

# Assessing the Impact of Early Marriage on Girl Child Education in Uganda a Case Study of Nyankwanzi Sub-County, Kyejono District

1 Kyalisiima Joventa, 2 Dr Ariyo Gracious Kazaara, 3Tukamuhebwa Deus, 4 Asimwe Isaac Kazaara

1 Metropolitan International University, 2 Lecturer Metropolitan International University, 3 Lecturer Metropolitan International University, 4 Lecturer Metropolitan International University

**Abstract:** *The report recommended using Nyankwanzi Sub-County in Kyejono District as a case study to examine how early marriage affects female children's education in Uganda. The study's major objective was to ascertain how girls' education in Nyankwanzi Sub-County, Kyejono District, was impacted by early marriage. To investigate the effects of early gestation and female childhood education in Nyankwanzi Sub-County Kyejono District. to ascertain the causes of married girls and how they affect the education of girl children in the Nyankwanzi Sub-County Kyejono District. The study included a variety of perspectives on early pregnancy and girl child education, the impact of early gestation and girl child schooling, and challenges facing the two parties. Chapter 3 of the study provided more details about the study's design, which included both quantitative and qualitative methods. Both primary and secondary data were used in the study, with the former being gathered through the use of questionnaires and observational techniques. The research used a survey to collect information from the participants, and it was their responses that allowed the researcher to analyze the data and come to the study's final conclusions.*

**Keywords:** early marriage and girl child education

## Background to the study

Despite repeated calls from governments as well as global development groups for the activity to be avoided and stopped, child marriage and the wedding of adolescences are nevertheless prevalent throughout much of the world. According to the State of World Population Census 2005, between the ages of 15 and 24, 48% of women in Southern Asia and 42% of women in Africa were wedded before becoming 18 years old (UNFPA 2005). Between 2000 and 2011, one-third of women between the ages of 20 and 24 who lived in emerging regions were either married or in a union before turning 18 years old (UNFPA 2012). A significant body of research contends that early marriage is likely to prevent the development of human capital since it results in early school drop-out, exclusion from the labor force, and negative health outcomes from early parenthood (literature reviewed by Jensen and Thornton 2003; UNFPA 2012; UNICEF 2001).

Both rich and developing countries must address the infringement of human rights and public health issue of early or child marriage. Girls' rights, including the right to education, are put at risk by underage weddings since newlyweds are sometimes compelled to leave school in order to have kids and perform domestic duties (Chlos Darlington, 2015). Young brides are more prone to face abuse, assault, and forced sex interactions (Chlos Darlington, 2015). Child marriage has negative social and economic repercussions. It obstructs economic growth at all scales—at the individual, municipal, and national levels—in addition to robbing girls of their basic human rights (Grant and Hallman, 2006).

The legal age of marriage varies by sex depending on the state's laws; for instance, in some sections of the Law of Child Act, it is 18 for men but only 17 for women. (2006) Grant and Hallman. Early forced marriages are known to put girls' sexual health in jeopardy and to leave them feeling lonely. "No member shall marry whoever, being a male, has not gained the seeming age of eighteen years or, being a female, has not attained the apparent age of eighteen years," states Section 13 paragraph (1).

## PROBLEM STATEMENT

In Uganda, early marriage is a major problem that primarily affects girls and has a serious detrimental impact on their education and development. Early marriage causes many girls to drop out of school, miss out on possibilities for higher education and jobs, and have negative effects on their health. One issue would be that early marriage frequently happens as a result of poverty and cultural traditions that place an emphasis on early marriage above girls' education. Many families view early marriage as a solution to lessen their financial burden because they are unable to afford to pay for their daughters' education. Also, the practice of early marriage is continued by conventional ideas about gender roles and the importance of females in society. Another issue is that marriage frequently results in pregnancy, which can further interfere with a girl's schooling and cause health problems. Early marriage also restricts girls' access to reproductive health care, which increases the risk of botched abortions, STDs, and other health problems. Girls who get married young could also lack the knowledge and abilities needed to adjust to their new lives as moms and wife. Increased vulnerability to female abuse and other types of abuse may result from this.

---

### Specific objectives

The study was guided by the following objectives:

1. To examine the influence of early pregnancy and girl child education in Nyankwanzi Sub-County Kyejonjo District.
2. To identify the causes and consequences of early marriages on Girl child education in the Nyankwanzi Sub-County Kyejonjo District.
3. To identify the possible measures of early marriage on Child education in Nyankwanzi Sub-County Kyejonjo District.

