areas do not see the point in supervising homework or even of keeping girls in school. At the family level, parents have negative attitudes towards girls’ education and that girls suffer from domestic work overload, a situation that reduces their interest in pursuing education (Ballara 2000). However, in the same sense there is need for parents to get more time for their children at school and visit them more often in order to monitor their academic performance thereby improving their love for education (Mark, 2003).

4.3. Findings on the impact of girl-child education on community development of the people of Suam sub county, Bukwo district in Suam Sub County, Bukwo District.

The second objective of the study which examined the impact of girl-child education on community development of the people of Suam sub county, Bukwo district in Suam Sub County, Bukwo District where the findings have been summarized under the following variables.
Table 4:8 The impact of girl-child education on community development of the people of Suam sub county, Bukwo district (n=670)

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>SD</th>
<th>D</th>
<th>N/S</th>
<th>A</th>
<th>S/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children abandon school during market days</td>
<td>110(16%)</td>
<td>86(13%)</td>
<td>79(12%)</td>
<td>95(14%)</td>
<td>300(45%)</td>
</tr>
<tr>
<td>Parents protect their children well during market days</td>
<td>103(15%)</td>
<td>96(14%)</td>
<td>57(9%)</td>
<td>100(15%)</td>
<td>314(47%)</td>
</tr>
<tr>
<td>Incidences of rape, defilement unprotected sex usually happens during market days</td>
<td>90(13%)</td>
<td>30(5%)</td>
<td>0</td>
<td>150(22%)</td>
<td>400(60%)</td>
</tr>
<tr>
<td>Forced marriages often happen hence affecting children’s performance at school.</td>
<td>300(46%)</td>
<td>100(14%)</td>
<td>14(2%)</td>
<td>63(9%)</td>
<td>193(29%)</td>
</tr>
<tr>
<td>Children disappear from school during market days</td>
<td>107(16%)</td>
<td>70(11%)</td>
<td>40(6%)</td>
<td>123(18%)</td>
<td>330(49%)</td>
</tr>
<tr>
<td>Children get exposed to very bad behaviour which affects their health.</td>
<td>93(14%)</td>
<td>56(8%)</td>
<td>10(2%)</td>
<td>135(20%)</td>
<td>376(56%)</td>
</tr>
</tbody>
</table>

Source primary Data, 2017.

Considering the findings as shown in table 4:8, 45%(300) of the respondents strongly agreed that most children abandon school during market days, 14%(95) of them agreed, 16%(110) of the respondents strongly disagreed, 13%(86) disagreed, whereas 12%(79) of the respondents were not sure. This however was not in agreement with (Marshal 2003) who discovered that academic performance is influenced by various demographic factors rather than only market days such as age and distance from home to school. But according to the findings from the research, it was confirmed that most children abandon school during market days due to the excitement and mostly for girls who eventually end up in early marriages.

Fourty seven percent (47%) (314) of respondents strongly agreed that parents protect their children well during market days, 15% (100) of them agreed, 15% (103) strongly disagreed with this statement, 14% (96) disagreed and 9% (57) of the respondents were not sure of the statement. But this was not in agreement with( Jensen, 2010), who believed that during this time, parents become too busy to even notice that their children are missing and that they do not protect them because in most cases most of the parents are also involved in the celebrations. The
finding however indicated that parents take an initiative to protect their children well during market days to avoid unexpected short failings for example unwanted pregnancies, rape cases, defilement cases and perhaps even death as evidenced by a 47% response scale.

Sixty percent (60%) (400) of the respondents strongly agreed that incidences of rape, defilement, unprotected sex usually happens during market days, 22% (150) agreed to the statement, 13% (90) strongly disagreed and 5% (30) disagreed with the statement. (Mbiliyini, 2003), diverts from this analysis because he believes that cases of rape defilement, unprotected sex to some extent are caused due to negligence by both the parents and children and not necessarily by market days season. This therefore meant that incidences of rape, defilement unprotected sex usually occasionally happen during market day’s ceremonies because the families get dismantled and the children get the chance to move and run to different places.

