

MAKERERE



UNIVERSITY

**AN ASSESSMENT OF DETERMINANTS OF ACCESS TO EDUCATION AMONG
CHILDREN AGED 6 TO 18 YEARS. A CASE STUDY OF KASUBI AND
NAMUNGOONA, KAMPALA, UGANDA.**

BY

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**A DISSERTATION SUBMITTED TO SCHOOL OF STATISTICS AND PLANNING, IN
PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF
BACHELOR OF STATISTICS DEGREE OF
MAKERERE UNIVERSITY.**

JULY, 2026

DECLARATION

I, Alupo Grace Acom, declare that this dissertation is a result my original work and has never been submitted to any institution for professional purposes or for the award of any academic qualification. All sources of information used in this study have been acknowledged and cited accordingly.

Signature:  _____

Date: 20th July, 2026

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APPROVAL

This is to certify that Alupo Grace Acom, registration number 23/U/05928/PS, carried out this research study entitled **"An Assessment of Determinants of Access to Education among Children Aged 6 to 18 Years. A Case Study of Kasubi and Namungoona, Kampala, Uganda"** under my supervision and guidance.

This dissertation has been submitted to the School of Statistics and Planning, Makerere University for examination with my approval as the university supervisor.

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3/8/2026

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DEDICATION

I dedicate this dissertation to my father Alfred, my mother Jane, my supervisor, Dr Odur Benard, my friends and all those who have supported and encouraged me throughout my academic journey. Your guidance, sacrifices, prayers, and unwavering support have been a source of inspiration and strength. I also dedicate this work to all children striving to access education despite the challenges they face, with the hope that the findings of this study will contribute towards improving educational opportunities for future generations.

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LIST OF ACRONYMS

BSTA	Bachelor of Statistics degree
OR	Odds Ratio
STATA	Statistical Software for Data Science
UGX	Ugandan Shillings
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education
USE	Universal Secondary Education

ABSTRACT

Access to education remains a major development concern despite government interventions such as Universal Primary Education (UPE) and Universal Secondary Education (USE). Many children, particularly those from socio-economically disadvantaged households continue to experience barriers to educational access. This study assessed the determinants of access to education among children aged 6 to 18 years in Kasubi and Namungoona, Kampala, Uganda. Specifically, the study examined the influence of demographic factors, household characteristics, social factors and child poverty on children's access to education.

A cross-sectional quantitative research design was adopted. Primary data were collected from 392 household heads or guardians using a structured questionnaire administered through Kobo Collect. Data were analyzed using STATA version 16. Background statistics were used to summarize the data while Chi-square tests and binary logistic regression were employed to determine factors associated with access to education at a 5% level of significance.

The findings revealed that 54.34% of the children had access to education. Logistic regression results showed that age of household head, employment status of household head and child poverty were significant determinants of access to education. Children from households headed by individuals aged 30 - 45 years (OR = 3.591, $p = 0.000$) and 46 - 59 years (OR = 2.223, $p = 0.044$) were significantly more likely to access education than those from households headed by individuals aged 18 - 29 years. Children from households with informally employed heads were 68% less likely to access education (OR = 0.320, $p = 0.000$), while children classified as moderately poor (OR = 0.526, $p = 0.020$) and poor (OR = 0.243, $p = 0.000$) had significantly lower odds of accessing education than rich children.

The study concluded that household economic stability and child poverty are key determinants of children's access to education in Kasubi and Namungoona. It recommends strengthening employment creation initiatives for household heads, expanding poverty reduction and social protection programs and increasing targeted educational support for vulnerable households to improve access to education

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter provides a comprehensive foundation for the study by examining the global and local landscapes of education access. It begins with the background of the study, statement of the problem, research objectives, hypotheses, scope, justification and the conceptual framework.

1.1 Background

Access to education is a fundamental human right and a key driver of personal and societal development which enables children to acquire knowledge, skills and competencies necessary for improved wellbeing, economic opportunity and social inclusion. Access to education is commonly measured using indicators such as school enrollment rates, attendance rates, completion rates, and progression to higher levels of schooling (Abbasi 2025). It is widely recognized as a foundation for human capital development, poverty reduction and national economic growth.

Whereas significant progress has been made in improving primary school enrollment, disparities still remain substantial and approximately 244 million children aged 6 - 17 and youth worldwide remain out of school (Nwoke, Oyiga et al. 2024). Although primary enrollment has improved due to free education policies in many countries, secondary school enrollment remains below 50% in several nations (Petrosino, Morgan et al. 2012). Factors such as child poverty, child labor, employment status of the household head, education level of the household head, early marriage and limited school infrastructure contribute to these disparities. Rural areas are particularly affected, often experiencing lower enrollment and higher dropout rates compared to urban areas.

In Uganda, the introduction of Universal Primary Education (UPE) in 1997 significantly increased primary school enrollment from about 3.1 million pupils in 1996 to over 8 million pupils in recent years (Nyanzi and Mahmood 2026). Despite this progress, challenges remain in terms of quality, retention and transition to secondary education. National statistics indicate that while primary net enrollment exceeds 85%, secondary school enrollment remains considerably lower at approximately 33 - 35% nationally (MODERN and UGANDA 2025).

Regional disparities within Uganda are also evident. Urban areas such as Kampala generally report higher attendance and completion rates compared to rural regions such as Karamoja and other parts of Northern Uganda (Stites 2020). Within Kampala itself, inequalities exist between well-

established residential neighborhoods and informal settlements. Areas such as Kasubi and Namungoona are characterized by high population density, informal employment and varying household income levels. Although schools are geographically available, socio-economic challenges may affect consistent attendance, academic performance, and progression to higher levels of education (Marks 2006).

1.2 Problem Statement

Globally, approximately 244 million children and youth remain out of school with Sub-Saharan Africa accounting for the largest proportion (Giwa 2025). Across Eastern and Southern Africa, about 46 - 47 million school-aged children of roughly 6 - 17 years of age are estimated to be out of school (Showers, Abrams et al. 2025) whereas in Uganda, net enrollment in primary schools is reported to be above 85% and secondary school enrollment remains low at approximately 33–35% nationally (MODERN and UGANDA 2025).

In Uganda, the UPE policy was introduced in 1997 to eliminate tuition fees at the primary level leading to dramatic increases in enrollment. Additional interventions include Universal Secondary Education (USE) pilot programs intended to reduce cost barriers at lower secondary levels and school feeding programs aimed at improving attendance and retention (SULLE 2022). Internationally, initiatives such as UNICEF's Education Cannot Wait and the Global Partnership for Education support low-income countries with funding, teacher training and infrastructure improvements. Despite these efforts, factors such as child poverty, child labor, employment status of the household head, education level of the household head, early marriage and limited school infrastructure have continued to hinder access to education suggesting that policies focused on school financing alone are insufficient without addressing these factors.

There are previous studies in Uganda that have examined socio-economic determinants of education access and school dropout, for example, (Okumu, Nakajjo et al. 2008) investigated household socio-economic determinants of primary school dropout in Uganda and (Yang 2023) explored rural student experience of spatial inequality in higher education: a case study of Kumi, Uganda. However, most of these studies have focused on rural populations or national datasets and have often analyzed single variables. Unlike national surveys or rural-focused research, this study will examine how a combination of factors interact to influence access to education in peri-urban areas such as Kasubi and Namungoona.

Therefore, this study aims to assess the determinants of access to education among children aged 6 to 18 years in Kasubi and Namungoona, Kampala, Uganda.

1.3 Research Objectives

This section includes the main objective and the specific objectives of the study.

1.3.1 Main Objective

To assess the determinants of access to education among children aged 6 to 18 years in Kasubi and Namungoona.

1.3.2 Specific Objectives

1. To analyze the effect of demographic factors (Age and gender) of the household head on children's access to education.
2. To determine the effect of household characteristics (Household size and type of housing) on children's access to education.
3. To assess the relationship between social factors (Marital status, employment status and education level) of the household head and children's access to education.
4. To assess the relationship between child poverty and children's education access.

1.4 Hypotheses

H₀₁: Age of the household head has no significant effect on children's access to education.

