

**Assessment of factors influencing academic performance of female students in
Uganda certificate of education examinations in Manafwa Town council,
Manafwa District, Uganda.**



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**Assessment of factors influencing academic performance of female students in Uganda
certificate of education examinations in Manafwa Town council, Manafwa District Uganda.**

**A postgraduate dissertation presented to the faculty of education in partial fulfilment of the
requirements for the award of the degree of master of education of
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DEDICATION

This work is dedicated to my wife Mrs. Sophie Wamusi and my children Muyeti Emma, Mukanwa Esther, Mulindi Eleazar and Mwiyeikinwa Elisheba.

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LIST OF ABBREVIATIONS

CAO:	Chief Administrative Officer
CVI:	Content Validity Index
DEO:	District Education Officer
DES:	Director of Education Standards
DIS:	District Inspector of Schools
FMN:	Flood Map Net
LC:	Local Council
PLE:	Primary Leaving Examinations
PTA:	Parents Teachers Association
Sch:	School
SPSS:	Statistical Package for Social Sciences
UCE:	Uganda Certificate of Education
UNEB:	Uganda National Examination Board
UNICEF:	United Nations Children Education Fund
USE:	Universal Secondary Education

ABSTRACT

This study assessed factors influencing female students' academic performance in the Uganda certificate of education examinations in Manafwa Town Council in Manafwa District. The purpose of the study was to find out the factors responsible for poor academic performance. The study sought to find out the influence of parental, cultural and school factors respectively on the academic performance of female students. The study was conducted through a descriptive survey research design. Data was collected from 282 respondents using questionnaires and interview techniques. Quantitative data was analysed using SPSS computer software (Version 20) to generate frequencies and percentages. Qualitative data analysis was done through thematic content analysis. The study employed self-administered questionnaires to 183 senior four female students, 43 teachers and 5 head teachers. The number of respondents who were interviewed included 45 parents, 5 Local council one chairperson and 1 District inspector of schools.

The findings revealed that academic performance of female students in Manafwa town council was poor because of parents' failure to play their roles, domestic chores and lack of scholastic materials.

The study concludes that poor academic performance of female students, is as result of parents' failure to play their roles, shortage of teachers and lack of counselling and guidance to students. It is recommended that recommends that parents should endeavour to meet their parental obligations and allow enough time to their daughters while at home to do private reading to improve their academic performance. The Government should also equip the schools with necessary teaching/learning resources to avert the poor academic performance in Manafwa town council in Manafwa district.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

This chapter dealt with the background of the study, statement of the problem, objectives, research questions, the scope, significance, justification, conceptual frame work and definitions of key terms. The study assessed the factors that influence academic performance of students in Uganda certificate of education examinations in secondary schools in Manafwa town council, Manafwa District.

Background of the study

According to Cohen and Soto (2007), education has been acknowledged as one of the linchpins to improve the lives of the very poor. Furthermore, according to Hannumand and Buchmann (2003) the positive effects of education are intergenerational and that the children of educated mothers fare much better on well-being indicators than the children of uneducated mothers. This is an indicator that education plays a crucial role in preparing the young for their future roles in society. Education has become one of the basic rights which every citizen must have access to, therefore the need for education of both boys and girls should be stressed (World Bank,2002). The last decades of the twentieth century saw many concerted efforts in research into gender issues all over the world. According to UNESCO (2007) report, there has been for the first time significant numbers of the poorest children especially girls and other educationally disadvantaged groups going to school. This has been due to global targets set by the Education for All goals and the United Nations Millennium Development goals. As a result of this massive expansion of

schooling, it has significantly strained existing education systems in terms of teacher and facility shortages. Given the current enrolment, Sub-Saharan Africa will need to hire 1.6 million new teachers in less than a decade to just keep the pace, the report said. In Africa, international bodies and educationalists begun to look into the ways girls and women were fairing in education. Their findings are depressing in that as enrolment increases the quality of education is suffering. This is because many children are entering school but too few are learning. Researchers and teachers have to recognize prejudicial practices which may still disadvantage girls particularly within school and society, even where policy and statistics suggest that equality has been achieved. What about performance? In the Sub-Saharan Africa Lewin and Sabates (2011) have reported that girls are now enrolling in schools more than the past, but still, more girls drop out and do not progress to complete education because of poor performances in national examinations at the end of the primary school cycle. Our education system in Uganda is characterized by examinations and therefore it is an issue that attracts public attention. These examinations are used as yardsticks for learning and selection purposes. Each parent is eager that his child passes the examination as it is the basic requirement for entrance into formal sector. It is a criteria for determining those who should proceed and pursue in the examination at each level. Therefore every student going through this system of formal education has to sit for these examinations in our case, Uganda Certificate of Education (UCE). Every year whenever UCE results are released, the public demand accountability from schools on how they have performed and comparisons are made.

Academic performance of female students at different levels differ from one country to another. The findings are not conclusive and hence, the need for further investigations to find factors responsible for these variances. According to Lewin and Sabates (2011) poor performances in national examinations is hinged to some factors which need intervention because education

represents a major form of human resource development. Human resource development was determined by the availability and quality of education. A study by UNESCO (2012), disclosed that in Ethiopia at secondary level males have more access to education than females and this explains why the female students are not doing well academically. The study further identified poverty, socio-cultural factors like early and teenage pregnancy among other factors are the factors affecting academic performance in Ethiopia.

In Kenya Juma and Simatwa (2014), conducted the study about cultural influence on academic performance of the female students in national examinations. The results indicated that girls performance was very poor compared to those of boys. These poor results were attributed to number of factors; most parents believe that girls do not have qualities of self-confidence, independence, initiative, innovativeness, creativity and assertiveness. Hence, they discourage them from full participation in education which inhibits them from high academic achievement. That, the media and books used in school curriculum depict them as mere females whose roles are child rearing while sons are depicted as career builders. Men have a negative attitude towards women's education, especially in what is considered as education that leads to prestigious careers such as engineering, architecture, teaching, medicine, law, statistics and actuarial science that would give women a superior role in society. These in turn impedes the schooling of girls and hence cause low academic achievement in National Examination. Cultural factors in almost all circumstances depict girls as inferior to boys, a factor that demeans girls and indeed impedes girls' aspirations in life. They even fail to consider education as the best investment in good life free from poverty, slavery, ignorance and diseases. The consequence of which is laxity and negative attitude towards education. This lowers girls' morale and eventually low academic achievement.

According to Tumushabe and Makaaru (2013), argues that in Uganda, well off parents have a choice because the only limitation to school choice is economical. For the poor, their only choice is the poor school in their neighbourhood. Many bright children who attend the poor schools because of financial limitations get lost in the system. It was further revealed that unless the gap between the rich and the poor is narrowed academic performance of the poor parents will continue being poor despite the reforms. Since 1996, the education sector has undergone various reforms in order to send all children to school and ensure that their training in key skills improves (Ochwo, 2013). While implementing these reforms, one area the education system needs to focus on concerns the performance of both girls and boys. The said performance should be balanced in the whole country but according to Mudangi (2016) report to the Chief Administrative Officer (CAO) Manafwa District the performance in Uganda certificate of education was in worrying state in Manafwa. Out of the total number of 2446 candidates who sat for Uganda certificate of education examinations over the period of five years from 2012 to 2016 there were 1,361 (55.6%) girls and 1085(44.4%) boys implying that there were more female students than male ones. From figure 4.22 the results show that majority of students were clustered in divisions three, four and failure. Majority of students in these weak divisions were female which needed an urgent intervention to establish factors responsible. This study was guided by number of theories which included;

Abraham Maslow's need hierarchy theory (1954).Whereas Maslow's need hierarchy theory has been criticized for discontinuity of hierarchy, disordering among physiological, safety, social and esteem needs, lack of direct cause-effect relationship between need and behaviour and subjectivity of level of satisfaction of needs. For this study academic performance is anchored on various factors which need to be fulfilled first. Basic needs for education for female students need to be in place in order to influence results. These basic needs can be parental or school based. This theory

was helpful in understanding how influential parental, cultural and school factors are to academic performance.

Another theory which was used in this study was Education Production Function Theory whose main proponents are Dewey, Husted and Kenny (1998). This theory focuses on the analysis in the economics of education whose impacts are on school resources both physical facilities and learning resources. This theory assumes that there is substitutability of inputs to produce the same output. A standard formulation for the education production function takes the form: $A = F(X)$ where A represents the output produced by the activity, and X is a set of inputs. The study therefore used this theory to highlight various aspects of the learning process of the students in relation to parental factors, cultural factors and school-based factors which are inputs to academic performance.

Skinner's motivation theory was also found to be appropriate for this study because it emphasises the importance of motivation for teachers and learners and that students' high performance will depend on teachers' characteristics, availability of teaching and learning resources, school administration and management strategies, professional records and documents, parental and cultural factors; (parents influence and community influence) (Skinner,2009).The study was, therefore guided by these theories to establish how parental factors, cultural factors and school-based factors can influence female students' academic performance in UCE in secondary schools in Manafwa town council in Manafwa District.

According to Considine and Zappala (2002) academic performance is the educational achievement attained over a specific time in school, college and university. To this study academic performance referred to how well a student meets the standards set by examining body, Uganda national examinations board (UNEB) and the learning institution itself. The scores are measured in terms

of raw marks and grades that the learners get in day-to-day exercises and assignments, weekly tests, monthly tests, mid-term tests, end of term exams, mock exams and final Uganda certificate of examinations (UCE) respectively.

The outcome of academic performance in secondary schools depends on varied factors. According to Nairuba (2011) in the study carried out on the effect of motivational practices on teachers' performance among secondary schools in Jinja, Uganda. The study revealed that there was a very weak relationship between motivational practices and teachers' performance in urban secondary school in Jinja. The study further revealed that although motivational practices were employed, teachers' performance was still very low. The study concluded that there could be other factors that were affecting teachers' performance in the schools.

The study presented above have focused academic performance on motivational factors but not on parental, cultural and other school related factors. In the present study parental factors referred to the attributes within the parents' circle that affect or influence the learning of students. These attributes as investigated in this study include; provision of basic needs, payment of school dues, educational level of parents, parental roles, marital status and socio-economic status. Studies have revealed that these factors influence academic performance both negatively or positively. Ferguson et al. (2007) conducted a study that found out that poverty remains a stubborn fact of life even in rich countries such as Canada. Their research confirms that poverty has a negative influence on student behaviour, academic achievement and retention in school. The study focused on the impact of poverty on educational outcomes of Canadian students and revealed that procurement of resources and the salaries for teachers is determined by the economic status of the country. The study also revealed that educational outcomes of students are one of the key areas influenced by

the provision of resources. Without resources there will be very little meaningful teaching and learning which results in low academic achievements.

Culture refers to the beliefs and practices of a society, which includes intellectual and creative products such as literature, music, drama, and painting (Williams, Seed & Mwau, 2002). In the present study culture refers to norms, values, beliefs and codes of behaviour accepted by a specific group of people or a society such as gendered cultural codes that influence the behaviour of female students. Cultural factors, referred to issues related to the customs and beliefs of a community that could influence or affect academic performance of female students. For this study they included; societal practices/roles, norms /taboos, early marriages and initiation ceremonies of which there are proven evidence of either negative or positive effect on academic performance of female students. According to Fatuma and Daniel (2006), asserts that cultural expectations and values also play an important role in influencing the pattern of women's participation in secondary schools.

School factors, referred to the internal factors that are within the control of the school. These include; laboratories / libraries, teaching resources, scholastic materials, counselling / guidance, motivation, teacher shortage and school management. Studies on school factors as Miller and Seller (2006), Lowe (2009) and Agosiobo (2007), among others assert that instructional materials are critical ingredients in learning and the intended programme cannot be easily implemented without them. Instructional materials provide information and opportunities for learners to use what they have learnt, without resource materials and facilities, the teacher may not be able to set the objectives that he/she would like his/her students to attain. It would mean that students cannot be taught using the most suitable methods. In case of lack of resources and facilities the teacher should be innovative enough to improvise and provide alternatives using local materials. Teaching and learning activities can be obtained through cultivating students' creativity and motivation by

away of linking the classroom with natural and social environment. These are the materials that teachers use to assist learning and also increase interest in learning. Teachers use resources to enhance learner's participation in class activities for effective learning. Since learners' interest and abilities are varied, the teacher needs to select and use a wide variety of resources in teaching in order to take care of individual differences in class such resources include learners printed materials such as magazines, books and journals which are crucial in their learning process. Therefore when learners come to school with their own learning materials; it is the responsibility of the teachers to use what the learners come with to effect learning.

1.2 Statement of the Problem

According to the statistics provided in Manafwa District Local Government Education Department Report (Mudangi, 2016), Uganda certificate of education results analysis for academic year 2016 showed consistent decline in academic performance in the district. Manafwa town council alone has more secondary schools located within same Geographical area than any other place in the district. It also has oldest traditional girls' boarding school which was begun by the Missionaries. Manafwa town council has a big contribution to the district because of its big school population. The report further showed that for the last five years from 2012 to 2016 the performance has kept on declining. In 2012, 11 students got division one which was 2.5% and division nine which is failure had 26 students representing 6.1%. In 2013, division one had 3(0.6%) and division nine was 78(15.5%). In 2014, division one had 7(1.2%) and division nine was 68(11.4%). In 2015, division had 7(1.4%) and division nine was 59(11.4). Lastly in 2016, division one had 1(0.2%) and division nine was 69(17.2). For the period 2012 to 2016 Manafwa town council got only 29 students in division one and 300 students who totally failed. Of the 300 failures,

girls constituted 55.7% an implication that girls were more affected than boys. Statistics also showed that in 2016 there was no girl in division one.

The factors for this declining academic performance over the years are not well understood which has made it difficult for the district education department and schools to design strategies that can improve academic performance of poorly performing schools. The Government intervention in terms of equipping science and computer laboratories, libraries, posting of qualified teachers, facilitating inspectors of schools among other activities was aimed at improving academic performance of students. But this has been fruitless and stakeholders are wondering why the performance is the way it is.

Since there was no evidence that someone had attempted to seek the solutions to the problem at hand. The researcher was compelled to carry out this study to establish the factors influencing female students' academic performance in Uganda certificate of education in Manafwa town council in Manafwa district.

1.3 Objectives of the Study

1.3.1 Major Objective

To assess the factors influencing academic performance of female students in Uganda certificate of education examinations in Manafwa town council secondary schools in Manafwa District.

1.3.2 Specific Objectives

The study was guided by the following objectives

1. To find out parental factors influencing academic performance of female students in Uganda certificate of education examinations in Manafwa town council.
2. To examine the effect of cultural factors on academic performance of female students in Uganda certificate of education examinations in Manafwa town council.
3. To examine the impact of school factors on academic performance of female students in Uganda certificate of education examinations in Manafwa town council.

1.4 Research Questions

The study was guided by the following questions;

1. What are the parental factors influencing the academic performance of female students in Uganda certificate of education examinations in Manafwa town council?
2. What are the effects of cultural factors on academic performance of female students in Uganda certificate of education examinations in Manafwa town council?
3. What is the impact of school factors on academic performance in Uganda certificate of education examinations in Manafwa town council?

1.5 Scope of the Study

1.5.1 Content Scope

The study was delimited to factors influencing academic performance of female students, in Uganda certificate of education examinations in Manafwa town council secondary schools. These included parental, cultural and school factors respectively. The study was limited to only female students whose failure rates were alarming.