Twenty nine percent (29%) (193) of the respondents strongly agreed that forced marriages often happen hence affecting children’s performance at school. 9% (63) of them agreed, 46%(300) strongly disagreed, 14%(100) of the respondents disagreed and 2%(14) of the respondents were not sure of the statement. Though most of the respondents disagreed that forced marriages often happen in these areas, (Harter 2001) contradicts with them by asserting that forced marriages happen as a result of unwanted pregnancies and rape whereby parents end up disagreeing with their children and therefore force them into marriages. This however does not rule out the fact that forced marriages are less or do not happen in this area due to the responsibility the parents portray to their children as evidenced by the response rate of 46%.

Forty nine percent (49%) (330) of the respondents strongly agreed to the statement that children disappear from school during market days, 18% (123) of them agreed, 16% (107) strongly disagreed to the statement, 11%(70) disagreed while 6%(40) of the respondents were not sure. (Weiner, 1990), strongly disagreed with this majority of 49% that believed that children disappear during market days where he asserted that children cannot disappear because the people they engage with during market days are in most cases their relatives, friends and even some times cultural leaders who are expected to protect the culture. This on the other hand does not disprove the findings as analysed by the researcher.
Fifty six percent (56%) (376) of the respondents strongly agreed with the fact that children get exposed to very bad behaviour which affects their health, 20%(135) agreed with the statement, 14%(93) strongly disagreed, 8%(56) of them disagreed and 2%(10) of the respondents were not sure of the statement. This indicated that a high number of children get exposed to bad behaviour during the market days’ time which eventually affects their health thereby causing diseases like HIV/AIDS, Gonoreah, Syphilis, and many other infections and further still they get exposed to a lot of pornographic material which still does not allow them concentrate in class. This objective therefore was not in accordance with (Weiner, 1990) who stated that a learner’s level of need to achieve success significantly affects his performance. The need for achievement is the desire to seek for the attainment of realistic, but challenging, goals and achievement in one’s academic activities.

In summing up this objective, Ngware, Oketch, & Ezeh, (2008), show that most nomadic primary school girls have low desire to achieve. This is why they engage in easy or moderate tasks to avoid failure. They seem to give up at any little difficulty in problem solving. Research findings by Abdulahi (2005), confirmed that attempt by Universal Basic Education (UBE) to address the academic performance of students. (Daniels, Kalkman, and McCombs, 2001) however differs that Children with high expectation for success on a task usually persist at it longer and perform better than children with low expectations. In addition to child rearing practices, reviewed previously, teaching styles and communication pattern affect children’s attributions.

4.4. Findings on the strategies put in place to address the problems
The third objective of the study which examined the strategies put in place to address the problems, where the findings have been summarized under the following variables.
Table 4:9 The strategies put in place to address the problems (n=670)

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>SD</th>
<th>D</th>
<th>N/S</th>
<th>A</th>
<th>S/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>There has been sensitization of parents about the value of education of</td>
<td>314(47%)</td>
<td>109(16%)</td>
<td>47(7%)</td>
<td>50(8%)</td>
<td>150(22%)</td>
</tr>
<tr>
<td>their children.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents and the community strictly follow existing government laws</td>
<td>350(52%)</td>
<td>50(8%)</td>
<td>20(3%)</td>
<td>40(6%)</td>
<td>210(31%)</td>
</tr>
<tr>
<td>concerning their children’s education.</td>
<td></td>
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<tr>
<td>Parents protect their children against risks during market days.</td>
<td>230(34%)</td>
<td>60(9%)</td>
<td>15(2%)</td>
<td>115(18%)</td>
<td>250(37%)</td>
</tr>
<tr>
<td>Parents and the community discourage early child marriages.</td>
<td>120(18%)</td>
<td>90(13%)</td>
<td>47(7%)</td>
<td>101(15%)</td>
<td>312(47%)</td>
</tr>
<tr>
<td>Government enforces laws to ensure peace and security in the community</td>
<td>100(15%)</td>
<td>96(14%)</td>
<td>31(5%)</td>
<td>103(15%)</td>
<td>340(51%)</td>
</tr>
<tr>
<td>during market day’s period.</td>
<td></td>
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</tr>
<tr>
<td>Schools send children home early to avoid children’s disappearance on the</td>
<td>230(34%)</td>
<td>40(6%)</td>
<td>15(2%)</td>
<td>105(16%)</td>
<td>280(42%)</td>
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<tr>
<td>way.</td>
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</table>

Source primary Data, 2017.