H₀₂: Type of housing has no significant effect on children's access to education.

H₀₃: There is no significant relationship between employment status of household head and children's access to education.

H₀₄: There is no significant relationship between education level of household head and children's access to education.

H₀₅: There is no significant relationship between child poverty and children's access to education.

1.5 Scope of the study

This section involves the geographical scope, content scope and the time scope of the study.

1.5.1 Geographical scope

This study is basically limited to Kasubi and Namungoona which are peri-urban areas located in Kampala, Uganda. These areas represent urban settlements characterized by informal employment, low education levels and other socio-economic conditions. These study findings will only apply to households within Kasubi and Namungoona and it is not going to be generalized to all urban or rural areas in Uganda.

1.5.2 Content scope

This study focuses on how factors such as employment status of household head, household size, education level of household head and other demographic factors affect access to education measured in terms of school attendance, ability to meet schooling costs. It is specifically on education access not performance or even policy outcomes that affect education. It focuses on the heads of households or guardians that are living in Kasubi and Namungoona who have school-age children. The choice of these respondents is because they are responsible for making decisions in the household especially concerning income, expenditures, financing education and also child welfare.

1.5.3 Time scope

The study focuses on the current socio-economic conditions of households within the past 12 months as this time frame allows for comprehensive understanding of the recent state of the households. It further looks at children's access to education within the period of data collection. The data collection period is from March to April, 2026.

1.6 Justification

Although the government of Uganda has implemented Universal Primary Education (UPE) and Universal Secondary Education (USE) to improve school enrollment and national statistics show improvements in enrollment where primary school enrollment increased from about 3.1 million pupils in 1996 to over 8 million pupils in recent years (Nyanzi and Mahmood 2026), disparities in education access still persist especially among children from poor households and economically vulnerable families. These children continue to face challenges like delayed fees payment, irregular attendance, early dropout due to financial constraints and household income instability.

Whereas several studies have assessed access to education at national or rural levels (Nyanzi and Mahmood 2026), there is limited localized empirical research which exists focusing on these peri-urban areas such as Kasubi and Namungoona in Kampala. This study therefore seeks to generate specific evidence on how socio and economic factors affect access to education among children aged 6 - 18 years within these communities. This study adds on the existing knowledge about access to education in urban settlements for academic purposes and the study findings provide valuable insights for policy makers, non-government organizations and local authorities to design interventions that can address the problem of child poverty so as to improve on education access.

1.7 Conceptual Framework

Independent Variables

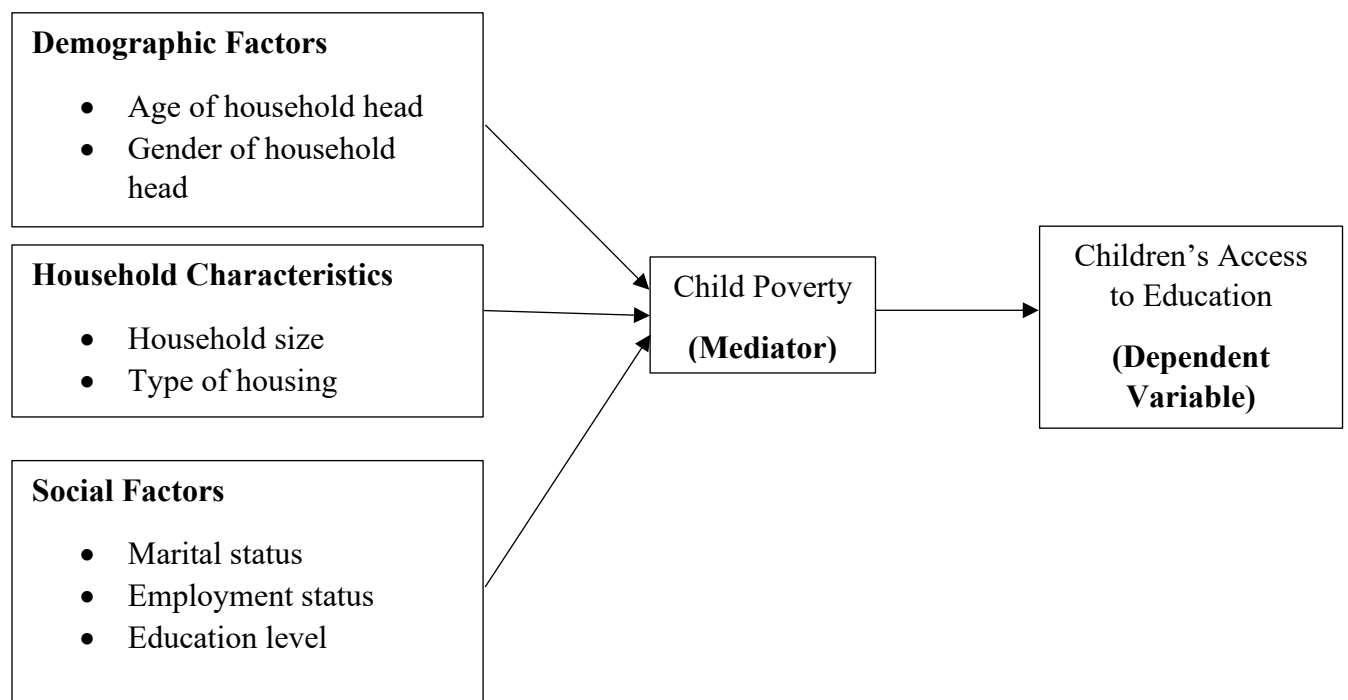


Figure 1.1 Conceptual Framework

The conceptual framework hypothesizes that Access to Education (the dependent variable) in Kasubi and Namungoona areas is shaped by a set of interconnected determinants. These factors do not act in isolation instead, they interact dynamically often reinforcing each other in contexts of resource scarcity.

Demographic Factors (age and sex of the household head) affect decision-making power, financial priorities, and cultural norms around education for example, older heads may prioritize immediate income over long-term schooling or gender biases may favor boys.

Household Characteristics (size, and housing type) determine the material capacity to support education such as paying fees, providing books or affording transport away from child labor.

Social Factors (marital status, employment status, and education level of the household head) influence household stability, attitudes towards education's value and role modeling for example, educated heads may prioritize schooling more highly while unemployment or unstable marriage increases dropout risk.

Child Poverty operates as a cross-cutting mediator, it represents multidimensional deprivation for example, lack of nutrition, health care or basic supplies that forces trade-offs, pushing children out of school to contribute to household survival or due to inability to afford costs.

The framework assumes these determinants have both direct effects for example low education level combined with large household size increases poverty's impact on attendance. Positive interactions for example, stable employment and higher education can facilitate access while negative ones hinder it. This aligns well with common research on education access in low-resource urban settings like parts of Kampala, where household-level socioeconomic pressures often outweigh school-side factors in driving enrollment and retention.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter presents a comprehensive examination of existing studies regarding the determinants of children's access to education beginning with a conceptualization of the dependent variable and moving through the analysis of demographic factors, household characteristics, social factors and child poverty.

2.1 Literature about the dependent variable (Education Access)

Access to education is conceptualized as a fundamental human right and a primary driver of human capital development, poverty reduction, and national economic growth. It is multidimensionally measured through indicators such as school enrollment, attendance, completion rates, and progression to higher levels of schooling (Abbasi 2025). Globally, despite progress, approximately 244 million children aged 6 to 17 remain out of school (Giwa 2025). In the regional context of Sub-Saharan Africa, an estimated 46 to 47 million children are out of school (Showers, Abrams et al. 2025).

While Uganda's introduction of Universal Primary Education (UPE) in 1997 increased enrollment from 3.1 million to over 8 million pupils (Nyanzi and Mahmood 2026), significant statistical gaps remain where primary net enrollment exceeds 85%, yet secondary enrollment is considerably lower, stagnating between 33% and 35% nationally (MODERN and UGANDA 2025). In peri-urban areas like Kasubi and Namungoona, access is further complicated by socio-economic challenges that hinder consistent attendance and the ability of households to meet schooling costs.

