

**INFLUENCE OF CULTURAL PRACTICES ON GIRL CHILD
EDUCATION IN KALACHA SUB-COUNTY,
NABILATUK DISTRICT,**

BY:

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DECLARATION


I, OKELLO KIZITO ITWAA hereby declare that this submission is my own work and is submitted towards the award of bachelors of Education Primary of Busitema University and that to the best of my knowledge, it contains no material previously published by another person nor work which has been accepted for the award of any other degree of the University.

Signature

APPROVAL

This Research was supervised under the careful guidance of the undersigned academic supervisor and has hence forth to be approved for submission

SUPERVISOR: Mrs. Abulo Rebecca

Signature: .....

Date: 20/8/2024.....

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My sincerest thanks and gratitude go out to the almighty God for his providence of life and health through these times and also go out to all the people that helped me along the way towards my education and making me able to reach the ability to carry out a research activity. Thank you

ABBREVIATIONS

MDG	Millennium Development Goals
UN	United Nations
UNICEF	United Nations International Children Education Fund
UNESCO	United Nations Expanded Social cultural Organization

ABSTRACT

The study was set to evaluate the contributions of cultural practices on girl child education in Kalacha sub county, Nabilatuk District. It was guided by three research objectives which included to find out how cultural factors influence Girl child academic achievement in Kalacha sub county, Nabilatuk District, explore other factors that influence girl child academic achievement in Kalacha sub county, Nabilatuk District, explore the strategies that can be adopted to improve girl's education in the cultural diversity in Kalacha sub county, Nabilatuk District. The researcher used an analytical design in the study through which the study population was 60 respondents was chosen from the different population categories. Data was collected, analyzed and verified. The analyzed data showed that a majority of the students over 66% said that many of the families in Kalacha Sub county, Nabilatuk district had more than 8 children. This showed that there were huge families which were somehow unmanageable because of the low-economic status of families in the division. Recommendations were then made

CHAPTER ONE

BACKGROUND OF THE STUDY

1.0 Introduction

In the United States of America (USA), performance of girls is commendable in elementary and secondary schools with gender gaps getting larger in the eighth and twelfth grades with a bias for girls. It is further noted that, in the Caribbean countries like Trinidad, Barbados and St. Vincent, girls have persistently out-performed boys at various levels of schooling within class and national examinations and, across the whole range of subjects. This is because girls in the developed nations are spared the worst cultural challenges encountered by girls in the developing world. Atayi J. B. (2008) argued that in the developing nations such as Afghanistan, India, Ethiopia, Gambia, Nigeria, Tanzania, Uganda and Kenya, the literature indicates that cultural challenges persist and act against academic excellence of girls particularly at the secondary school level. These cultural challenges include: early marriages, family preference to educate boys instead of girls, and family obligations such as helping their mothers to participate in household chores. The developing world therefore has the challenge of overcoming negative culture in order to effectively improve the girl-student's education.

Accordingly, African countries still encounter several hurdles in their quest to develop the education sector. Some of the hurdles include: culture, gender disparities, and poor quality. Yet, the United Nations (UN) and World Bank have emphasized education particularly that of girls as being a sure way of yielding some of the highest returns of all development investments through elimination of hunger, poverty and gender disparities. Bista M. (2004) argued that the MDGs initiatives target development and poverty eradication through realization of access to quality education by 2015. However, it has been revealed that these goals fall far short of fulfillment, particularly in Sub-Saharan Africa. Furthermore; it is argued that even though there has been a significant increase in girls' enrolment in Sub-Saharan Africa, this has been mainly at the primary level. It is further reported that 30% out of the 71 million adolescents out of school in the world are in the Sub-Saharan Africa and most of them are girls. No wonder, the period between 2010 and 2020 has tactfully been declared a decade of the African Woman. This initiative is to further entice girls in Africa to access more education

In Uganda the National Examination Board observed in 2010, that the old time cultural belief that woman's rightful place is in the kitchen, has led to many failures by overwhelming girls with domestic chores leaving them with little time to concentrate on their studies. It is further noted that, retrogressive cultural practices such as early marriages, cattle rustling and Female Genital Mutilation (FGM) tend to impact negatively on academic achievement of girl-students. Once the girls perform the FGM ritual, they believe the next step in life is to get married and raise their own families. This perception negatively impacts on their academic performance and greatly contributes to their minimal performance and or drop out all together Chimoo (2012). Other studies have established that in Uganda, due to parents' belief that their daughters will marry and go away, they are less interested in paying their school fees. This affects the girl students' academic achievement due to disturbances associated with the practice. Another study on home environmental factors affecting performance of day secondary students in Uganda, established that delayed payment or non-payment of fees leads to students being frequently sent home for fees. In this case, girls are more affected than their counterpart's boys. Moreover, a study conducted in Uganda established that sending students home frequently for fees interfered with their learning and hence their poor academic performance and or school dropout.