1.5.2 Geographical Scope

The study was conducted in secondary schools in Manafwa town council in Manafwa District which is located approximately 32 kilometres south east of Mbale town. It is approximately 241 kilometres (150 miles), northeast of Kampala, Uganda's capital city. The District headquarters lies on coordinates latitude 0.919723, longitude 34.291099. This is on the slopes of mountain Elgon national park at an average altitude of 1967 metres above sea level and is bordered by Namisindwa District in the east, Tororo District in the south, Bududa District in the north and Mbale District in the west. Manafwa town council was selected for this study because of having many secondary schools than any town council in the whole district. It has both private and Government aided secondary schools. It also has the only girls' secondary school in the whole district and the study concerns female students. Its location at district headquarters where all administrative offices are found. This would easy access to a lot of services in terms of monitoring and supervision of school activities.

1.5.3 Time Scope

The study considered the period of five years from 2012 to 2016 to assess the factors responsible for declining trend of academic performance of female students in Uganda certificate of education. This period was selected because the District Education office had revealed consistent decline in Uganda certificate of education examinations. Factors accruing to this declining trend were not revealed and therefore created the gap for undertaking the study.

1.6 The Significance of the Study

The findings of this study would be significant in various ways:

First, it would provide an insight to the administrators and managers of the District education department into the factors that limit or contribute to low academic performance among girls in Manafwa town council secondary schools.

The findings would serve as reference points for head teachers and teachers of schools in Manafwa town council secondary schools on management skills that would lead to improvement of girls' performance in national examinations.

Besides, the findings would also enlighten District Education officer, Inspector of schools and other concerned stakeholders on the factors for poor academic performance of female students in national examinations.

It is also hoped that the results of this study would help parents to know their contribution in the results of their daughters.

1.7 Justification of the Study

This study was undertaken because of the declining standards in academic performance of female students. According to the academic performance report by District Education Officer and data from education office; in 2012, 6 girls got division one out of 247 girls which was 2.4%. In 2013 there was only one girl out of 280 girls which was 0.4%. In 2014 they got 5 girls in division one out of 326 which was 1.5%. In 2015 there were only 3 in division one out of 285 girls which was 1.1%. In 2016 they got zero in division one out of 223 girls which was 0%. These schools are either Government aided or private but benefiting from USE grants and other benefits. This was an implication that they were supposed to produce good results in national examinations more so traditional schools. Their declining standards over the years raised the concern and there was no empirical evidence as to why the performance was the way it was. Reasons or factors behind these

girls' academic performance in Uganda certificate of education in Manafwa town council was unknown. This implied the necessity and urgency for this study to unveil what was responsible for the female students' poor academic performance in Uganda certificate of education examinations.

1.8 Definition of key Terms

The following definitions of words were used in the study as follows;

Academic performance: referred to the scores achieved by students in Uganda certificate of education examinations in terms of divisions 1, 2, 3,..., 9.

Administrators: these referred to head teachers, Inspector of schools, District Education officer Chief Administrative officer.

Culture: referred to rules, norms, standards and values of a particular society or community which are cherished as core values.

Cultural factors: referred to the societal beliefs and norms to be observed by all people in that society or community.

Female student: This refers to a person of feminine characteristics attending school.

Good grades: referred to division one and two.

Influence: referred to causing positive or negative change in academic performance.

Parental factors: this referred to all factors that would affect or influence female academic performance either positively or negatively.

Parental role: The duty of a parent

School factors: referred to the internal factors that are within the control of the school.

Stakeholders: referred to all people concerned about the academic performance of female students.

1.9 Conceptual Frame Work of the Study

According to Kombo and Tromp (2006), conceptual framework is a tool intended to help the researcher to develop and present the context for studying the research problem and acts as a map for understanding the relationship between independent and dependent variables in the study. The independent variables include; parental factors, cultural factors and school factors while dependent variable is academic performance in Uganda certificate of education as shown in figure 1.1.

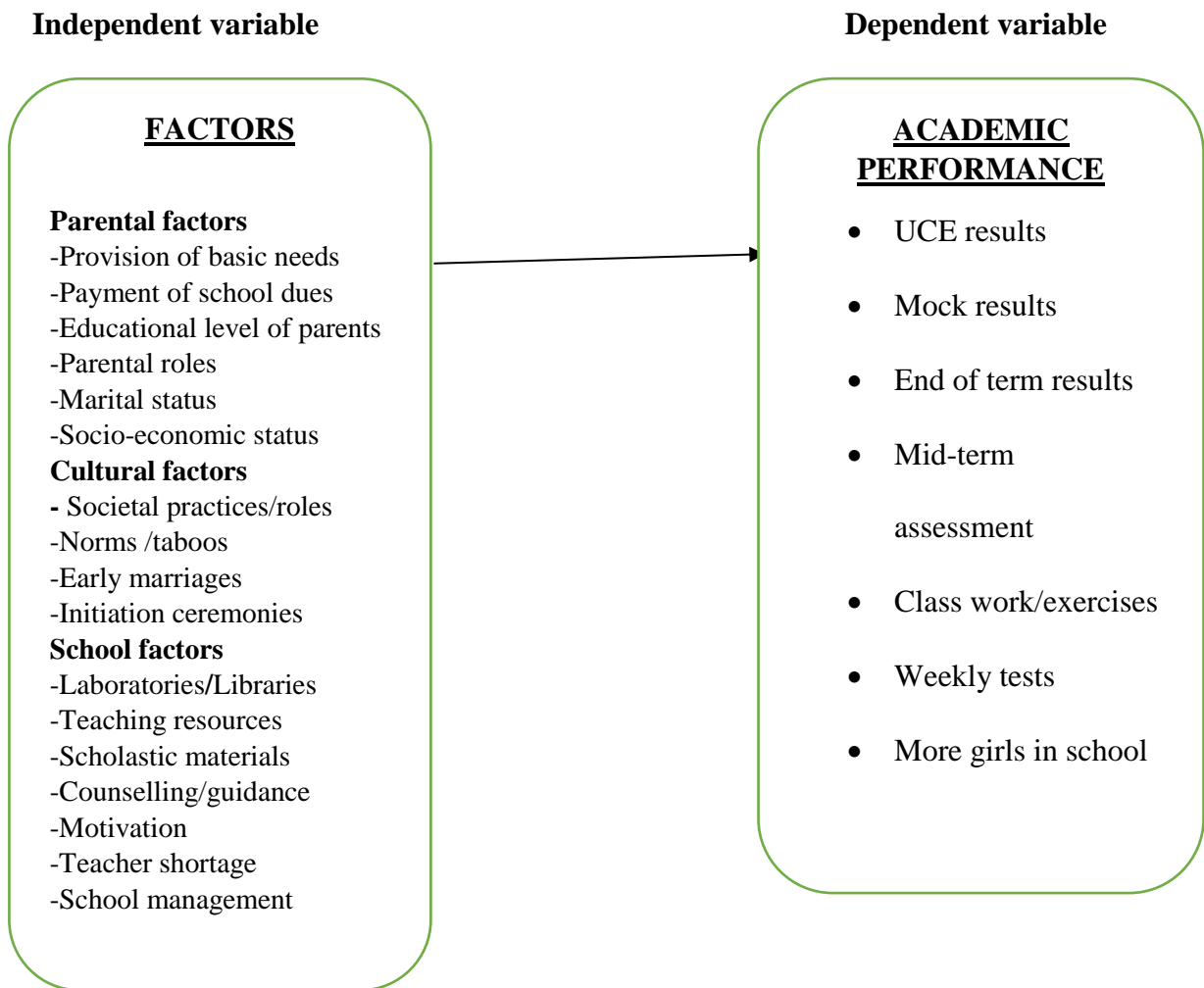


Figure1.1 Conceptual framework

Source:Adopted and modified from Kombo and Tromp (2006).

The figure shows factors influencing academic performance of female students in Uganda certificate of education. These factors include; parental factors, cultural factors and school factors respectively. As shown in the figure if parents can meet their parental obligations, have control over cultural factors and the school also fulfils its part, the academic performance of female students will improve and more of them will continue with studies or be retained at school. On the other hand if the above factors are not controlled, the academic performance will be poor because parents may fail to encourage the girls to continue studying as the cultural factors will be adhered to such as marrying girls at a young age or the norm that girls belong to the kitchen and so less interest in their education which will in turn affect their academic performance since they are not encouraged. Academic performance is defined in terms of UCE results, mock results, end of term tests and midterm assessments, class work /exercises and weekly tests.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed literature related to the factors influencing academic performance of female students in Uganda certificate of education. It particularly focussed on an assessment of parental, cultural and school-based factors as key pillars of the study. The literature review includes a theoretical review, conceptual review and the rest of the review was organized according to the study objectives.

Theories have been advanced to describe the relationship between performance and its influential factors. According to Abraham Maslow's need hierarchy theory (1954) asserts that people are motivated to fulfil their needs. Whereas Maslow's need hierarchy theory has been criticized for discontinuity of hierarchy, disordering among physiological, safety, social and esteem needs, lack of direct cause-effect relationship between need and behaviour and subjectivity of level of satisfaction of needs, it is still applicable in educational institutions. Given that in the present study academic performance is anchored on parental, cultural and school based factors, it can be noted that from a theoretical perspective, Abraham Maslow's need hierarchy theory greatly contribute to understanding and shaping of relationship between independent variable(factors) and dependent variable(academic performance) in this study. This theory was helpful in understanding how influential parental, cultural and school factors are to academic performance. This theory was adopted in the study because academic performance depends on satisfaction of certain factors first for both teachers and learners. It was supported by Education Production Function Theory whose main proponents are Dewey, Husted and Kenny (1998). This theory focuses on the analysis in the

economics of education whose impacts are on school resources both physical facilities and learning resources. The theory assumes that there is substitutability of inputs to produce the same output. A standard formulation for the education production function takes the form: $A = F(X)$ where A represents the output produced by the activity, and X is a set of inputs. The study therefore used this theory to highlight various aspects of the learning process of the students in relation to parental factors, cultural factors and school-based factors which are inputs to academic performance.

Skinner's motivation theory is also found to be appropriate for this study because it is envisaged that students' high performance will depend on teachers' characteristics (teachers' qualifications, teaching strategies, teaching experience and teachers' attitudes); availability of teaching and learning resources, textbooks, reference books, syllabus, human resource, school practices, curriculum supervision records, school administration and management strategies, professional records and documents, parental and cultural factors; (parents influence and community influence). The study was, therefore guided by these theories to establish how parental, cultural and school-based factors influence female students' academic performance in UCE in secondary schools in Manafwa town council in Manafwa District.

According to Onen and Oso (2009) conceptual framework is a diagrammatic presentation of a theory and that it is presented as a model when research variables and the relationship between them are translated into a visual picture to illustrate the interconnections between the independent, intervening and dependent variables. The conceptual framework is therefore a scheme of concepts which the study will use in order to achieve the set objectives. In the conceptual framework depicted in Figure 1.1 academic performance is influenced by some factors which include parental, cultural and school-based factors among others. The framework suggests that the academic performance of female students is directly influenced by parental factors, cultural factors or

school-based factors. The collection of data, analysis and discussion of the findings, conclusions and recommendations of this study were based on this framework.

2.1 Parental Factors and Academic Performance of Female students.

The success of the educational academic achievement depend on various factors. Parents are key stake in success of academic performance of their children regardless of their sex. Factors affecting parents will in turn affect the academic performance of their children. Parents have a role to play in order to promote academic performance of their children. It has been established that parents who abandon their children at their early ages force them to take parental roles which they are not fully prepared for. Such children do not do well at school. Such behaviours are common to parents who abuse alcohol in UK (Dennis, 2011). Academic success is achieved through parental support. Children will put a lot of effort in education as long as their parents encourage them. Parents should also ensure that children attend school on regular basis. However, some parents do not take it as their responsibility (UNICEF, 2007). Studies have been done by different researchers concerning parental factors and their influence on academic performance. Their findings have shown that academic performance of female students is influenced by their parental roles. According to Ngwiri (2008), when parents become demoralized, and lose confidence in their parenting ability, children also lack motivation to learn leading to poor academic achievement.

According to Kibera and Kimokoti (2007), responsible parents take their children to school at the right age and such parents are educated. The study showed that children of educated parents have advantage over those of illiterate parents. Mwoma, (2010) established that responsible fathers with average education level promote academic performance of their children. The two are studies are similar, for they were addressing parental level of education and academic performance. However,

Mwoma (2010) focused on only one parent (father), while Kibera and Kimokoti (2007) did not show the advantages of educated parents over illiterate ones. The present study was undertaken to address both issues in reference to parents of female students in Manafwa town council in Manafwa district.

According to Onzima (2010), there is a correlation between socio- economic status of the parent and pupils educational attainment. The study was carried out in St. Jude Primary School Malaba town council, Uganda. The study however only focused on economic status of parents of primary school. Kahlenberg (2006) and Kirkup (2008), both had similar findings about socio economic status of parents and its effect on their daughters' academic performance. They have shown that girls from high level of socio-economic status perform better than those of middle class and the middle class girls perform better than the girls of low level of socio-economic status. This was as a result of their parents' involvement in their education. This involvement could be attending good schools, prompt fees payments, meeting girls' personal requirements in time, acquisition of scholastic materials which facilitates learning. The present study was undertaken to adduce evidence whether similar correlation is there in Manafwa town council where academic performance of female students is in worrying state.

Garikai (2010), studied the causes of poor academic performance of the school students on a sample of 200 high school students in Zimbabwe. The findings indicated that there was poor academic performance of female students compared to male students and educational levels of parents had significant effect. Similar study by Chinyoka & Naidu (2013), also in Zimbabwe established that poor girl students face conditions in their homes that leave them with less time and energy for studies. The study further established that poor girl students are likely to have parents, family members and neighbours who are also less educated. Such girls are not able to get

much guidance for their education in their homes, thus contributing to their poor academic performance. The present study intends to find out the ideal home situation for Manafwa town council to narrow the gap in academic performance of female students.

Another study by Caroline and Clause (2006) on parental factors states that some children perform poorly in academic achievement because their parents lack enough time due to work they do in offices.

According to Parveen, Noor-UL- Amin, and Nazir, (2013), and Hafiz, et al (2013) pointed out that parents have a fundamental responsibility to ensure that their children are at school and their school work is done. However, these studies noted that, many parents who have never attended school and cannot read, write or count properly. Eneji, (2013) concurred with them when they state that children in rural areas and in poorer homes drop out earlier compared to their more affluent counterparts. The importance of the home environment or family on girl learners' academic performance cannot be underestimated since the family is the source of basic inspiration (Bronfenbrenner, 2008). This indicates that parents have a role to play on the academic performance of their children.

Parental attitude towards school may lead to high or low level support they give to their children. In Zimbabwe, according to Dixon-Roman, Everson and McArdle (2013) parents are responsible for assisting their children when doing homework. If the parents were not educated this would affect the way they assist their children and this may have an adverse effect on the child's performance. Children from poor families have been in most cases seen to lack educational goals. Broken families, single parent families and child headed families can be traumatic to children and usually children from such backgrounds may have emotional problems which may hinder good

academic performance (Chindanya, 2012). Thus, the family background plays a pivotal role in building the character of the child and in enhancing academic performance. Such factors cut across and can be responsible for the state in Manafwa town council in Manafwa District.

