

# Non-Governmental Organization Programmes and Girl Child Education in Uganda. A Case of Church-Founded Secondary Schools in Bushenyi District

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## ABSTRACT

The study examined how Non-Governmental Organization Programmes impact Girl Child Education in Uganda, a Case of Church Founded Secondary Schools in Bushenyi District, among church founded Secondary schools in Bushenyi District. It examined ways how NGO education programs, impact the girl children, established the relationship between NGO's programs and promotion of the girl child education and found out challenges faced by NGOs programs in lifting girl education. The research employed a descriptive survey study using both quantitative and qualitative data collection techniques among 215 respondents who included vulnerable girl children, church leaders, civil society members, teachers, head teachers parents and guardians using randomly and purposive sampling techniques. Data Analysis was done using SPSS version 14.0 software. Findings indicated a strong, positive connection between NGO education programs and Impact on the girl children ( $r = .259^{**}$ ,  $p < .01$ ). This proved that vulnerable girl children, scholastic materials, school fees support had a positive effect on the education attainment levels of vulnerable girl children. Also, findings revealed a strong connection between NGO's programs and promotion of the girl child education ( $r = 0.845^{**}$ ,  $P < 0.01$ ). This indicates a favourable relationship and confirms the theory that the promotion of girl child education is greatly impacted by NGO activities since the p-value 0.00 is less than 0.01. The challenges faced by NGOs programs were determined using ( $r = 0.169^{**}$ ,  $P < 0.01$ ), which means that the two variables are positively related. The p-value of 0.019 is higher than 0.01 indicating that the connection is weak and not significant and the adjusted R Square, as difficulties were encountered in lifting girl education. The study concluded that; there is a relationship between vulnerable girl children, scholastic materials and school fees support which had a positive effect on the education attainment levels of vulnerable girl children, and the theory that the promotion of girl child education is greatly impacted by NGO activities.

The study recommended that the Ministry of Internal Affairs, NGO leaders should devise additional ways to involve NGO education programs, the government should encourage NGO's to design a number of education programs and civil society and other stakeholders should join effort to overcome educational challenges at different levels.

**Keywords:** Non-Governmental Organization (NGO) Programs, Girl Child Education, Church Founded Secondary Schools, Bushenyi District, Educational Challenges

## INTRODUCTION

Girls' education in Uganda is not a priority for the leaders of this East African country. Because of the huge gender gap and the perpetuated stereotypes of women and girls working in the home, their education does not take precedence. Instead, boys' education is what is at the top of schools' minds. In Uganda alone, more than 700,000 children between the ages of 6 and 12 have never attended school. Despite these facts, a handful of organizations are helping girls in Uganda get the education they need [1]. The NGOs are concerned about the quality of the girl's education within the public and private schools. The performance of the public and private schools is not good and they have the highest failure rates in the country. Lack of access to education is of particular concern as the business offers scholarships and NGOs support 'vulnerable girls' [2]. Globally, education provision among all vulnerable children is primarily the task of the central government, however, its lack of full capacity and the budgetary constraints in general have manifested that the education sector is lacking essential components, giving room for NGO involvement among the vulnerable community and specifically for children in the developing world which are at the brink of losing their future [3]. To address this situation, NGOs provide a large part of educational services

and help reinforce government efforts in achieving both universal primary and secondary education objectives through services like paying school fees for needy children and building classrooms. In Africa, SDG 5 on gender equality calls upon governments around the continent, including Tanzania, to promote gender equality as in SDG 5, and empower all women and girls; this can only be achieved through quality education. Despite the emphasis on girls' education in Sub-Saharan Africa, the SDGs, and various other documents, girls still face insurmountable challenges in accessing education [4]. In the case of East Africa, the situation is worse in local communities, where girls are marginalized on account of their gender. Also, as community education ambitions, there is something that denies their right to education [5]. In Uganda, Burundi, and Kenya, many girls remain locked out of educational opportunities owing to various socio-economic factors, as well as the effect of cultural factors, some of which have been attributed to traditional practices that promote child marriage, with girls at the receiving end [6, 7].

In Uganda, Compassion International - Uganda advocates and intervenes for the vulnerable girl children to be educated. Children learn about their value in God's sight and how to maintain holistic health as they grow up in Uganda. Through their programs, it has helped church-founded secondary schools in Uganda to educate girls to hold on to their values and boldly pursue their education and careers to break away from poverty.

According to [8] with the impact of COVID-19, NGOs in Uganda have helped in education support to mainly address vulnerable girls, the low enrolment, high dropout rates, and low completion rates among vulnerable girl children which have persisted in the past 40 years, affecting the access, equity, and quality of education for underprivileged girl children. About 60% of the vulnerable girl children who complete UPE, only 30% of the vulnerable children sit for ordinarily level exams, and only 15% reach an advanced level even under the support of a number of stakeholders like churches, NGOs as well as guardians.

In Bushenyi District, in particular, NGOs like Compassion International-Uganda and church support have attempted to work on what is keeping girls out of school. Compassion International-Uganda and churches in the district have started working with menstrual health programs, school fees scholarships, career development as well as vocational school training programs, and more vulnerable girls have entered. These programs have helped increase their enrolment, but more are left behind due to cultural and accessibility challenges. However, after the COVID-19 outbreak, fewer girl children returned to schools despite the guaranteed educational support from Compassion International-Uganda [9, 10, 11]. Despite efforts by Compassion International-Uganda to provide support to vulnerable girl children, many families in Bushenyi District have been characterized by poverty, inappropriate mobilization on the role of education as well as early marriage rates, cultural infiltration, and limited NGO funding. If this study is not done, the act of prioritizing boys' education over daughters' education among mainly Bushenyi Ishaka Municipality, which leads to more vulnerable girl children without education would increase, increased dropout rates as well and family breakdowns would increase.

There is thus a need to assess the contributions of Non-Governmental Organizations towards the promotion of girl child education in Bushenyi District Western Uganda, among church-founded secondary schools in Bushenyi District.