2.2 Demographic Factors and Education Access

This section explores how structural and biological characteristics such as age and sex of the household head shape the internal dynamics and external opportunities of a household in the context of education access.

2.2.1 Age of household head and Education Access

Age of the household head influences children's access to education through economic stability, experience, and decision-making capacity. Studies show that older household heads aged 35 - 55 years are often more financially stable and experienced in managing household resources, increasing the likelihood of sustaining children's schooling (Okumu, Nakajjo et al. 2008). Other

studies show that younger household heads tend to face employment instability and lower earnings hence negatively affecting regular attendance and completion (Leach 2024) whereas further studies indicate that economic resilience associated with middle-aged household heads has been linked to improved financial capacity, indirectly enhancing consistent school participation (MOHAMUD 2024). These findings suggest that age-related economic stability can influence the level of access to education.

2.2.2 Gender of household head and Education Access

Gender of the household head plays an important role in determining children's access to education due to differences in income opportunities and social norms. Some studies discovered that female-headed households are often more vulnerable to poverty therefore increasing the likelihood of school irregular attendance (Okumu, Nakajjo et al. 2008). It was also discovered that gender inequalities in decision-making structures can affect prioritization of education, particularly for girls (Giwa 2025). Structural economic disadvantages facing women also limit the financial ability of some female-headed households to consistently meet schooling costs (Bah 2025). Therefore, these findings suggest that gender dynamics within household heads can influence access to education.

2.3 Household Characteristics and Education Access

This section explores how the material conditions of a home such as household size and housing type either provide a springboard for academic success or create a cycle that forces children out of the classroom.

2.3.1 Household Size and Education Access

Household size influences access to education through the resource dilution effect where limited income is shared among many members. Larger households with more than 6 members are significantly more likely to experience financial strain, increasing school dropout probability (Okumu, Nakajjo et al. 2008) and children in large families often compete for limited resources hence negatively affecting consistent participation in education (Nwoke, Oyiga et al. 2024). Some studies also show that larger households are more vulnerable to deprivation which indirectly limits educational access (Gordon, Grieve et al. 2024). Therefore, large household sizes tend to reduce the level of education investment per child hence negatively affecting education access.

2.3.2 Type of housing and Education Access

Type of housing reflects socio-economic status and living conditions influencing access to education. Studies such as (MOHAMUD 2024) discovered that poor housing conditions indicate financial instability and vulnerability, reducing ability to sustain schooling costs. Other studies such as (Gordon, Grieve et al. 2024) also discovered that about 40% of children living in inadequate housing conditions experience some form of educational deprivation including irregular attendance. In addition, spatial inequalities in informal settlements may further limit consistent school participation (Leach 2024). These suggest that type of housing can indirectly influence children's access to education by reflecting the economic capacity of households.

2.4 Social Factors and Education Access

This section examines how the social factors of a family such as the marital status, employment status and educational attainment of the household head influences their capacity to prioritize long-term educational investment over immediate survival needs, particularly in high-pressure peri-urban environments like Kasubi and Namungoona.

2.4.1 Marital status of household head and Education Access

Marital status influences access to education through household stability and economic support. Children from single-parent households are more likely to experience dropout due to reduced financial and supervisory capacity (Okumu, Nakajjo et al. 2008). Family instability is linked to higher out-of-school rates (Giwa 2025) while stable dual-parent households are more likely to maintain consistent educational investment and supervision (Nyanzi and Mahmood 2026).

2.4.2 Employment status of household head and Education Access

Employment status determines income security and predictability, directly affecting access to education. Informal or unstable employment reduces the ability to consistently finance schooling (Bah 2025). Unemployment is associated with poverty and food insecurity, negatively impacting school participation (MOHAMUD 2024) and employment instability increases the likelihood of educational exclusion (Nwoke, Oyiga et al. 2024). This indicates that stable employment improves the ability of households to sustain children's education.

2.4.3 Education level of household head and Education Access

Education level of the household head significantly influences access to education by shaping attitudes and earning potential. Some studies show that educated parents are more likely to value schooling and ensure completion (Abbasi 2025). Also higher parental education is associated with greater investment in children's schooling needs (Leach 2024) and it also reduces the probability of school dropout (Okumu, Nakajjo et al. 2008). These studies indicate that parental education plays a crucial role in improving children's access to education.

2.5 Child poverty and Education Access

Child poverty directly limits access to education by restricting basic needs and learning materials. Studies globally show that more than 400 million children live in multidimensional poverty meaning that they experience deprivation in at least two essential areas of wellbeing (Poverty and Initiative 2018) and approximately 44% of Ugandan children experience multidimensional poverty including deprivation in education (Gordon, Grieve et al. 2024). Children living in poverty are significantly more likely to be out of school or fail to complete primary education (Alkire 2011). Poverty increases the risk of early withdrawal from school (Giwa 2025). These findings highlight that child poverty remains a major determinant of education access.

2.6 Summary of the literature

The reviewed literature clearly demonstrates that access to education is influenced by a combination of demographic, household, social, and poverty-related factors. Age and sex of the household head affect decision-making capacity, income stability, and prioritization of schooling (Okumu, Nakajjo et al. 2008, Leach 2024). Household characteristics such as income, size, and type of housing directly determine the ability of families to meet schooling costs and sustain regular attendance (Gordon, Grieve et al. 2024, Abbasi 2025). Social factors including marital status, employment status, and education level of the household head shape household stability, supervision, and long-term investment in children's education (Bah 2025, Nyanzi and Mahmood 2026). Child poverty emerges as a cross-cutting determinant that intensifies educational deprivation and increases the likelihood of dropout and non-enrollment (Alkire 2011, Giwa 2025). Therefore, the literature suggests that these determinants do not operate independently but interact to either enhance or constrain children's access to education. However, most existing studies rely

on national or rural datasets, leaving limited empirical evidence specific to peri-urban settlements such as Kasubi and Namungoona, thereby justifying the need for this localized study.

2.7 Limitations of the study

This study is geographically limited to Kasubi and Namungoona in Kampala, which means the findings may not be generalized to other urban or rural areas of Uganda. The study relies on primary data collected from household heads and therefore responses may be affected by recall bias or social desirability bias particularly on sensitive issues such as income and poverty status. The study also uses a cross-sectional design which captures information within a specific time frame (March to April 2026) hence limiting the ability to establish long-term causal relationships between the determinants and access to education. Additionally, financial and time constraints may limit the sample size and depth of data collection. However, using a wide range of recent and credible sources and collecting primary data to fill the gaps identified in previous studies helps to minimize these problems. Despite these limitations, the study provides important localized evidence on determinants of access to education in peri-urban communities.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter presents the methods that were used to conduct the study. It explains the research design, study population, sampling, data collection procedures, data management, data analysis, ethical considerations and the limitations of the methodology.

3.1 Research Design

The study used a cross-sectional research design. This design allowed collection of data from respondents at one point in time. The cross-sectional design was appropriate because the study examined the relationship between socio-economic factors and access to education only during the period of data collection. The study also used a case study approach focusing on households in Kasubi and Namungoona. This helped to obtain detailed information about the socio-economic conditions of households and how they influenced children's access to education. The study mainly used quantitative methods because data was collected using structured questionnaires and analyzed statistically.

3.2 Study Population

The study population consisted of children aged 6 to 18 years but the respondents were household heads or guardians living in Kasubi and Namungoona who had children aged between 6 to 18 years. This is because they are responsible for making major household decisions such as financing education, providing basic needs and ensuring school attendance. Since the exact number of children aged 6 to 18 years in Kasubi and Namungoona was not clearly known, therefore the study assumed an unknown population size.

3.3 Sampling

This section covers the sampling technique and the sample size determination of the study.

3.3.1 Sampling Technique

The study used one-step stratified sampling and this was used to select a manageable number of respondents from the study population. In this technique, the population was first divided into groups called strata and for this study, the strata were households in Kasubi and households in Namungoona. After dividing the population into these two strata, respondents were then randomly

selected from each group. This ensured that both areas are fairly represented in the study. It also saved time and resources while still obtaining reliable information about the study area.