Poor families are faced with the direct as well as the indirect consequences of their economic situation, including the lack of resources, and the stress associated with their predicament Okeke, Nzewi, and Njoku, (2012); Chabaya, Rembe, and Wadesango, (2009). Given the above, the home environment should be endowed with resources and be conducive to promote learning. At the household level, evidence suggests that girl children from poorer households are generally likely to receive less education. The present study was undertaken to investigate into home based environment in Manafwa town council that are affecting academic performance of female students in Uganda certificate of education examinations. This was urgent because there are no studies that have been done about it in Manafwa town council in Manafwa district.

The work of Atieno, Simatwa and Ayodo, (2012) conducted a study on the impact of family socio-economic status on female students' academic achievement in secondary schools in Kisumu East District in Kenya. The study established that, the female students from high income families performed better than those from low income families. Parents with high level of education greatly enhanced female students' academic achievement. Moderate family sizes of about 4 children had a big positive influence on female students' academic achievement. The study concluded that family income, parental level of education birth order and family size influenced academic achievement of girls in secondary schools. Similarly the current study is undertaken in different environment on same type of respondents who includes female students, head teachers and teachers in Manafwa town council in Uganda to establish whether same results would reflect.

According to Memon et al, (2010), in their study found out that students whose parents were well educated performed better than those students whose parents were less educated. Further they stated that the higher the income of the family, the better would be students' availability of resources and consequently better would be academic achievements. On contrary Farooq et al (2011), pointed out towards socio- economic status of family as one of the important factors affecting students' achievements. His view was that parental occupation had little effect on student's academic performance than their education. These contradicting statements puts people at cross roads and therefore a gap to be verified in Manafwa town council before any conclusions are drawn.

While further interrogating research done in developing and developed countries, Ombuya, Yambo and Omolo (2012) who studied effects of orphan-hood on girl-child's access and retention in secondary school Education in Rongo Sub-county of Kenya, purposed to determine the contributions of socio-economic background on orphaned girls academic performance. They found that children and families living in poverty are at great risk of hunger, violence, teen parenthood, family stress and educational failure. These factors contribute to children that live in poverty being many times likely to have learning disabilities than non-poverty students. This study also sought to find out whether poverty is also one of the factors affecting academic performance in Rongo Sub-county public schools. It revealed that 67% of 390 respondents concluded that poverty should be eradicated for it deters learning. This is an indication that where poverty prevails academic performance is poor and this could apply elsewhere including Manafwa town council in Uganda.

2.2 Culture and Academic Performance of Female students.

Socio-cultural factors are common phenomena for girls and to a lesser extent to boys at schools. Government, NGOs and other stakeholders have made serious efforts to minimize the problem, but still the challenges are unsolved and yet students achieve less in their studies than expected. There are various ways through which some socio-cultural factors affect academic performance of female students in Uganda as a whole and Manafwa town council in particular.

Cultural practices according to Achoka et al (2013) reported that in some societies in Kenya, require the girls to stay out of school temporarily or permanently and interfere with their education. Some of these traditions require drastic measures on the girls for example female genital mutilation. These traditional practices have negatively influenced girls' academic achievement in Western Kenya.

A study by UNESCO (2012), disclosed that in Ethiopia at secondary level males have more access to education than females and this was confirmed by Tiruneh and Petros (2014). This disparity is attributed to poverty, socio-cultural factors, gender-based violence, early marriage and teenage pregnancy among others are major barriers affecting women's access to and completion of education cycle. Girls who become sexually active during their primary or secondary education and become pregnant are usually expelled from school. Only a few of these girls return to school later to continue with their education after giving birth. Still their academic trend will be affected because of long stay at home for maternity and nursing a new born baby.

According to UN (2014), most parents are aware of the benefits of sending their children to school. However, when situations arise which prevent them from educating all their children, girls are usually the ones who are not enrolled and when there is no immediate benefit for such education,

boys also are pulled out for farm work or income generating activities like trade, fishing and housebreakers at night. The implication in this study is that girls are not given priority in case of scarcity. This necessitated similar study in Manafwa town council to ascertain what happens when parents are faced with challenges.

Wakgari and Teklu (2013), stated that there is a greater need for girls rather than boys labour at home. Many parents keep their daughters at home whenever there are some chores (cooking, selling, farming, taking care of other siblings or sick members of the family, laundry) to do. These activities affect the performance of female students more than their male counterparts.

Mature girls and boys are often tempted by money and pleasure of their bodies and also they are tempted by goods they receive from older men and women and slowly they turn to sexual and immoral conducts. Such behaviour interferes with education because they do not see the need of continuing with schooling when they earn so much and also they get sexual satisfaction from people they assume to have all powers for financial and sexual release. Girls of eleven to seventeen years are said to be much more affected by this situation. They believe more in someone they love than parents, they direct their efforts to affection and sexuality without questioning about future risks (Torto, 2007). This kind of attitude will eventually affect the academic performance of female students than their male counterparts.

According to Chege and Sifuna (2006), noted that in some communities, religious and traditional norms dictate that girls are to be married at a certain age and when they are still in school with no prospects of marriage when they mature, it puts the family in disgrace. The girls are therefore pulled out of school as soon as they reach maturity to prepare them for marriage. Some men do not like very educated wives who may challenge their authority. When such men, especially the

rich, want to marry a girl, the parents prefer to pull her out of school since marriage would also solve some of the family's financial problems. Parents tend to discourage higher education for their daughters for fear that highly educated girls may find it difficult to get husbands. Among the Masai in Kenya it was found (Abdulahi, 2005) that parents do not wish to pay fees for their daughters. They would prefer to marry them off and this forces them to run away from home to seek refuge elsewhere. By so doing they drop out of school while the boys are continuing. Hyde (2005), contends that the learning environment, distance to school, teachers attitude toward female students, teaching practices, gender bias in the curriculum and class room culture also contributes to either facilitating or hindering the academic performance of female students. Culture can be positive or negative to academic achievement. These are many factors according to the author contributing to poor academic performance of girls but for this study only cultural ones were studied on in Manafwa town council to affirm their effects.

Sengupta and Gaha (2002), found out that in many societies girls are married off at a young age because their education is viewed as a poor investment which yields no long term benefit to their natal families. In such societies girls are educated and trained in house chores to prepare them for marriage. Hence the attitude that it is more beneficial to formally educate a boy than a girl. Girls are denied from the rights to education hence get married as early as possible.

According to Mwangi (2004) introduction of free primary education, accounted for an increase in enrolment, but a sizeable number of children, especially girls, still find themselves out of school owing to a number of reasons. These reasons are: demands for their labour in the homes such as assisting in looking after their young siblings; child marriage, doing house chores, sexual harassment and abuse, death of mother, lack of role models and looking after the sick member of the family.

Cultural expectations and values also play an important role in influencing the pattern of women's participation in secondary schools (Fatuma & Daniel, 2006). There are regions where parents wish to protect their daughters from contact with foreign cultures (Fatuma & Daniel, 2006). In regions where there is acceptance of the importance of education for women, some religion or people discourage girls from becoming highly educated as they will encounter some difficulties in finding husband (Fatuma & Daniel, 2006). Others claim that educated women are not cooperative and they are extremely independent thus making marriages impossible. Western education according to them leads to certain unacceptable innovations which alter the accepted view held by male members of the society of an ideal wife and bring about changes in the prescribed roles of women, which have been rigidly defined by religion and custom (Fatuma & Daniel, 2006).

According to the study by Rehema et al (2014) found that initiation rituals to Primary and Secondary School Girls in Morogoro rural District in Kenya are initiated as early as eleven or twelve years. The girls who attend the ceremonies encounter mistreatments, abuse and sometimes they miss their precious school time. It is also learnt that after the ceremonies, girls change their behaviour and thus some of them feel they cannot cope with formal education. As a result of the changes of behaviour the girls are reported dropping out of school to pursue other womanly responsibilities of getting married and have families.

2.3 School Factors and Academic Performance of Female students.

Students' academic performance is affected by hosts of inside and outside factors. These factors include; parental, cultural and school based. Among school based factors, these encompasses the quality of the school in terms of equipment and staffing. The equipment should include

teaching/learning materials, laboratories, libraries, and scholastic materials among others. Staffing is to do with adequacy and availability of teachers, motivation, school management in terms of roles and responsibilities among the staff.

Teaching resources are described as methods and materials used in teaching (Owoko, 2010). Evidence from the World Bank and other international organizations on the quality of learning in the developing countries points out the importance of individual school's input (Owoko, 2010). Some of the inputs include teachers, classroom size and its environment, instructional materials such as textbooks and other reading materials as well as school buildings and facilities (Eshwani, 1996). These inputs can influence students' academic performance either positively or negatively.

A study by Yara and Otieno (2010) on teaching and learning resources and academic performance shows that, stationaries and teaching aids influence students' performance. His findings are in agreement with findings of UNESCO (2008) report that teaching and learning materials such as text books, teaching aids (chalk, chalk board) and stationaries can influence students' academic performance. These studies did not assess how teaching resources influence students' performance in Manafwa town council which this study sought to establish.

Laurillard (2013) study on effective teaching, and learning technologies in Botswana found that lack of relevant teaching materials caused dismal students' academic performance. The study further found that students' academic achievement is mainly caused by lack of relevant textbooks and other print materials such as publications and handbooks. The government of the republic of Uganda is committed to ensure that the Ministry of Education, Science, Sports and Technology equips secondary schools with laboratory equipment and library text books but the UCE results

continues to decline (Mudangi,2016). The study was undertaken to find out what could be the contributing factors to poor academic performance in Manafwa town in Manafwa district.

Lyons (2012) argues that students' performance is influenced by the quality and quantity of teaching materials. Lyons (2012), found that institutions with adequate teaching/learning resources such as textbooks, charts, maps, audio-visual and electronic instructional materials such as radio, tape recorder, television and video tape recorder stand a better chance of performing well in examination than poorly equipped ones. Therefore, poor academic performance could be attributed to lack of enough teaching materials and equipment, thus the need to carry out this study to establish the validity of this statement in Manafwa town council.

The other contributing factor to poor academic performance in most learning institutions at different levels world over is the absence of library facilities. Libraries play an important role and contribute to excellent academic performance. Hornby (2010) described a library as a building or room in which collection of books, tapes, newspapers, journals; and articles are kept for people to read study or borrow. A library is an essential factor in the teaching/learning process. It forms one of the most important educational services. The educational process functions in a world of books. The chief purpose of a school library is to make available to the pupil, at his easy convenience, all books, periodicals and other reproduced materials which are of interest and value to him but which are not provided or assigned to him as basic or supplementary textbooks. As a resource, it occupies a central and primary place in any school system. It supports all functions of school-teaching and provides service and guidance to its readers. Ahmed (2003) posited that provision of educational facilities like availability of library facilities in school enhances good academic performance of pupils. He adds that such school facilities provide educational resources that facilitate effective teaching and learning in schools. Educational facilities contribute to a

skilful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. Ahmed (2003) adds that in most of the secondary schools teaching and learning takes place in a most uncondusive environment, lacking the basic materials like books and thus hindering the fulfilment of educational objectives. Additionally, using data from schools in seven countries in Florida, Drever (1991) also found school libraries to have a measurable effect on pupil performance achievement. At the elementary and middle school levels, approximately 4% of the variance in Texas Assessment of Academic Skills (TAAS) scores was attributed to school libraries, while the figure more than doubled at school level, reaching 8.2 percent. Library variables outweighed the effects of other school variables including computers per student and teacher experience. Fuller (1985) identified a school library as an instructional resource which may significantly influence pupils' achievement after controlling pupils' family background. He found out that one effect of library size and its activity have been positive in 15 out of 18 analyses. Those schools with well-equipped library normally maintain high academic performance. In another study on raising school quality in developing countries, Fuller (1987) found out that collection of books kept for reading in the library is related to performance.

According to Rosehotz and Simpson (2002), contemporary education thought holds that one of the pivotal causes of unsteady development in many countries is inability to adequately staff schools with teachers. Tyke and O'Brien (2002) argue that schools are plagued by shortage of teachers due to increase in students' enrolment, teacher attrition and retirement leading to poor academic performance. Teacher inadequacy is believed to confront many secondary schools world over and Uganda is not exempted. According to Mosha (2014) most of the secondary school in Tanzania has inadequate teachers which has led to poor academic performance. In Kenya according to UNESCO report (2012) on efforts made by the government to ensure education for all (EFA) as a

Millennium Development Goal, Kenya faces a serious shortage of qualified teachers which is causing schools performance to be negatively affected. The report also reiterated the problems of shortage of teaching personnel which are factors influencing students' academic performance in Kenya schools. The shortage of teachers is, therefore, a significant factor that is impinging on the students' performance in Kenya Certificate of Secondary Education (KCSE) examination. Since Uganda shares same environment with other East African countries, what affects their academic performance is likely to affect it also. This justified the need for this study.

School administration is headed by school head teacher and according to Sushila (2004) on the role of head teachers in schools asserts that, the head teacher plays a significant role in school administration and that the performance of the school depends on administration study of the head teacher. The study further found that, the head teacher is the decision maker and a think tank of the school. The head teacher who employ teamwork as a working strategy is bound to obtain a high academic achievement. It is therefore realized that, the performance of a school is appraised against the performance of the head teacher. It is in this context that Ndunda (2004) remarked that the students' performance depends on the head teacher of the school since they are the focal system of a school through which all important functions rests and are therefore the controller of all resources that may influence students' performance in a school. A study by Nannyonjo (2007) on analysis of factor influencing learning achievement in Public Secondary Schools in Uganda found out that school performance is influenced by head teachers' characteristics such as ; qualification, in – service training, age, experience and tenure of service in the school. The study further revealed that good supervision strategy and administration styles were other significant factors influencing learning achievements in Uganda Certificate of Education (UCE) examination. The finding of this study concurs with the findings of another study by Sushila (2004) on the role of head teacher in

influencing school performance. According to the study a good school administrator should have adequate professional training and administrative experience. The present study sought the characteristics of secondary school Head teachers in Manafwa town council.

According to Skinner (2009) Key element for an effective school is an effective head teacher, although school success is influenced by other external factors, head teacher plays a pertinent role. The key driving force for effective head teacher is their motivation level .This is because a head teacher as a leader plays a role in harnessing school resources while giving school direction in terms of visions and mission. A well-motivated head teacher will also motivate other teachers. Accordingly head teacher's motivation level is the significant factor in shaping the learning environment and the climate of a school; this is because it is the head teacher who articulates clear goals, expectations, vision and the mission of the school.

The work of Tuitoek, Yambo and Adhanja (2015) on contributions of school based socio-economic factors on students' academic performance in public secondary Schools in Eldoret West Sub County, Uasin Gishu County found that inadequate school facilities in terms of text books and other scholastic materials which could not be found at home contributed to higher failure rates of female students. Now that the most needed books are not in schools where they are supposed to be, then it was so difficult to find the same at home. Therefore this would eventually lead to poor academic performance of students. Since there was no similar study done in Manafwa town council about these factors and academic performance of female students is poor according to District Education office records. The present study was urgent and invertible in Manafwa town council.