#### **Purpose of the Study**

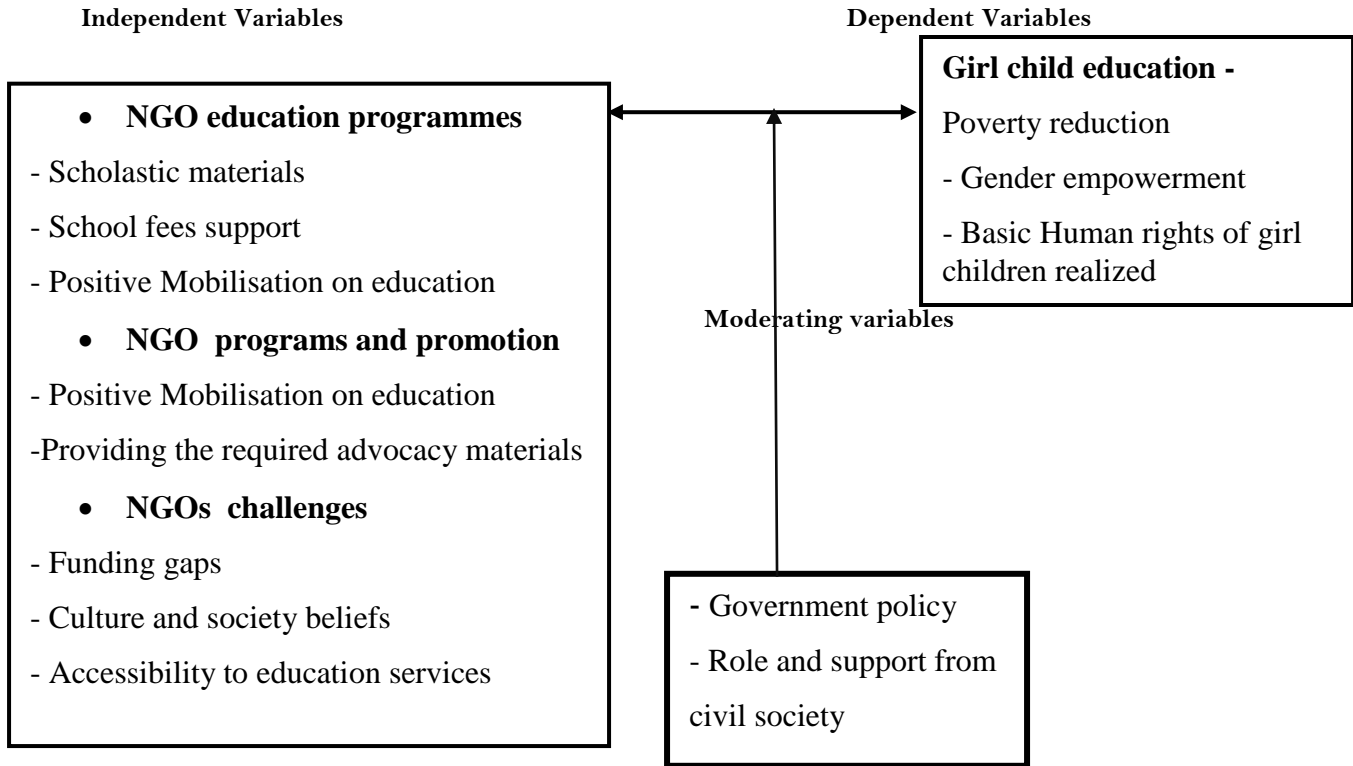
The study was carried out to assess the contributions of Non-Governmental Organizations' programmes towards the promotion of girl child education in Bushenyi District Western Uganda, among church-founded secondary schools in Bushenyi District.

#### **Objectives of the Study**

- i. To examine ways in which NGO education programs, impact the girl children in Bushenyi district in Uganda.
- ii. To establish how NGO programs are promoting girl child education in the Bushenyi district in Uganda.
- iii. To find out challenges faced by NGOs programs in lifting girls' education in the Bushenyi district in Uganda.

**Conceptual Framework**

The conceptual framework of the study consisting of three variables; independent, dependent, and intervening variables is illustrated in Figure 1.1 below



Source: Action Aid Gender Program Implementation Model, 2010, Modified by the Researcher, 2023

**METHODOLOGY**

**Research Design**

The study used a case study design, a case study is a comprehensive analysis of a specific unit that is the subject of the investigation. It is applied by selecting a single topic, devoting extensive time to its investigation, and then extrapolating the results to a larger population. During data collection, the researcher employed a descriptive survey study with both qualitative and quantitative study designs.

The case study design research was carried out using correlational and descriptive research design and during data presentation, correlation was employed to test the research relationships.

Also, case study design often uses visual aids such as graphs and charts to help the reader understand the data distribution. Descriptive research therefore helps to reduce large volumes of data into manageable forms. The investigator assessed the contributions of Non-Governmental Organizations' programmes towards the promotion of girl's child education in Bushenyi District.

**Study Population**

This study's target population consisted of the following; Vulnerable girl children attending school, Church leaders, Members of the civil society, Teachers, Headteachers, and Parents who were purposively and randomly selected. These were selected from the targeted schools of St. Charles Kitabi Secondary School, Kyamuhunga Secondary School, and St. Mary's Vocational Secondary School – Kyamuhunga. According to Compassion International–Uganda, its programs from St. Charles Kitabi Secondary School (A), Kyamuhunga Secondary School (B), and St. Mary's Vocational Secondary School – Kyamuhunga (C) are supporting vulnerable girl children. The study population is shown below in Table 1.

**Table 1: Showing Population Distribution**

Schools	Respondents					
	Head Teachers	Teachers	Civil Society	Clergy	PTA Members	Students
School A	01	21	06	06	09	115
School B	01	27		06	09	119
School C	01	28		06	09	101
<b>Total</b>	<b>03</b>	<b>76</b>	<b>06</b>	<b>18</b>	<b>27</b>	<b>335</b>

Source: (Bushenyi District Education Officer's Report, 2024)

**Sample Size Determination**

The sample size of the study was obtained based on the three-church-founded secondary schools as supported by Compassion International-Uganda in Bushenyi District using Yamane's formula. Headteachers, teachers, students, clergy, civil society members, and PTA Members made up the population.

Yamane's (1967) formula is;

$$n = N / 1 + N(e)^2$$

Where; n = minimum desired sample size; N = the target population (465),

e = margin error (0.05).

Based on this formula, the sample size was determined as follows;

$$n = N / 1 + N(e)^2$$

$$n = 465 / 1 + 465(0.05)^2$$

$$n = 465 / 1 + 1.16$$

$$n = 215$$

$$n = 465 / 1 + 465(0.0025)$$

$$n = 465 / 2.16$$

The number of Headteachers, Clergy, Civil society members, and PTA Members were deducted from the sample of 215 (215-54), giving 161 to produce the teachers' and students' sample. The teachers and students in the sample were represented by this number (161).

Samples of the teachers and students were acquired proportionately in the following way:

Teachers = (Total number of Teachers in secondary schools) ÷ (Total number of teachers and students in secondary schools) × (161)

Teachers Sample,  $n_t = \frac{76}{411} \times 161 = 30$  Teachers.

Student samples were given by 161-30 = 131 Students

This sample included 3 Head Teachers, 30 Teachers, 131 Students, 18 Clergy, 6 Civil society members and 27 PTA Members. The teachers and students were selected proportionately to reflect their actual numbers in the teacher-student sample. The actual number of teachers and students from each school was also proportionately determined. Additionally, precise samples for each secondary school's teachers and students were chosen proportionately, as shown below:

Teachers; School A:  $\frac{21}{76} \times 30 = 8$       School B:  $\frac{27}{76} \times 30 = 11$       School C:  $\frac{28}{76} \times 30 = 11$

Students: School A:  $\frac{115}{335} \times 131 = 45$ ; School B:  $\frac{119}{335} \times 131 = 47$ ; School C:  $\frac{101}{335} \times 131 = 39$

The distribution of sample size by school is shown below in Table 2.

**Table 2: Sample Size Distribution**

Schools	Respondents					
	Head Teachers	Teachers	Civil Society	Clergy	PTA Members	Students
School A	01	8	06	06	09	45
School B	01	11		06	09	47
School C	01	11		06	09	39
<b>Total</b>	<b>03</b>	<b>30</b>	<b>06</b>	<b>18</b>	<b>27</b>	<b>131</b>

Source: Primary Data, 2024.

**Sampling Procedures**

Because the study was both qualitative and quantitative in nature, random samples were used, and cases were chosen one at a time. Here, appropriate types of people were chosen through random and purposive sampling procedures to provide vital information.

**Data Collection Procedures**

To undertake the study, the researcher requested Kampala International University's postgraduate research coordinator for an introductory letter to conduct research on the contributions of Compassion International – Uganda's programmes towards the promotion of girl child education. Respondents who were contacted to gather data were provided a copy of this letter. In addition to receiving questionnaires, respondents were selected for interviews, which were used to record incidents that were significant to the interpretation and analysis of the results.