Theoretical Framework

This paper will be grounded from liberal feminism and radical feminism theories advanced by Jackson and Pearson (2002). Liberal feminism based its argument on the basis of natural justice, human right and democracy. They emphasise equal opportunities in access to education by all children irrespective of their gender, social status, disability, or even geographical origin. Moreover, they support affirmative action as a strategy for women and girls in schools, family and employment (Chege & Sifuna, 2006). Radical feminism looks at dismantling the foundation upon which patriarchal structures are set up. They challenge the oppressive structures by men to women on gender. These theories argue that women are oppressed by men because they have power over them sexually and materially. Changing the situation of women means contesting and eventually breaking this

power (Chege & Sifuna, 2014)). It is therefore important to adopt the liberal feminism and the radical feminism theories because both theories advocate for fair treatment of both girls and boys. Girls should not drop out of school due to pregnancy leaving the male counterparts unpunished (in Uganda, the return to school policy exists but is not followed in totality in schools). Moreover, the girls' education should not be sacrificed in favour of boys. They should be given equal opportunities in access and participation in education. Thus, the need to utilise the theories as the study seeks to establish cultural aspects that affect girl child education in Kalacha sub county

1.2 Problem statement

In Kalacha sub county, such practices include lady Genital Mutilation and early marriages, which often lead to high school dropout. Uganda has the best adolescent being pregnant fee in sub-Saharan Africa: 43% of lady children are pregnant or have given delivery at the least as soon as by way of age seventeen (John et al., 2023). In part this phenomenon is due to poverty and battle wherein early marriage can be seen as a way out of poverty entice by each the young lady and her parents (Shamim et al., 2023). Also, instances of mother and father insisting that ladies depart schools and marry so early so they get advantage of bride price are not unusual. a few women succumb to this strain leading to high school dropouts (John et al., 2023). notwithstanding all this, female child training has not been without demanding situations (Sub-County et al., 2023). One wonders, could culture be a contributory factor towards the dismal academic achievement of girls in Kalacha sub-county?. This study set to establish cultural influence on girl-students' education in Kalacha sub county, Nabilatuk District.

1.3 Purpose of the study

To evaluate the contributions of cultural practices on girl child education in Kalacha sub county, Nabilatuk District.

1.4 Research objectives

To find out how cultural factors influence Girl child academic achievement in Kalacha sub county, Nabilatuk District.

To explore other factors that influence girl child academic achievement in Kalacha sub county, Nabilatuk District.

To explore the strategies that can be adopted to improve girl's education in the cultural diversity in Kalacha sub county, Nabilatuk District.

1.5 Research questions

What are the cultural factors that influence girl child education in Kalacha sub county, Nabilatuk District?

What other factors influence Girl child education achievement in Kalacha sub county, Nabilatuk District?

What strategies can be adopted to improve girl's education in the cultural diversity in Kalacha sub county, Nabilatuk District?

1.6 Scope of the study

1.6.1 Content Scope

The study was based on the cultural factors and their influence in education of girls in Kalacha sub county, Nabilatuk District. The guiding parameters included factors, how culture affects education and strategies can be adopted to improve girl's education in the cultural diversity.

1.6.2 Geographical scope

The study was conducted in primary schools in Kalacha sub county, Nabilatuk District.

1.6.3 Time scope

The study was conducted for a period of February to April 2024.

1.7 Significance of the study

The study was of great benefit to the students who were able to access this information that will guide them in research and equip them with knowledge as far as leadership and service delivery is concerned and the importance of leaders in ensuring service delivery in Uganda.