2.4 Conclusion of Literature

The literature reviewed indicated that several related studies had been done on the factors influencing academic performance. However, none had analysed the factors influencing academic performance of female students in Manafwa town council in Manafwa District, hence the present study. From the literature reviewed, it was evident that academic performance was hinged on several factors. These included range of parental factors, cultural and school-based factors respectively. There were no studies found to have been done on the assessment of factors influencing academic performance of female students in Manafwa town council. The researcher therefore carried out the present study to establish the factors influencing academic performance of female students in Uganda certificate of examinations in Manafwa town council in Manafwa District. From the review of related literature, it was established that some children from undeveloped countries are abandoned by their parents early in their lives forcing them to take parental roles. It was also found that most educated parents take the responsibility of enrolling their children to school early unlike those from illiterate parents. Some parents however, do not take their responsibilities leading to academic underachievement of their children. There was a relationship between parental influence and students' academic performance. Children are sometimes forced to be out of school in some African countries like Ethiopia, Tanzania, and Ghana due to poverty. In poor families parents preferred educating boys to girls. Some cultural practices limited academic achievement in some communities. The practice of FGM hinders girl-child education as most of them are married off soon after the rite. It was also established that school-based factors greatly influence academic performance of female students. The next chapter discussed the methodology used to accomplish the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents a description of the various sub-sections that constitute the methodology of the study that were adopted by the researcher in executing the study along with their justification. It includes research design, area of study, study population, sampling procedures and techniques, data collection methods and instruments, quality control methods, data management and processing, data analysis, ethical considerations and limitations of the study.

3.1 Research Design

The study used descriptive survey research design. A descriptive survey design is concerned with determining the frequency with which something occurs or the relationship between variables. It also explains events as they are, as they were and as they will be respectively. Bryman and Bell (2011) assert that a descriptive survey design seeks to get information that describes existing phenomena by asking questions relating to individual perceptions and attitudes. Thus, this approach was suitable for this study since the researcher intended to collect comprehensive information through descriptions to assess factors influencing female students' academic performance in secondary schools in Manafwa town council in Manafwa District. The design was appropriate for the study because it was conducted in a setting that required direct responses from respondents while investigating existing phenomenon without manipulating the variables. This design was also considered for its suitability in economic terms, rapid data collection and handling extensive research.

3.2 Area of Study

Manafwa town council is located approximately 32 kilometres by road south east of Mbale the largest metropolitan town in the sub region. It is also 241 kilometres north east of Kampala, Uganda's capital city. Manafwa town council headquarters lies on coordinates latitude 0.919723, longitude 34.291099 in Manafwa District which is located on the slopes of mountain Elgon national park at an average altitude of 1967 metres above sea level. The district is bordered by Bududa District in the north, Namisindwa District in the east, Tororo District in the south and Mbale District in the west. The study was conducted in Bubulo West constituency in Manafwa Town Council. Manafwa Town Council was selected because it has many schools both governments aided and private. It was selected because of its accessibility in terms of land terrain, having the only girl's boarding school, all schools benefits from government grants and their academic performance was not pleasing.

3.3 Study Population

The study population was drawn from Manafwa town council. It consisted of female students, Head teachers, teachers, District inspector of schools, parents and LCI Chairpersons. Female students were selected because they constituted part of ordinary level and they were the ones affected in academic performance. Head teachers were selected because they were heads of the schools and are the ones who supervise the teachers in order to implement government programmes. Teachers were considered in the study because they directly interact with female students in day- today affairs, their academic assessments and are believed to have gone through similar challenges when they were also students. District inspector of schools was involved because of their monitoring, supervisory and evaluation roles of teaching/learning process. They

evaluate school programmes, implement government policies and reports on academic performance of all schools in the district both private and government. Parents were considered in the study because two of the objectives concerns them and they are key stakeholders in educational matters of their children. Lastly local council one leaders were included in the study population because they represent political wing, some of them are parents and they handle some domestic matters in their communities. These different categories were selected because they were considered to have relevant information about the study.

3.4 Sampling Procedures

This involved the selection of sample size and sampling techniques.

3.4.1 Sample Size

Sample size is a set of respondents selected from the study population for purposes of a survey (Kombo & Tromp, 2006). Table 3.1 shows the study population, how sample size was calculated and the sampling technique used on the category.

Table 3.1 presents Summary of study population, sample size and sampling technique for respondents

Category	Study population	Sample size	Percentage	Sampling techniques
Schools	05	05	100	Purposive sampling
S.4 female Students	358	189	52.8	Simple random sampling.
Head teachers	05	05	100	Purposive sampling
Teachers	74	62	83.8	Simple random sampling.
Parents	110	86	78.2	Convenience
LCI chair persons	05	05	100	Purposive sampling
DIS	01	01	100	Purposive sampling
Total	553	348	62.9	

Source: District Education office (2016), Manafwa.

From the study population of 553 respondents from Manafwa Town Council as shown in table 3.1 above, the researcher adopted the formula for Yamane (1967), $n = \frac{N}{1+Ne^2}$ where n is the sample size, N is the study population and e is the error bound with constant value of 0.05. Yamane formula was adopted because of its accuracy, easy to compute and non-involvement of estimation.

Students $n = \frac{358}{1+358 \times 0.05^2} = 189$, Head teachers $n = \frac{5}{1+5 \times 0.05^2} = 05$, Teachers $n = \frac{74}{1+74 \times 0.05^2} = 62$,

Parents $n = \frac{110}{1+110 \times 0.05^2} = 86$, local council one leaders $n = \frac{5}{1+5 \times 0.05^2} = 05$ and District inspector of

schools $n = \frac{1}{1+1 \times 0.05^2} = 01$.

From the total study population of 553 respondents the sample size was calculated by adding up individual categories as $189+05+62+ 86 +05+01= 348$ which was 62.9% of the whole study population.

3.4.2 Sampling Techniques

The researcher employed purposive sampling, simple random sampling and convenience sampling techniques to select the appropriate sample for the study. Purposive sampling was employed in selecting schools, head teachers, local council one leaders and District inspector of schools. This technique was preferred because it is used to collect focussed information from respondents, these individual categories had few respondents and were willing to share information. Purposive sampling had an advantage of selecting typical and useful cases only and it was time and money saving for the study.

Simple random sampling according to Koul (2009) is technique that selects a sample without bias from accessible population. It is suitable to select representative sample and was used in the selection of senior four female students and teachers. This technique was time saving with big and allowed equal opportunity for each member to be included in the sample. From each selected school senior four students were grouped according to their sex. The researcher performed simple random sampling using pieces of paper with odd and even numbers. The even numbers were equivalent to the required number of sample from each school. The questionnaires were distributed to only those who had picked pieces of paper with even numbers.

Finally convenience sampling is the technique which involve selecting respondents on the basis of first come first served and those who happen to be available. This was used to select parents for the study because they could not be found in one place and their certainty was not easy. The

technique took an advantage of those who happened to be available and it was not rigid on procedure.

3.5 Data Collection Methods and Instruments

According to Kothari (2002), recommend that before a researcher decides on data collection methods, he or she should bear in mind both secondary and primary data. Instruments refers to the tools used for collecting data.

3.5.1 Data Collection Methods

For this study data was collected from both secondary and primary sources. Secondary data was collected from text books, journals government reports and internet. Secondary data was also collected through documentary reviews on the academic performance of female students in Manafwa town council secondary schools for a period of five years. Documentary reviews was done to establish the existing academic performance of female students in Manafwa town council and also helped to substantiate primary data. The study depended on two sources of data which included secondary and primary sources respectively.

Primary data collection methods which were employed in the study included self-made questionnaires and interviews; the questionnaire was prepared by the researcher containing several questions concerning the objectives of the study. This was chosen because it was easier to administer to big population, more economical and convenient (Amin 2005).

The researcher also used interview method on selected parents, local council one leaders and District inspector of schools. These were structured interviews which took between 20 minutes and 40 minutes depending on the flexibility of respondents. Interviews were adopted because they

require lesser skill, more economical to busy respondents and provide room for adjustment. The results from interviews also served the purpose of triangulation with questionnaires (Koul, 2009, Amin, 2005).

3.5.2 Data Collection instruments

The main data collection instruments in this study were questionnaires, structured interviews and documentary check list. The researcher used different instruments for purposes of triangulation and they were developed on the basis of the study objectives and the conceptual frame work. Multiple instruments according to Mugenda and Mugenda (2003) provide a wealth of data that meets the objectives of the study and enhances the extent to which the study findings can be trusted and generalised.

3.5.2.1 Questionnaire guides

The questionnaires were suitable to use in the study because the respondents were literate (head teachers, teachers and senior four students) and could easily fill in the answers as required. Questionnaires could be used for a large number of respondents. Questions were standardized and could be easily analysed using SPSS. It was also possible to observe anonymity (Orodho, 2009). Items in the questionnaires were developed to address a specific research question.

Head Teachers questionnaire contained five major sections. Section A sought demographic information, section B sought information on Parental factors, section C sought information on cultural factors, section D sought information on school factors which influence academic performance and section E sought information on academic performance of female students in Manafwa town council secondary schools in Manafwa District. The questionnaire contained closed- ended questions.

Teachers' questionnaire The Teacher questionnaire also contained five sections. Section A sought demographic information, section B sought information on Parental factors, section C sought information on cultural factors, section D sought information on school factors which influence academic performance and section E sought information on academic performance of female students in Manafwa town council secondary schools in Manafwa District. The questionnaire contained closed- ended questions.

Students' questionnaire contained five sections. Section A sought demographic information, section B sought information on Parental factors, section C sought information on cultural factors, section D sought information on school factors which influence academic performance and section E sought information on academic performance of female students in Manafwa town council secondary schools in Manafwa District. The questionnaire contained closed- ended questions.

3.5.2.2 Interview guide

An interview guide is a set of questions that a researcher asks when interviewing respondents in order to obtain data required to meet the objectives of the study. It helped the researcher to understand the perceptions of the respondents better because it was a social encounter which catered for respondents who were more willing to talk than write as they preferred to remain anonymous (Orodho, 2009).The interview guide contained open-ended questions which compelled the respondents to give more unrestricted responses since open-ended questions are perceived as less threatening (Picho, 2014). The interview guide helped the researcher to collect data from DIS, LCIs and parents in a short time since they were normally busy and could not have had the time to fill the questionnaire. Interviews provided an opportunity for exploration and clarity

of issues to enrich the content scope and establish new insights on factors influencing academic performance in Manafwa town council.

3.5.2.3 UCE result check list

This was employed by the researcher on previous results in Uganda certificate of education examinations for selected period of time. UCE result check list was chosen because it was quicker in capturing previous data of female students' academic performance of different schools and helped the researcher to minimize information falsification and get first-hand information (Amin, 2005).

3.6 Quality Control Methods

Since data collection instruments cannot be 100% perfect, there was need to test for their validity and reliability before they were used in data collection.

3.6.1 Validity

The validity of a research instrument is concerned with the accuracy with which the instrument measures what it is supposed to (Golafshani, 2003). This study used questionnaires whose validity was tested by use of content validity. Content validity is a process of logical analysis that involves careful and critical examination of items in the research instrument. The research instruments were submitted to university supervisors to ascertain content validity. The instruments were then, handed to a team of research experts who ascertained content validity of the instruments. The corrections done were incorporated. The instruments were then piloted on non-senior four female students in two schools from Manafwa town council who were not part of the actual research.

According to Bryman and Bell (2011) piloting research instruments is necessary because it is a way of finalizing them and enables the validity of the instruments to be determined.

3.6.2 Reliability

Amin (2005) asserts that reliability is the extent to which an instrument consistently measures whatever it is measuring. To ensure reliability, a reliability Coefficient was computed using Spearman's correlation formula $r_s = 1 - \frac{6\sum d^2}{n(n^2-1)}$, where n is the number of pairs of values and d = rank x - rank y. And the computed value was 0.74 and this was interpreted on the basis of George and Mallery (2003) scale. Since the computed value was above 0.70 then the tool was acceptable for data collection.

3.7 Data Management and Processing

After validating research instrument the researcher identified places that would seem logical. These were schools, District education office and surrounding villages of the schools where respondents would be found. Having sought permission from relevant officers, the researcher identified key respondents who are believed to have relevant information for the study. For schools these included head teachers, teachers and senior four female students. From head teachers office the researcher requested for UCE results for study period as the head teacher was filling the questionnaire. Teachers and students filled questionnaires from their respective operation places. Before the distribution of questionnaires the researcher explained clearly to respondents why the study was being done and assured them of confidentiality. Before field exit the researcher came up with emerging themes from interviews and ensured that data was complete from all instruments. Formal analysis was based on pre thought-out organisational, coding and retrieval strategies.

3.8 Data Analysis

Data analysis is the process of examining coded data that has been collected in a survey and making deductions and inferences (Daymon & Holloway 2002). In this study data analysis took both quantitative and qualitative approaches where qualitative dealt with descriptive techniques and data narrations on the views of respondents on certain issue. It used quick impressionist summary and where themes were arranged into topics and analysed thematically. There were uses of statistical techniques, frequency and percentages for quantitative approach and SPSS computer software (version 20) was used to analyse the data. Frequencies and percentages were generated because they easily communicate research findings to the readers (Gay, 1992).

3.9 Ethical Considerations

According to Mcmillan and Schumacher (1997) argue that when conducting research study whether qualitative or quantitative, there is need to be sensitive to ethical principles. Noncompliance with specific ethical provisions can render research results untrustworthy, lead to social, psychological as well as legal conflict. To address the anomalies during the planning, collection and processing of data. The researcher followed number of research guidelines to maintain ethical standards which included; seeking an introductory letter from the university to help the researcher to avoid misconception and suspicion about the study, seeking informed consent of the respondents and making it known that their participation was voluntary and they were free to withdraw from the study at any time or were free not to answer questions they were uncomfortable with. The researcher accorded due respect to the respondents privacy and confidential treatment so that the names of the participants were not identified; the respondents remained anonymous. The researcher sought permission from head teachers to gain access to

students and teachers of selected secondary schools using introductory letter from the University. For parents, permission was sought from local council one chairpersons for security purposes.

The researcher was objective in conducting the research process and displayed high level of confidentiality with data collected from the respondents and sought their consent before administering the data collection instruments.

3.10 Limitations

The researcher encountered some limitations ranging from geographical to financial. Geographically Manafwa is one of the districts that are hard to reach in Uganda, its land terrain is equally poor and characterised by poor road network. Due to these limitations the study was conducted in a confined area which was accessible in terms of transport. Data collection process was done when the school term was on and during dry season to minimise the costs and damages of the data.

There was also unwillingness by some respondents to give information until they were made to understand the intention of the study. Some questionnaires were partially filled and therefore they were removed during sorting before entering them in data set for analysis which affected the sample size.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This study assessed factors influencing academic performance of female students in Uganda certificate of education examinations in Manafwa town council in Manafwa District. This was in the light of the stated objectives. The data collected was analysed using SPSS software and this chapter presents the results of analyses. The feedback from the respondents were measured on five-point Likert scale. Interpretation was based on descriptive statistics using frequencies and percentages.

4.1 Response rate: The response rate was calculated as shown in the table 4.1.

Table 4.1: Response rate

Category of respondents	Expected number	Actual number		Data collection Tool
		Frequency	%age	
Female students	189	183	96.8	Questionnaire
Head teachers	05	05	100	Questionnaire
Teachers	62	43	69.4	Questionnaire
Local council I leaders	05	05	100	Interview guide
Parents	86	45	52.3	Interview guide
District inspector of schs	01	01	100	Interview guide
Sample size	348	282	81.0	

Source: Primary data 2018

From Table 4.1, the expected sample size for the study was 348 but actual respondents were 282. This implies that 81.0% of the expected participants actually participated in the present research. The number of expected respondents who did not participate was only 19.0%. This rate was considered acceptable since according to Best and Khan (2006) return rate of more than 60% is considered to be very good.