### **Sampling Techniques**

In this study, purposive and simple random sampling techniques were used. [12], defined a purposive sample as a non-probability sample selected on the basis of population characteristics and the study's objective. Purposive sampling was used to select Church leaders Teachers and Members of the Civil Society were the subjects of the purposeful sampling approach because of being more conversant with the vulnerability of girl children as well as NGO operations. To classify girls attending school, teachers, and parents, cluster sampling is one of the random sample techniques that will be employed in this study. By means of stratified sampling, the respondents will be divided into groups according to specifics such as age, gender, and industry.

Purposive sampling was used because respondents were able to provide the researcher with relevant and first-hand information. Simple random sampling greatly helped the researcher because every respondent had an equal chance of being selected and gave the researcher plenty of respondents to select from.

### **Data Source**

The physical or digital locations where information is kept in a data table, data object, or other storage format are the sources of the data [13]. To support a meaningful interpretation of the study's findings, data were collected from primary and secondary sources that were produced in the field.

### **Primary Sources**

By using tools like interview guides and questionnaires for data gathering, the researcher was able to obtain primary sources of information. Participants like Teachers, Head Teachers and their Deputies, Parents, and Members of the Civil Society were beset in this data source. This helped to find out the contributions of Compassion International-Uganda towards the promotion of girl child education gathered to fulfil the study's goals.

### **Secondary Sources**

This kind of information was gathered from various writers and sources. These comprised information from various research journals, periodicals, the internet, and organizational documents such as records, contribution books, and registers, among others.

### **Data Collection Methods**

In-depth interviews and questionnaires were among the quantitative and qualitative data collection techniques used by the researcher.

### **Interview**

According to [14], an interview is a face-to-face discussion between the interviewer and church leaders and civil society members involved in education programs, teachers, head teachers as well as parents with the aim of fully comprehending each respondent's viewpoint on the topic under investigation. To gather information, the researcher conducted in-depth interviews on the achievements of Compassion International-Uganda programmes towards the promotion of girl child education in Bushenyi District Western Uganda, among church-founded secondary schools.

### **Questionnaire**

Questionnaires, according to [13], are a structured collection of questions created to satisfy the goals of the research. The subject response was provided with predefined and structured questions. To gather data, the researcher created questions with a framework and delivered them to vulnerable girl children as well as parents. Respondents. The questionnaire was divided into open-ended and closed-ended sections, allowing respondents to provide their responses to open-ended questions and check the appropriate boxes for closed-ended ones. This approach works well for quickly gathering data from a big population. A 5-point Likert scale was employed by the researcher: Strongly Disagree = 1, Disagree = 2, Not Sure = 3, Agree = 4, and Strongly Agree = 5.

### **Data Collection Instruments**

The term "data collection instruments" refers to the equipment such as computer-assisted interviewing systems or questionnaires used to gather data [15].

### **Questionnaire Guide**

To collect information from the respondents, the researcher employed structured questionnaires. A set of standardized questions with a predetermined format that is, a set of questions that specified the precise phrasing and sequence of the questions made up a structured questionnaire, which was used to collect data from respondents. A Linkert scale survey was created and distributed to parents, teachers, and girls enrolled in school. It included closed-ended questions. Because structured questionnaires can quickly and efficiently gather data from a wide population, they were employed as instruments.

### **Interview Guide**

According to [13], an interview guide is a summary of the key points and inquiries that need to be covered during the interview. A face-to-face interview was employed using open-ended questions of church leaders, Teachers, and Members of the civil society by researcher because this helped to; examine ways in which NGO education programs impact the community (schools and churches) and girl children, establish the relationship between NGO's scholarships and promotion of the girl child education and find out challenges faced by NGOs programs in lifting girl education in Bushenyi district.

### **Data Quality Control**

Data quality control was rigorously maintained throughout the study. The validity of the data collection instruments was ensured through expert reviews and discussions, while the reliability was tested using pre-tests and statistical analyses. These measures ensured the accuracy and consistency of the collected data.

#### **Validity of the Instruments**

According to [13], the degree to which the test's sample of items fairly represents the material it is meant to evaluate is known as validity. The validity of the instruments was ensured through discussions with fellow masters in students and other colleagues with knowledge about research, as well as the supervisor who examined the instruments for corrections and adjustments to ensure that in-depth data was collected. The Content Validity Index (CVI) was also calculated.

The following formula was used to test the validity index and below are the results for both the questionnaire and the interviews;

$$CVI = \frac{\text{No. of items regarded as relevant}}{\text{Total No. of items judged.}}$$

CVI = Content Validity Index

#### **Reliability of the Instruments**

The degree to which an evaluation tool yields consistent and reliable results is known as its reliability [13]. The investigator pre-tested the research instruments. The pre-test was completed by twenty St. Agnes Secondary School pupils with special needs, giving the researcher reliable study materials.

To determine whether the study instruments' research outcomes were consistent, the researcher employed the Cronbach coefficient alpha technique to evaluate the instruments' reliability. To get the reliability, the data was entered into the computer and was analyzed using the statistical package for social scientists (SPSS), which was useful for providing a Cronbach's Co-efficient Alpha test for testing reliability. A coefficient of 0.7 was considered sufficient to use the items.

The degree of reliability was established using Cronbach Coefficient Alpha which would show the level of the relationship between the study variables. According to [13], a coefficient equivalent to 0.50 or more depicts a higher degree of reliability.

#### **Data Analysis**

To guarantee that every question was asked accurately, uniformly, and completely, the researcher and the supervisor worked together to modify the questionnaire. After tabulating and coding, a descriptive analysis in terms of frequency and percentages was conducted.

#### **Quantitative Data Analysis**

The researcher applied descriptive statistics to explore the data and verify the study objectives. The researcher used SPSS to analyse the data collected. Data presentation took the form of tables displaying frequencies and percentages. Descriptive and inferential statistics, such as frequency, distributions, and means were used to assess the strength and magnitude of the relationship between study variables and objectives which included;

How NGO education programs impact girl children, how NGO programs are promoting girl child education, and finding challenges faced by NGOs programs in lifting girl education.

#### **Qualitative Data Analysis**

Processing qualitative data involved categorising data and attaching it to appropriate categories. The analysis of the interview responses was edited according to How NGO education programs impact girl children, how NGO programs are promoting girl child education, and finding out challenges faced by NGOs programs in lifting girl education. Responses from questionnaires and interview responses were edited, coded, and reported using descriptive narration of the opinions, experiences, and views of the participants. Descriptive statistics were used to analyse the coded responses. Where necessary, quotes from the respondents were used to strengthen the interpretation.

#### **Ethical Considerations**

##### **Permission**

The research was granted approval by the Kampala International University Western Campus Research Ethic Committee (KIU REC) and the Postgraduate Studies and Research Directorate (PGSRD) of KIU-WC. Permission to conduct the study from the targeted secondary schools, Kyogyera Secondary School, Kyamuhunga Secondary School, and St. Mary's Vocational Secondary School – Kyamuhunga was obtained from the particular school administrations. The administrators of the targeted schools gave permission, and all respondents gave the researcher permission to interview participants after giving written consent. After being informed of the goals and purpose of the study, each participant provided their individual written consent (Appendix I).

### Confidentiality

By using code numbers rather than names, confidentiality and privacy of all data collected on research participants were guaranteed. The location and credentials of every participant were encrypted. To make sure that the participant understood the terms for participating in the study, the researcher utilized straightforward language.

An attempt was made to get participant agreement in a private setting. Named consent forms from study participants were stored apart from other study records. The details were addressed in a way that did not expose the participants' identities and were kept private under lock.