Looking at the findings shown in table 4:9, 22%(150) of the respondents strongly agreed with the statement that there has been sensitization of parents about the value of education of their children, 8%(50) of them agreed, 47%(314) strongly disagreed, 16%(109) disagreed whereas 7%(47) of the respondents were not sure of the statement. (Jamison et al 2000) however differs from this argument by asserting that much as many parents and guardians give a deaf ear, sensitization is a very important aspect that helps to enlighten people about what they do not know and therefore he believes that governments have a role to play in sensitizing its people about the value and role of education to their children. But this does not rule out the fact that there is little or no sensitization at all made to parents about the value of education of their children hence leading to less support to them towards their academic performance as is shown in the 47% response rate who greatly disagree.

Thirty one percent (31%) (210) of the respondents strongly agreed with the statement that parents and the community strictly follow existing government laws concerning their children’s education, 6% (40) agreed, 52%(350) of the respondents strongly disagreed with the statement.
8%(50) disagreed whereas 3%(20) of the respondents were not sure with the statement. Much as many people think government laws do not work, (Mark 2003,) perceives it differently in a way that he believes that government laws are government laws and they can affect you any time and because of this, he believes that governments try as much as possible to implement their laws amongst the communities they lead. This however was not the case with the findings that implied that although the government set up laws concerning children’s education, most parents and communities have strongly ignored these laws simply because they are not well sensitized and educated about the disadvantages of not educating a child which is therefore reflected by the highest percentage of 52%.

Thirty seven percent (37%) (250) of the respondents strongly agreed with the statement that parents protect their children against risks during market days, 18%(115) of them agreed, 34%(230) of them strongly disagreed, 9%(60) disagreed whereas 2%(15) of the respondents were not sure. (Uwezo 2010), contradicts with the findings in a way that he believes that parents cannot give enough protection to their children because some of them just escape from home without the notice of their parents and they are only notified after a problem has occurred and therefore it becomes hard for them to keep an eye on their children during this time. This however indicates that to a larger extent, parents do not offer enough protection to their children against risks during market days possibly due to the distances they travel.

Fourth seven percent (47%) (312) of the respondents strongly agreed with the statement that parents and the community discourage early child marriages thus helping and making it easy for the children to stay in school and get through with their studies, 15%(101) of them agreed, 18%(120) were strongly disagreed, 13%(90) of them disagreed whereas 7%(47) of the respondents were not sure with the statement. (Sirin 2005), did not agree with these findings in a way that he believed that most community in local settings mind more about dowry and bride price than considering the rights of their children hence encouraging early child marriage. But according to the statistics above with the highest response rate being 47%, it is believed that parents and the community have played a very great role in the education cycle of their children through discouraging early child marriages thereby encouraging their children to stay in school.
Fifty one (51%) (340) of the respondents strongly agreed with the statement that government enforces laws to ensure peace and security in the community during market days period. 15%(103) of them agreed, 15%(100) of the respondents strongly disagreed, 14%(96) disagreed whereas 5%(31) where not sure. (Kremer et al 2010), was not in agreement with these findings that stated that government enforces laws to ensure peace and security in the community where he asserted that during this period (market days), communities take full responsibility of their children. This therefore indicated that when it comes to security, the government has tried its best and even during this period the security and peace is enforced hence leading to reduced crime rates.

Fourty two percent (42%) (280) of the respondents strongly agreed with the statement that schools send children home early to avoid children’s disappearance on the way. 16%(105) of them agreed. 34%(230) of the respondents strongly disagreed. 6%(40) disagreed while 2% (15) where not sure. According to the Ministry of Education, 2009, report it was found out that most schools teach children even far beyond the specified time for children to leave school in the name of Remedial lessons and extra time which on the other hand does not give the child enough time to rest thereby leading to poor academic performance in schools. But looking at these statistics, it clearly shows that to a larger extent, schools have played their role by sending children home early so as to avoid any incidences of children’s disappearance on their way home gauging from the 42% response rate.