Since the overall response rate in the present research was 81.0%, while that of the pre-determined survey questionnaires was 100% for head teachers, 96.8% for female students and 69.4% for teachers, then the number of expected respondents who did not participate was insignificant. These percentages are within the scholarly accepted percentages taken as complete response rate (Mugenda & Mugenda, 2003). Given the high response rate in this study, it implies that the findings about factors influencing female academic performance in Manafwa town council secondary schools cannot be doubted.

4.2 Social demographic characteristics

In order to get an overall mental and physical picture of the sample and obtain a clear understanding of the respondents' perceptions of the concepts under study, it is recommended (Kasekende, 2014) that demographic characteristics of respondents be analysed. Analysis of demographic characteristics of respondents is one of the ways through which a researcher enters into the respondent's natural setting in order to obtain a clear insight of the study concepts the way the respondent does (Kasekende, 2014). Bearing this in mind, the researcher analysed the demographic characteristics of the respondents; majorly focusing on the school of respondents, gender, religion and professional qualifications for the case of teachers. The results of demographic characteristics are shown in tables 4.2 to 4.5

4.2.1 Respondents by school

The distribution of respondents per school who returned the questionnaire was ascertained as clearly presented in Table 4.2; these included female students, teachers and head teachers respectively.

Table 4.2: Respondents by school (n=231)

School	Female students		Teachers		Head teachers		Total	
	frequency	%age	Frequency	%age	frequency	%age	Frequency	%age
V	48	26.2	08	18.6	01	20	57	24.7
W	35	19.1	11	25.6	01	20	47	20.3
X	45	24.6	08	18.6	01	20	54	23.4
Y	34	18.6	09	20.9	01	20	44	19.0
Z	21	11.5	07	16.3	01	20	29	12.6
Total	183	100	43	100	05	100	231	100

Source: Primary data, July 2017

From table 4.2 a total of five schools participated in the study. The schools were given pseudo names for confidentiality reasons. The number of respondents from school V were 48 female students, 8 teachers and 1 head teacher totalling to 57 representing 24.7%. From school W there were 35 female students, 11 teachers and 1 head teacher totalling to 47 representing 20.3%. From school X there were 45 female students, 8 teachers and 1 head teacher totalling to 54 representing 23.4%. From school Y there were 34 female students, 9 teachers and 1 head teacher totalling to 44 representing 19.0%. From school Z there were 21 female students, 7 teachers and 1 head teacher

totalling to 29 representing 12.6%. The findings reveal that all secondary schools in Manafwa town council participated in the study.

4.2.2 Respondents by gender

The gender of the respondents was ascertained and results are indicated in Table 4.3. This was accordance to their categories.

Table 4.3 Respondents by Gender (n=231)

GENDER	Female students		Teachers		Head teachers		Total	
	frequency	%age	Frequency	%age	frequency	%age	frequency	%age
Female	183	100	11	25.6	01	20	195	84.4
Male	00	00	32	74.4	04	80	36	15.6
Total	183	100	43	100	05	100	231	100

Source: Primary data 2018

The findings revealed that the majority of the respondents were female 195(84.4%)while. male respondents stood at 36(15.6%). The imbalance was because the study majorly targeted female student.

4.2.3 Respondents by religion

Table 4.4 Respondents by Religion (n=231)

Religion	Female students		Teachers		Head teachers		Total	
	frequency	%age	Frequency	%age	frequency	%age	Frequency	%age
Protestants	113	61.7	23	53.5	04	80	140	60.6
Catholics	55	30.1	15	34.9	01	20	71	30.7
Islam	05	2.7	02	4.7	00	00	07	3.0
Others	10	5.5	03	7.0	00	00	13	5.6
Total	183	100	43	100	05	100	231	100

Source: Primary data 2018

Majority of the respondents 60.6% were Protestants, 30.7% were Catholics, 3.0% were Muslim and 5.6% were from religious faiths. This implies that the respondents who answered the questionnaires were majorly Christians from different denominations and therefore shared the same religious background.

4.2.4 Respondents by qualification

This was analysed for teachers and head teachers only and table 4.5 shows their distribution.

Table 4.5 Respondents by Qualification (n=48)

Qualification	Teachers		Head teachers		Total	
	Frequency	%age	frequency	%age	frequency	%age
Uganda Advanced Certificate of Education(U.A.C.E)	01	2.3	00	00	01	2.1
Diploma	13	30.2	00	00	13	27.1
Degree	29	67.4	04	80	33	68.8
Master's degree	00	00	01	20	01	2.1
Total	43	100	05	100	48	100

Source: Primary data 2018

From the table 4.5 majority of the teachers were Degree holders and above and this was represented 70.9%, Diploma holders were 27.1% and untrained was 2.1%. This implies that the majority of teachers handling candidate classes in Manafwa town council were qualified.

4.3 Parental Factors and Academic Performance of Female students in Uganda certificate of education examinations in Manafwa Town Council.

In order to determine the influence of parental factors on academic performance of female students in Uganda certificate of education examinations in Manafwa Town Council, seven constructs were employed Tables 4.6 to 4.8 on Senior four female students, senior four teachers and Head teachers. They were requested to indicate their views about each construct and the findings revealed that

their opinion varied as shown (Tables 4.6 to 4.8) in percentages. Each category of respondents were independent and gave their opinions on same constructs. The summary of their results are shown in table 4.9 in which agree and strongly agree are added together and disagree and strongly disagree are also added together. Their means are computed accordingly.

Table 4.6 Shows response of students about influence of parental factors (n= 183).

Key: SD-strongly disagree, D-disagree, UD- undecided, A-agree, SA- strongly agree

No.	Statement	SD	D	UD	A	SA
1.	Academic performance of female students is affected by the level of education of parents	1.6	3.3	3.3	19.7	72.1
2.	Academic performance of female students is influenced by marital status of parents	9.8	9.8	6.6	40.4	33.3
3.	Lack of basic needs affects girls academic performance	6.6	7.1	5.5	21.3	59.6
4.	The size of the family affects academic performance of female students	12.6	18.0	13.7	39.3	16.4
5.	Academic performance of female students is influenced by their parental roles	5.5	4.4	6.0	32.2	51.9
6.	Academic performance of female students is influenced by their family income	6.6	11.5	15.8	33.3	32.8
7.	Performance of female students is influenced by their regular class attendance	3.8	9.3	3.3	76.0	7.7

Source: primary data July 2018

The findings and discussion of students' results about the influence of parental factors on the academic performance of female students from table 4.6 have been summarised in table 4.9. The interpretation of results is based on the average results of the constructs.

Table 4.7 Shows response of Teachers about influence of parental factors (n=43)

Key: SD-strongly disagree, D-disagree, UD- undecided, A-agree, SA- strongly agree

No.	Statement	SD	D	UD	A	SA
1.	Academic performance of female students is affected by the level of education of parents	00	4.7	11.6	39.5	44.2
2.	Academic performance of female students is influenced by marital status of parents	9.3	30.2	9.3	30.2	20.9
3.	Lack of basic needs affects girls academic performance	2.3	9.3	11.6	51.2	25.6
4.	The size of the family affects academic performance of female students	2.3	16.3	11.6	48.8	20.9
5.	Academic performance of female students is influenced by their parental roles	2.3	4.7	9.3	48.8	34.9
6.	Academic performance of female students is influenced by their family income	4.7	2.3	16.3	30.2	46.5
7.	Performance of female students is influenced by their regular class attendance	00	7.0	4.7	46.5	41.9

Source: Primary data 2018

The findings and discussion of teachers' results about the influence of parental factors on the academic performance of female students from table 4.7 have been summarised in table 4.9. The interpretation of results is based on the average results of the constructs.

Table 4.8 Shows response of Head teachers about influence of parental factors(n=5)

Key: SD-strongly disagree, D-disagree, UD- undecided, A-agree, SA- strongly agree

No.	Statement	SD	D	UD	A	SA
1.	Academic performance of female students is affected by the level of education of parents	00	20	00	60	20
2.	Academic performance of female students is influenced by marital status of parents	40	20	20	20	00
3.	Lack of basic needs affects girls academic performance	00	00	40	60	00
4.	The size of the family affects academic performance of female students	20	00	20	60	00
5.	Academic performance of female students is influenced by their parental roles	00	00	00	60	40
6.	Academic performance of female students is influenced by their family income	00	40	00	20	40
7.	Performance of female students is influenced by their regular class attendance	00	20	00	60	20

Source: Primary data 2018

The findings and discussion of head teachers' results about the influence of parental factors on the academic performance of female students from table 4.8 have been summarised in table 4.9. The interpretation of results is based on the average results of the constructs.

The results from table 4.6 to table 4.8 were summarized in table 4.9 to give comprehensive results and discussion.

Table 4.9 Shows the summary of the results by categories about influence of parental factors on academic performance of female students (n=231)

Key: A-agree, UD- undecided,D-disagree, B1- Academic performance of female students is affected by the level of education of parents,B2- Academic performance of female students is influenced by marital status of parents,B3- Lack of basic needs affects girls’ academic performance,B4- The size of the family affects academic performance of female students,B5- Academic performance of female students is influenced by their parental roles, B6- Academic performance of female students is influenced by their family income, B7- Performance of female students is influenced by their regular class attendance.

Code	Female students			Teachers			Head teachers			Mean		
	A	UD	D	A	UD	D	A	UD	D	A	UD	D
B1	91.8	3.3	4.9	83.7	11.6	4.7	80	00	20	85.2	5.0	9.8
B2	73.7	6.6	19.6	51.1	9.3	39.5	20	20	60	48.3	12.0	39.7
B3	80.9	5.5	13.7	76.8	11.6	11.6	60	40	00	72.6	19.0	8.4
B4	55.7	13.7	30.6	69.7	11.6	18.6	60	20	20	61.8	15.1	23.1
B5	84.1	6.0	9.9	83.7	9.3	7.0	100	00	00	89.3	15.3	4.6
B6	66.1	15.8	18.1	76.7	16.3	7.0	60	00	40	67.6	10.7	21.7
B7	83.7	9.3	13.1	88.4	4.7	7.0	80	00	20	84.0	4.7	11.3

Source: Primary data 2018.

The first objective sought parental factors which influence academic performance of female students in Manafwa town council. To achieve this objective female students, teachers and head teachers were asked to react to several statements from questionnaires. Other respondents who reacted on the same objective included parents, local council one leaders and District inspector of

schools and their results are discussed concurrently with those from questionnaires. Data on this objective was analysed and results are summarised in table 4.9.

The results from table 4.9 show that the majority of respondents (89.3%) agreed that academic performance of female students is influenced by their parents' roles. This in agreement with Ngwiri (2008), who contends that when parents become demoralized and lose confidence in their parenting ability, children also lack motivation to learn leading to poor academic achievement. Parental roles according to Kahlenberg (2006) and Kirkup (2008) involve; sending children to good schools, prompt fees payments, meeting girls' personal requirements in time, acquisition of scholastic materials which facilitates learning among others.

The respondents were asked to show their opinion about the influence of parental level of education on academic performance of female students. The results revealed that 85.2% of respondents agreed that education of parents is important factor in influencing academic performance. Those who disagreed was represented 9.8% and 5% were undecided. These results concurs with Memon et al, (2010), who found out that students whose parents were well educated performed better than those students whose parents were less educated. This was also similar to Kibera and Kimokoti (2007), who showed that children of educated parents have advantage over those of illiterate parents and Mwoma, (2010) established that responsible fathers with average education level promote academic performance of their children. Another similar study with similar results about importance parental education is Garikai (2010). The findings of this study indicated that there was poor academic performance of female students compared to male students and educational levels of parents had significant effect.

About Performance of female students being influenced by their regular class attendance. 84% of respondents agreed that regular class attendance was important in academic performance of female students. Those who disagreed with the opinion was 11.3% and 4.7% were undecided and these were minimal to reject the results. Wakgari and Teklu (2013), stated that there is a greater need for girls rather than boys labour at home. Many parents keep their daughters at home whenever there are some chores (cooking, selling, farming, taking care of other siblings or sick members of the family, laundry) to do. These activities affect the performance of female students more than their male counterparts. Parents should take note that their daughters should be allowed to attend classes regularly in order to pass well.

Concerning lack of basic needs influencing academic performance is as result of family income. From table 4.9 the respondents who supported lack of basic needs as cause of poor performance was 72.6% and those who attributed poor performance to family income was 67.6%. This implies that family income is the backbone of academic performance. These findings are similar to many others; Farooq et al (2011), pointed out towards socio- economic status of family as one of the important factors affecting students' achievements. Eneji, (2013), found out that children in rural areas and in poorer homes drop out earlier compared to their more affluent counterparts. According to Chindanya (2012) children from poor families have been in most cases seen to lack educational goals. Broken families, single parent families and child headed families can be traumatic to children and usually children from such backgrounds may have emotional problems which may hinder good academic performance. Poor families are faced with the direct as well as the indirect consequences of their economic situation, including the lack of resources, and the stress associated with their predicament Okeke, Nzewi, and Njoku, (2012) and Chabaya, Rembe, and Wadesango, (2009). Similarly the work of Atieno, Simatwa and Ayodo, (2012) conducted on the impact of

family socio- economic status on female students' academic achievement showed that female students from high income families performed better than those from low income families. While further interrogating research done in developing and developed countries, Ombuya, Yambo and Omolo (2012) studied the effects of orphan-hood on girl-child's access and retention in secondary school Education. It was found that children and families living in poverty are at great risk of hunger, violence, teen parenthood, family stress and educational failure. Thus, the family background plays a pivotal role in building the character of the child and in enhancing academic performance.

Findings from table 4.9 also showed that marital status of parents and family size had little influence on female academic performance. These were supported by 48.3% and 61.8% respectively and this was contrary to Atieno, Simatwa and Ayodo, (2012) who argued that moderate family sizes of about 4 children had a big positive influence on female students' academic achievement.

The finding from the interviews with the parents, local council one leaders and District inspector of schools were in agreement with the quantitative data from table 4.9. When asked whether there are parental factors which influence academic performance of female students in Manafwa town council, the Inspector of schools said 'that parents play very important roles as far as students learning is concerned. Parents are the ones who provide most of things that facilitate learning. Parents pay fees and they are supposed to provide personal effects to their daughters among other things'. When asked whether failure to meet these requirements has any effect on academic performance. He said that 'the effect is great because students cannot afford providing for themselves'. When local council leaders were asked about the importance of parental roles towards academic performance of female students in their areas. 'Most of them agreed that parents

are determining factor of their children's education. One of them said that their daughters normally drop out of school when parents fail to meet their obligations. Parents also observed that 'as parents they have a contribution towards academic performance of all their children regardless of the sex. Some mothers said that as closest parents to their daughters they know the challenges they face. Failure to solve these challenges can have negative effect on their academic performance. The fathers who were also asked shared same views about their importance towards the education of their daughters'. Generally the results from the interviews were in strong support of the findings from table 4.9 which indicate that parental factors have great influence on academic performance in Uganda certificate of education in Manafwa town council in Manafwa district.

4.4 The Effect of Cultural Factors on Academic Performance of Female students in Uganda certificate of education examinations in Manafwa town council.

The second objective of this study was to examine the effect of cultural factors on academic performance of female students in Uganda certificate of education examinations in Manafwa town council. The questionnaire was constructed with constructs related to cultural issues which are believed to have either positive or negative effect on academic performance of female students. Data was collected from female students, teachers and head teachers using questionnaires. The results for students are summarized in table 4.10, table 4.11 is the summary of results from teachers and table 4.12 is for head teachers. Table 4.13 is the overall summary of results from tables 4.10 to 4.12. Other respondents who were interviewed about the same objective were parents, local council one leaders and District inspector of schools. The findings from data analysis and interpretation on various constructs are concurrently discussed under each.