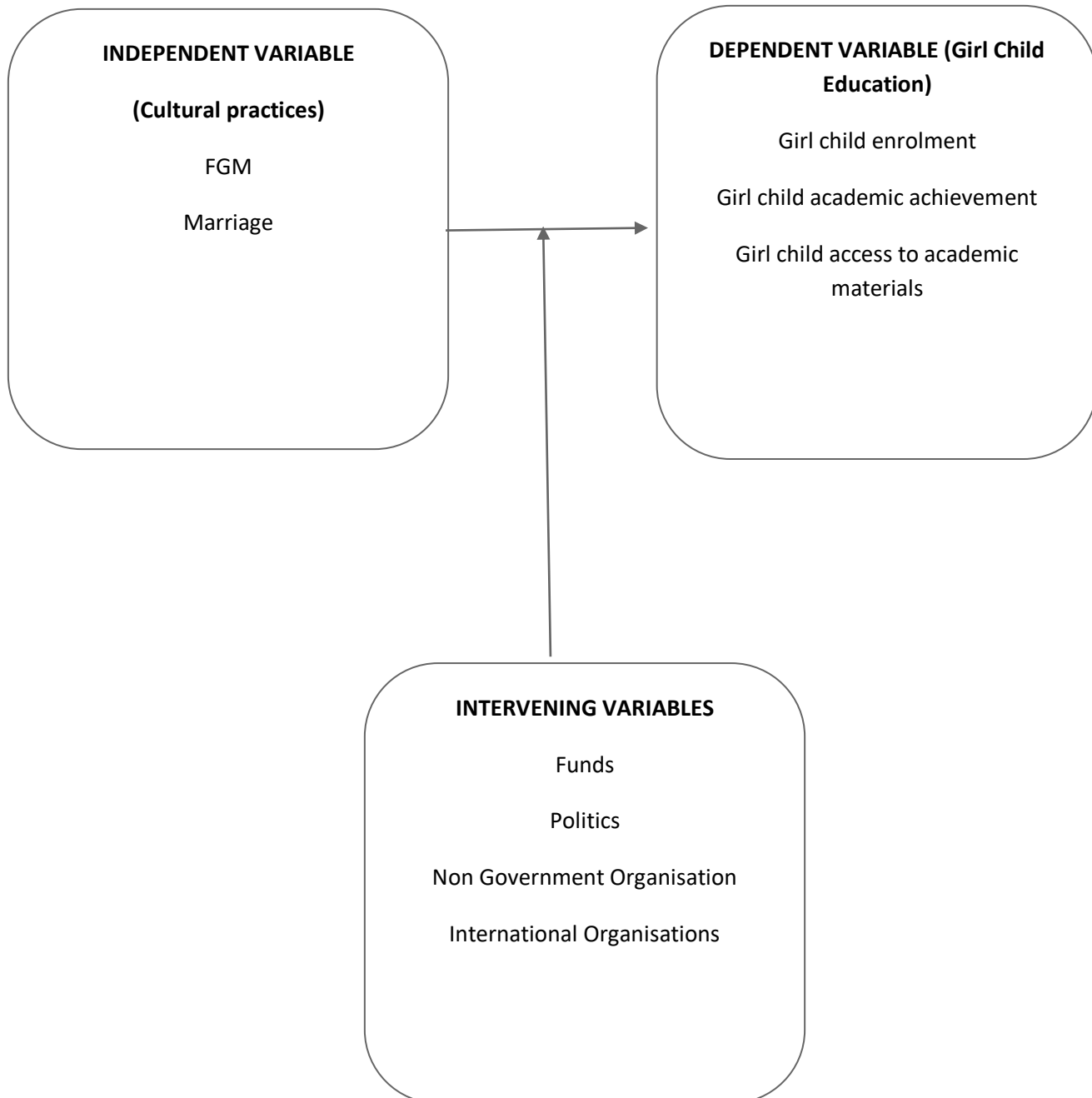
This research paper will be of prime benefit to the management and staff of local governments not only for Kalacha sub county, Nabilatuk District, but for other districts and sub-counties as well, since it enabled them identify and understand the risks and problems associated with delivering social services and how best to combat such problems.

The research fulfilled the requirement for the award of Bachelors of Education, Primary of

Busitema university and gain more knowledge on the subject. It is upon presentation the research report that the researcher will be awarded bachelor's degree.

1.8 Conceptual framework

Figure 1 Showing the contributions of cultural practices on girl child education



Source: Researcher devised

The conceptual framework above shows the linkages between independent variables (culture and dependent variables girl child's education. The culture in this case is viewed in form of values, norms, beliefs and traditions. This are considerably having an overarching impact on education for girl child. The prevalence of positive cultures towards education is a favorable condition to the girl child and the reverse is true. The intervening factors in their positive prevalence will influence culture positively that will have the same bearing education and the reverse is true.

1.9 Definition of key terms

Fant E. F. (2008) argued that culture is defined as an integrated system of learned behavior patterns created and possessed by people. It is argued that when people become confined to their culture such that they cannot reason beyond, culture becomes what is known as a tradition.