3.3.2 Sample Size Determination

Since the exact number of households with children aged 6–18 years in Kasubi and Namungoona was not known, the study determined the sample size using Cochran's (1977) formula for unknown populations. The study used 95% confidence interval.

The formula is;

$$n = \frac{(Z^2 \alpha/2 pq)}{e^2}$$

Where;

n = required sample size

$Z_{\alpha/2}$ = standard normal value corresponding to the desired confidence level (1.96 for 95% confidence level)

p = estimated proportion of the population with the characteristic (0.5)

q = 1 – p

e = margin of error (0.05)

On substitution we have;

$$n = \frac{(1.96^2 \times 0.5 \times (1-0.5))}{(0.05^2)}$$

$$n = 384.16$$

Adjustment for non-response

In order to account for possible non-response or incomplete questionnaires, the sample size was adjusted using the formula;

$$n_0 = \frac{n}{(1-r)}$$

Where;

n_0 = adjusted sample size

n = initial sample size

r = expected non-response rate (assuming $r = 5\%$)

$$n_0 = \frac{384}{(1-0.05)}$$

$$n_0 = 404.21$$

Therefore, the required sample size was approximately 404 respondents.

Table 3.1 Description of variables

Variable Name	Variable Description	Scale
Education Access	1 (Yes)	Binary
	0 (No)	
Age of household head	1 (18 - 29)	Ordinal
	2 (30 - 45)	
	3 (46 - 59)	
	4 (60 and above)	
Gender of household head	1 (Male)	Ordinal
	2 (Female)	
Household Size	1 (Between 1 - 3 people)	Ordinal
	2 (Between 4 - 6 people)	
	3 (More than 6 people)	
Type of housing	1 (Permanent)	Ordinal
	2 (Semi-permanent)	
	3 (Temporary)	
Marital Status of household head	1 (Single)	Nominal
	2 (Married)	
	3 (Widowed)	
	4 (Divorced)	
Employment status of household head	1 (Formal Employment)	Binary
	2 (Informal Employment)	
Education Level of household head	1 (No formal Education)	Ordinal
	2 (Primary)	
	3 (Secondary)	
	4 (Tertiary)	
Child poverty	0 - 2 (Rich)	Ordinal
	3 - 5 (Moderate)	
	6 - 10 (Poor)	

3.4 Data collection Procedure

Data for this study was collected using a structured questionnaire designed using kobo collect tool. The questionnaire contained closed-ended questions related to the study objectives including demographic characteristics, household characteristics, social factors, child poverty and access to education. This process involved physically visiting households in Kasubi and Namungoona to administer the questionnaire. While moving from one household to another, a mobile phone was used to record responses directly into the kobo collect.

This approach helped to ensure that responses are captured immediately and accurately. Using kobo collect also helped to reduce data entry errors because the responses were automatically stored in a digital format. The collected responses were saved in the researcher's kobo collect account and later exported to Microsoft Excel for further data management and analysis.

Before the actual data collection began, the questionnaire was first pre-tested on a small number of respondents from a nearby area with similar characteristics. The purpose of the pre-test was to identify unclear questions and make necessary adjustments to improve the reliability and clarity of the questionnaire and during the actual data collection, respondents were first informed about the purpose of the study, their consent was obtained before participation and they were assured that the information they provided was to be used only for academic purposes.

3.5 Data Management

Data management involved organizing and preparing the collected data so that it could easily be analyzed. After data collection, the stored responses were then exported to Microsoft Excel and later transferred to STATA statistical software for further analysis. Data management involved data cleaning, handling missing data and data coding.

3.5.1 Data Cleaning

Data cleaning was carried out to ensure that the collected data was accurate, consistent, and ready for analysis. During this process, the dataset was checked for possible errors which included checking for duplicate responses, identifying incomplete questionnaires, verifying that all responses are within the expected range, checking for inconsistent responses and identifying

possible outliers. Any errors that were identified were corrected before the data was analyzed. Data cleaning helped to improve the accuracy and reliability of the study results.

3.5.2 Handling Missing Data

Missing data occurred when respondents skipped some questions or provided incomplete information. The dataset was examined to identify any missing values. Where only a small number of responses were missing, the observations were excluded from the analysis but when missing values occurred in important variables, the dataset was reviewed to determine whether the information could be corrected. The missing data was however minimal so the analysis proceeded using the available data only. Proper handling of missing data helped to ensure that the results of the study remained valid and reliable.

3.5.3 Data Coding

Data coding involved converting questionnaire responses into numerical values so that they could easily be analyzed using statistical software. Each response category was assigned a specific numerical code. For example, gender was coded as 1 = Male and 0 = Female, Employment status was coded as 1 = Employed and 0 = Unemployed, Marital status as 1 = Married, 2 = Single, 3 = Divorced and 4 = Widowed whereas access to education was 1 = Yes and 0 = No. However, child poverty was measured using a formula of deprivations where 0 represented no deprivation whereas 1 represented deprivation, the test score was obtained by $\sum_0^{10}$ deprivations and test score of 2 and below indicated Rich, between 3 and 5 indicated Moderate whereas above 6 deprivations indicated Poor.

3.5.4 Data Storage and Security

The collected data was stored securely in electronic form on password-protected computer and backed up in secure digital storage to prevent loss. Access to the data was limited to the researcher and the information was to be used strictly for academic purposes while maintaining confidentiality and anonymity of the respondents.

3.6 Data Analysis

This study analyzed the collected data using statistical methods in order to examine the determinants of access to education among children aged 6–18 years in Kasubi and Namungoona. After data collection and subsequent data management processes, the data was exported into

statistical software such as STATA for analysis. The analysis was conducted in three stages namely univariate analysis, bivariate analysis and multivariate analysis. These stages helped in understanding the data starting from simple description of variables to examining relationships and finally determining the combined effects of the independent variables on access to education.

3.6.1 Univariate Analysis

Univariate analysis was conducted to describe the characteristics of each variable independently. This stage provided a basic understanding of the distribution of the data.

Results were presented using frequencies, percentages, tables, bar charts and pie charts. The percentage was calculated using the formula;

$$\text{Percentage} = \frac{\text{frequency of observations}}{\text{total number of respondents}}$$

3.6.2 Bivariate Analysis

Bivariate analysis was conducted to examine the relationship between each independent variable and the dependent variable (access to education) to determine the variables which would be used in the final analysis stage.

Chi-square test was used for to examine the relationships since all the variables were categorical, for example marital status and access to education. The Chi-square statistic was calculated as;

$$\text{Chi-square, } X^2 = \sum_{i=1}^n \sum_{r=1}^c \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

Where;

X^2 = Chi-square value

O_{ij} = Observed value in row i and column j

E_{ij} = Expected value in row i and column j

c = number of categories of the dependent variable

r = number of categories of the dependent variable

The findings were presented using cross-tabulation tables and the results were interpreted by comparing the computed values to critical values or using a p-value at 5% level of significance. A

p-value less than 0.05 indicated a statistically significant relationship and for the computed value that was greater than the critical value, the null hypothesis was rejected.

3.6.3 Multivariate Analysis

Multiple regression analysis helped to determine the combined effect of independent variables on access to education. The regression output included odds ratios, standard errors, p-values and z-values. Since the dependent variable (access to education) was binary, the study applied a Binary logistic regression model. Goodness-of-fit tests such as the Likelihood Ratio Test was used to assess the model adequacy.

The logistic regression model was expressed as;

$$\log\left(\frac{p_i}{1-p_i}\right) = \beta_0 + \beta_i X_i + \varepsilon_i$$

Where;

p_i = probability of outcome (education access) occurring

β_0 = intercept

β_i = estimated coefficients of the independent variables

X_i = independent variables

ε_i = error term

The interpretation of results focused on explaining the magnitude and direction of relationships between variables and the statistical significance of determinants at 5% level of significance. When the p-value was less than 0.05, then the variable was considered statistically significant otherwise, it was not. Odds ratios ($\exp(\beta_i)$) were also used and values greater than 1 indicated increased likelihood of education access whereas values less than 1 indicated reduced likelihood of education access and values at 1 indicated no effect.

