

# Analysis of the Factors Affecting the Quality of Girl Child Secondary Education in Africa: Empirical Studies from Kamuli District in Uganda

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**Abstract:** *The study on factors affecting the quality of girl child secondary education in Uganda was done considering eight Kamuli District secondary schools; based on the following objectives; establishing the effect of teacher competence on the quality of girl child secondary education performance, determining the effect of family background on the quality of girl child secondary education performance, and examining the effect of school environment on the quality of girl child secondary education performance. The study used a case study research design and was both qualitative and quantitative, and involved a sample of 08 head teachers, 159 teachers, 349 girl child students, 296 parents, and 23 community leaders. Data collected using questionnaires were analyzed quantitatively (using frequency tables and correlation) with the help of SPSS while data collected through interviews were analyzed qualitatively (descriptively). There was positive effect of teacher competence on the quality of girl child secondary education performance. Furthermore, there was no significance relationship between teaching experience and state of academic performance at 5% level of statistical significance. There was positive effect of family background on the quality of girl child secondary education performance. The following recommendations were made: continuous training and upgrading of teachers, continued offering of counseling and guidance services, construction of cultural development centres, remuneration of teachers, promotion of gender balance in the community, provision of enough instructional materials, and monitoring schools.*

**Keywords:** Quality; Girl Child; Secondary Education Girl Child Secondary Education; Africa : Kamuli District; Uganda

## 1.1 Introduction

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

## 1.2 Background to the Study

### 1.2.1 Historical Background

Education is one of the fundamental rights of the individual. Article 26 of the Universal Declaration of Human Rights, which was adopted by the United Nations Education General Assembly in December, 1949 stipulated this among others. Education shall be equally accessible to all on the basis of merit (quality) and parents have a prior right to choose the kind of education that shall be given to their children. Whereas World Bank (2002) report sets up Millennium Development Goal for 2015 that illustrates critical

failures of many countries to attain quality girl child secondary education, there is a wide international recognition that there is no investment more effective for achieving development goals than providing quality education for girls.

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

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

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

### 1.2.2 Theoretical Background

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

It has been extended to explain why people join activist groups; internal and external dimensions have been identified for problem recognition, level of involvement, and constraint recognition; and research has been conducted to determine whether information campaigns (which generally are passively processed) can create publics. Among them, some research on the situational theory has examined external and internal dimensions of the three independent variables (Grunig & Hon, 1988; Grunig, 1997). If the three concepts (problem recognition, constraint recognition and involvement), are internal (only perceived), then they could be changed by communication, and if they are external (real/actual), then –changes must be made in a person's environment before his or her perceptions ... and communication behavior will change (Grunig, 1997, p. 25). Although only a few studies have focused on internal and external dimensions, findings have indicated that the distinction is worthy of further exploration (Grunig, 1997).

### 1.2.3 Conceptual Background

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

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

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

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

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

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

#### **1.2.4 Contextual Background**

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

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

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

According to data from the District Education Office there are only 12 government aided secondary schools, all of which are mixed both girls and boys. Then there is a host of privately owned secondary schools. There has been a strong disparity in performance with girls performing poorer from the year 2006-2013 in Uganda national examination results.

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

### **2.0 Literature Review**

#### **2.1 Review of Related Literature**

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

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

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

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

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among girl children beneficiaries.

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

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

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

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

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

#### **2.1.1.1 Training**

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

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

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

#### **2.1.1.2 Devotion**

This study takes another dimension with the main focus on the role of teachers' factor and their devotion on the quality of teaching and learning for the girl child secondary education (Adenyi,

2001). In addition, it has been alleged Pillai (2001) that what is wrong with secondary education cannot be fixed with teachers alone, yet there is no doubt that man's contemporary existence is dominated by teaching. There is also a universal recognition of the need to use professionally qualified and committed teachers in instructional processes as we enter the era of globalization where school effectiveness and quality improvement is the order of the day (Reynolds et al., 1994; Barber & White, 1997). Up until now, Nigeria is on the wrong side of the international effort of secondary school reform movement. Because, Nigeria has failed to actively engage in such reform movements.