### Benefits

There were no monetary rewards or incentives of any kind given to study participants. Participants may gain from the study when information gathered helps to enhance and policy for the promotion of education among vulnerable schoolgirl children. Participation in the study was entirely voluntary.

### Participant's participation

Participants in this study were not coerced or coerced into participating in the interview portion of the study; participation was entirely voluntary. They have the option to choose not to respond to any questions at all. Every participant was allowed to leave the study whenever they wanted to and wasn't under any duress.

### Dissemination of findings

The administrators of each chosen school will receive copies of this report. Additionally, a copy will be placed in the KIU-WC main library and PGSRD.

## RESULTS

### Demographic Information

The findings on demographics from respondents are indicated in Table 3 below

**Table 3: Background Characteristics**

Variable	Attribute	Frequency	Percent (%)
<b>Gender</b>	Male	96	44.7
	Female	119	55.3
	<b>Total</b>	<b>215</b>	<b>100</b>
<b>Period of working</b>	Less than 1 year	56	26.1
	Between 1&5 years	105	48.8
	Above 5 years	54	25.1
	<b>Total</b>	<b>215</b>	<b>100</b>
<b>Education level</b>	Diploma	27	12.5
	Degree	70	32.5
	Masters	11	5.1
	Others	107	49.7
	<b>Total</b>	<b>215</b>	<b>100</b>
<b>Profession</b>	Teacher	36	16.7
	Farmer	81	37.7
	Student	59	27.4
	Business person	39	18.2
	<b>Total</b>	<b>215</b>	<b>100</b>
<b>Organization of employment</b>	Church	20	9.3
	Civil Society	20	9.3
	School	156	72.6
	Others	19	8.8
	<b>Total</b>	<b>215</b>	<b>100</b>

Source: Primary data, 2024

The gender data revealed that, at 55.4%, women made up the majority, while men made up 44.6%. This indicated that while women constituted the majority of responders, men were also taken into account. Because there were an equal number of female participants and they actively participated in the study, it was believed that the data collected was representative of both gender groups and that both males and females were affected by girl child education in Bushenyi District. The findings of educational attainment indicated that most of the participants (50%) had other education levels, including postgraduates, and primary levels among others, 12.5% had diplomas, 32.5% were degree holders and 5.1% had Master's degrees. These findings indicated that every respondent was literate, enabling them to give accurate information about the contributions made by non-governmental organizations to programs that support girls' education in Bushenyi District, Western Uganda, because they had the ability to write and read and

understand the English language used in data collection methods. Information on the respondents' profession revealed that most of the respondents (43.5%) were students, 29.3% were farmers, 14.1 were businessmen or Women and 13.0% were teachers. Responses from different professionals indicated that many professions were engaged in the study which helped the researcher to compare findings of a professional basis.

Responses from the organisation of employment showed that a lot of the respondents (56.5%) were from the targeted schools, followed by 29.0% who were from other organisations and were mainly parents working from several organisations. 7.2 were from the church and 7.2 were from civil society. On the period of working on the job, findings found out that a big percentage 60.1% had Between 1 and 5 yrs as experience of working on their jobs, followed by 20.3% who had less than 1 year as their experience. Lastly, 19.6% had an experience of above 5 years.

**Ways How NGO Education Programs, Impact the Girl Children In Bushenyi District.**

Regarding ways how NGO education programs, impact the girl children in the Bushenyi district, the results, which were obtained after asking respondents about their opinions on various educational initiatives, are listed below. The scale that was used to obtain the results in the table below was coded so that one represents. While a mean near 4 or 5 indicates agreement, one near 1 or 2 indicates disagreement. Uncertainty about the problem is reflected in means near 3.

**Table 4: Ways how NGO education programs, impact the girl children in Bushenyi district**

Statement	DS	D	NS	A	SA	Mean	SD
NGOs are helping mobilize vulnerable girl children to understand the role of education	1.4% (3)	7.4% (16)	5.1% (11)	62% (133)	5224.1% (52)	3.10	.894
NGOs are helping poor families to provide equal education opportunities to both boys and girls	2.7% (5)	2.7% (5)	9.6% (19)	76.7% (170)	8.2% (16)	3.68	.771
NGOs are helping girl vulnerable children to get the required scholastic materials	2.3% (3)	8.9% (19)	9.7% (21)	77.2% (157)	7.4% (16)	3.73	.811
NGOs are helping families in paying the required school fees for vulnerable school children.	2.7% (5)	8.2% (16)	16.4% (31)	60.3% (166)	12.3% (24)	3.72	.882
NGOs are helping families in understanding how education helps girls children to be useful to the society	0	3.7% (8)	12.1% (26)	73.0% (157)	11.1% (24)	3.90	.648
NGOs are important in promoting positive community perception on girl child education in this area	1.3% (3)	2.3% (5)	5.1% (11)	72.1% (155)	19.1% (41)	4.05	.717
NGOs are providing the required advocacy materials to the community on girl child education	5.1% (11)	11.1% (24)	12.1% (26)	61.8% (133)	9.7% (21)	3.55	1.03
NGOs are helping families get alternative means of economic empowerment through providing income generating activities	6.0% (13)	3.8% (8)	15.8% (34)	58.6% (126)	15.8% (34)	3.71	1.02
Overall						3.68	.847

Key: (5, SA = strongly agree, A = 4, agree, NS = 3, not sure, D 2, disagree SD = 1, strongly disagree).

Source: Primary Data, (2024)

Table 4 above shows the participants' responses on ways how NGO education programs, impact the girl children in Bushenyi district. To test this variable, the study employed nine questions on a five-point Likert scale. When asked about their opinions regarding the ways that non-governmental organizations' educational initiatives affect the girls in Bushenyi district, out of the 215 participants who reacted to the questionnaire; 62% (133) agreed, 24.1% (52) strongly agreed, 5.1% (11) were not sure, 7.4% (16) disagreed and 1.4% (3) strongly disagreed. A mean of 3.098 indicated that a number of NGO education programs impacted the girl children in Bushenyi district since the majority, 62% (133) agreed to this.



On whether NGOs are helping poor families to provide equal education opportunities to both boys and girls; 8.2% (16) strongly agreed, 76.7% (170) agreed, 9.6% (19) were not sure, 2.7% (5) disagreed and 2.7% (5) strongly disagreed, which showed that NGOs were helping poor families to provide equal education opportunities to both boys and girls with a mean response of 3.68.

On whether NGOs are helping poor families to provide equal education opportunities to both boys and girls, 77.2% (157) strongly agreed and 7.4% (16) agreed. 9.7% (21) were not sure, while 8.9% (19) disagreed and also 2.3% (3) strongly disagreed. This indicated that; being poor and from a poor family posed a risk of not getting education with out the support of NGOs. Asked whether NGOs are helping girl vulnerable children to get the required scholastic materials; 16 (8.2%) strongly agreed, 134 (69.9%) agreed, 21(11%) were not sure, 19 (9.6%) disagreed and 3 (1.4%) strongly disagreed. This implied that NGOs were helping girl vulnerable children to get the required scholastic materials since 78.1% agreed to this. On whether the NGOs are helping families in paying the required school fees for vulnerable school children; 60.3% (166) strongly agreed, 12.3% (24) agreed, 31 (16.4%) were not sure, 16 (8.2%) disagreed, and 5 (2.7%) strongly disagreed. A mean of 3.72 implied that NGOs did much in supporting families in paying the required school fees for vulnerable school children.

On the issue of whether NGOs are helping families understand how education helps girls' children to be useful to society; 11.1% (24) strongly agreed, 73.0% (157) agreed, 12.1% (26) were not sure and 3.7% (8) disagreed. A mean of 3.90 meant that NGOs were helping families understand how education helps girls' children to be useful to society.