Table 4.10 Shows views of senior four female students about the effect of culture on academic performance in Uganda certificate of education in Manafwa town council (n= 183).

Key: SD-strongly disagree, D-disagree, UD- undecided, A-agree, SA- strongly agree

No.	Statement	SD	D	UD	A	SA
1.	Charged with a lot of domestic chores affects female students academic performance	11.3	12.0	10.9	37.2	28.4
2.	During circumcision periods female students perform poorly in their academics	9.8	13.7	8.7	31.1	36.6
3.	Early marriages affects the performance of female students	19.7	26.8	15.8	22.4	15.3
4.	Societal attitude affects academic performance of female students	48.6	22.4	8.7	8.7	11.5
5.	Girls' education is seen as a waste of resources by some parents	9.8	18.6	8.7	33.9	29.0
6.	Sexual harassment and abuse affects academic performance of female students	6.0	13.1	12.0	19.1	49.7
7.	Male preference to female affects girls academic performance	3.8	13.7	7.7	20.8	54.1

Source: Primary data July, 2018

The results are given in percentages and for easy interpretation the sums for strongly disagree and disagree and strongly agree and agree are respectively calculated. Their results are summarised in table 4.13.

Table 4.11 shows response of Teachers about the effect of culture on academic performance in Uganda certificate of education in Manafwa town council (n= 43).

Key: SD-strongly disagree, D-disagree, UD- undecided, A-agree, SA- strongly agree

No.	Statement	SD	D	UD	A	SA
1.	Charged with a lot of domestic chores affects female students academic performance	2.3	4.7	7.0	53.5	32.6
2.	During circumcision periods female students perform poorly in their academics	2.3	7.0	14.0	41.9	34.9
3.	Early marriages affects the performance of female students	2.3	11.6	11.6	44.2	30.2
4.	Societal attitude affects academic performance of female students	9.3	30.2	14.0	34.9	11.6
5.	Girls' education is seen as a waste of resources by some parents	20.9	30.2	11.6	27.9	9.3
6.	Sexual harassment and abuse affects academic performance of female students	2.3	18.6	18.6	30.2	30.2
7.	Male preference to female affects girls academic performance	11.6	23.3	4.7	37.2	23.3

Source: Primary data 2018

The results are given in percentages and for easy interpretation the sums for strongly disagree and disagree and strongly agree and agree are respectively calculated. Their results are summarised in table 4.13.

Table 4.12: shows views of Head teachers about the effect of culture on academic performance in Uganda certificate of education in Manafwa town council (n= 5).

Key: SD-strongly disagree, D-disagree, UD- undecided, A-agree, SA- strongly agree

No.	Statement	SD	D	UD	A	SA
1.	Charged with a lot of domestic chores affects female students academic performance	00	00	00	60	40
2.	During circumcision periods female students perform poorly in their academics	00	00	20	60	20
3.	Early marriages affects the performance of female students	00	20	00	60	20
4.	Societal attitude affects academic performance of female students	00	00	20	40	40
5.	Girls' education is seen as a waste of resources by some parents	40	40	20	00	00
6.	Sexual harassment and abuse affects academic performance of female students	00	00	00	60	40
7.	Male preference to female affects girls academic performance	00	40	20	40	00

Source: Primary data 2018

The results are given in percentages and for easy interpretation the sums for strongly disagree and disagree and strongly agree and agree are respectively calculated. Their results are summarised in table 4.13.

Table 4.13 Shows the overall summary of the results by categories about the effect of culture on academic performance (n=231)

Key: A-agree, UD- undecided,D-disagree,C1-Charged with a lot of domestic chores affects female students academic performance, C2- During circumcision periods female students perform poorly in their academics, C3-Early marriages affects the performance of female students, C4-Societal attitude affects academic performance of female students C5-Girls' education is seen as a waste

of resources by some parents, C6-Sexual harassment and abuse affects academic performance of female students, C7-Male preference to female affects girls academic performance

Code	Female students			Teachers			Head teachers			Mean		
	A	UD	D	A	UD	D	A	UD	D	A	UD	D
C1	65.6	10.9	23.3	86.1	7.0	7.0	100	00	00	83.9	6.0	10.1
C2	67.7	8.7	23.5	76.8	14.0	9.3	80	20	00	74.8	14.3	10.9
C3	37.7	15.8	46.5	74.4	11.6	13.9	80	00	20	64.0	9.2	26.8
C4	20.2	8.7	71.0	46.5	14.0	39.5	80	20	00	48.9	14.3	36.8
C5	62.9	8.7	28.4	37.2	11.6	51.1	00	20	80	33.4	13.4	53.2
C6	68.8	12.0	19.1	60.4	18.6	20.9	100	00	00	76.4	10.3	13.3
C7	74.9	7.7	17.5	60.5	4.7	34.9	40	20	40	58.5	10.7	30.8

Source: Primary data 2018.

The second objective sought the effect of cultural factors on academic performance of female students in Manafwa town council. To achieve this objective female students, teachers and head teachers were asked to react to several statements from questionnaires. Other respondents who reacted on the objective included parents, local council one leaders and District inspector of schools and their results are discussed along those from questionnaires. Data on this objective was analysed and results are summarised in table 4.13.

The results showed that the majority of respondents 83.9% agreed that Charged with a lot of domestic chores affects female students' academic performance. Those who disagreed with domestic chores affecting academic performance was as low as 10.1% implying that academic performance depends on the activities that girls are involved in while at home. The revealed results are similar to those of Wakgari and Teklu (2013), who stated that many parents keep their

daughters at home whenever there are some chores (cooking, selling, farming, taking care of other siblings or sick members of the family, laundry) to do. These activities affect the performance of female students more than their male counterparts. Results from interviews showed that in most of our societies, it is a normal thing for girls to do a lot domestic work. Some mothers said that ‘their daughters after school are supposed to have more lessons at home about how to make. They have to spare time to learn these skills’. This is totally in support of other studies like Wakgari and Teklu (2013) and (Fatuma & Daniel, 2006) where girls are supposed to be given powerful skills to prepare them as house wives.

From the table 4.13 results revealed that 76.4% of respondents agreed that academic performance of female student is affected by Sexual harassment and abuse. This is in agreement with the study according to Mwangi (2014) who assert that girls find themselves out of school owing to a number of reasons of which sexual harassment and abuse is one of them. It is important to protect girl child from sexual harassment and abuse to improve their academic performance. When parents were asked how they protect their daughters from sexual harassment and abuse ‘most of them said that it was challenging because it is either done at school or on the way when these girls are going to school’.

During circumcision periods female students perform poorly in their academic performance from table 4.13, 74.8% of respondents agreed and 10.9% disagreed with the view. Depending on the majority of respondents, circumcision periods affects academic performance of female students. The findings are similar to Achoka (2013) and Rehema et al (2014). Results from interviews all chair persons of local council held the same view that “Student spent a lot of time by attending such ceremonies instead of studying” some parents also remarked; “Such kind of cultural practice forced students to engage in early love relationship especially girls” Parents spent a lot of money

in the preparation of such ceremonies while failing to pay school fee and other school contributions”. On the same construct the District inspector of schools said that ‘circumcision of young boys is always done during even years but in most cases results have remained’. For the inspector he attributed poor performance to other factors other than seasonal ceremonies.

The respondents who agreed that early marriages affects the performance of female students was represented by 64.0% and 26.8% disagreed about the same. The number of respondents who agreed that early marriages affects academic performance was big. This is an indication that many girls dropout of school and this is in agreement with (Abdinoor, 2012) who found that early marriages affected performance. The main victims were girls because some them were proposed for marriage while in school which affect their performance due to divided attention while others are ridiculed by their fellow students .The same study also stated that many girls failed to work hard in school due to the knowledge that they will not have a chance to advance their education and that they will be married off when they complete form four. Other studies concerning early marriages as posted by (Sengputa & Gaha, 2002 and Abdulahi, 2005) were found to be similar with findings in Manafwa town Council because 64.0% of the respondents agreed that there were early marriages. When the researcher interviewed the local council leaders why some parents give in their daughters for early marriage. The response was that ‘at times this is due to poverty or love for gifts by parents or the girls themselves’.

The other outstanding factor affecting academic performance was found to be male preference to girls. This is evidenced by 74.9% of female respondents according to table 4.13. The number of teachers who supported the same was 60.5%.This is similar to findings by UN (2014), UNESCO (2012) and Tiruneh and Petros (2014), who showed that there is a lot of male preference whenever there is shortage of funds in many African societies.

Concerning girls' education seen as a waste of resources and societal attitude towards education of girls were strongly opposed by teachers and head teachers and therefore their poor academic performance may not be attributed to the same. The results from interviews indicated that 'most of parents value education for their daughters'. The assertion by UNESCO (2012) that most parents prefer educating boys than girls was not true for Manafwa town council.

4.5 School Factors and Female students' Academic Performance in Uganda Certificate of Education Examinations in Manafwa Town Council

The third objective concerned the influence of school factors on academic performance. The respondents who were female students, teachers and head teachers were requested to indicate their views about each construct and the findings revealed that their responses varied (Tables 4.14 to 4.17) and the findings are detailed below:

Table 4.14 Responses of senior four female students about the influence of school factors on academic performance in UCE exams in Manafwa Town Council (n= 183).

Key: SD-strongly disagree, D-disagree, UD- undecided, A-agree, SA- strongly agree

No.	Statement	SD	D	UD	A	SA
1.	Academic performance is influenced by availability of teaching resources	6.0	13.1	3.3	24.0	53.6
2.	Academic performance of female students is influenced by provision of scholastic materials	2.7	4.9	6.0	31.7	54.6
3.	Lack of motivation for teachers affects academic performance of female students	7.1	7.7	5.5	30.1	49.7
4.	Shortage of teachers affects female students academic performance	12.0	8.7	17.5	38.8	23.0
5.	Lack of laboratories in schools affects female students academic performance	32.2	23.5	15.8	13.7	14.8
6.	Academic performance is female students is affected by lack school library	7.7	11.5	8.7	34.4	37.7
7.	Lack of counselling and guidance affects female students academic performance	7.1	10.4	5.5	36.6	40.4

Source: Primary data July, 2018

The results are given in percentages and for easy interpretation the sums for strongly disagree and disagree and strongly agree and agree are respectively calculated. Their results are summarised in table 4.17

Table 4.15 shows responses of teachers about the effect of school factors on academic performance in Uganda certificate of education in Manafwa town council (n= 43).

Key: SD-strongly disagree, D-disagree, UD- undecided, A-agree, SA- strongly agree

No.	Statement	SD	D	UD	A	SA
1.	Academic performance is influenced by availability of teaching resources	7.0	16.3	7.0	30.2	39.5
2.	Academic performance of female students is influenced by provision of scholastic materials	00	9.3	7.0	60.5	23.3
3.	Lack of motivation for teachers affects academic performance of female students	7.0	16.3	11.6	55.8	9.3
4.	Shortage of teachers affects female students academic performance	9.3	16.3	7.0	46.5	20.9
5.	Lack of laboratories in schools affects female students academic performance	16.3	7.0	11.6	39.5	25.6
6.	Academic performance is female students is affected by lack school library	9.3	20.9	14.0	46.5	9.3
7.	Lack of counselling and guidance affects female students academic performance	2.3	11.6	14.0	53.5	18.6

Source: Primary data 2018

The results are given in percentages and for easy interpretation the sums for strongly disagree and disagree and strongly agree and agree are respectively calculated. Their results are summarised in table 4.17

Table 4.16 shows responses of Head teachers about the effect of school factors on academic performance in Uganda certificate of education in Manafwa town council (n= 05).

Key: SD-strongly disagree, D-disagree, UD- undecided, A-agree, SA- strongly agree

No.	Statement	SD	D	UD	A	SA
1.	Academic performance is influenced by availability of teaching resources	00	20	00	40	40
2.	Academic performance of female students is influenced by provision of scholastic materials	00	20	00	60	20
3.	Lack of motivation for teachers affects academic performance of female students	00	20	00	60	20
4.	Shortage of teachers affects female students academic performance	00	00	00	100	00
5.	Lack of laboratories in schools affects female students academic performance	00	00	00	80	20
6.	Academic performance is female students is affected by lack school library	00	00	20	40	40
7.	Lack of counselling and guidance affects female students academic performance	00	00	00	60	40

Source: Primary data 2018

The results are given in percentages and for easy interpretation the sums for strongly disagree and disagree and strongly agree and agree are respectively calculated. Their results are summarised in table 4.17

Table 4.17 Shows the overall summary of the results by categories about school factors and academic performance (n=231)

Key: A-agree, UD- undecided, D-disagree, D1-Academic performance is influenced by availability of teaching resources, D2- Academic performance of female students is influenced by provision of scholastic materials, D3-Lack of motivation for teachers affects academic performance of female students, D4-Shortage of teachers affects academic performance of female

students, D5-Lack of laboratories in schools affects female students academic performance, D6-Academic performance is female students is affected by lack school library, D7-Lack of counselling and guidance affects female students academic performance.

Code	Female students			Teachers			Head teachers			Mean		
	A	UD	D	A	UD	D	A	UD	D	A	UD	D
D1	77.6	3.3	19.1	69.7	7.0	23.3	80	00	20	75.8	3.4	20.8
D2	86.4	6.0	7.6	83.7	7.0	9.3	80	00	20	83.4	4.3	12.3
D3	79.7	5.5	14.8	65.1	11.6	23.3	80	00	20	74.9	5.7	19.4
D4	61.8	17.5	20.7	67.4	7.0	25.6	100	00	00	82.4	8.2	9.4
D5	28.5	15.8	55.7	65.1	11.6	23.3	100	00	00	64.6	9.1	26.3
D6	72.1	8.7	19.2	55.8	14.0	30.2	80	20	00	69.3	14.2	16.5
D7	77.0	5.5	17.5	72.1	14.0	13.9	100	00	00	83.0	6.5	10.5

Source: Primary data 2018.

The third objective sought the influence school factors on academic performance of female students in Manafwa town council. To achieve this objective female students, teachers and head teachers were asked to react to several statements from questionnaires. The results from tables 4.14 to 4.16 were summarised and results of strongly agree and agree were added together to form agree and strongly disagree and disagree are also added together to form disagree. The mean of the three categories is used in discussion because it involves all results. Other respondents who reacted on the objective included parents, local council one leaders and District inspector of schools and their results are discussed along those from questionnaires. Data on this objective was analysed and results are summarised in table 4.17.

The results in table 4.17 showed that the majority of respondents, 83.4% agreed that academic performance is influenced by provision of scholastic materials. This is the role of both the parents and school as each has the role to play. This is consistent with other studies done by Tuitoek, Yambo and Adhanja (2015), who argued that inadequate school facilities in terms of text books and other scholastic materials which could not be found at home contributed to higher failure rates of female students. If there are no needed books in schools where they are supposed to be, then it is so difficult to find the same at home. Therefore this would eventually lead to poor academic performance of students. Other studies with similar findings include Lyons (2012) and Ahmed (2003).

From table 4.17 it was revealed that lack of counselling and guidance affects the performance of female students. The respondents who agreed with this construct were 77% for female students, 72.1% for teachers and 100% for head teachers respectively. The issue of counselling and guidance is supposed to be done both at home and school by both teachers and parents. This is in agreement with study conducted by Kibaara and Ndirangu (2014) who emphasised the importance parental involvement. Parental involvement is not only paying fees and providing basic needs but also counselling and guidance to these girls is paramount.