### Research Questions

The study was guided by the following research questions

1. What are the influence of early pregnancy and girl child education in Nyankwanzi Sub-County Kyejonjo District?
2. What are the causes and consequences of early marriages on Girl child education in the Nyankwanzi Sub-County Kyejonjo District?
3. What are the possible measures of early marriage on Child education in Nyankwanzi Sub-County Kyejonjo District?

## METHODOLOGY

### Research Design

A descriptive research design was employed. The research approach was selected because it permitted systematic collection of data and display, which aided in providing a clear picture of how early marriage affects girl child education. It is a method of research where a collection of people, groups, or items is examined using information from a small sample of those who are believed to be representative of the population as a whole. Quantitative data was used because it involves holding interviews and group discussions. The study's design enabled the researcher to examine the effect of early marriages on a girl child's schooling in Uganda.op

### Population of the Study

Allan & Emma (2003) Population can be defined as the entire group of people, events, or things of interest that the researcher wishes to investigate. The study population consisted over 54,622 (UBOS, 2014) the area population, However, the study selected 50 respondents to represent the estimated Nyankwanzi Sub-county Kyejonjo District population.

Category	Target Organization	Population	Percentage
A	Children	10,500	35
B	Teachers	7,500	25
C	Parents	12,000	40
<b>TOTAL</b>		<b>358,700 estimated</b>	<b>100</b>

Source Researcher, 2021

### Sample Size

From the proposed study, the actual total number of the 50 respondents was given questionnaires. They was as 25 Students, 10 Community members, 10 NGO representatives, and 5 local leaders

### Sample Technique

Simple random sampling technique was used to select the population under the study. Key information was purposively sampled because they have information and knowledge in the area of the study.

### Sample Procedure

The researcher first defined the population, list the elements of the population, determine an appropriate sampling methodology, decide an adequate sample size and select a representative sample of 50 respondents.

Simple random sampling was used to select the sample basically intending to minimize bias so as to attain the purpose of the study and to save time.

### Data Collection Methods

The researcher employed the following data collection techniques to get information on the impact of early marriages and girl child education in the study area in order to fulfill the study's purpose. The technique produced sufficient data to allow for conclusions. The surveys sent to parents, students, government employees, and members of Non-Governmental Organizations (NGOs) were used to gather more sensitive data on the problem of early marriages.

### Data Collection Instruments

Data collection instruments was used to collect both primary and secondary data. Which include:

#### Questionnaire

A questionnaire is an instrument used in research that contains closed ended questions with choices that triggers that aim at collecting data from participants in the study (Amin, 2005).

The questionnaire in this research undertaking was used to gather data among youth and community. The researcher distributed the questionnaires among the sampled respondents and they will be given time to fill them at their own convenience and later the researcher was to go back to collect the filled tools.

Questionnaire was designed by researcher to the respondents because it gives time to the respondents to think and answer questions conveniently and it has a high level of confidentiality.

### Data Processing

After the data collection, qualitative data was obtained from the submitted questionnaires and later be coded. Quantitative data was coded and tabulated on a scale and was entered in the computer using Statistical Package for Social Scientist (SPSS).

### Data Analysis

Data analysis involved arranging, sorting and organizing data and later attach meaning to create a sensible meaning that reflects the findings Patton (1987). This study involved quantitative data and it was analyzed in its form.

## RESULTS

### Gender of respondents

TABLE 1: FREQUENCY DISTRIBUTION ACCORDING TO THE GENDER OF RESPONDENTS.

Gender		Frequency	Percentage (%)
1	Male	15	30
2	Female	35	70
<b>TOTAL</b>		<b>50</b>	<b>100</b>

Source: Field data, 2022

From table1 above, the indicated that the majority of respondents were female who accounted for 35(70%) and Male respondents accounted for 15(30%). This implies that there is a marginal majority of female over the males in the data collected from teachers in Nyankwanzi Sub county Kyenjojo District and other related schools as well as from students who involved in this study.

### Age of respondents.

TABLE 2: FREQUENCY DISTRIBUTION ACCORDING TO THE AGE GROUP OF RESPONDENTS.