On the question of whether NGOs are important in promoting positive community perception of girl child education in this area, 19.1% (41) strongly agreed, 72.1% (155) agreed, 5.1% (11) were not sure, 2.3% (5) disagreed, and 1.3% (3) strongly disagreed. This revealed that NGOs helped in promoting positive community perception of girl child education in this area according to the competence of the clients since 72.1% agreed to this.

On whether NGOs are providing the required advocacy materials to the community on girl child education; 9.7% (21) strongly agreed, 61.8% (133) agreed, 12.1% (26) were not sure, 11.1% (24) disagreed and 5.1% (11) strongly disagreed. This serves to explain that NGOs have overwhelmingly provided the required advocacy materials to the community on girl child education. On this issue of whether the NGOs are helping families get alternative means of economic empowerment through providing income-generating activities; 15.8% (34) strongly agreed, 58.6% (126) agreed, 15.8% (34) were not sure, 3.8% (8) disagreed and 6.0% (13) strongly disagreed. This showed that a good number of respondents agreed that NGOs are helping families get alternative means of economic empowerment through providing income-generating activities since 58.6% agreed to this. This meant that NGOs were giving families alternatives to economic empowerment by providing them with alternatives to income-generating activities.

This study found different views on ways in which NGO education programs, impact the girl children in Bushenyi district in Uganda, and there was much agreement that NGOs are helping mobilize vulnerable girl children to understand the role of education, NGOs are helping poor families to provide equal education opportunities to both boys and girls, NGOs are helping girl vulnerable children to get the required scholastic materials, NGOs are helping families in paying the required school fees for vulnerable school children and how NGOs are helping families in understanding how education helps girls children to be useful to the society.

One member of the civil society when asked about the NGO programs in the education sector in the area, disclosed the following;

*"... but we mainly support vulnerable girl children from poor families with basic mobilisation on the role of education, school support services like school fees, text, and exercise books as well as boarding equipment like mattresses and other school utensils".*

She disclosed.

One church leader was asked about the different ways through which NGO education programs impact the community (schools and churches) and girl children in the Bushenyi district, and explained the following;

*"As you know, the church mainly aims at spiritual support and development, and compassion Uganda has helped vulnerable girl children from across this region to be reignited in faith, hope and academically. Though we are soliciting educational and financial support to them, our cardinal goal is to spiritually empower the vulnerable in this area ...."*

One reverend disclosed.

This was in agreement with [16], who disclosed that the benefits that non-profit organizations, or NGOs, on education attainment among vulnerable girl children in Uganda include; (i) attaining the proper correlation between educational performance and girl child development processes; (ii) assisting predetermined groups while also providing aid to the destitute; (iii) ensuring that the intended beneficiaries of education and actual meaningful participation of female children are attained; (iv) picking the best type of education aid packages for the community, parents, and guardians after consulting with them, rather than using resources as the cornerstone of educational relationship; (v) adapting and responding to the efforts of civic society to reach the targeted educational levels; (vi) collaborating with and bolstering regional organizations to embrace girl child education; and (vii) attaining goals at a lower cost. Also, according to [17], he disclosed that in Uganda, in research on the educational sponsorship

programs that NGOs provided in Kampala, the focus was on the concept of "vulnerability" and how gender and vulnerability impacted sponsorship programs and, in turn, access to education for sponsored girls and NGO workers.

**To Establish the Relationship Between NGO's Programs and Promotion of The Girl Child Education in Bushenyi District.**

Regarding statements on the relationship between NGO's programs and campaign the girl child education in Bushenyi district, responses from participants are presented in Table 5.

**Table 5: Responses on the relationship between NGO's programs and promotion of the girl child education in Bushenyi district** Page | 34

Statement	DS	D	NS	A	SA	Mean	SD
NGOs are providing scholastic materials scholarships to vulnerable girls from vulnerable families.	1.3% (3)	7.44% (16)	5.11% (11)	61.8% (133)	24.1% (52)	4.29	1.62
NGOs are providing school fees scholarships to vulnerable girls among the selected vulnerable families	2.3% (5)	2.3% (5)	8.8% (19)	79% (170)	7.44% (16)	3.71	1.60
NGOs are providing scholastic few scholarships to vulnerable girls from vulnerable families.	1.3% (3)	8.8% (19)	9.7% (21)	73% (157)	7.44% (16)	4.29	0.89
NGOs are providing scholastic materials scholarships to all vulnerable girls selected from a number of families.	5.11% (11)	5.11% (11)	14.4% (31)	57.2% (123)	18.1% (39)	2.44	1.21
Scholarships are given to complete primary and secondary education among selected girl children	2.3% (5)	7.44% (16)	14.4% (31)	64.5% (139)	11.1% (24)	3.17	1.17
Girls getting scholarships get it on an annual basis.	0	3.7% (8)	12.0% (26)	62.3% (134)	11.1% (24)	3.50	1.60
NGOs are providing scholarships depending on performance of the selected vulnerable children.	1.3% (3)	2.3% (5)	5.11% (11)	73.1% (157)	19.0% (41)	3.86	0.64
NGOs are providing scholastic based on distance between the school and the family	5.11% (11)	11.1% (24)	12.0% (26)	61.8% (133)	9.6% (21)	3.07	0.86
Mean						3.54	1.20

Key: (5, SA = strongly agree, A = 4, agree, NS = 3, not sure, D 2, disagree SD = 1, strongly disagree).

Source: Primary Data, (2024)

The finding in Table 5 displays the opinions of the respondents regarding the connection between NGO's programs and campaigns for girl child education. The respondents were asked whether NGOs are providing scholastic materials scholarships to vulnerable girls from vulnerable families, 61.8% (133) of participants strongly agreed at a (Mean = 4.29), that the NGOs are providing scholastic materials scholarships to be analyzed as regards to NGOs and scholastic materials to vulnerable girls from vulnerable families.

On whether NGOs are providing school fee scholarships to vulnerable girls among the selected vulnerable families 79% (170) agreed, and at a (Mean = 3.71), indicated the big magnitude of how NGOs are providing school fee scholarships to vulnerable girls among the selected vulnerable families.

Conversely, most of the participants concurred that NGOs are providing scholastic few scholarships to vulnerable girls from vulnerable families as agreed by 73% (157). Together with a (Mean = 4.29), it indicated that NGOs were providing scholastic materials scholarships to all vulnerable girls selected from a number of families.

In responses on whether NGOs are providing scholastic materials scholarships to all vulnerable girls selected from a number of families, 57.2%, and (123) agreed that NGOs are providing scholastic materials scholarships to all vulnerable girls. 18.1% (39) strongly agreed, 5.11% (11) disagreed and 5.11% (11) strongly disagreed. A mean of 2.44 indicated that NGOs were not providing scholastic materials scholarships to all vulnerable girls.

In responses about whether scholarships were given to complete primary and secondary education among selected girl children, the majority 64.5% (139) agreed and 11.1% (24) strongly agreed that scholarships were given to

complete primary and secondary education among selected girl children. 7.44% (16) disagreed and only 2.3% (5) strongly disagreed. Also, a mean of 3.17 indicated that scholarships were given to complete primary and secondary education among selected girl children.

Responses from 62.3% (134) agreed that girls were getting scholarships get it on an annual basis as strongly agreed with 11.1% (24) of the respondents. On the other hand, 3.7% (8) strongly disagreed and 12.0% (26) were not sure whether girls were getting scholarships get it on an annual basis. A mean of 3.50 showed how girls were getting scholarships get it on an annual basis.