3.7 Ethical Considerations

Respondents were informed about the purpose of the study where participation was voluntary and respondents gave informed consent. Confidentiality and anonymity were maintained by not recording personal identifying information and by using the collected data strictly for academic

purposes. The data was stored in electronic form on password-protected computer accessible only to the researcher.

In addition, permission was sought from the local authorities of Kasubi and Namungoona before conducting the study to ensure that the research was carried out in an acceptable and respectful manner within the community.

The study also ensured that participants are not exposed to any physical, psychological or social harm and the researcher ensured honesty and transparency throughout the study by acknowledging all sources of information used in the study through citations.

3.8 Limitations of the methodology

This study relied on self-reported data from respondents which led to response bias or inaccurate reporting especially on sensitive issues such as household income and child poverty. The use of a cross-sectional design also limited the ability to establish the causal relationship between the variables and access to education. In addition, financial and time constraints limited the sample size and the extent of data collection within Kasubi and Namungoona. However, the researcher minimized these limitations by carefully designing the questionnaire, ensuring clear explanations to respondents and using appropriate sampling and data analysis techniques to ensure the reliability of the findings.

CHAPTER FOUR: DATA PRESENTATION AND FINDINGS

4.0 Introduction

This chapter presents the study findings on the determinants of access to education among children aged 6 -18 years in Kasubi and Namungoona. The chapter begins with background statistics of the study variables, it then presents bivariate analysis using Chi-square tests and then presents the multivariate analysis using logistic regression.

4.1 Education Access

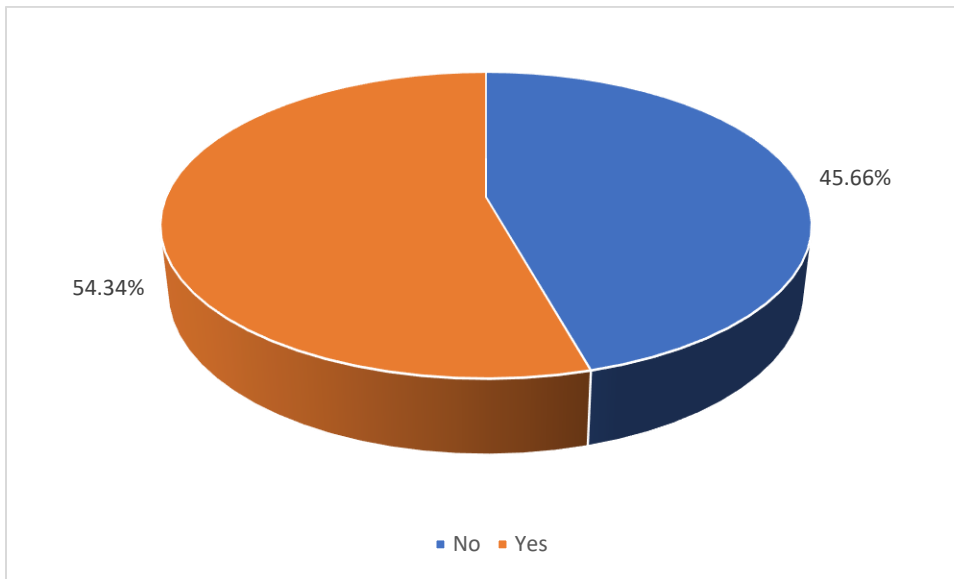


Figure 4.1 Distribution of Education Access

The results in Figure 4.1 showed that more than half (54.34%) of the children had access to education while 45.66% did not have access to education hence the proportion of children with access to education was higher than those without access.

Table 4.1 Distribution of education access by location (N = 392)

Location	Education Access	Percentage
Kasubi	Yes	57.29
	No	42.71
	Total Number	199
Namungoona	Yes	51.3
	No	48.7
	Total Number	193

According to Table 4.1, Kasubi recorded a higher percentage of children with access to education (57.29%) compared to Namungoona (51.3%).

4.2 Demographic factors (Age and gender) of the household head affecting children's access to education.

This objective aims to analyze the effect of demographic factors such as age and gender of household heads on children's access to education.

4.2.1 Background Statistics

Table 4.2 Distribution of household heads by age

Variable	Category	Number	Percentage
Age of household head	18 - 29	53	13.52
	30 - 45	224	57.14
	46 - 59	95	24.23
	60 and above	20	5.10

The results in Table 4.2 shows that the majority of household heads (57.14%) were aged between 30 - 45 years, making this the largest age category followed by those aged 46 - 59 years (24.23%). Household heads aged 60 years and above constituted the smallest proportion (5.10%).

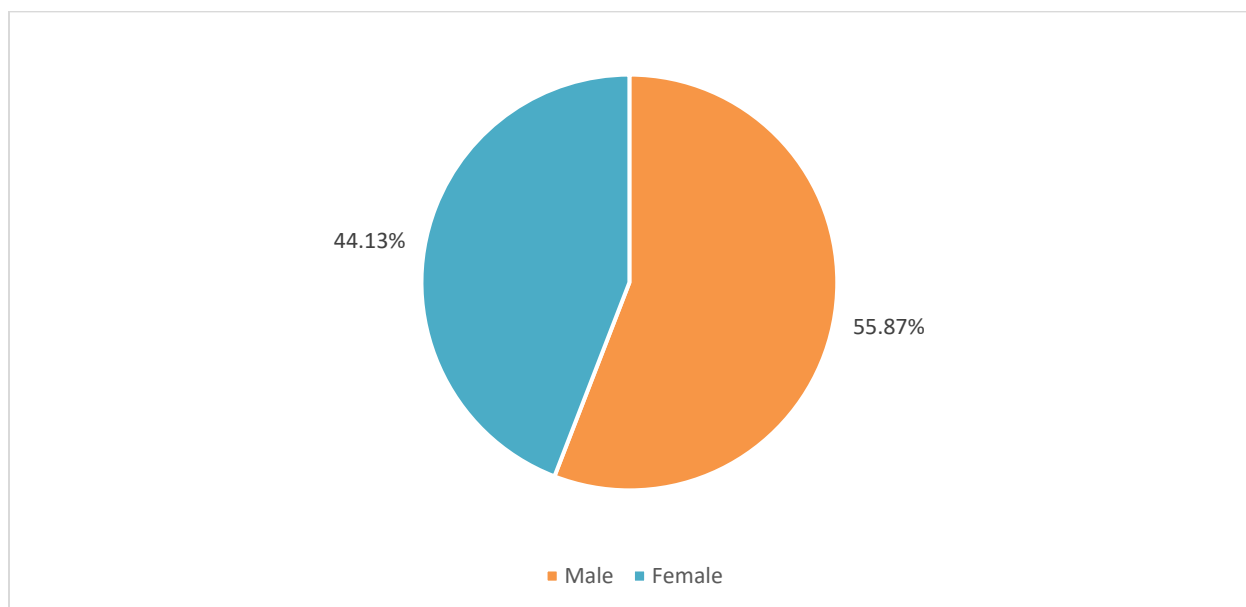


Figure 4.2 Distribution of household heads by gender

The results in Figure 4.2 showed that female household heads constituted 55.87% of the respondents while males accounted for only 44.13% meaning that female-headed households were more prevalent than male-headed households in the study area.

4.2.2 Bivariate Analysis

Table 4.3 Association between Demographic Factors and Education Access

Variable		Yes	No	Chi-square	p-value
Age of household head	18 - 29	9.86	17.88	15.514	0.001
	30 - 45	65.73	46.93		
	46 - 59	21.13	27.93		
	60 and above	3.29	7.26		
Gender of household head	Male	45.07	43.02	0.166	0.683
	Female	54.93	56.98		

Age of household head

The results in Table 4.3 show that there was a statistically significant relationship between age of the household head and access to education ($X^2 = 15.514$, $p = 0.001$). Children from households headed by individuals aged 30 - 45 years had the highest access to education (65.73%), while children from households headed by persons aged 60 years and above had the lowest access to education (3.29%).