#### **2.1.1.3 Interaction**

Communication is a skill. Hubley (1993) has shown us that, communication is a complex process. At any stage of this process things may go wrong, making the communication less effective. For instance, the sender may not express what s/he wants to say clearly; or the room may be noisy; or the receiver may not understand the words the sender is using. Teaching then becomes

difficult, especially if there is no proper communication. To be effective, teachers have to try to really understand what to put across in different styles of teaching. Either way, these teachers will do a better job if they communicate well with their students as reflection of the cognitive ability of the teacher (Hubley London: Macmillan; 1993). Teacher policy needs to ensure that teachers work in an environment that facilitates success and that encourages effective teachers to continue in teaching.

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

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

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

The achievement of students is negatively correlated with the low SES level of parents because it hinders the individual in gaining access to sources and resources of learning (Duke, 2000), (Eamon, 2005), (Lopez, 1995). Krashen (2005) states that, students whose parents are educated score higher on standardized tests than those whose parents were not educated. Educated parents can better communicate with their children regarding the school work, activities and the information being taught at school.

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

#### **2.1.2.1 Availability of Resources**

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

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

#### **2.1.2.2 Culture**

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

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

### **2.1.2.3 Parents level of Education**

Parental educational level is an important predictor of children's educational and behavioural outcomes (Davis-Kean, 2005; Dearing, McCartney, & Taylor, 2002; Duncan, Brooks-Gunn, & Klebanov, 1994; Haveman & Wolfe, 1995; Nagin & Tremblay, 2001; Smith, Brooks-Gunn, & Klebanov, 1997). The majority of research on the ways in which parental education shapes child outcomes has been conducted through cross-sectional correlation analyses or short-term longitudinal designs in which parents and children are tracked through the child's adolescent years. Our main goals in the current study were to examine long-term effects on children's educational and occupational success of their parents' educational level while controlling for other indices of family socioeconomic status and the children's own intelligence, and to examine possible mediators of the effects of parents' education on children's educational and occupational outcomes. Following theory and research on family process models (e.g., Conger et al., 2002; McLoyd, 1989), it was expected that indices of family socioeconomic status, including parent education, would predict the quality of family interactions and child behavior. Next, based on social-cognitive-ecological models (Guerra & Huesmann, 2004; Huesmann, 1998; Huesmann, Eron, & Yarmel, 1987), it was expected that parental education, the quality of family interactions, and child behaviour would shape, by late adolescence, educational achievement and aspirations for future educational and occupational success. Finally, following Eccles' expectancy-value model (Eccles, 1993; Frome & Eccles, 1998), it was predicted that, late adolescent aspirations for future success would affect actual educational and occupational success in adulthood.

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

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

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

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

#### **2.1.3.1 Facilities**

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

An examination of the relationship between school facilities and student achievement cannot be done without examining first how learning occurs, and what factors facilitate or hinder learning. What makes a good school? What do schools with high achievement levels have in common? What do we know about optimal planned learning environments? (The landmark Coleman Report, 2004). Because the physical environment has an important influence on time in learning, and on other indirect, but significant, factors in the learning process, policymakers should consider a building based change process for school improvement. The influence of the physical, -built environment is often subtle, sustained, and quite difficult to measure with precision (Earthman and Lemasters, 1996.). Buildings, settings, and environments are accorded symbolic value by those who use them as well as by

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those who do not. Physical entities come to symbolize certain qualities, values, aspirations, and experiences for individuals. A school may symbolize opportunity, hope, stability, and a safe haven in a world of insecurity and transience or, to someone else, the school structure may symbolize failure and oppressive authority. The physical environment, however, rarely has direct unmediated impacts upon human health and well-being. It is the interaction of individual characteristics with physical features of the environment that we must examine to understand how environments—including schools—affect behavior (Building Tennessee's Tomorrow 2002 (TACIR).

### 2.1.3.2 Classroom

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

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

### 2.1.3.3 Policies

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

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

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

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

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

## 3.0 Methodology

### 3.1 Research Design

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

### 3.2 Study Population

This study was carried out in eight (08) girls' homogenous and mixed secondary schools in Kamuli district, targeting only the girl-child. Kamuli District has a total number of 3791 girls (Kamuli District Education Office and Secondary School Records, 2013) and the study considered this to be the target population. This is because the purpose of the study was to explore the factors affecting the quality of girl child secondary education in Kamuli district. Students (girls only), class teachers, and the DEO were chosen to participate in the study. One school was used for pilot study and involved in the actual study though it carries characteristics similar to those of the sampled schools.

