

**Environmental Determinants of Enrolment of Girl Child at A' level in Namayingo,
District Uganda**

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Declaration

I, Moses Namisi (Bu/GS20/EDM/22) Certify that this dissertation: "*Environmental Determinants of Enrolment of Girl Child at A' Level in Uganda, Namayingo District*" is my original work and it has never been submitted to any other institution for an award. Where other sources have been used, I have duly acknowledged them.

Signature  Date..... 1/6/2023

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Approval

This research dissertation entitled "*Environmental Determinants of Enrolment of Girl Child at A' Level in Uganda, Namayingo District*" has been written by MOSES NAMISI (BU/GS20/EDM/22) under our guidance.


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Dedication

I dedicate this dissertation to my wife Veronica Kizire. All my sons; Jeremiah, Isaiah, Isaac, Joram and all my course mates at Busitema University. Your helping hand should always be blessed.

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List of Acronyms

| | |
|-----|---------------------------|
| NER | Net Enrolment Ratio |
| NDP | National Development Plan |

Abstract

This study investigated the relationship between environmental determinants and the enrolment of the girl-child at A' level in secondary schools in Namayingo District, Uganda. The study objectives were to examine the relationship between home environment, school environment, cultural factors and enrolment of girl-child at A' level in secondary schools in Namayingo District. A cross-sectional survey research design incorporating both quantitative and qualitative approaches was used. The sample size for the study was 138 participants. The objectives of the study were to examine the relationship between home environment, school environment, and cultural factors on the enrolment of the girl-child at A' level. The researcher used simple random sampling and purposive sampling techniques. The data collection instruments were the self-administered questionnaire guide and the interview guide whose validity and reliability were calculated at CVI 89.2 and Cronbach Alpha at 0.772 respectively. Pearson's correlation coefficient was applied to measure whether there was a relationship between environment determinants and the enrolment of the girl-child at A' level in selected secondary schools in Namayingo District. The study findings revealed that there is a moderate positive correlation between home environment and enrolment of girl-child ($r=.346^{**}$ $p < 0.05$); a strong positive correlation between school environment and enrolment of girl-child ($r=.639^{**}$ $p < 0.05$); and a moderate positive correlation between cultural factors and enrolment of girl-child ($r=.361^{**}$ $p < 0.05$). This suggests that: (i) a good home environment through ensuring parents' involvement in the education of their children, enhancing parents' income levels, and regulating the girl child's involvement in household chores during school time; (ii) that creating a girl-friendly learning environment, ensuring the cost of schooling is affordable to all, and ensuring girls move shorter distances to school; and (iii) eliminating culturally gender-induced stereotypes against girl-child education, eliminating gender segregation in schooling, and eliminating traditions and taboos that prevent girl-child education is likely to improve the enrolment of the girl child. Based on the findings, the study concludes that addressing environmental determinants such as home environment, school environment, and cultural factors is crucial in improving the enrolment of girl-child at A' level. The study recommends creating a girl-friendly learning environment by providing separate facilities such as toilets, ensuring safe transportation, and implementing policies that prohibit sexual harassment in schools; eliminating cultural barriers that prevent girls from accessing education at A' level through community sensitization campaigns aimed at changing negative attitudes and stereotypes towards girl-child education, promoting gender equity in education, and engaging community leaders and parents to support girls' education.

Chapter One

Introduction

1.1 Background of the study

This chapter presented the background to the study, statement of the problem, purpose of the study, objectives of the study, hypotheses, scope of the study and significance of the study.

1.1.1 Historical Background

In the past decade, one of the most important goals has been reducing the gender gaps in enrolment. and has been one of the eight United Nations Millennium Development Goals (Muralidharan & Prakash, 2017). Much as progress has been made to reduce gender gaps in primary schooling, there are still significant gaps in secondary schooling (Anyanwu, 2016). Education is one of the fundamental rights of the individual (McCleary-Sills, Hanmer, Parsons & Klugman, 2015; Klugman et al., 2014). Article 26 of the Universal Declaration of Human Rights, as was adopted by the United Nations Education General Assembly in December 1949 stipulated this among others. Education shall be equally accessible to all based on merit (quality) and parents have a prior right to choose the kind of education that shall be given to their children.

Education for girls has become a major issue of concern in developing countries in the world today. This is especially in sub-Saharan Africa where more young girls do not attend school. The term “girl-child” is a term that ascribes to a female between the ages of 6-18 years (Mukhatar, 2011). During this period, the young girl is totally under the care of adults who may be parents or elder siblings. It is also a period when the girl-child is malleable, and builds and develops her personality and character (Anyanwu, 2016).

Uganda has significantly made progress in promoting girls’ education as shown by high enrolment in primary and secondary schools. The number of girls accessing education has increased, particularly in secondary schools. The introduction of Universal Secondary

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