Gender of household head

There was no statistically significant relationship between the gender of the household head and children's access to education ($X^2 = 0.166$, $p = 0.683$). Although the proportions differed slightly between male and female-headed households, the observed variation was not statistically significant.

4.3 Household characteristics (Household Income, household size and type of housing) affecting children's access to education.

This objective aims to determine the effect of household characteristics such as household income, household size and type of housing on children's access to education.

4.3.1 Background Statistics

Table 4.4 Distribution of households by Size

Variable	Category	Number	Percentage
Household size	Between 1 - 3 people	150	38.27
	Between 4 - 6 people	175	44.64
	More than 6 people	67	17.09

According to Table 4.4, most households (44.64%) had between 4 and 6 members, while households with more than 6 members constituted the smallest proportion (17.09%) indicating that medium-sized households were the most common in the study area.

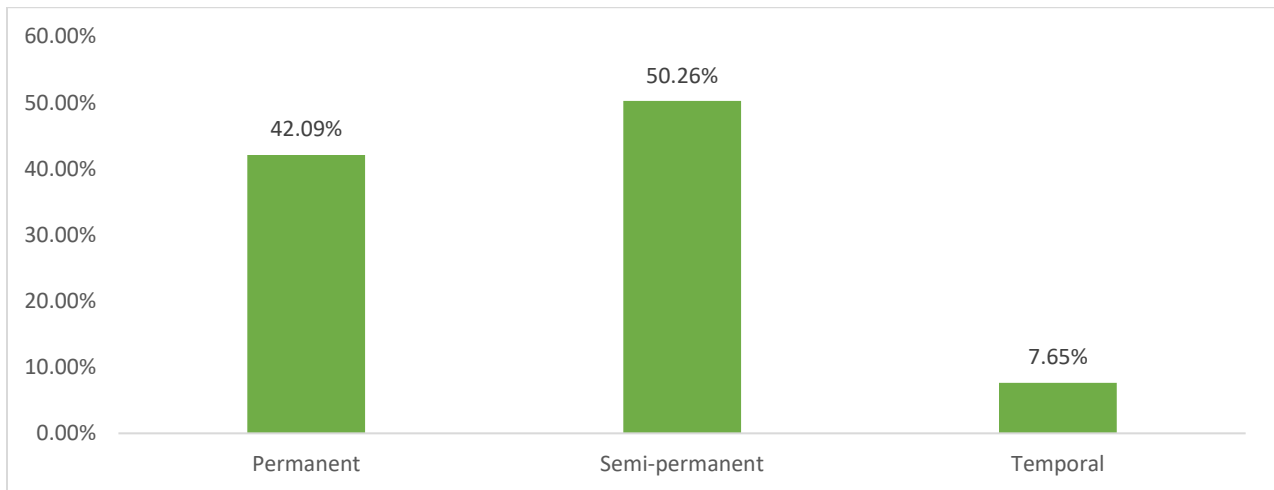


Figure 4.3 Distribution of households by type of housing

Figure 4.3 shows that semi-permanent houses were the most common type of housing, accounting for 50.26% of respondents followed by permanent houses at 42.09%, while temporary houses constituted only 7.65%, making them the least common.

4.3.2 Bivariate Analysis

Table 4.5 Association between Household Characteristics and Education Access

Variable		Yes	No	Chi-square	p-value
Household Size	Between 1 - 3 people	36.15	40.78	2.684	0.261
	Between 4 - 6 people	48.36	40.22		
	More than 6 people	15.49	18.99		
Type of housing	Permanent	36.62	48.6	7.275	0.026
	Semi-permanent	53.52	46.37		
	Temporary	9.86	5.03		

Type of housing

The results in Table 4.5 show that there was a statistically significant relationship between type of housing and access to education ($X^2 = 7.275$, $p = 0.026$). Households living in semi-permanent houses reported the highest percentage of children accessing education (53.52%), whereas temporary houses recorded the lowest percentage (9.86%).

Household size

Household size did not show a statistically significant relationship with children's access to education ($X^2 = 2.684$, $p = 0.261$). This suggests that differences in household size were not significantly associated with variations in education access among the respondents.

4.4 Social factors (Marital status, employment status and education level) of the household head affecting children's access to education.

This objective aims to assess the relationship between social factors such as marital status, employment status and education level of household heads on children's access to education.

4.4.1 Background Statistics

Table 4.6 Distribution of household heads by marital status and employment status

Variable	Category	Number	Percentage
Marital status of household head	Single	64	16.33
	Married	226	57.65
	Widowed	53	13.52
	Divorced	49	12.50
Employment status of household head	Formal Employment	203	51.79
	Informal Employment	189	48.21

The results in Table 4.6 show that the majority of household heads were married (57.65%) while divorced respondents represented the smallest proportion (12.50%) which implies that most children lived in households with married guardians.

Respondents engaged in formal employment constituted 51.79% of the sample compared to 48.21% in informal employment. Therefore, formal employment was slightly more common among household heads.

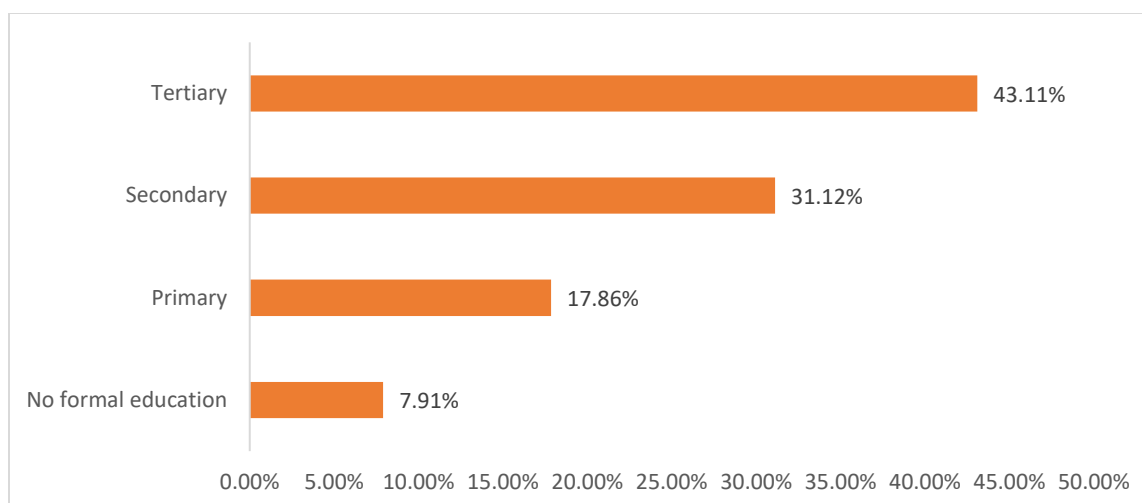


Figure 4.4 Distribution of household heads by education level

According to Figure 4.4, most household heads had attained tertiary education (43.11%), followed by secondary education (31.12%). Household heads with no formal education were the least represented at 7.91%.

4.4.2 Bivariate Analysis

Table 4.7 Association between Social factors and Education Access

Variable		Yes	No	Chi-square	p-value
Marital Status of household head	Single	15.96	16.76	5.169	0.160
	Married	55.4	60.34		
	Widowed	12.68	14.53		
	Divorced	15.96	8.38		
Employment status of household head	Formal Employment	64.79	36.31	31.588	0.000
	Informal Employment	35.21	63.69		
Education Level of household head	No formal Education	9.86	5.59	24.202	0.000
	Primary	22.07	12.85		
	Secondary	36.15	25.14		
	Tertiary	31.92	56.42		

Employment status and Education Level of household head

The results in Table 4.7 show that employment status was significantly associated with access to education ($X^2 = 31.588$, $p = 0.000$). Children from households with formally employed heads recorded higher access to education (64.79%) compared to those in informal employment (35.21%). There was also a statistically significant relationship between education level of the

household head and access to education ($X^2 = 24.202$, $p = 0.000$). Household heads with secondary education recorded the highest percentage of children accessing education (36.15%), while those with no formal education recorded the lowest (9.86%) and the proportion of children accessing education differed significantly across education levels.