According to 73.1% (157), they agreed that NGOs are providing scholarships depending on performance of the selected vulnerable children, as 19.0% (41) strongly agreed with it. On the other hand, 1.3% (3) strongly disagreed and 2.3% disagreed, while 5.11% (11) were not sure on whether NGOs were providing scholarships depending on performance of the selected vulnerable children. A mean of 3.86 indicated how NGOs provided scholarships depending on performance of the selected vulnerable children.

Lastly, 61.8% (133) of the respondents agreed that NGOs are providing scholastic based on distance between the school and the family. Also, 9.6% (21) strongly agreed that NGOs are providing scholastic based on distance between the school and the family. 12.0% (26) were not sure, and 11.1% (24) disagreed. A mean of 3.07 indicated how NGOs were providing scholastic based on distance between the school and the family.

Another civil society member from compassion Uganda also disclosed that;

*“... and it is our role to ensure that vulnerable girls get their most precious gift from us, and that is education. The way we do it is through a balanced, affordable and attainable framework which helps all the members of the vulnerable children in our targeted area. It's how we do it ...”*

He disclosed

Another teacher also disclosed that;

*“... as a number of children are greatly being supported in this school by compassion Uganda through the provision of much more needed financial and non-financial support, this has been instrumental in this school, and ...”*

This agrees with [18], who disclosed that NGOs receive funding from a variety of organizations that may be used to give females free access to education. Providing books, food, and amenities like clean water, power, and furniture in schools are only a few of the many other facets of free education that are included. They award excellent students with scholarships and commend them for their achievements

Also, [19] disclosed that free education for females should not only include the fundamentals; it should also open up prospects for them in the future, offer career guidance and counseling, and allow them to apply their education in an area where they shine. Lack of employment chances may be discouraging and may convey the idea that education does not guarantee job security. Therefore, to make their degree meaningful, they must have career and employment opportunities. The aim should be to empower them and make them self-sufficient, and this should also include interview training and employment training.

#### **To find out challenges faced by NGOs programs in lifting girls' education in Bushenyi district.**

Regarding the statements on the encounters faced by NGOs programs in lifting girl education in Bushenyi district, responses from participants are shown in Table 6.

**Table 6: Responses on the challenges faced by NGOs programs in lifting girl education in Bushenyi district**

Statement	DS	D	NS	A	SA	Mean	SD
Funding is limiting NGOs in providing education programs in lifting girl child education.	1.3% (3)	18.2% (16)	5.1% (11)	61.8% (133)	24.1% (52)	4.29	1.62
Accessibility is limiting NGOs in providing education programs in lifting girl child education	1.2% (5)	1.2% (5)	8.8% (19)	79.1% (170)	18.2% (16)	3.71	1.60
Community cultures is limiting NGOs in providing education programs in lifting girl child education	1.3% (3)	9.6% (19)	11% (21)	69.9% (157)	18.2% (16)	4.29	0.89
Poverty levels are limiting NGOs in providing education programs in lifting girl child education.	5.1% (11)	5.1% (11)	14.4% (31)	57.2% (123)	20.5% (39)	2.44	1.21
Age of vulnerable girl children is limiting NGOs in providing education programs in lifting girl child education	1.2% (5)	7.44% (16)	14.4% (31)	60.3% (129)	11.1% (24)	3.09	0.87
Distance from schools is limiting NGOs in providing education programs in lifting girl child education	0	3.7% (8)	14.4% (26)	73.1% (157)	12.3% (24)	4.29	0.89
Government limitations on NGOs are limiting NGOs in providing education programs in lifting girl child education	1.3% (3)	1.2% (5)	5.1% (11)	72.1% (155)	19.0% (41)	4.05	.717
Project Monitoring and evaluations challenges are limiting NGOs in providing education programs in lifting girl child education	1.3% (3)	1.2% (5)	5.1% (11)	72.1% (155)	19.0% (41)	4.05	.717
Mean						<b>3.78</b>	<b>1.06</b>

Key: (5, SA = strongly agree, A = 4, agree, NS = 3, not sure, D = 2, disagree, SD = 1, strongly disagree).

Source: Primary Data, (2024)

Responses to the question of how respondents felt about the difficulties NGOs encountered in advancing girls' education in the Bushenyi district are displayed in Table 6 above. Eight questions with a five-point Likert scale were utilized in the study to gauge this characteristic. When the participants were asked to provide feedback regarding whether funding is limiting NGOs in providing education programs in lifting girl child education, out of the 215 respondents who answered the questionnaire; 24.1% (52) strongly agreed, 61.8% (133) agreed, 5.1% (11) were not sure, 18.2% (16) disagreed and 1.3% (3) strongly disagreed. This indicated that funding was limiting NGOs in providing education programs in lifting girl child education as many NGOs lacked funding and since the majority, 61.8% agreed to this.

On whether accessibility is limiting NGOs in providing education programs in lifting girl child education; 18.2% (16) strongly agreed, 79.1% (170) agreed, 8.8% (19) were not sure, 5 (2.7%) disagreed and 5 (2.7%) strongly disagreed, this demonstrated that a sizable portion of respondents concurred to the fact that accessibility was limiting NGOs in education programs in lifting girl child education. Asked whether community cultures are limiting NGOs in providing education programs in lifting girl child education; 18.2% (16) strongly agreed, 69.9% (157) agreed, 11% (21) were not sure, 9.6% disagreed and 1.3% strongly disagreed. This implied that there is a relationship between community cultures limiting NGOs in providing education programs in lifting girl child education since 78.1% agreed to this.

On whether poverty levels are limiting NGOs in providing education programs to lift girl child education; 20.5 (39) % strongly agreed, 57.2% (123) agreed, 14.4% (31) were not sure, 5.1% (11) disagreed, and 5.1% (11) strongly disagreed. This implies that poverty levels are limited to NGOs in providing education programs to lift girl child education. Responses on whether the age of vulnerable girl children is limiting NGOs in providing education programs in lifting girl child education. 11.1% (24) strongly agreed and 60.3% (129) agreed that the age of

vulnerable girl children is limiting NGOs in providing education programs in lifting girl child education. 14.4% (31) were not sure and 7.44% (16) disagreed.

Views on whether distance from schools are limiting NGOs in providing education programs in lifting girl child education, 3.7% (8) agreed and 14.4% (26) were not sure. On the other hand, 73.1% (157) agreed and 12.3% (24) strongly agreed that distance from schools is limiting NGOs in providing education programs to lift girl child education. Views from 72.1% (155) agreed that Government limitations on NGOs are limiting NGOs in providing education programs in lifting girl child education, and 19.0% (41) strongly agreed. 5.1% (11) were not sure, and 1.2% (5) disagreed while 1.2% (5) strongly disagreed that Government limitations on NGOs are not limiting NGOs in providing education programs in lifting girl child education. Lastly, 72.1% (155) agreed that Project Monitoring and evaluation challenges are limiting NGOs in providing education programs in lifting girl child education, and 19.0% (41) strongly agreed. 5.1% (11) were not sure, and 1.2% (5) disagreed while 1.2% (5) strongly disagreed that project monitoring and evaluation challenges are not limiting NGOs in providing education programs in lifting girl child education.

In an interview with one church leader, he commented that;

*“... but as you know, the church doesn't have finances to support such a huge number of these vulnerable children, our funding is much limited. And with the support of NGOs like this, we have managed to support the needy through without income at our disposal”*

Further, he disclosed that;

*“... though some families are still stuck in their cultural backwardness, and many families located far away and deep in the villages, we have managed to dig them out, and the children are getting educated”.*

He disclosed.