Another factor contributing to high failure rate of students is shortage of teachers. From table 4.17, 82.4% of the respondents agreed that shortage of teachers in schools is responsible for high failure rates. An interview with District inspector of schools of Manafwa district showed that Manafwa town council alone in the two Government aided secondary schools the staffing situation in science subjects was bad. He attributed poor performance to shortage of teachers. He further said that 'in all seven Government aided secondary schools, the staff ceiling is 251 but practically we have only 110 which is not even 50%'. When he was asked about Manafwa town council secondary

schools alone he said that ‘it has staff ceiling of 127 but the two schools have only 48 teachers in total’ and this was 37.8% of the total number. These findings are similar to many other studies who holds the same view as Rosehotz and Simpson (2002), Tyke and O’Brien (2002), Klaus and Dalton (2008) and Mosha (2014) among others who contends that academic performance is influenced by adequate staffing. When he was asked about the situation in private schools, he said that ‘the few teachers in government schools are same teachers working in private schools. He further said that staffing of teachers is complicated issue in the whole district which need Government intervention’. If government aided schools are in the big deficit one wonders what is happening in private schools whose financial base is not stable to hire all the necessary teachers. He was asked what has been done to fill this gap. In response he said that ‘schools have recruited teachers locally using PTA funds, which is not so motivating to produce results because these teachers have to work in number of schools to make two ends meet’. Some parents who were also asked confessed that the teachers were not enough according to their children who attend these schools.

It was also found that academic performance is majorly influenced by availability of teaching/learning resources. From table 4.17, 75.8% of the respondents attributed poor academic performance due to lack of teaching /learning resources in schools. Other studies who holds same views include Otieno and Yara (2010), UNESCO (2008) and Laurillard (2013). The District inspector of schools was asked to comment on teaching/learning resources in the schools. In response he said that generally ‘the schools are struggling in this area due to limited funding. Some schools do not have libraries and laboratories instead they have stores of books and laboratory equipment and chemicals’.

Concerning lack of motivation of teachers from table 4.17 it was found that 74.9% of respondents agreed that it affects academic performance. It is important that administrators especially head teachers to motivate their staff as this takes different forms. The revealed results are similar to those of Sushila (2004), Ndunda (2004) and Nannyonjo (2007) who argued that motivation of workers is very important and this is in conformity with Skinner's theory of motivation.

Other school factors found to be of paramount importance according to the study were school library and school laboratories. According to table 4.17 the number of respondents who agreed that they influence academic performance were 69.3% and 64.6% respectively. This in agreement with Fuller (1987), Drever (1991), Hornby (2010) and Lyons (2012). The findings and views from interviews revealed that school-based factors has an upper hand in influencing results in Manafwa town council. This implies that there is great need to address these factors in order to have good results.

4.6 Academic performance of female students in Uganda certificate of education in Manafwa Town Council

As regards the performance of female students in Manafwa town council the researcher designed a questionnaire with six constructs to establish their opinion towards academic performance. Each respondent was requested to indicate personal views about each question and the results are shown in tables 4.18 below.

Table 4.18 Responses of female students about academic performance of female students in Uganda certificate of education in Manafwa Town Council (n= 183)

Key: SD-strongly disagree, D-disagree, UD- undecided, A-agree, SA- strongly agree

No.	Statement	SD	D	UD	A	SA
1.	Doing regular tests improves academic performance of female students	0.5	3.3	4.9	39.9	51.4
2.	Girls attitude towards doing exams influences their academic performance	0.5	2.2	3.3	42.6	51.4
3.	Giving of regular exercises by teachers influences academic performance of female students	4.4	15.3	12.6	43.7	24.0
4.	Regular marking of students work influences their academic performance	2.2	9.8	9.8	54.1	24.0
5.	Girls in my school always do well in UCE examinations	7.1	12.6	20.2	37.2	23.0
6.	Girls in my school are always given end of term tests	8.2	19.7	15.3	32.2	24.6

Source: Primary data 2018

The results from table 4.18 have been discussed together with results from tables 4.19 and 4.20 in table 4.21. Table 4.21 is the summary of the data from table 4.18 to table 4.20.

Table 4.19 Views of teachers' about academic performance of female students in Uganda certificate of education in Manafwa town council.

No.	Statement	SD	D	UD	A	SA
1.	Doing regular tests improves academic performance of female students	2.3	23.3	11.6	51.2	11.6
2.	Girls attitude towards doing exams influences their academic performance	9.3	25.6	7.0	58.1	25.6
3.	Giving of regular exercises by teachers influences academic performance of female students	2.3	23.3	11.6	48.8	14.0
4.	Regular marking of students work influences their academic performance	00	11.5	9.3	62.8	16.3
5.	Girls in my school always do well in UCE examinations	00	7.0	9.3	67.4	16.3
6.	Girls in my school are always given end of term tests	2.3	11.6	4.7	48.8	32.6

Source: Primary data 2018

The results from table 4.19 have been discussed together with results from other categories in table 4.21. This is done for easy interpretation.

Table4.20 Views of head teachers’ about academic performance of female students in Uganda certificate of education in Manafwa town council.

No.	Statement	SD	D	UD	A	SA
1.	Doing regular tests improves academic performance of female students	00	20	00	80	00
2.	Girls attitude towards doing exams influences their academic performance	00	00	00	80	20
3.	Giving of regular exercises by teachers influences academic performance of female students	00	00	00	80	20
4.	Regular marking of students work influences their academic performance	00	00	00	60	40
5.	Girls in my school always do well in UCE examinations	00	40	20	40	00
6.	Girls in my school are always given end of term tests	00	00	00	80	20

Source: Primary data 2018

The results from table 4.20 have been discussed together with results from other categories in table 4.21. This is done for easy interpretation.

Table 4.21Shows the overall academic performance of female students in Uganda certificate of education in Manafwa town council.(n=231)

Key: A-agree, UD- undecided, D-disagree, E1-Doing regular tests improves academic performance of female students, E2- Girls attitude towards doing exams influences their academic performance, E3-Giving of regular exercises by teachers influences academic performance of female students E4-Regular marking of students work influences their academic performance, E5-

Girls in my school always do well in UCE examinations, E6-Girls in my school are always given end of term tests.

Code	Female students			Teachers			Head teachers			Mean		
	A	UD	D	A	UD	D	A	UD	D	A	UD	D
E1	91.3	4.9	3.8	62.8	11.6	25.6	80	00	20	78.0	5.5	16.5
E2	94.0	3.3	2.7	58.1	7.0	34.9	100	00	00	84.1	3.4	12.5
E3	67.7	12.6	19.7	62.8	11.6	25.6	100	00	00	76.7	8.2	15.1
E4	78.2	9.8	12.0	79.2	9.3	11.5	100	00	00	85.8	6.4	7.8
E5	60.1	20.2	19.7	83.7	9.3	7.0	40	20	40	81.3	16.5	22.2
E6	56.8	15.3	27.9	81.4	4.7	13.9	100	00	00	79.4	6.7	13.9

Source: Primary data 2018

To measure academic performance six constructs were used to find out what can positively influence it. The respondents were asked to give their opinions about each construct. The results were varied as shown in table 4.21.

From table 4.21 about the first construct, that doing regular tests improves academic performance of female students. 91.3% of students agreed that regular tests can improve academic performance of female students. 80% of the head teachers supported the same and 62.2% of teachers also agreed that regular tests can improve academic performance of girls. On average it was found that giving regular tests to female students is very important as this can improve their academic performance.

The researcher also wanted to ascertain whether giving of regular exercises by teachers influences academic performance of female students. Results from table 4.21 showed that 67.7% of students

agreed with the view, all head teachers (100%) also agreed and 62.8% of teachers also agreed. This signifies that on average giving regular exercise by teachers is very important.

The respondents were required to comment, whether regular marking of students work influences their academic performance. The responses were as follows; 78.2% of students agreed, 79.2% of teachers agreed and 100% of head teachers also agreed. This gave an average performance of the construct as 85.8% which signifies that among the studied constructs it accounts more in influencing academic performance.

Another area which was considered important was girls' attitude towards doing exams and its influence on their academic performance. From table 4.21, 94.0% of female students agreed that their attitude towards exams has influence on their performance. All the head teachers (100%) agreed that attitude towards exams influences academic performance and only 58.1% of the teachers agreed with this idea. On average it is important to help female students to have positive attitude towards exams because of the influence it has on results.

The other constructs sought the academic performance of girls in these schools and findings from table 4.21 show that 60.1% of students agreed that in their schools girls are doing well in UCE exams and 83.7% of teachers supported good performance as opposed by 40% of head teachers.

4.7 Documentary Review

The Uganda certificate of education results for all school were reviewed out and their details are shown in table 4.22. Percentage pass or failure was calculated basing on the number of candidates presented for final examination. More emphasis was put on female students though male results are captured for some comparisons. The results for five consecutive years from 2012 to 2016 were selected for this study.

Table 4.18: Showing the overall summary of UCE results from 2012 to 2016 for all secondary schools in Manafwa town council.

Year	Sex	Grades by divisions							Total
		I	II	III	IV	VII	IX	X	
2012	F	06	32	74	120	00	14	01	247
	M	05	33	51	78	01	12	00	180
2013	F	01	22	52	160	01	42	02	280
	M	02	29	42	115	00	36	00	224
2014	F	05	34	66	178	00	37	06	326
	M	02	31	56	149	00	31	00	269
2015	F	03	34	61	143	01	37	06	285
	M	04	31	56	118	00	22	02	233
2016	F	00	27	48	109	00	37	02	223
	M	01	31	42	71	00	32	02	179
Total		29	304	548	1241	03	300	21	2446
%ages		1.18	12.43	22.41	50.74	0.12	12.27	0.86	

Source: UCE results 2012 - 2016

From table 4.22 the overall performance in Uganda certificate of education (UCE) was summarised as follows;

Out of the total number of 2446 candidates who sat for UCE examinations over the period of five years there were 1,361 (55.6%) girls and boys were 1085(44.4%), implying that there were more female students than male ones. From the results it was found that those who passed in division one was 29(1.18%) of which girls constituted 15(0.61%) while boys were 14(0.57%). Girls performed better than boys in division one. In division two, girls were 149(6.09%) while boys were 155 (6.34%) which gave very small range. Girls also performed better than boys in division three by scoring 301(12.31%) against 247(10.10%) for boys. There were also more girls in division four than boys in the proportions of 710(29.03%) and 531(21.71%) respectively. When it came to failure rate, which is division nine there were more girls than boys in the ratio of 167(6.83%) and

133(5.44%) respectively. Those who were absent for examinations were put in division X and this comprised of more girls than boys over the study period. Girls constituted 17(0.70%) while the boys were 04(0.16%) and those in division seven girls were more than boys.

These results reveal that for five years from 2012 to 2016 out of 1361 female students who sat for UCE exams only 15 passed in division one. For 2016 no girl passed in division one and this an indication of poor performance which justifies the outcry by District Education Officer. An interview with the District Inspector of School showed that general performance of UCE in the whole district was poor. He said that ‘their analysis of 2015 UCE results was too shocking when it was found that out of 2254 candidates who sat UCE exams, 1000 failed Biology, 967 failed Chemistry, 912 failed Physics and 683 failed History a subject assumed to be easy to pass’. He said ‘this was attributed to number of factors he categorized in three groups; Ministry of Education, Sports, Science and Technology factors, school factors and parental factors respectively’. When he was requested to elaborate more on parental factors and how it has affected academic performance he stated that ‘among the parental factors which affect academic performance was their failure to play their parental roles. Among these roles he mentioned provision of scholastic materials, paying school dues and other school requirements’. When asked why their response was not good towards meeting their parental obligations. He said that ‘some parents attributed their failure due to poor economic status while to others was lack of sensitization about their roles’. He further stated that ‘the parental factors contribute small percentage towards academic performance compared to school factors and Ministry of Education, Sports, Science and Technology. He said teachers contribute much on academic performance of female students but little is done in terms of their motivation by various schools and the Government. He cited Government contributions in terms of salaries, scholastic materials, training of teachers, construction and renovations but this

has not caused any impact on results in UCE'. When asked if there were cultural factors affecting girls' academic performance in UCE Examinations. He said that 'this was so minimal because cultural ceremonies are occasional and seasonal and therefore their contribution towards poor results was minimal'. Another respondent who happened to be LCI chairperson of one of the villages where school W was located when asked about the parental factors affecting performance of their daughters from his village stated that: 'many parents have the desire to meet their parental roles but they are hindered due to lack of necessary requirements and therefore cases of eloping and dropout are as the result of such circumstances'. Other local council one leaders from other locations had similar views like one from the village of school W, to them economic factors was contributing more failures compared to other two factors. They said that if parents had money they would enrol their daughters in powerful secondary schools in the country. Economic status to them was looked at as a parental challenge which had hampered them from meeting their parental roles.

4.8 Conclusion

This chapter dealt with presentation, analysis and discussion of findings on assessment of factors influencing academic performance of female students in Uganda certificate education of examinations in Manafwa Town Council secondary schools in Manafwa District. The study was guided by three research objectives: To find out the influence of parental, cultural and school factors on the academic performance of female students in Uganda certificate of education examinations in Manafwa town council in Manafwa District.

The results were got using questionnaires, documentary reviews and interviews. Analysis was done using descriptive statistics and summaries were given in tabular form as indicated from table 4.1 to table 4.22. The summary of the findings have been discussed in the next chapter.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the findings, conclusion and recommendations of the study on assessment of factors influencing academic performance of female students in Manafwa Town Council secondary schools in Manafwa District.

5.1 Summary of Findings

The main purpose of this study was to assess factors influencing academic performance of female students in Uganda certificate of education examinations in Manafwa Town Council secondary schools in Manafwa District in Uganda. This was guided by the study objectives.

The first objective of this study was to find out parental factors influencing academic performance of female students in Uganda certificate of education examinations in Manafwa town council. Data analysis and interpretation revealed the following major findings under this objective.

1. It is revealed that parental roles accounts for the highest influence in academic performance of female students in Uganda certificate of education in Manafwa town council.
2. It is also revealed that parental level of education influences academic performance of female students in Uganda certificate of education in Manafwa town council.
3. It was also found that regular attendance of classes influences academic performance of female students in Uganda certificate of education in Manafwa town council.

These findings indicate that parents have big role to play in influencing academic performance of female students in Uganda certificate of education in Manafwa town council.

The second objective was to examine the effect of cultural factors on academic performance of female students in Uganda certificate of education examinations in Manafwa town council. Data analysis and interpretation revealed the following findings;

1. The results revealed that charging female students with a lot of domestic chores negatively influences their academic performance in Uganda certificate of education in Manafwa town council.

2. It is revealed that sexual harassment and abuse negatively influences academic performance of female students in Uganda certificate of education in Manafwa town council.

3. It was also revealed that initiation ceremonies like circumcision negatively influences academic performance of female students in Uganda certificate of education in Manafwa town council.

These findings show that cultural rituals have adverse negative effect on academic performance of female students and therefore they need to be done in regulated manner to minimize their effect on academic performance.

The third objective was to examine the impact of school factors on academic performance of female students in Uganda certificate of education examinations in Manafwa town council. Data analysis and interpretation revealed the following major findings;

1. It revealed that provision of scholastic materials influences academic performance of female students in Uganda certificate of education in Manafwa town council.