Age Group(yrs.)	Frequency	Percentage (%)
15-20	25	50
21-25	15	30
26-30	5	10
31-35	2	4
36-40	1	2
41-45	1	2
46-50	1	2
TOTAL	50	100
Maximum age	Minimum age	Standard deviation
<b>57</b>	<b>16</b>	<b>18.45</b>

Source: **Primary Data**, 2022

Since the standard deviation (18.45) lies within the range of the maximum and minimum age, age meets the measures of central tendency and thus it is normally distributed

Table 2 above showed that 25 (50%) participants were in the age range of 15-20 years, 15 (30%) participants were in the age range of 21-25 years, 5 (10%) participants were in the age range of 26-30 years, 2 (4%), participants were in the age range of 31-35 years, and 1 (2%), participants were in the age range of 36-40 years, 41-45 years, and 46-50 years. As a result, the frequency distribution in Table 2 indicates that most (50%) of the respondents who participated in the research are between the ages of 15-20. This is due to the majority of participants were between the ages of 15-20 and 21-25, which means most

**Table 3 shows the position Held by Respondents (Educators)**

Positions	Frequency	Percentage
Head Teacher	1	6.6
Deputy Head	1	6.6
Senior Teacher	5	33.3
Class Teacher	8	53.3
<b>Total</b>	<b>15</b>	<b>100</b>

Source: **Primary Data**, 2022

The table above shows the positions held by the respondents as teachers. And as shown above the highest number of respondents were class teachers with 53.3% and the least respondents were senior were 33.3%, Deputy Head teachers with only 6.6% and as well as head teacher who counted also 6.6%.

**Records of pregnancy in schools**

**TABLE 3: THE NUMBER OF PREGNANCIES CASES IN KYENJOJO DISTRICT**

Year	School Type	Total No. Drop outs	Dropout due to pregnancy	(%) of the dropouts due to pregnancy
2014	Government	31,031	7,204	23
	Mission/private	1,872	192	10
	Grant Aided	1,946	368	19
	<b>TOTAL</b>	<b>34,849</b>	<b>7,764</b>	<b>22</b>
2016	Government	31,275	8,031	26
	Mission/private	1,353	98	7
	Grant Aided	3,172	496	16
	<b>TOTAL</b>	<b>35,800</b>	<b>8,625</b>	<b>24</b>
2019	Government	32,919	9,175	28
	Mission/private	1,140	125	11
	Grant Aided	2,265	432	19
	<b>TOTAL</b>	<b>36,324</b>	<b>9,732</b>	<b>27</b>

*Source: Ministry of Education ED Assist*

In the years 2014, 2016, and 2019, Table 4 demonstrates significant variations in the proportions of females who leave different types of schools (government schools, private/Mission schools, and grant-aided schools) owing to pregnancy. The data shows that more students are leaving school each year owing to childbirth in all types of institutions. Nonetheless, government schools are more severely affected (Ministry of Education ED Assist (2019)).

**Reasons for high rate of pregnancy among children**

**TABLE 4: REASONS OF PREGNANCY AMONG CHILDREN IN KYEJONJO DISTRICT.**

Possible reasons for pregnancy are:	Agree	Disagree	Uncertain	Total
Lack of knowledge about sexuality and information collected from Media and peer friends.	65%	30%	5%	100%
Risk-taking behavior (e.g. drug use promotes irresponsible sex activities)	94%	2%	6%	100%
Lack of better role models	73%	25%	2%	100%
Family morals and Beliefs about fertility (proves fertility prior to a marriage)	44%	53%	3%	100%
Poverty and unemployment in family.	86%	8%	6%	100%

Lack of sex education in schools.	67%	23%	10%	100%
Peer pressure x	90%	7%	3%	100%
Contraceptive use (e.g. availability, information and correct use)	83%	14%	3%	100%
Examples portrayed by the media (e.g. sexual conduct of movie/ soapier stars on TV)	93%	6%	1%	100%

**Research for the high rate of pregnancy among children in Kyejonjo District**

**TABLE 5: RESEARCH FOR THE HIGH RATE OF PREGNANCY AMONG CHILDREN IN KYEJONJO DISTRICT**

Possible reasons for high rate pregnancy	SA		A		NS		SA		D		Total	Percent
Lack of knowledge about sexual education	23	46	14	28	13	26	0	-	0	-	80	
High rate of miss use of drug abuse	22	44	15	30	13	26	0	-	0	-	80	
High rate of unemployment	19	38	18	36	13	26	0	-	0	-	80	
Peer pressure	15	30	14	28	12	24	9	18	-	-	80	

Table 6 above shows that of the 50 respondents from Kyejonjo primary schools, 23 (46%) did agree that a lack of sex schooling has impacted the pregnancy of girls, 14 (28%) agreed, and 13 (26%) were unsure of the issue's potential significance in relation to the high rate of early pregnancies among girls in Kyejonjo primary schools.