Another member of the civil society also disclosed that;

*“... Though our progress is being limited by family poverty levels. As you know, poverty impacts not only the activities but also the thinking capacity of people. So many families are stuck in that backwardness and it's affecting their involvement in the education attainment of their children”.*

He disclosed

According to the field officer from Compassion Uganda, he was interviewed and had to disclose the following;

*“... but we are currently being challenged because; after the COVID-19 outbreak, the NGOs in Uganda lack distinctly, continued defined financial and organizational structures, as well as buildings, facilities, equipment, and human resources. This has reduced the number of beneficiaries up to now”*

He disclosed

Another civil society member also disclosed that;

*“NGOs' limited financial resources have limited their ability to enable, plan, organize, and construct clearly defined structures as well as equip their offices with the required staff and financial capabilities to help them capture a large number of beneficiaries”*

He disclosed.

One church leader also disclosed that;

*“... When it comes to supporting education among vulnerable children, NGOs in Uganda are weak and unable to sustain the required momentum. This has been due to government challenges like lengthy processes in adopting to the required standards”*

This agrees with [20, 21], which reported that lack of access to Free Secondary Education resulted from poverty, and it also lowered educational equity and quality. Poverty has a negative impact on education equality and quality, which has slowed Uganda's progress toward modernity. Despite aid from NGOs, Uganda still experiences accessibility issues, ignorance, poverty, and disease more than 40 years after gaining independence.

Further, [22, 23], disclosed that compared to boys, girls experienced more difficulties that hindered access to, equity in, and access to a high-quality education. the difficulties were brought on by a number of barriers, such as the preference for boys in education, girls' pregnancies in primary school that result in school dropout, forced early marriages, an increase in the rate of parents dying prematurely, forcing many girls to assume responsibility for raising their siblings, and gender-insensitive school environments.

### **Descriptive Statistics**

#### **Ways How NGO Education Programs, Impact the Girl Children in Bushenyi District**

To determine the impact of NGO education initiatives on girls in the Bushenyi district, these results were further examined using Pearson correlation analysis.

**Table 7: How NGO education programs and girl children in Bushenyi district**

		NGO education programs	Impact on girl children
<b>NGO education programs</b>	Pearson Correlation	1	.259**
	Sig. (2-tailed)		.000
	N	215	215
<b>Impact on girl children</b>	Pearson Correlation	.259**	1
	Sig. (2-tailed)	.000	
	N	215	215

**\*\* Correlation is significant at the 0.01 level (2-tailed).**

Source: Primary Data, (2024)

The correlation analysis revealed a moderate and positive connection between NGO education programs and Impact on the girl children ( $r = .259^{**}$ ,  $p < .01$ ). This is to prove that vulnerable girl children, scholastic materials, school fees support had a moderate and positive connection on how NGOs improvement scholastic materials, school fees support leads to positive association with girl child education attainment levels of vulnerable girl children. The results imply that NGO education programs impact girl children.

**Regression Results on How NGO Education Programs and Girl Children**

**Table 8: Model summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.259a	.359	.348	1.157

Predictors: (Constant), NGO education programs

Source: primary data, 2024

The study findings established that NGO education programs had a strong relationship with girl children among selected secondary schools in the Bushenyi district. Going by adjusted R Square, it is clear that NGO education programs contributed a 36% change in girl children among selected secondary schools.

**The Relationship Between NGO's Programs and Promotion of The Girl Child Education**

Pearson correlation analysis was used to further examine these results and determine the relationship between NGO's programs and promotion of the girl child education.

**Table 9: The relationship between NGO's programs and promotion of the girl child education in Bushenyi district**

		NGO's programs	Promotion of the girl child education
<b>NGO's programs</b>	Pearson Correlation	1	.845**
	Sig. (2-tailed)		.000
	N	215	215
<b>Promotion of the girl child education</b>	Pearson Correlation	.845**	1
	Sig. (2-tailed)	.000	
	N	215	215

**\*\* Correlation is significant at the 0.01 level (2-tailed).**

Source: Primary Data, (2024)

The findings in Table 9 reveal the connection between NGO's programs and promotion of the girl child education ( $r = 0.845^{**}$ ,  $P < 0.01$ ). This indicates a favorable relationship between the two variables. This confirms the theory that the promotion of girl child education is important in the improvement of education promotion, which leads to a positive association with girl child education impacted by NGO activities since the p-value 0.00 is less than 0.01. This suggests that NGO's programs greatly impact the promotion of the girl child education.

**Regression Results for Relationship Between NGO's Programs and Promotion of The Girl Child**

**Table 10: Model summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.845a	.332	.328	1.107

Predictors: (Constant), NGOs education programs

Source: Primary Data, 2024

The study findings established that NGOs education programs had a strong relationship in lifting girls' education in Bushenyi district. Going by adjusted R Square .328, it is clear that NGO's programs helped in the promotion of girl child education.

**The Challenges Faced by NGOs Programs in Lifting Girl Education in Bushenyi District**

These results were subjected to additional analysis using Pearson correlation, and subsequently, Pearson's correlation was used in regression analysis to determine the difficulties faced by non-governmental organizations (NGOs) in promoting girls' education in the Bushenyi district.

**Table 11: Challenges faced by NGOs programs in lifting girls education in Bushenyi district**

		Challenges faced by NGOs	Lifting girl education
<b>Challenges faced by NGOs</b>	Pearson Correlation	1	.169**
	Sig. (2-tailed)		.019
	N	215	215
<b>Lifting girl education</b>	Pearson Correlation	.169**	1
	Sig. (2-tailed)	.019	
	N	215	215

**\*\* Correlation is significant at the 0.01 level (2-tailed).**

Source: Primary Data, (2024)

The findings in Table 11 above indicate the difficulties encountered by NGOs programs in lifting girls' education in Bushenyi district ( $r = 0.169^{**}$   $P < 0.01$ ). This means that the two variables are not positively related. This finding indicates that the study variables are not significant and that challenges faced by NGOs significantly reduce the lifting of girls' education. This implies that the challenges faced by NGOs positively affect the lifting of girl education. The p-value of 0.019 is higher than 0.01 indicating that the connection is weak and not significant.

**Regression Results for Difficulties Encountered by NGOs Programs in Lifting Girl Education**

**Table 12: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.169a	.569	.567	2.297

Predictors: (Constant), Difficulties encountered by NGOs programs

Source: primary data, 2024

The study findings established that difficulties encountered by NGOs programs had a strong relationship with lifting girls education. Going by adjusted R Square, it is clear that difficulties encountered by NGOs programs contributed to a 56.7% change in lifting girl education.

**DISCUSSION**

**How NGO Education Programs, Impact the Girl Children in Bushenyi District**

Regarding the ways that non-governmental organizations' educational initiatives affect the girls, several NGO education programs impacted the girl children in the Bushenyi district as they were helping poor families to provide equal education opportunities to both boys and girls. On whether NGOs are helping poor families to provide equal education opportunities to both boys and girls, it was indicated that; being poor and from a poor family posed a risk of not getting an education without the support of NGOs. NGOs were helping girl vulnerable children to get the required scholastic materials and NGOs were helping families in paying the required school fees for vulnerable school children, which implied that NGOs did much in supporting families in paying the required school fees for vulnerable school children. NGOs were helping families understand how education helps girls' children to be useful to society and helped in promoting positive community perception of girl child education in this area according to the competence of the clients. NGOs were providing the required advocacy materials to the community, and have overwhelmingly provided the required advocacy materials to the community on girl child education, while on whether the NGOs are helping families get alternative means of economic empowerment through providing income generating activities; NGOs were giving families alternatives to economic empowerment through providing them with alternatives to income generating activities. The study is supported by [24] which reported that investing in the education of girls is one of the main ways that governments and their people can cooperate to meet long-term development objectives and raise living standards on both the social and economic fronts. [25], further disclosed that gains in female education brought about by international advocacy and donor pressure have been significant in some cases, but in others, they are brittle and susceptible to changes in the economic and social environments, and girls and women still struggle to catch up with boys and men in their enrolment rates and achievement.