Marital status of household head

Marital status of the household head was not significantly associated with children's access to education ($X^2 = 5.169$, $p = 0.160$). Although the percentages varied across marital status categories, these differences were not statistically significant.

4.5 The effect of Child poverty on children's Education Access.

This objective aims to assess the relationship between child poverty and children's access to education.

4.5.1 Background Statistics

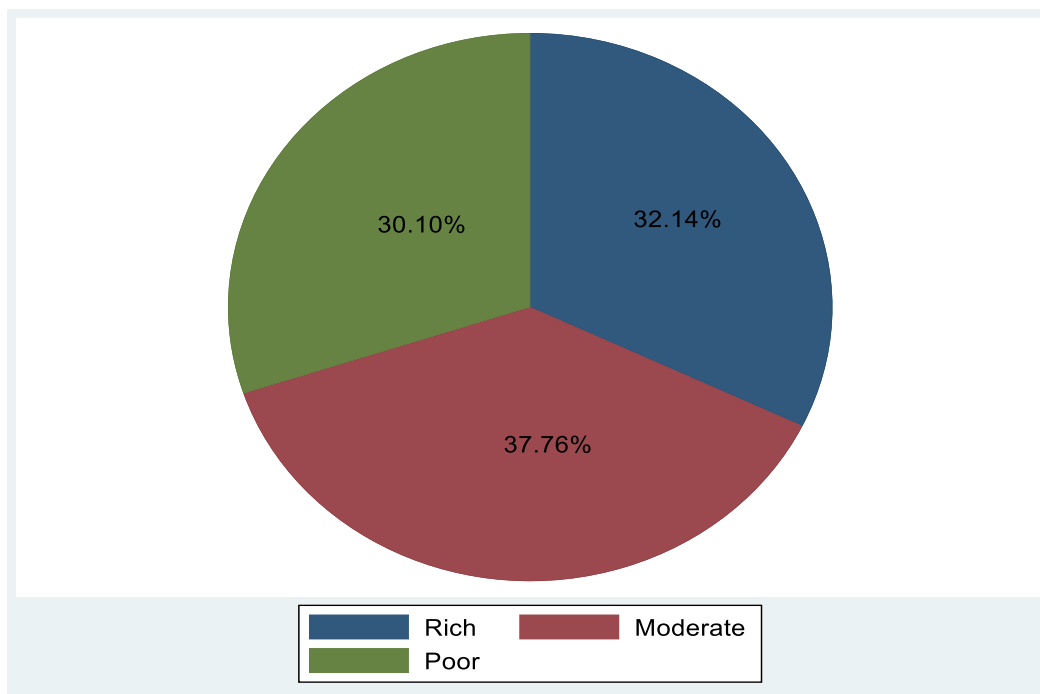


Figure 4.5 Distribution of child poverty

The results in Figure 4.5 show that the highest percentage of children belonged to the moderate category (37.76%) followed by the rich (32.14%) while the poor constituted the least percentage (30.10%).

4.5.2 Bivariate Analysis

Table 4.8 Association between Child Poverty and Education Access

Variable		Yes	No	Chi-square	p-value
Child poverty	Rich	40.38	22.35	23.840	0.000
	Moderate	38.97	36.31		
	Poor	20.66	41.34		

The results in Table 4.8 revealed a statistically significant relationship between child poverty and access to education ($X^2 = 23.840$, $p = 0.000$). Rich children recorded the highest percentage of those accessing education (40.38%) while the poor recorded the least percentage (20.66%).

4.6 Multivariate Analysis

This section presents the regression analysis of the significant variables from the bivariate analysis.

Table 4.9 Regression analysis

Variable		Odds Ratio	Standard Error	Z	p-value	95% confidence interval
Age of household head	30 - 45	3.591	1.297	3.54	0.000	1.769, 7.288
	46 - 59	2.223	0.881	2.01	0.044	1.022, 4.835
	60 and above	0.917	0.560	-0.14	0.887	0.277, 3.038
Type of housing	Semi-permanent	0.840	0.214	-0.68	0.495	0.510, 1.384
	Temporary	1.139	0.555	0.27	0.789	0.438, 2.958
Employment status	Informal Employment	0.320	0.091	-4.03	0.000	0.184, 0.557
Education Level of household head	Primary	1.085	0.546	0.16	0.872	0.404, 2.911
	Secondary	0.978	0.464	-0.05	0.962	0.386, 2.476
	Tertiary	0.589	0.289	-1.08	0.281	0.225, 1.542
Child poverty	Moderate	0.526	0.145	-2.33	0.020	0.306, 0.904
	Poor	0.243	0.072	-4.80	0.000	0.137, 0.433

Number of observations = **392**, $X^2 = 81.350$, $p\text{-value} = 0.000$, Pseudo $R^2 = 0.151$

The overall model fit showed that the regression model was statistically significant ($X^2 = 81.350$, $p = 0.000$), therefore the logistic regression model was a perfect fit for the data. The R-squared value (0.151) also showed that 15.10% of the variation in education access was explained by the variables included in the model.

According to Table 4.9, children from households headed by persons aged 30 - 45 years were 3.591 times more likely to have access to education compared to those from households headed by persons aged 18 - 29 years (OR = 3.591, $p = 0.000$). Since the p-value is less than 0.05, this effect is statistically significant. Children from households headed by persons aged 46 - 59 years were also 2.223 times more likely to access education compared to those from households headed by persons aged 18 - 29 years (OR = 2.223, $p = 0.044$). Since the p-value is less than 0.05, the relationship is also statistically significant.

Regarding employment, children from households where the head was in informal employment were 68% less likely to access education compared to those whose household heads were in formal employment (OR = 0.320, $p = 0.000$). The p-value indicates a statistically significant relationship.

Furthermore, children who were moderate were 47.40% less likely to access education compared to rich children (OR = 0.526, $p = 0.020$). Since the p-value is below 0.05, the relationship is statistically significant. Poor children were also 75.70% less likely to access education compared to rich children (OR = 0.243, $p = 0.000$) and the p-value indicates a significant relationship.

CHAPTER FIVE: DISCUSSION, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of the major findings of the study in relation to existing literature and the study objectives. It also presents a summary of the key findings, draws conclusions, provides recommendations and suggests areas for further research.

5.1 Discussion of findings

Age of Household Head and Access to Education

The study found that age of the household head was significantly associated with access to education at both bivariate and multivariate levels. Children from households headed by individuals aged 30 - 45 years and 46 - 59 years were more likely to access education compared to those from households headed by individuals aged 18 - 29 years. This is because household heads within 30 – 59 years are often in their most productive working years. They are more likely to have accumulated assets, established income sources and developed financial management skills necessary to meet educational costs. In contrast, younger household heads may still be struggling to establish economic stability, limiting their ability to consistently support children's education.

These findings are consistent with (MOHAMUD 2024) who observed that middle-aged household heads tend to have greater economic resilience and earning capacity. The age category of 60 years and above was not statistically significant at the multivariate level. This may be because older household heads often experience declining productivity, retirement and increased dependency burdens, which reduce their ability to finance educational expenses. Therefore, while age was generally important, only household heads within economically productive age groups significantly enhanced children's access to education.

Type of Housing and Access to Education

The study established a statistically significant relationship between type of housing and access to education at the bivariate level. Households living in semi-permanent houses reported higher proportions of children accessing education compared to those living in temporary houses. These findings agree with (MOHAMUD 2024) who found that poor housing conditions are associated

with reduced household welfare and lower capacity to sustain educational costs. Similarly, (Gordon, Grieve et al. 2024) reported that housing deprivation contributes to educational deprivation among children.

However, after controlling for other variables, type of housing became statistically insignificant. Children from households living in semi-permanent houses and temporary houses did not significantly differ from those living in permanent houses. The loss of significance at the multivariate level suggests that housing type may not directly influence access to education but instead, it may act as an indicator of household socioeconomic status. Variables such as employment status and child poverty captured the actual economic conditions of households more effectively than housing type. This implies that children living in permanent houses are not necessarily more likely to access education if their households still experience poverty or unstable incomes.