In conclusion, this objective was in line with (Jamison et al., 2000) theories which analyzed that Randomized trials have provided evidence from several developing countries. In Nicaragua, workbooks and radio instruction raised pupils' mathematic scores. Textbooks raised test scores in the Philippines, but in Kenya textbooks had effects only among the best students, perhaps because the textbooks were difficult for most students (Glewwe, Kremer and Moulin, 2006). Evidence from Kenya also suggests little impact on test scores from flip charts. Duflo (2001) shows that the large scale construction of primary schools led to increases in educational attainment and he stated that however, this did not rule out the fact that parents do not follow the relevant and necessary government laws that are set to protect and support the pupils in schools for example providing meals for their children, scholastic materials and many others.
CHAPTER FIVE
SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.

5.0. Introduction.
This chapter covered data presentation the summary of the key findings, discussion of the findings, conclusions, recommendations and areas for further research/study.

5.1. Summary of the finding.
The impact of girl-child education on economic development of the people of Suam sub county, Bukwo district.
The findings therefore implied that to a larger extent, parents get directly involved in their children’s academic performance through: providing midday meals for their children at school, visiting their children at school, sending their children to school on daily basis, ensuring that children attend school on market days, providing scholastic materials for their children and providing a conducive home environment for learning such as electricity for reading hence enabling their children to concentrate in school and improve on their academic performance where research indicates that there are positive academic outcomes stemming from parental involvement with benefits beginning in early childhood, throughout adolescence and beyond (Kutnick, 2000). Shaver and Walls (1998) are also in support of this viewpoint, arguing that the connection between parents and school achievement is real.

The impact of girl-child education on community development of the people of Suam sub county, Bukwo district.
The findings implied that socio-cultural factor had greatly influenced and impacted on the girl child academic performance in government aided schools for instance; children abandoning school during market days, parents protection of their children is minimal during market days. incidences of rape, defilement unprotected sex usually happen during market days, forced marriages also often happen hence affecting children’s performance at school, children disappear from school during market days and they also get exposed to very bad behaviour which affects their health thereby affecting their academic life or academic performance in schools. Chege (2003) believed that apart from achievement motivation, he further discovered that academic performance is influenced by various demographic factors, such as age and distance from home to school.
Strategies put in place to address the problems in government aided schools in Suam Sub County, Bukwo District.

The findings implied that besides all these happenings in the schools, the government and the community are not relaxed but rather fighting tooth and nail to implement some strategies which would help to curb down the problems as mentioned. Some of the strategies as research on were; parents’ protection of their children against risks during market days, parents and the community’s discouragement of early child marriages, government enforcement of laws to ensure peace and security in the community during market days period and also schools sending children home early to avoid children’s disappearance on the way. Randomized trials have provided evidence from developing countries. In Nicaragua, workbooks and radio instruction raised pupils’ mathematic scores (Jamison et al., 2000). Textbooks raised test scores in the Philippines, but in Kenya textbooks had effects only among the best students, perhaps because the textbooks were difficult for most students (Glewwe, Kremer and Moulin, 2006). Evidence from Kenya also suggests little impact on test scores from flip charts.

5.2. Conclusion

Parents’ involvement in academic performance in government aided primary schools in Suam Sub County, Bukwo District.

Basing on the findings, parents have not left the struggle to their children alone but also got involved in ensuring that their children study well and also concentrate in school by providing midday meals, visiting their children, sending their children to school on daily basis, ensuring that children attend school, providing scholastic materials and providing a conducive home environment for learning.

Socio – cultural factors that affect girl child academic performance in government aided primary schools in Suam Sub County, Bukwo District.

The finding shows that socio – cultural factors are the greatest contributor to the poor performance, school dropouts’ level, early marriages and greatest influence of bad behaviour among children. This has come to this because the community gives much attention and respect to culture forgetting the wellbeing of their children thus affecting the academic performance in schools.
Strategies put in place to address the problems in government aided schools in Suam Sub County, Bukwo District.