The findings showed a strong positive correlation between NGO education programs and their Impact on the girl children ( $r = .259^{**}$ ,  $p < .01$ ). This is confirmation that vulnerable girl children, scholastic materials, and school fees support had a positive effect on the education attainment levels of vulnerable girl children. The results imply that NGO education programs impact on girl children in Bushenyi district.

#### **The Relationship between NGO Programs and Promotion of the Girl Child Education**

Findings found that NGOs were providing scholastic materials scholarships to be analyzed as regards to NGOs and scholastic materials to vulnerable girls from vulnerable families, as the big magnitude of how NGOs were providing school fees scholarships to vulnerable girls among the selected vulnerable families. Conversely, most of the participants concurred that NGOs are providing scholastic scholarships to vulnerable girls from vulnerable families though some agreed that NGOs were not providing scholastic materials scholarships to all vulnerable girls. Findings indicated that scholarships were given to complete primary and secondary education among selected girl children, as girls were getting scholarships to get it on an annual basis, and that NGOs provided scholarships depending on the performance of the selected vulnerable children and NGOs were providing scholastic based on the distance between the school and the family.

Results reveal the relationship between NGO programs and the promotion of girl child education ( $r = 0.845^{**}$   $P < 0.01$ ). This means that the two variables are positively related. This supports the hypothesis that NGO programs significantly impact the promotion of girl child education since the p-value 0.00 is less than 0.01. This implies that NGO programs greatly impact the promotion of girl child education. [26], explained that making education accessible to them is essential if we want them to be able to meaningfully contribute to the development of the nation. They further disclosed that girls still fall behind boys in education at all levels despite a variety of government interventions, as well as NGO involvement, religious organizations, and international organizations. They keep avoiding classes that prepare students for professions in science and technology.

According to [3], successful people who are well-developed physically, psychologically, socially, and mentally should be the top priority for every family and society. Educated girls are tomorrow's leaders, and mothers are the guardians of the future. These can be accomplished through educating young girls, who will eventually become the mothers of the next generation.

Further, [27], there are many NGOs working for girls' education around the world, and they frequently engage with people in need. NGOs can contribute to the global improvement of girls' education in a number of ways.

#### **The Challenges Faced by NGO Programs in Lifting Girl Education in Bushenyi District**

Responses on whether funding is limiting NGOs in providing education programs in lifting girl child education indicated that funding was limiting NGOs in providing education programs in lifting girl child education as many NGOs lacked funding and on whether accessibility is limiting NGOs in providing education programs in lifting girl child education, a sizable portion of respondents concurred to the fact that accessibility was limiting NGOs in education programs in lifting girl child education. On whether community cultures are limiting NGOs in providing education programs in lifting girl child education, there is a relationship between community cultures limiting NGOs in providing education programs in lifting girl child education, while on whether poverty levels are limiting NGOs in providing education programs in lifting girl child education, poverty levels are limited NGOs in providing education programs in lifting girl child education. On whether the age of vulnerable girl children is limiting NGOs in providing education programs in lifting girl child education, the age of vulnerable girl children is limiting NGOs in providing education programs in lifting girl child education and many strongly agreed that distance from schools is limiting NGOs in providing education programs in lifting girl child education. Government limitations on NGOs were not limiting NGOs in providing education programs in lifting girl child education, while others strongly disagreed that project monitoring and evaluation challenges are not limiting NGOs in providing education programs in lifting girl child education. The results revealed the challenges faced by NGOs programs in lifting girls' education in the Bushenyi district ( $r = 0.169^{**}$   $P < 0.01$ ). This means that the two variables are positively related. This supports the hypothesis that challenges faced by NGOs significantly affect the lifting of girl's education. This implies that the challenges faced by NGOs positively affect the lifting of girl education. The p-value of 0.019 is higher than 0.01 indicating that the association is weak and not significant.

According to [28], despite the efforts of NGOs, there was a national issue with low enrollment, a high dropout rate, low completion rates, and a low rate of students moving on to secondary school.

Further, [29] disclosed that NGOs in Uganda are quite weak, and as a result, organizations typically lobby the bureaucracy rather than politicians. Additionally, they claimed that NGOs are known for their impromptu organizational structures. In other words, NGOs are only transient entities that handle specific societal problems before falling out of favor. [30], also asserts that the fact that civil officials are prohibited from participating in lobbying and other political activities hinders the growth of NGOs in the nation. The expansion of NGOs and interest groups is also impacted by the small number of educated people who actively support their work. The growth of NGOs in Uganda is also impacted by the state's control over the public media.



## CONCLUSION

The study concluded that NGOs are helping to mobilize vulnerable girl children on the role of education, helping in equal educational opportunities among poor families to both boys and girls and helping in getting the required scholastic materials. They have also helped in paying the required school fees for vulnerable children, promoted positive community perception on girl child education, and provided the required advocacy materials to the community as well as giving economic empowerment through providing income-generating activities. It is concluded that NGOs were providing scholastic materials scholarships, providing school fees scholarships as well as providing scholastic materials scholarships. Scholarships were sometimes given to complete primary and secondary education, where some girls were getting scholarships on an annual basis, depending on the performance of the selected vulnerable children as scholastic materials not based on distance between the school and the family.

In a nutshell, funding was limiting NGOs in providing education programs, accessibility was limiting NGOs services, community cultures were limiting NGOs in providing education programs and poverty levels were limiting NGOs. The ages of vulnerable girl children were limiting NGOs and the distances from schools were also a limiting factor for NGOs in providing education programs, though the government was limiting NGOs in providing education programs but Project Monitoring and evaluation challenges were not limiting NGOs in providing education programs in lifting girl child education.

## Recommendations

The following suggestions were given to various education stakeholders in light of the findings and conclusions: Ministry of Internal Affairs, NGO leaders should devise additional ways to involve NGO education programs, to impact education right from the grassroots to different completion levels. This would eventually help local communities in need as well as fulfilling education programs among vulnerable communities. Government should encourage NGO's to design several education programs at different levels to meet the increasing educational needs of the needy and vulnerable communities. This should involve both long-term and short-term education needs to achieve the desired education levels. Government, civil society, and other stakeholders should join efforts to overcome educational challenges at different levels. For example, early dropouts, and child marriages among others must be addressed differently using a multi-dimensional approach from not only NGOs but also several stakeholders to meet and solve the educational challenges in the country. After the findings, the researcher suggests conducting additional research on the following areas: the effect of planning in implementing NGO education programs among rural vulnerable youths and children in western Uganda, and the influence of government collaboration in the effective implementation.

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**CITE AS: Mwijukye Moses, Asuma Marrita Nchaga and Tukur Muhammad (2025). Non-Governmental Organization Programmes and Girl Child Education in Uganda. A Case of Church-Founded Secondary Schools in Bushenyi District. NEWPORT INTERNATIONAL JOURNAL OF CURRENT RESEARCH IN HUMANITIES AND SOCIAL SCIENCES, 5(1):25-42**  
<https://doi.org/10.59298/NIJCRHSS/2025/5.1.254200>