### 3.3 Sampling Size

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

### 3.4 Sampling Techniques and Procedure

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

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

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

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

d: Degree of accuracy, d, (5%), 0.05. N = Population size

**Table 3.1: Category of Respondents**

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

Source: Krejcie & Morgan (1970)

A sample of head teachers was selected through purposive sampling method, and class teachers from every form were then selected through purposive sampling, and the simple random sampling method was applied to students in those schools and their parents. This was because of bigger sample size and the researcher randomly selected respondents, and this method gave chances to all cases to be chosen to participate in the study. The D.E.O on the other hand was in touch with all school gender policies at the district level as he was in a position to comment on issues relating to factors affecting the quality of girl child secondary education therefore he was purposely sampled.

### 3.5 Data Collection Methods

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

### 3.6 Data Collection Instruments

As already observed, questionnaires and interviews were used in this study, and for interviews the researcher made preliminary arrangements prior to the interview. This guarded against any weaknesses associated with this method. This tool was used



to capture information regarding opinions about the factors affecting the quality of girl child secondary education in Kamuli District and the recommendations to rectify the situation.

### 3.7 Data Quality Control

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

### 3.8 Data Analysis

After receiving the data, it was classified according to their sources; girls and class teachers as. The data generated was analyzed by using frequency count and chi-square statistical analysis with the help of SPSS computer software. Results were presented in tabular format with an explanation after every table. The relationship between teacher factor, family background and school environment and the quality of girl child education performance by Bivariate correlations and cross tabulation was done to ascertain the cause-effect relations using SPSS.

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

Quantitative data collected from close-ended questions was analyzed based on the objectives and research questions of the study. Descriptive statistics involved frequencies while inferential statistics were basically correlations and chi-square that were used to test the hypothesis. Frequencies were used to show the general picture of factors affecting the quality of girl child secondary education. Presentation was done in form of tables, using descriptive statistics such as percentages and frequency tables. Respondents were made to understand the aim of the study and the importance of the information they are providing. They were also informed that they would be free to withdraw whenever they deemed fit and assured of confidentiality and that information got from them was used for intended purpose only, this was guaranteed by ensuring anonymity where respondents were not required to disclose their names and schools.

## 4.0 Presentation, Analysis and Interpretation of Findings

### 4.1 Empirical Findings

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

##### Performance

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

##### 4.1.1.1 Years of Experience in Teaching

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

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

	Years	Frequency	Percent
Valid	<1 year	13	8.2
	1-3 years	39	24.5
	4-6 years	31	19.5
	7-9 years	21	13.2
	10 years above	52	32.7
	Total	156	98.1
Missing	System	3	1.9

Total	159	100.0
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Source: Primary Data

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

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

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

#### 4.1.1.2 Refresher Course Attendance

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

**Table 4.7: Refresher Course Attendance**

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

Source: Primary Data

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

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

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

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

#### 4.1.1.3 Times of Teaching Girl Child Students

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

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

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

*Source: Primary Data*

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

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

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

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

The aspects of academic performance of girl child students in Kamuli District Secondary

Schools were poor, fair, good and very good as seen in table 4.10 below.

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

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

*Source: Primary Data*

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

According to most of the teachers, represented by 75(47.2%) of the responses, reported that, the academic performance of girl child students in Kamuli secondary schools was generally good. This was followed by 69(43.4%) of them who said that, it was fair performance. However, 07(4.4%) of the teachers said that students' performance in academics was poor; and 07(4.4%) of the responses from teachers were in favour of very good academic performance among the students; and one teacher did not respond to that question.

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

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

head teachers

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

**4.1.1.5 Academic Performance of Girl Child Student Improvement**

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

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

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

*Source: Primary Data*

Table 4.14 above shows academic performance of girl child student improvement, in that, most of them, depicted by 93(58.5%) of the selected teachers, agreed with the statement that, academic performance of girl child student is greatly improving; and 32(20.1%) of them strongly agreed that, the academic performance of girl child student is greatly improving. However, 16(10.1%) of teachers disagreed with the statement and 04 (2.5%) of them were not sure/undecided on the matter; while 03(1.9%) of the responses from selected teachers strongly disagreed with the statement and argued that, the academic performance of girl child student is deteriorating. Moreover, 11(6.9%) of the teachers did not respond to this, and was treated as missing values.