For the case of strategies put in place to address the problems related to socio – culture, for instance; parents’ protection of their children against risks during market days, parents and the community’s discouragement of early child marriages, government enforcement of laws to ensure peace and security in the community during market days period and also schools sending children home early to avoid children’s disappearance on the way, it was found out that when these strategies are put in place, they will put very great impact on the performance of children in government aided schools in Suam Sub County, Bukwo District.

5.3. Recommendations.

Parents’ involvement in academic performance in government aided primary schools in Suam Sub County, Bukwo District.

There should be more sensitization and investigations by the ministry of Education and Sport to the parents, guardians and children on the value of education and streamline each one’s role in the improvement of the academic performance in school hence encouraging the children to stay in school. This will lead to high quality education in these schools and also help make the children to love education and stay in school. Close monitoring and supervision should be done by the teachers and the school management to ensure that children complete their tasks as assigned to them in school.

Socio – cultural factors that affect girl child academic performance in government aided primary schools in Suam Sub County, Bukwo District.

Government needs to educate the public on ways how to amalgamate the two ideas of education and culture so that children can be able to practice their culture and at the same time stay in school and perform well. The government needs to also devise ways of how to enable people to practice their culture without violent actions and reduce the crime rates.

Strategies put in place to address the problems in government aided schools in Suam Sub County, Bukwo District.
Government should emphasize on the strategies put in place to address these problems, devise means of monitoring these strategies and come up with more and better strategies to improve on the academic performance of the children in schools in relation to culture.

5.4. Areas for further research

i. How digitalization affects pupils performance in schools.

ii. The role of proper curriculum on the performance of children in primary school in Uganda.
REFERENCES


APPENDIX A
QUESTIONNAIRE
ON IMPACT OF GIRL CHILD EDUCATION ON COMMUNITY DEVELOPMENT IN SUAM
SUB COUNTY, BUKWO DISTRICT

Dear respondent, the purpose of this study is to investigate the impact of girl child education on community development in Bukwo district. As a pupil you have been selected to participate in the research by completing the questionnaire as per the instruction at the beginning of a given section. You are kindly requested to freely fill in the questionnaire. All your responses will be kept confidential and for academic purposes only. Please endeavor to fill the questionnaire within one week and return it to the researcher.

Thank you.

Yours sincerely,

..................................
Researcher
Section A: Background Information

Please help us classify your responses by supplying appropriate facts about yourself as the case may be. Tick your appropriate choice in boxes provided.

1. Sex: 1. Male □ 2. Female □
2. Age: 1. Below 13 years □ 2. 13 - 14 years □ 3. Above 14 years □
3. Your Class: 1. Primary Six □ 2. Primary Seven □
4. Your School: .................................................................

Responsibility held at school 1. Prefect □ 2. Class Monitor □
3. Club Official □ 4. None □ □

Independent Variable: Home-based Factors

For the following sub-sections, use the rating scale below to supply appropriate facts about your parents' status. Tick on the digit that gives the most objective and accurate rating.

Level of Education of Parents

Level of Family Income
2.1 Father: 1. Low □ 2. Middle □ 3. High □
2.2 Mother: 1. Low □ 2. Middle □ 3. High □
2.3 Guardian: 1. Low □ 2. Middle □ 3. High □

Parents' Marital Status

Dependent Variable: Pupils' Performance

Please tick (□) the number of the correct response that you feel is appropriate about your performance. Use the rating scale provided.
Dear respondent for the questions below please clearly indicate the appropriate information by ticking in the box to show whether you strongly disagree (SD), disagree (D), Not sure (NS), Agree (A) and strongly agree (S.A)

<table>
<thead>
<tr>
<th>Scale</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>SD</td>
<td>D</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
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</tbody>
</table>

Please tick the most appropriate

SECTION B:
Parents involvement on girl child's academic performance in primary schools in SUAM Sub County, Bukwo District.

"Please put your level of agreement in relation to what is indicated in the table below."