2. The results have also revealed that lack of counselling and guidance negatively influences academic performance of female students in Uganda certificate of education in Manafwa town council.

3. It was also revealed that shortage of teachers negatively influences academic performance of female students in Uganda certificate of education in Manafwa town council.

These findings indicate that school factors are important in influencing academic performance of female students in Uganda certificate of education in Manafwa town council.

5.2 Conclusion

This study did an assessment of factors influencing female students' academic performance in Manafwa Town Council secondary schools. This was in relation to poor academic performance of female students in Uganda certificate of education examinations. The study specifically sought to find out parental, cultural and school factors influencing academic performance in Uganda certificate of education in Manafwa town council in Manafwa district. The study established that poor academic performance of female students in Manafwa town council secondary schools, is as result of parents' failure to play their roles, shortage of teachers and lack of counselling and guidance to students.

In view of these findings the study concludes that among the factors studied parental factors were found to be contributing a lot towards academic performance of female students in Manafwa town council. Parental factors encompasses many other factors that influence academic performance both positively and negatively. Once these factors are fulfilled, the academic performance of female students will change positively.

It is also concluded that school factors accounts for poor academic performance of female students in Manafwa town council. It is noted that school factors entails a lot in teaching/learning process. Therefore once school environment is conducive it will facilitate learning, hence leading to improved academic performance.

Finally, the effect of cultural factors on academic performance of female students in Uganda certificate of education in Manafwa town council. It is concluded that cultural factors also contributes to poor academic performance though the least among studied factors.

5.3 Recommendations

The researcher has argued in this report that academic performance of female students in Manafwa town council is influenced by number of factors. The study has also shown that parental roles, parents' level of education, regular class attendance, domestic chores, initiation ceremonies, provisions of scholastic materials, shortage of teachers and counselling and guidance were found to be major factors influencing academic performance of female students in Manafwa town council. It is against this background that recommendations below are made. Despite its limitations, this study should make a contribution to the body of existing knowledge being the first of its kind in Manafwa town council. The recommendations are presented objective by objective basing on the findings.

The first objective was to find out parental factors influencing the academic performance of female students in UCE examinations in secondary schools in Manafwa Town Council, Manafwa District. From the study findings about parental factors it is revealed that parental roles accounts for highest influence of female students' academic performance in secondary schools in Manafwa town

council in Manafwa District. The researcher recommends that parents should endeavour to meet their parental obligations before sending their daughters to school.

About the influence of school factors on female students' academic performance in Uganda certificate of education examinations in Manafwa town council, Manafwa District. The findings showed that provisions of scholastic materials accounted for the biggest percentage failure rate in academic performance in Manafwa town council secondary schools. The researcher recommends that the government through Ministry of education sports science and technology should equip secondary schools with adequate teaching/learning resources to improve performance of students in Manafwa town council.

Another objective was to examine the effect of cultural factors on academic performance of female students in UCE examinations in Manafwa town council, Manafwa District. From the findings it was revealed that domestic chores had the highest effect on academic performance of female students in Manafwa town council. The researcher recommends that parents should allow enough time to their daughters while at home to do private reading to improve their academic performance.

5.4 Suggestions for Further Research

Findings from the field indicated that, number of factors were posted for being responsible for poor academic performance in Manafwa town council in Manafwa District. The researcher recommends further studies in the following areas:

- i. The effect of inadequate staffing on academic performance of female students in Manafwa District.

- ii. Assessment of school factors influencing academic performance of female students in Manafwa District.
- iii. Gender disparity and academic achievement in Uganda certificate of education examinations in Manafwa District.

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APPENDIX I

QUESTIONNAIRE FOR STUDENTS

Dear respondent, this questionnaire is designed to gather data about yourself and your school to be used in an assessment of factors influencing academic performance of female students in UCE examinations in Manafwa district. You are kindly requested to tick (✓) the appropriate response or respond as indicated where applicable. The information you give will be kept confidential and used for academic purposes only.

SECTION A

DEMOGRAPHIC INFORMATION

Sex: Male Female

Religion: Catholic Protestant Islam Other specify.....

Age: 14-16 years 17-19 years 20-22 years 23 - above

School:

SECTION B

Parental factors and academic performance of female students in UCE examinations in Manafwa town council.

Please indicate the extent to which you agree with the following statements by ticking (✓) appropriately

Key: strongly agree-5, agree-4, undecided-3, disagree-2, strongly disagree-1

No.	Statement	5	4	3	2	1
1.	Academic performance of female students is affected by the level of education of parents					
2.	Academic performance of female students is influenced by marital status of parents					

3.	Lack of basic needs affects girls academic performance					
4.	The size of the family affects academic performance of female students					
5.	Academic performance of female students is influenced by their parental roles					
6.	Academic performance of female students is influenced by their family income					
7.	Performance of female students is influenced by their regular class attendance					

SECTION C

Cultural factors and academic performance of female students in UCE examinations in Manafwa town council.

Please indicate the extent to which you agree with the following statements by ticking (√) appropriately

Key: strongly agree-5, agree-4, undecided-3, disagree-2, strongly disagree-1

No.	Statement	5	4	3	2	1
1.	Charged with a lot of domestic chores affects female students academic performance					
2.	During circumcision periods female students perform poorly in their academics					
3.	Early marriages affects the performance of female students					
4.	Societal attitude affects academic performance of female students					
5.	Girls' education is seen as a waste of resources by some parents					
6.	Sexual harassment and abuse affects academic performance of female students					
7.	Male preference to female affects girls academic performance					

SECTION D

School factors and academic performance of female students in UCE examinations in Manafwa town council.

Please indicate the extent to which you agree with the following statements by ticking (√) appropriately

Key: strongly agree-5, agree-4, undecided-3, disagree-2, strongly disagree-1

No.	Statement	5	4	3	2	1
1.	Academic performance is influenced by availability of teaching resources					
2.	Academic performance of female students is influenced by provision of scholastic materials					
3.	Lack of motivation for teachers affects academic performance of female students					
4.	Shortage of teachers affects female students academic performance					
5.	Lack of laboratories in schools affects female students academic performance					
6.	Academic performance of female students is affected by lack school library					
7.	Lack of counselling and guidance affects female students academic performance					

SECTION E

Academic performance of female students in UCE examinations in Manafwa town council.

Please indicate the extent to which you agree with the following statements by ticking (√) appropriately

Key: strongly agree-5, agree-4, undecided-3, disagree-2, strongly disagree-1

No.	Statement	5	4	3	2	1
1.	Doing regular tests improves academic performance of female students					

2.	Girls attitude towards doing exams influences their academic performance					
3.	Giving of regular exercises by teachers influences academic performance of female students					
4.	Regular marking of students work influences their academic performance					
5.	Girls in my school always do well in UCE examinations					
6.	Girls in my school are always given end of term tests					

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

Dear respondent, this questionnaire is designed to gather data about yourself and your school to be used in an assessment of factors influencing academic performance of female students in UCE examinations in Manafwa district. You are kindly requested to tick (√) the appropriate response or respond as indicated where applicable. The information you give will be kept confidential and used for academic purposes only.

SECTION A

DEMOGRAPHIC INFORMATION

Sex: Male Female

Religion: Catholic Protestant Islam Other specify.....

Age: 20– 24 years 25 – 30 years 31 – 40 years 41 – 50 years 51 – 60 years
61 – above

Qualification: UACE Diploma Degree Masters PhD Any other specify

Name of the school:.....

SECTION B

Parental factors and academic performance of female students in UCE examinations in Manafwa town council.

Please indicate the extent to which you agree with the following statements by ticking (√) appropriately

Key: strongly agree-5, agree-4, undecided-3, disagree-2, strongly disagree-1

No.	Statement	5	4	3	2	1
1.	Academic performance of female students is affected by the level of education of parents					
2.	Academic performance of female students is influenced by marital status of parents					
3.	Lack of basic needs affects girls academic performance					
4.	The size of the family affects academic performance of female students					
5.	Academic performance of female students is influenced by their parental roles					
6.	Academic performance of female students is influenced by their family income					
7.	Performance of female students is influenced by their regular class attendance					

SECTION C

Cultural factors and academic performance of female students in UCE examinations in Manafwa town council.

Please indicate the extent to which you agree with the following statements by ticking (\checkmark) appropriately

Key: strongly agree-5, agree-4, undecided-3, disagree-2, strongly disagree-1

No.	Statement	5	4	3	2	1
1.	Charged with a lot of domestic chores affects female students academic performance					
2.	During circumcision periods female students perform poorly in their academics					
3.	Early marriages affects the performance of female students					
4.	Societal attitude affects academic performance of female students					

5.	Girls' education is seen as a waste of resources by some parents					
6.	Sexual harassment and abuse affects academic performance of female students					
7.	Male preference to female affects girls academic performance					

SECTION D

School factors and academic performance of female students in UCE examinations in Manafwa town council.

Please indicate the extent to which you agree with the following statements by ticking (√) appropriately

Key: strongly agree-5, agree-4, undecided-3, disagree-2, strongly disagree-1

No	Statement	5	4	3	2	1
1.	Academic performance is influenced by availability of teaching resources					
2.	Academic performance of female students is influenced by provision of scholastic materials					
3.	Lack of motivation for teachers affects academic performance of female students					
4.	Shortage of teachers affects female students academic performance					
5.	Lack of laboratories in schools affects female students academic performance					
6.	Academic performance of female students is affected by lack of school library					
7.	Lack of counselling and guidance affects female students academic performance					

SECTION E

Academic performance of female students in UCE examinations in Manafwa town council.

Please indicate the extent to which you agree with the following statements by ticking (√) appropriately

Key: strongly agree-5, agree-4, undecided-3, disagree-2, strongly disagree-1

No.	Statement	5	4	3	2	1
1.	Doing regular tests improves academic performance of female students					
2.	Girls attitude towards doing exams influences their academic performance					
3.	Giving of regular exercises by teachers influences academic performance of female students					
4.	Regular marking of students work influences their academic performance					
5.	Girls in my school always do well in UCE examinations					
6.	Girls in my school are always given end of term tests					

APPENDIX III

QUESTIONNAIRE FOR HEAD TEACHERS

Dear respondent, this questionnaire is designed to gather data about yourself and your school to be used in an assessment of factors influencing academic performance of female students in UCE examinations in Manafwa district. You are kindly requested to tick (√) the appropriate response or respond as indicated where applicable. The information you give will be kept confidential and used for academic purposes only.

SECTION A

DEMOGRAPHIC INFORMATION

Sex: Male Female

Religion: Catholic Protestant Islam Other specify.....

Age: 20– 24 years 25 – 30 years 31 – 40 years 41 – 50 years 51 – 60 years
61 – above

Qualification: Diploma Degree Masters PhD Any other specify

Name of the school:.....

SECTION B

Parental factors and academic performance of female students in UCE examinations in Manafwa town council.

Please indicate the extent to which you agree with the following statements by ticking (√) appropriately

Key: strongly agree-5, agree-4, undecided-3, disagree-2, strongly disagree-1

No.	Statement	5	4	3	2	1
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1.	Academic performance of female students is affected by the level of education of parents					
2.	Academic performance of female students is influenced by marital status of parents					
3.	Lack of basic needs affects girls academic performance					
4.	The size of the family affects academic performance of female students					
5.	Academic performance of female students is influenced by their parental roles					
6.	Academic performance of female students is influenced by their family income					
7.	Performance of female students is influenced by their regular class attendance					

SECTION C

Cultural factors and academic performance of female students in UCE examinations in Manafwa town council.

Please indicate the extent to which you agree with the following statements by ticking (√) appropriately

Key: strongly agree-5, agree-4, undecided-3, disagree-2, strongly disagree-1

No.	Statement	5	4	3	2	1
1.	Charged with a lot of domestic chores affects female students academic performance					
2.	During circumcision periods female students perform poorly in their academics					
3.	Early marriages affects the performance of female students					
4.	Societal attitude affects academic performance of female students					
5.	Girls' education is seen as a waste of resources by some parents					
6.	Sexual harassment and abuse affects academic performance of female students					

7.	Male preference to female affects girls academic performance					
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SECTION D

School factors and academic performance of female students in UCE examinations in Manafwa town council.

Please indicate the extent to which you agree with the following statements by ticking (√) appropriately

Key: strongly agree-5, agree-4, undecided-3, disagree-2, strongly disagree-1

No.	Statement	5	4	3	2	1
1.	Academic performance is influenced by availability of teaching resources					
2.	Academic performance of female students is influenced by provision of scholastic materials					
3.	Lack of motivation for teachers affects academic performance of female students					
4.	Shortage of teachers affects female students academic performance					
5.	Lack of laboratories in schools affects female students academic performance					
6.	Academic performance of female students is affected by lack school library					
7.	Lack of counselling and guidance affects female students academic performance					

SECTION E

Academic performance of female students in UCE examinations in Manafwa town council.

Please indicate the extent to which you agree with the following statements by ticking (√) appropriately

Key: strongly agree-5, agree-4, undecided-3, disagree-2, strongly disagree-1

No.	Statement	5	4	3	2	1
-----	-----------	---	---	---	---	---

1.	Doing regular tests improves academic performance of female students					
2.	Girls attitude towards doing exams influences their academic performance					
3.	Giving of regular exercises by teachers influences academic performance of female students					
4.	Regular marking of students work influences their academic performance					
5.	Girls in my school always do well in UCE examinations					
6.	Girls in my school are always given end of term tests					

APPENDIX IV

INTERVIEW GUIDE FOR PARENTS

SECTION A

DEMOGRAPHIC INFORMATION

Sex: Male Female

SECTION B

RESEARCH QUESTIONS

1. How is the academic performance of female students in Uganda certificate of education examinations in Manafwa town council?

.....

2. State the factors that have contributed to this kind of performance.

.....

.....

.....

.....

3. In your own view how do these factors affect female academic performance in Uganda certificate of education examinations?

.....

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4. What should be done to control this situation?

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END

APPENDIX V

INTERVIEW GUIDE FOR LOCAL COUNCIL ONE LEADERS

SECTION A

DEMOGRAPHIC INFORMATION

Sex: Male Female

Village/Cell.....

SECTION B

1. How is the academic performance of female students in Uganda certificate of education examinations in Manafwa town council?

.....

2. State the factors that have contributed to this kind of performance.

.....

.....

.....

.....

3. In your own view how do these factors affect female academic performance in Uganda certificate of education examinations?

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4. As a political leader what is the best way to address these factors affecting academic performance of female students in Manafwa town council?

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END

APPENDIX VI

INTERVIEW GUIDE FOR DISTRICT INSPECTOR OF SCHOOLS

SECTION A

DEMOGRAPHIC INFORMATION

Sex: Male Female

SECTION B

RESEARCH QUESTIONS

1. How is the academic performance of female students in UCE examinations in Manafwa town council secondary schools in Manafwa district?

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2. What are the parental factors influencing the academic performance of female students in UCE examinations in Manafwa town council?

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3. Which school based factors have affected the academic performance of female students in UCE examinations in Manafwa town council secondary schools?

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4. What are some of cultural factors affecting female students in UCE examinations in Manafwa town council?

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5. In your own opinion what other factors influence academic performance of female students in UCE examinations in Manafwa town council secondary schools?

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6. How do you think is the best way to address these factors?

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END

APPENDIX VII

DOCUMENTARY CHECK LIST FOR UCE RESULTS

Name of the school:

YEAR	DIV1		DIV2		DIV3		DIV4		DIV7		DIV9		DIVX		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
2012															
2013															
2014															
2015															
2016															