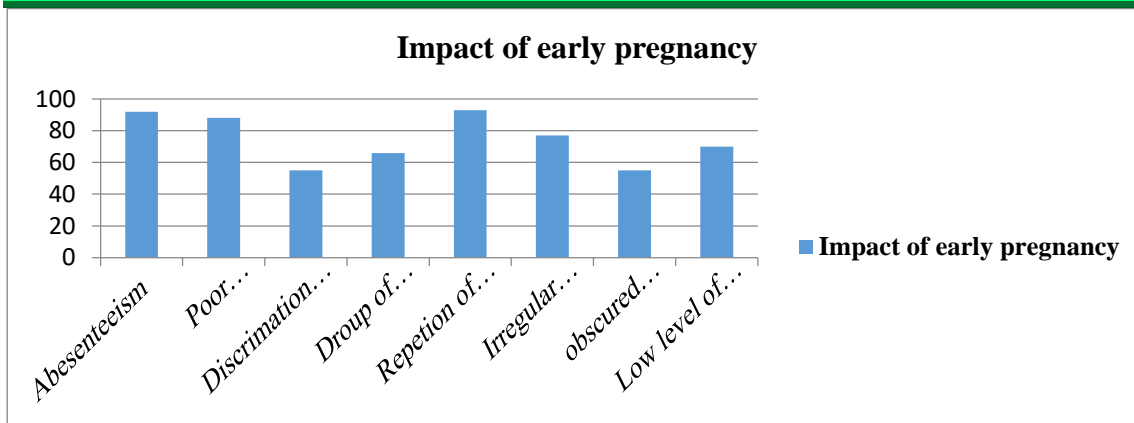
Table 6's results indicate that out of 50 respondents, 22 (44%) did agree, 15 (30%) agreed, and 13 (26%) were unsure whether drug abuse influences child marriages between many girls in Kyejonjo primary schools. This indicates that a majority of the 50 participants agreed that this is a factor.

According to the results, 13 (26%) were unsure if the high prevalence of early marriage among girl students in Kyejonjo primary education may be influenced by the high percentage of unemployment, whereas 19 (38%) strongly agreed, 18 (36%) agreed, and 7 (14%) were not sure.

Out of 50 participants, it was discovered that 15 (30%) did agree that peer influence is one of the purposes why girls in Kyejonjo primary schools continue to get married young, while 14 (28%) also “strongly agree” and 12 (24%) were unsure. However, 9 (18%) also vehemently disagreed on the issue, stating that peer pressure is not one of the purposes why girls get married young, particularly in Kyejonjo Primary school.

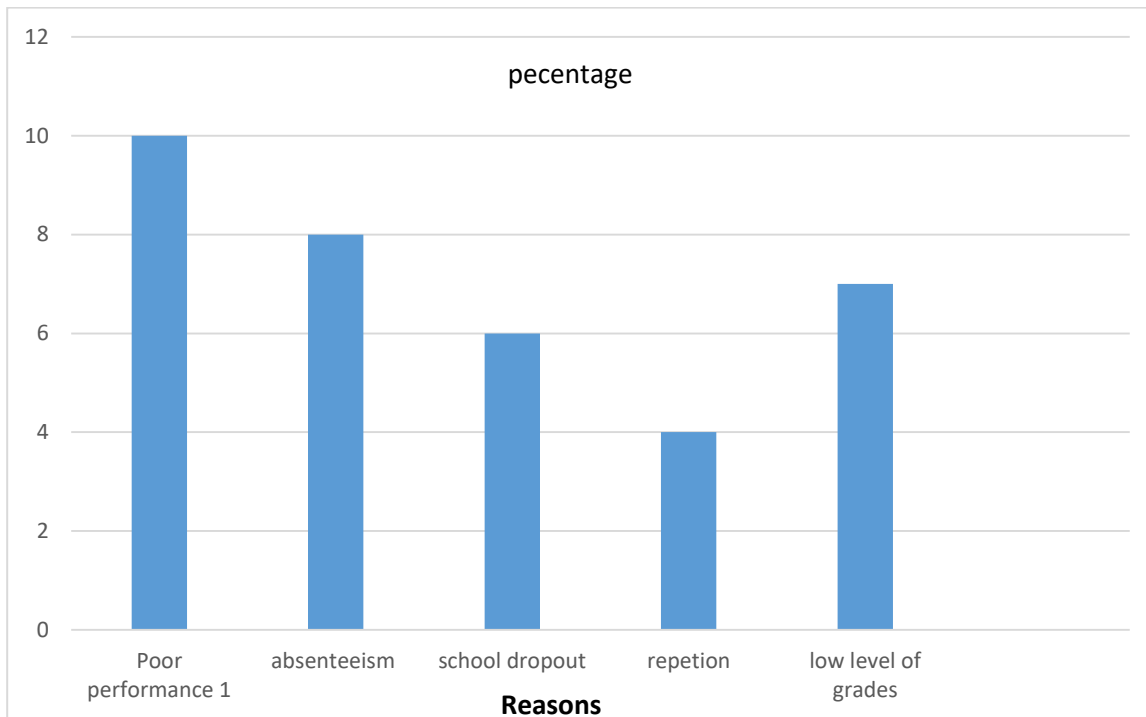
**Impact of teenage pregnancy on the provision of quality education**