<table>
<thead>
<tr>
<th></th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>1. Parents provide midday meals for their children at school.</td>
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<td>2. Parents visit their children at school.</td>
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<tr>
<td>3. Parents send their children to school on daily basis</td>
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<tr>
<td>4. Children do not attend school on market days.</td>
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<tr>
<td>5. Parents provide scholastic materials for their children.</td>
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<tr>
<td>6. Parents provide conducive home environment for learning such as electricity for reading.</td>
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SECTION D:
Socio – cultural factors affecting academic performance in government aided primary schools in SUAM Sub County, Bukwo District

"Please put your level of agreement in relation to what is indicated into table below."

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<tbody>
<tr>
<td>7. Children abandon school during market days.</td>
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<tr>
<td>8. Parents do not protect their children well during market days</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>9. Incidences of rape, defilement, unprotected sex usually</td>
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</table>
happens during market days.

10. Forced marriages also often happen hence affecting children’s performance at school.

11. Child’s disappearance from school during market days period.

12. During this period (Market days), children get exposed to very bad behaviour which affects their health.

SECTION E

Strategies put in place to address the problems.

“Please put your level of agreement in relation to what is indicated into table below.”

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<tbody>
<tr>
<td>13. Sensitize parents about the value of education of their children.</td>
<td></td>
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<tr>
<td>14. Parents and the community should strictly follow existing government laws concerning child education.</td>
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<tr>
<td>15. Parents should protect their children against risks during market days period.</td>
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<tr>
<td>16. Parents and the community should discourage early child marriages.</td>
<td></td>
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<tr>
<td>17. Government should enforce laws to protect peace and security in the community during market days period.</td>
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<tr>
<td>18. Schools should send children home early to avoid children’s disappearance on the way.</td>
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Thank you for your cooperation.
APPENDIX B
INTERVIEW GUIDE FOR PRIMARY SCHOOL HEADTEACHERS, TEACHERS AND PARENTS ON THE IMPACT OF GIRL CHILD EDUCATION ON COMMUNITY DEVELOPMENT IN PRIMARY SCHOOLS OF SUAM SUB COUNTY.

Section A: Background Information
1. Years of working experience as a head teacher
2. Years of service in the current school

Section B.1: Level of education of parents
3. What is your opinion about the level of education of the majority of the parents of this school?

Section B.2: Level of income of parents
4. What is your opinion about the level of income of the majority of the parents of this school?

Section B.3: Parents' Marital Status
6. Comment on the marital status of the majority of the parents of this school.
7. What influence does the marital status of the parents have on the performance of the pupils in your school?

Section C.1: Academic Performance
8. What is your view about the academic performance of the girls in your school?
9. What do you think are some of the factors that have led to the current state of pupils' performance in your school?

Section C.2: Co-curricular Activities
10. Give comments on the co-curricular activities in your school.
11. What should parents do to improve on the pupils' performance in your school?
(i) ..............................................................................................................
(ii) ............................................................................................................... 
(iii) .............................................................................................................

Thank you for your cooperation.
APPENDIX C
INTERVIEW GUIDE FOR PARENTS OF PUPILS IN PRIMARY SCHOOLS ON IMPACT OF GIRL CHILD EDUCATION ON COMMUNITY DEVELOPMENT IN PRIMARY SCHOOLS OF SUAM SUB COUNTY,

Section A: Background Information
1. What is your occupation? .................................................................

Section B.1: Level of Education
2. What is your highest level of education? ...............................................

Section B.2: Level of Family Income
3. What major economic activities do you usually carry out?
   (i) ...........................................................................................................
   (ii) .......................................................................................................... 
   (iii) .........................................................................................................
4. How do you describe your income level? ...............................................
   ...........................................................
5. How does your income level compare with that of other parents in the neighborhood?
   ...........................................................
6. How do you support the education of your children? ...............................
   ...........................................................

Section B.3: Marital Status
8. Do you stay together with your wife(s) and children? If no, why?
   ...........................................................
9. Who do you think is responsible for the improvement of girls’ performance in primary school?
   Give reasons ...........................................................
10. What do you think are some of the major problems that hinder girls’ performance in primary schools?
    ...........................................................