Education is a basic human right for all children. This was recognized over 60 years ago in the Universal Declaration of Human Rights, acknowledged and agreed to by many governments across the world. However, in Africa millions of children, particularly girls, are still denied the right to education and are unable to access the knowledge, skills and capabilities necessary to take an empowered and equal role in society.

Esomonu, N. P. M. (1999) Girl child education refers to the provision of educational services to the female gender in the argue for societal development. Doughlas, K. (1989).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents secondary data and provides a comprehensive review of the issues and factors that have been explored in various previous studies in the empirical and theoretical existing literature. It focuses on what other scholars have talked about the influence of cultural practices on girl child education.

2.1 Cultural factors that influence Girl-students' academic achievement

Education is a fundamental human right as well as a catalyst for economic growth and human development (World Bank, 1993). The constitution of the republic of Uganda articles 30 makes education for Ugandan Children a human right, and in article 34 children are entitled to basic education by the state and the parents. Uganda's formal education system starts with seven years of primary school (ages 6-12), which is compulsory (supposedly) and free according to the current Universal Primary Education (UPE) policy. This is followed by six years of secondary education (ages 13-18), which is optional though plans are under way to make it universal too. This level is succeeded by three to five years of University or tertiary education depending on the profession selected by the individual. Education is valued because it contributes to national development through provision of an appropriate human resource that helps to spur productivity and eliminate poverty, disease and ignorance.

Important factors include parental involvement in their children education, how much Television children are allowed to watch and how often students change schools (Hammer, 2003). Post primary education for a girl has important individual benefits in terms of her options and resources over her lifetime. These benefits extend beyond the girl in affecting her family and the society as a whole, the benefits to society include enhanced economic development, education for the next generation, healthier young girls and families and fewer maternal deaths (UNICEF, 2004). The benefit of education for a girl and society can be explained by the effect that education has on empowering girls to acquire and use new personal, social and economic behavior that in turn, affect societal change (Moulton, 1997). Ayodo (2010) observes that the quest for the provision of quality education continues to be a matter of

leading concern to both consumers and providers of the education service in Uganda and other developing countries. This is supported by the UNESCO (1992) report that reveals that concerns for quality education has dominated the education debate from the early eighties and has remained a central issue in the twenty first century. Therefore the girls should not be left out in the quest for this education.

The girl education is also affected more by incidents of HIV and AIDS pandemic as the girl student is compelled to take care of the sick siblings and parents as the case may be in serious cases of loss of income, they are forced to drop out of school temporarily to look for food, clothing and at times shelter. When they are readmitted back to schools their performance in class work is generally below average. Parents have different attitudes towards their sons and daughters. Daughters are brought up for female roles such as child rearing while sons have a whole working life to devote to career building. Parents believe that females do not have qualities of independence, initiative and assertiveness (Mampele, 1994). Siegel (1987) argues that parents react differently whenever things go wrong for boys and girls in school performance. With this in view, the current research sought to find out whether the difference in reaction by parents is because of parental attitudinal differences due to culture. Eshiwani (1986) noted that girls had not been encouraged to enter those academic disciplines that were historically dominated by men since cultural influence is still strong in many parts of Uganda. Girl's education is seen as a mere waste of time since girls will leave home and go to another family. Accordingly, Ademola (1989) noted that among the Sisala tribe of Ghana, girls are given powerful skills of being housewives yet denied that part of education that will make them compete favorably in other sectors as opposed to their counter parts. In that way, girls shy off and hence develop some dependent attitudes. On the other hand, Kihumba (1997) noted that in Lesotho, girls who would otherwise remain at home to be well fed and learn duties of good housewifery are taken to schools rather than boys who go to look after cattle.

Culturally prescribes roles for girls and women especially in the domestic sphere socialize girls to take the roles of deputy mothers. Owing to the cultural division of labour and allocation of duties between sexes, which in many societies start early, the opportunity cost of sending girls to primary school tends to be higher than that of boys. Psacharopoulos and Woodhall (1985)