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

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

**Performance**

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

**4.2.2.1 Whether Cultures Enhanced Girl Child Students’ Education**

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

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

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

*Source: Primary Data*

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

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

#### 4.1.2.2 Extent at Which Cultivated Behaviours and Beliefs Passed from Parents to Girl

##### Child Greatly Affected their Education

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

**Table 4.18: Extent at Which Cultivated Behaviours and Beliefs Passed from Parents to Girl**

**Child Greatly Affected their Education**

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

*Source: Primary Data*

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

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

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

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

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

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

#### 4.1.3 Effect of School Environment on the Quality of Girl Child Secondary Education

##### Performance

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

##### 4.1.3.1 Whether Resources Used for Conducting Educational Functions of a School are

##### Sufficient

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

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

##### Sufficient

	Teachers’ responses	Frequency	Percent
Valid	Strongly disagree	11	6.9
	Disagree	47	29.6
	Not sure	21	13.2
	Agree	62	39.0
	Strongly agree	11	6.9
	Total	152	95.6



Missing	System	7	4.4
Total		159	100.0
	Students' responses	Frequency	Percent
Valid	Strongly disagree	48	13.8
	Disagree	66	18.9
	Not sure	64	18.3
	Agree	92	26.4
	Strongly agree	32	9.2
	Total	302	86.5
Missing	System	47	13.5
Total		349	100.0
Grand total		508	100

*Source: Primary Data*

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

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

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

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

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

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

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

## 5.0 Discussion, Conclusions and Recommendations

### 5.1 Discussion

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

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

As a result of teachers' training sessions on girl child programmes and teaching syllabuses, they are able to impact positively on performance of girl child secondary education because of teacher's and girl child's positive attitude towards gender balance in schools and communities. The researcher observed that, not all teachers could go for these refresher courses because they claimed to know more, and hence did not want to attend trainings on teaching syllabuses.

There was a weak/low negative relationship, depicted by 0.035 spearman's correlation coefficient, between teacher's experience in teaching/training and academic performance of girl child students in secondary school. This is in line with Smith (2001) who asserted that, the relationship between teacher qualification/training and student learning as the percentage of variance in student scores accounted for by teacher qualifications when other variables are held constant or adjusted.

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

On devotion among teachers, the study findings indicated that, most of the teachers were diploma, degree and masters holders from various higher institutions of learning; and teachers of Kamuli district secondary schools were qualified and devoted to teaching in secondary schools, and most of them worked for over 10 years, and could teach students in various intervals. Teachers in Kamuli District Secondary Schools were focused on teaching because they were motivated in terms of allowances, such as delegation, feeding, housing and transport. However, the gap of salary payment was evidenced due to some teachers earning salaries more than others in the same caliber.

From the researcher's point of view, devotion was uncalled for among some teachers, as reported by students, parents and local leaders interviewed, that, certain teachers could take most of their time drinking, partying and in tours and travel, and gave little attention to teaching of girl child students. This is in line with Skinner, 1945 who in its Learning theory, advised that for proper learning to take place, learning experience should be guided and appropriately be controlled. For example a teacher is a person who teaches or instructs secondary school students often in formal and ongoing education schooling environment; from a qualified Teacher Training Institution and University graduate.

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

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

Communication between girl child and teachers improved, because at least girls could approach male and even female teachers in quest for help in various aspects of ensuring girl child secondary school performance. This also created harmony between teachers and girl child students because there was no/minimal intimidation among students in schools (between boys and girls). In the researcher's perspective, discussions noticed in some schools were not lively because girl child students were not given ample time in participation. However, in some schools, there was element of mixed contributions between boys and girls in class and other competitions. This facilitated increased positive relationship between teachers and students in class and school generally. This therefore is in line with Thomas, David and Moller (2000. p.122), that having established a positive relationship with students will encourage students to seek education and be enthusiastic and to be in school. These reasons have hampered secondary school effectiveness and quality improvement in developing countries like Uganda (OECD, 1989).