**FIGURE 1: IMPACT OF TEENAGE PREGNANCY ON THE PROVISION OF QUALITY EDUCATION**



Source: Makiwane M, 2019

FIGURE 2: INFLUENCE OF EARLY MARRIAGE ON THE PROVISION OF QUALITY EDUCATION



Source: primary data, 2022

From the findings above figure2, it was found that the majority of the respondents mainly at Kyenjojo primary schools, agreed that the early marriage on the provision of quality education among girl child as presented above in the bar graph were poor were 10%, absenteeism at 8%, school dropout 6%, reputation among girls and

### Conclusion

In summary, this study looked into how teenage pregnancies affect the availability of high-quality education. In Uganda, many adolescent schoolgirls fall pregnant spite of the availability and diversity of contraceptive techniques. Although early pregnancies have an impact on the families and the girls, they also have a greater impact on the country's economy. Academic success is impacted by the likelihood of becoming impregnated and having a child as a schoolgirl mother. This situation frequently interrupts or ends the transfer from secondary education to postsecondary studies or employment. Schoolgirl pregnancies result in absenteeism, poor academic performance, repeating grades, and dropout, all of which have rippled on job prospects, reliance, and poverty. Early

pregnancy contributes to the "cycle of poverty" in which very young mothers remain impoverished and their offspring experience teen pregnancy, poverty, and poorer academic achievements. Alford & Bridges (2010).

### Recommendations

The researcher suggests that the education ministry and sporting events start introducing sexual education in both primary and secondary schools through its organizations, coordinating with other community experts, and highlighting the use of preventive methods to students who are already interested in sex as one of the methods for tackling the challenging problem of teen pregnancy. The government, local authorities, religious institutions, and educational institutions should coordinate teen sex education initiatives. The adolescents should receive comprehensive instruction on their reproductive organs and be notified that they can acquire at the age of 14 and older. Pregnant kids should be advised to invest a great deal of work in their academics in order to improve their academic performance at school. Teachers should provide them skills lessons and offer individual support programs (ISP) if a student who is pregnant faces difficulties due to pregnancy-related illnesses and is unable to accomplish some activities.

### REFERENCE

Carina Omoeva and Rachel Hatch, with Benjamin Sylla April (2014) *Teenage, Married, and Out of School*, Education Policy and data Ent Er, FHi 360

Jenny Birchall (2018), *early marriage, pregnancy and girl child school dropout*, Independent researcher and consultant, UK

Boyce, C. & Neale, P. 2006. *Conducting In-depth Interviews: A guide for design and conducting in-depth interviews for evaluation input*. Pathfinder International.

Changach J K 2012. *Impact of teenage pregnancy on the education of the girl-child*, a case study.

Grant M & Hallman K 2006. *Pregnancy-related school dropout and school performance in KwaZulu-Natal*. Studies in Family Planning.

Karra M & Lee M 2012. *Human capital consequences of teenage childbearing in South Africa*. Population Research Bureau.

Oxford Dictionary 2005. *South African Concise Oxford Dictionary*. Cape Town: Oxford Publishers.

Panday S, Makiwane M, Ranchod C & Letsoalo T 2009. *Teenage pregnancy in South Africa with specific focus on school going learners*. HSRC: Pretoria.

Rangiah J 2012. *The experiences of pregnant teenagers about their pregnancy*. Stellenbosch: Stellenbosch University. (MEd - dissertation)

UNICEF. 2006. *National Master.com Home Encyclopaedia Statistics*.

Varga, C.A. 2003. *How Gender Roles influence Sexual and Reproductive Health among South African Adolescents*. Studies in Family Planning.