noted that parents, particularly mothers favored boys' education because they depend on the sons for old age insurance. Investment in a son's education is seen as security in old age. They also rely on the daughters labor before marriage. Bernard (2002) observes that lack of positive policy environment and structure for girls' education, including a lack of co-ordination between the education sector and other social sectors, inhibits girls' achievement in education. Chapman (2004) concurs with Bernard (2002); he observes that the absence of policy to promote education for adolescent girls is a hidden obstacle to achieving in academic's gender equality. African countries largely have a male preference attitude. The boy child is expected to be able to do wonders in the world of knowledge and technology whereas a woman's place is at home, keep up with the livelihood of the family (Mischi, 2002). Family development efforts, including schooling are invested on the boys because they are makers of clans while the girls are expected to be married to husbands who will speak for them. As a result, few efforts and resources are spent on girls' education (World Bank, 2002). This may lead to low academic achievement among girls in examination. Ballara (1992) observes that households, fathers and men in general have a negative attitude towards women's education, especially when it results in the possibility of learning new skills that give women a new role in the family, and in the society. These in turn impede the schooling of girls and hence cause low academic achievement in national examinations.

In most African countries many poor and large families preferred to educate boys for family continuity, headship of household and property inheritance since girls marry and go away from their homes (UNESCO-UNICEF, 1990). Furthermore, the inability to pay fees and purchase books, large equipment and clothes compel parents to invest in education of their sons, whom they see as a source of future family support in preference to their daughters whose economic contribution could as well be to a different household (UNESCO-UNICEF, 1990). Juma and Simatwa 169 Chege and Sifuna (2006) noted that parents tend to discourage too much education for their daughters.

There is always the fear that if a girl is highly educated she may find it difficult to get a husband or be a good wife. They argue that women stay away from too much education in order to remain manageable and to avoid entering fields, which would make it difficult to follow their

husbands in case of transfer of residence. Patriarchal societies are affected by patriarchal systems, which give preferences for investment in schooling to boys who are believed to retain responsibility for their parents when they grow older, compared to girls, who are incorporated into their husbands' families (Eshiwani, 1993). This is why boys were expected to receive maximum training in order to attain the higher status as heads of the families and as successful heads of their respective families. Boys were also expected to inherit their parents' property and hence maintain their family's status quo. Girls on the other hand, believed that their success and future depended on the success of their husbands and therefore it was used as an excuse for girls not to be taken to school (Maritirn, 1990).

Lack of vision and prospects for future life reduces girls' interest to participate, achieve and perform in education. Special efforts, therefore, need to be employed to cultivate girls' interest to education and provide an environment that will ensure their full participation and achievement in education. Several authorities have discussed at varying lengths the cultural constraints as they operate to limit education for girls. Maleche (1972) argues that the cultural inhibitions include male prejudice. This is the belief that education will make girls discontented and immoral, less willing to engage in the heavy labor. The general attitude shows that education is undesirable for the women because it interferes with her cultural authenticity and to the dismay of men. This attitude therefore does not encourage education for women, let alone aspirations for a better place in society. This in the end may affect the performance of the girls'. Abdulahi (2005) reported cases affecting girls in Maasai land. He noted that fathers do not wish to pay fees for their daughters; instead they would rather have them married. This has forced several of them to run away from home to seek refuge elsewhere. Otunga (1994) argues that the more popular theory advanced for the high dropout rates among girls is that parents still see boys as fetching greater financial gain upon successful completion of school and that culturally they are entitled to family land as they remain in their birth homes.

2.2 Other factors that influence Girl-students' academic achievement

The economic challenges revolve around widespread poverty due to limited sources of income amidst the harsh economy, and poorly motivated or trained teachers (Ministry of Finance and Economic Planning, 1992). Ugandan families find the cost of education, including primary

education, prohibitive (World Bank, 1996). Pons (1996) explains how schools are one of the most pressing financial demands on family budgets and are a constant source of anxiety at all social levels. The costs of education include government tuition (which is relatively low), PTA funds (which are comparatively high and a major problem), the building fund, coachbg, costs of uniforms, books (both text and notes), sports and manual work equipment, and so on. for all the children poses a huge financial and budgetary constraint for the household. In some families where a parent or parents are drunkards, alcohol takes a great portion of family income.

Generally, educational needs follow after basic survival needs: medicine, clothing, and essential household commodities (salt, paraffin, soap, bedding and food have been met Although it is claimed that hardcore poverty has been reduced in Uganda, relative poverty continues to exist under increasing socioeconomic inequality and the limited sources of income available (World Bank, 1996). This affects the ability of parents or guardians to pay school fees, forcing them to take hard decisions on which child should go to or remain at school.