Section C.1: Academic Performance
11. What is your view about the academic performance of girls in this school?

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

12. What should parents do to improve on the academic performance of their children?

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

Section C.2: Co-curricular Activities

13. Comment on the co-curricular activities of the school

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

14. What contributions should parents make to improve the co-curricular activities in this school?
(i) .....................................................................................................................................
(ii) .....................................................................................................................................
(iii) .....................................................................................................................................

Thank you for your cooperation.
APPENDIX D
INTERVIEW GUIDE FOR PRIMARY TEACHERS ON IMPACT OF GIRL CHILD EDUCATION ON COMMUNITY DEVELOPMENT OF PRIMARY SCHOOLS IN SUAM SUB COUNTY

Section A: Background information
1. Your age ..............................................................................................
2. Your gender: .......................................................................................... 
3. Name of your school ................................................................................ 
4. Years of service in the current school .......................................................

Section B.1: Level of education of parents
5. What is your view about the level of education of the majority of the parents of this school?
....................................................................................................................
6. Mention some ways by which the level of education of parents of this school affects the performance of pupils in this school.
....................................................................................................................

Section B.2: Level of family income
7. What is your opinion about the level of income of the majority of the parents of this school?
....................................................................................................................
8. To what extent do parents of this school support the education of their children?
....................................................................................................................

Section B.3: Parents’ marital status
9. Comment on the marital status of the majority of parents of this school.
....................................................................................................................
10. What influence does the marital status of parents have on the performance of the pupils in your school?
Section C.1: Academic performance
11. What is your view about the performance of pupils in your school?

12. What do you think are some of the factors that have led to the current state of pupils’ performance in your school?

Section C.2: Co-curricular activities
13. Give comment on the co-curricular activities in your school.

14. What should parents do to improve on pupils’ performance in your school?
   (i) ...........................................................................................................
   (ii) ...........................................................................................................
   (iii) ...........................................................................................................

Thank you for your cooperation.

APPENDIX E
NOMINAL GROUP DISCUSSION GUIDE FOR PARENTS ON FACTORS AFFECTING THE PERFORMANCE OF PUPILS IN SUAM SUB COUNTY PRIMARY SCHOOLS

x
Section A: Background information
1. What is your occupation?

Section B.1: Level of education of parents
2. What is your highest level of education?

Section B.2: Level of family income
3. What major economic activities do you carry out?
   (i) ....................................................................................... 
   (ii) ....................................................................................... 
   (iii) ....................................................................................... 

1. What are some of the problems that affect your economic activities?

5. How do you describe your income level?
   (i) Low   (ii) Middle   (iii) High

Section B.3
6. What is your marital status?
   (i) Divorced (ii) Widowed (iii) Single (iv) Married

7. Do you stay together with your family members? If no, why?

8. What do you think can happen to children when parents stay separately with their family members?

Section C.1: Academic performance
9. What is your view about the performance of pupils in primary schools in SUAMSub county, Bukwo District
10 What are some of the major problems that hinder pupils’ performance in schools?


11. What should parents do to minimize some of the problems?


Section c.2: Co-curricular activities

12. Comment on the co-curricular activities of primary schools in Bukwo District?


13. What contributions should parents make to improve the co-curricular activities in these schools?

(i) ...........................................................

(ii) ...........................................................

(iii) ...........................................................

Thank you for your cooperation
APPENDICES
Appendix I: Instrument(s)

Demographic Profile of Respondents

Name: ____________________________ (Optional)

Place of Residence

Village: ____________________________
Parish: ____________________________
Town Council: _______________________ 
County: ____________________________
District: ____________________________

Gender:

Male: [ ]
Female: [ ]

Age:

20-30: [ ] 31-40: [ ] 41-50: [ ]
51-60: [ ] 61-70: [ ]

Marital Status

Single: [ ] Married: [ ]
Divorced: [ ] Separated: [ ] Widowed: [ ]

Level of Education

1. Primary education: [ ]
2. Secondary education: [ ]
3. Diploma holder: [ ]
4. Degree holder: [ ]
5. No formal education: [ ]