Employment Status and Access to Education

Employment status was significantly associated with access to education at both bivariate and multivariate levels. Children from households headed by individuals engaged in informal employment were significantly less likely to access education compared to those whose household heads were formally employed. This is because formal employment generally provides regular salaries, predictable earnings and greater financial security enabling parents and guardians to meet school fees, scholastic materials, transport costs and other educational requirements whereas informal employment is characterized by irregular incomes and financial uncertainty making it difficult for households to sustain educational investments.

These findings are consistent with (Bah 2025) who argued that unstable and informal employment reduces household capacity to consistently finance educational expenses. The results also support (Nwoke, Oyiga et al. 2024) who reported that employment instability contributes to educational exclusion. Because employment directly affects a household's ability to finance education, its effect remained significant even after controlling for other variables in the model.

Education Level of Household Head and Access to Education

The study found that education level of the household head was significantly associated with access to education at the bivariate level. Household heads with secondary education recorded the highest percentage of children accessing education while those with no formal education recorded the lowest but the proportion of children accessing education differed significantly across education levels. Household heads with higher and moderate education level are generally more likely to secure formal employment and stable incomes, which directly improve children's access to education. These findings agree with (Abbasi 2025) who reported that educated parents are more likely to appreciate the value of education and invest in their children's schooling. Similarly, (Okumu, Nakajjo et al. 2008) and (Leach 2024) also found that higher parental education reduces school dropout and promotes educational participation.

However, the variable became statistically insignificant at the multivariate level. Compared to household heads with no formal education, those with primary education, secondary education and tertiary education did not significantly influence children's access to education. This is because its effect operates indirectly through other socioeconomic factors such as employment status and child poverty. This suggests that while education is important, its influence on access to education in the study area may be transmitted through employment opportunities and economic well-being rather than through educational attainment alone.

Child Poverty and Access to Education

The study found that child poverty significantly influenced access to education at both bivariate and multivariate levels. Poor and moderate children were significantly less likely to access education compared to rich children. This is because poverty directly constrains the resources necessary for educational participation. Poor children often face difficulties in obtaining school fees, uniforms, scholastic materials, transport and adequate nutrition. These challenges negatively affect school attendance, concentration and retention.

These findings are consistent with (Alkire 2011) who reported that multidimensional poverty limits educational participation and increases the likelihood of school exclusion. Similarly, (Giwa 2025) observed that poverty increases the likelihood of school dropout and non-enrollment. Unlike some other variables whose effects may operate indirectly, child poverty directly affects children's

educational opportunities and its influence remained significant even after controlling for other factors.

5.2 Summary of findings

The multivariate analysis revealed that age of the household head, employment status and child poverty were significant determinants of access to education among children aged 6 - 18 years in Kasubi and Namungoona. Children from households headed by individuals aged 30 - 45 years and 46 - 59 years had significantly higher odds of accessing education compared to those whose household heads were aged 18 - 29 years, the reference category. This may be because middle-aged household heads possess greater economic stability and experience in managing household resources. Children from households headed by individuals engaged in informal employment were significantly less likely to access education than those whose household heads were formally employed, the reference category. This finding highlights the importance of stable income in facilitating educational participation. Child poverty also significantly influenced access to education, with poor and moderate children demonstrating lower educational access compared to the rich children, who served as the reference category. Although type of housing and education level of the household head were statistically significant at the bivariate level, they became insignificant at the multivariate level. Permanent housing and no formal education were the respective reference categories. Their loss of significance suggests that their effects may operate indirectly through employment status and poverty rather than exerting an independent influence on education access.

5.3 Conclusions

The study concludes that age of the household head is an important determinant of access to education. Household heads within the economically productive age groups of 30 - 59 years were better positioned to support children's educational needs than younger household heads.

The study also concludes that employment status significantly affects children's access to education. Formal employment provides stable and predictable income that enables households to meet educational expenses and sustain school attendance among children.

The study further concludes that child poverty remains a major barrier to educational access. Children from poor households face financial constraints that limit their ability to obtain

educational requirements and remain in school. Therefore, reducing poverty and improving household economic stability are critical for enhancing children's access to education in Kasubi and Namungoona.

5.4 Recommendations

Based on the significance of age of the household head, government and development partners should strengthen economic empowerment programs targeting young household heads aged 18 - 29 years through vocational training, entrepreneurship development and employment creation initiatives.

Since employment status significantly influenced access to education, government should promote formal employment opportunities and strengthen labor market programs aimed at increasing stable income-generating opportunities.

Given the significant effect of child poverty, government and non-governmental organizations should strengthen poverty reduction initiatives through social protection programs, educational bursaries, school feeding programs and targeted financial assistance for vulnerable households.

Community leaders, schools and civil society organizations should continue sensitizing parents and guardians on the importance of prioritizing children's education despite economic challenges.

Although type of housing was not statistically significant at the multivariate level, programs aimed at improving housing conditions should continue because housing reflects overall household welfare and may indirectly influence educational outcomes through socioeconomic improvement.

5.5 Areas for further research

Studies should further investigate the influence of type of housing on children's access to education using larger sample sizes and different geographical settings. Since the variable was significant at the bivariate level but insignificant at the multivariate level, further research is necessary to determine whether housing affects education indirectly through other socioeconomic factors.

Further research should also examine the role of education level of household heads in influencing educational outcomes using longitudinal data. Such studies will help to establish whether parental

education affects educational access through pathways such as employment, income and educational aspirations.

Researchers should additionally investigate other factors not included in the present study, such as school quality, distance to school, parental involvement, cultural beliefs and community support systems which may influence children's access to education in urban and peri-urban communities.

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APPENDICES

Appendix I: Questionnaire

Title: Assessment of the determinants of Access to Education among Children Aged 6 to 18 Years in Kasubi and Namungoona, Kampala.

This questionnaire is for academic purposes only. All responses will remain confidential. Tick (✓) or fill the option that best represents your answer.

SECTION A: Background Information

1. Where do you live?
Kasubi
Namungoona
2. Are you a parent/guardian of a child aged 6–18 years?
Yes
No

SECTION B: Demographic Factors of Household Head

3. What is your age in complete years?
4. What is your gender?
Male
Female

SECTION C: Household Characteristics

5. What is the estimated monthly income for this household (UGX)?
6. Do you think your income sufficient to pay school-related expenses (fees, books, uniforms, etc.)?
Yes
No
7. How many people live in your household?
1–3
4–6
More than 6

8. Do you think the number of household members affect your ability to support children's education?
- Yes
- No
9. What type of house do you live in?
- Permanent
- Semi-permanent
- Temporary
10. Do you think your housing conditions affect children's ability to study or attend school regularly?
- Yes
- No

SECTION D: Social Factors

11. What is your marital status?
- Single
- Married
- Widowed
- Divorced
12. Do you think your marital status influences children's ability to attend school regularly?
- Yes
- No
13. What is your main source of income in the household?
- Formal employment
- Informal employment
14. Have you ever failed to pay school fees on time?
- Yes
- No
15. What is the highest level of education of the household head?
- No formal education
- Primary

Secondary

Tertiary

SECTION E: Child Poverty

16. Does the child have a school bag?

Yes

No

17. Does the child have atleast two pairs of shoes?

Yes

No

18. Does the child have a mosquito net?

Yes

No

19. Does the child have a mobile phone?

Yes

No

20. Does the child have atleast two pairs of proper clothing?

Yes

No

21. Does the child have a sweater or blanket to use when it is cold?

Yes

No

22. Does the child have their own bed or sleeping space?

Yes

No

23. Does the child sometimes work to support the family financially?

Yes

No

24. Do you have atleast three meals per day?

Yes

No

25. Has this household ever run out of food because of lack of money or other resources in the past 12 months?

Yes

No

SECTION F: Education Access

26. Is the child currently enrolled in school?

Yes

No

27. How often does the child attend school regularly?

Always

Sometimes

Never

28. Has the child failed to access education in the last 12 months?

Yes

No

29. If yes, why?

Lack of finances

Household responsibilities

Child labor

Lack of interest

Other: _____