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

On the side of resources and assets, the sampled students and teachers said that they did not have enough resources for being at school, their quality education in terms of grades and other aspects were highly affected. Furthermore, there were few financial

& non financial assets for girl child students' education, and these assets include; school fees, food, clothes, scholastic materials (pens and books) and furniture at school among others.

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

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

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

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

The education level of parents adequately enabled girl child students to produce measurable gains in academic achievement, according to many responses from the selected respondents. And to a great extent culture influenced the academic performance of girl child students, though to some extent it was not sufficient in Kamuli secondary schools. This is in agreement with (Goddard, 2003), who asserted that, this social assistance has a crucial role for the accomplishment of performance goals of students at school besides the social structure; parents' involvement in their child's education increases the rate of academic success of their child (Furstenberg and Hughes, 1995). Also based on social-cognitive-ecological models, according to Guerra & Huesmann, (2004), we expect parental education, the quality of family interactions, and child behaviour would shape, by late adolescence, educational achievement and aspirations for future educational and occupational success.

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

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

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

Based on the facilities, the findings indicated that, the resources used for conducting educational functions at schools were existence, such as chalk, text books, and other instructional materials of a school and were sufficient for some teachers, which was not the case for some teachers of Kamuli district secondary schools. This therefore led to improved performance of secondary girl child education due to the fact that girl child students were equipped with most of the educational facilities. This is supported by Akande (1985) that learning can occur through one's interaction with one's environment. Environment here refers to facilities that are available to facilitate students learning outcome. It includes books, audio-visual, software and hardware of educational technology; so also, size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical's are arranged (Farrant, 1991) and (Farombi, 1998).

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

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

Earthman, 1995; Hines, 1996; Lanham, 1999; TACR).

In the researcher's perspective, classrooms of some schools in Kamuli lacked ventilation, were small and could not accommodate all the admitted students. This therefore deteriorated the performance of girls in those schools, although others performed well. This is in agreement with Lackney (1999a, p.7), who stated that physical factors that had a profound impact on the teaching and learning process were (a) full-spectrum and natural lighting, (b) the reduction and control of noise, (c) the location and sighting of schools, (d) optimal thermal conditions, (e) school size and class size, and (f) the building condition. In some classrooms, there existed darkness and many students could not see properly when the teacher is teaching, and this resulted into loss of track during teacher-student learning process.

There were policies in place and some policies, such as 1.5 points scheme for girls joining tertiary institutions and awards policy to best performers in academics, such as scholarships and gifts like mattresses, bags, books and sports in various secondary schools in Kamuli District were in existence, including environmental policy and security in schools. This is in line with TACR (2003) which put forward that, Educators and Policymakers should be concerned about the relationship between student learning and achievement and school facilities (TACR, 2003). According to the researcher's view, educators and policymakers were concerned about the health, security, and psychological issues in school so as to ascertain the performance of girl child students and other community members in Kamuli district and countrywide.

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

## **5.2 Conclusions**

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

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

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

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

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

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

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

## **5.3 Recommendations**

The researcher puts forward the following.

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

- Continuous training and upgrading of teachers; this is by teachers themselves involving themselves in refresher courses, meetings and conferences on how to handle girl child students in schools effectively and efficiently, and hence improved quality of education performance among them, since some of them lacked training in various ways.
- Remuneration of teachers. This should be done by the government through giving out of allowances, better accommodation, increased pay so that, there will be morale among created among them in teaching and participation in more development activities in school and community.
- Monitoring teaching and performance of activities in schools; this should be done by the Ministry of Education Officials or Inspectors of Schools. They should move to all secondary schools to ensure that teachers teach according to the syllabus which contains morals, academics, values and student behaviors for better performance

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

- Provision of instructional materials; these should be provided by the government and parents of students. These materials include; text books, sets, pens and other learning materials or aids. This will encourage many students to study instead of them involving in worthless activities.
- Construction of cultural development centres. These centres should be developed in societies, including schools so that parents, teachers, local leaders and students attend to moral development and cultural beliefs, which may help in creating awareness and diversification of morals for good living in the society.
- Continued offering of Counseling and Guidance services; this should be done by parents and school administrators on the advantages or importance of good morals among girl child students in the community. This will change behaviors of students positively and lead to better performance in schools and the society as a whole. This is because some parents were not participating in teaching their children about life style situations

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

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

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