Furthermore, whereas education is intended to facilitate the improvement and expansion of economic activities, the latter sometimes hinder the processes of education acquisition. The fishing industry in the counties of Budiope and parts of Bulamogi which border Lake Kyoga in Karnuli district, for example, attracts young boys who prefer to make quick money rather than go to school. This coupled with the way, in which some parents allocate inheritance or property rights to children quite early, sometimes results in the early acquisition of wealth by teenagers. They use the wealth to marry and establish their own families, further contributing to the high prevalence of early marriages and school dropout rates in the district. The crisis of drunkenness by the parents and their subsequent failure to pay school fees cripples the whole household's economically. Alcoholism results in the waste of time and money at the expense of productive work. Most parents are actually not so poor that they cannot send children to school but some drink away the family income. Sometimes the money intended for school fees is spent on drink or used pay bride wealth for a new wife. Some parents are economic liabilities rather than assets. Existing evidence also suggests that children who lose their mothers tend to drop out of school more frequently than those who lose their fathers (Atekyereza and Ezati 1996) and this

justifies improving the education of girls and women in a patriarchal system which allows a widower to remarry, but not a widow.

The challenges related to policies derive from politico-ideological perspectives that influence the formulation and implementation of women-focused projects, including education, the quality of education and how it is acquired by different sections of the population. Such policies tend to be aimed at capturing the vote of women rather than solving the causes of their oppression. Low value is still attached to education. One response in Kamuli District explains the underlying causes. Parents do not send their children to learn skills but to enable them know how to read and write or as they put it “to enable children read signposts so that they do not get lost’. This also explains why children drop out of school mainly at Primary Four.

Inadequacies of infrastructural provision. Though the Ugandan education system is well developed and most children have access to a primary school within two kilometers of their home (UNICEF, 1989a:46; UNICEF, 1996:50 and Ministry of Finance and Economic Planning,1992), these institutions have a poor physical and material infrastructure. Some education institutions were started with political and religious backing that could not be sustained later. A number of schools have no permanent structures or inadequate ones. Most, especially secondary and post-secondary institutions, even more importantly, lack teaching aids including laboratory chemicals and books. The teacher-pupil ratio is very high as there are more pupil enrolments and fewer trained teachers. The level of teacher qualification is low. In Kamuli District, the situation was alleviated by the implementation of the PAPSCA project by action aid Uganda financed by the World Bank between 1991 and 1995. The project rehabilitated many primaries schools and before this most schools conducted lessons under trees. However, relevant teaching materials, aids, uniform and poor latrines are still a serious problem (Ministry of Finance and Economic Planning, 1992; Ministry of Education and Sports, 1997a). Poor latrines have, for example, been identified as a cause of girls dropping out of school especially for those who are starting menstruation and want privacy.

Inadequacies of teacher provision in 1992 nearly half of all teachers were untrained (Ministry of Finance and Economic planning, 1992:42). According to the Education Census (1997), there are 81,564 primary teachers in Uganda. Of these, 59,747 (73 per cent) are trained. The highest

qualification for 88 per cent of the untrained primary school teachers is the Uganda Certificate of Education (DCE). Such instructors cannot be thought competent to impart educational and life skills to the young. These teachers, although licensed, have no background in how to handle children (especially girl), given that most of them are young and even not married. They do not understand teaching ethics: this explains why many male teachers reduce their pupils. Some even blackmail girl students with the threat of failure. Over 63 per cent (37,996) of trained teachers and over 74 per cent (16,014) of untrained teachers are male. In Kamuli district, very few head teachers are women. There is a dearth of women role models for girls, especially in rural areas.

According to 1995 statistics, out of 215 Head teachers, only (3.3 per cent) were women.

The government education policy of expelling pregnant girls and not allowing them to reregister after delivery while the men responsible (who are often teachers, fellow students, businessmen and politicians) go scot-free is discriminatory, sexist and contrary to the general effort to educate women. Teenage pregnancy is now a reality: worldwide teenage pregnancy rates are high and continue to rise and Uganda is leading sub Saharan African in teenage pregnancy at 43 per cent. At the end of November 1996, for example, 15 pregnant girls at St. Katherine's Secondary School, Boroboro in Lira District were expelled and a girl from Arua Public Secondary School was not allowed to sit O Level examinations because she was pregnant, after she had studied for four years and paid all school expenses there (Mugeere 1996) War and civil disturbance affects the education system as a whole, with specific consequences for girls.

Since independence, Uganda has passed through several crises such as the Kabaka Crisis of 1966; the Constitutional crisis of 1967; the coup d'état by Idi Arnin iii 1971 that institutionalized state terrorism and economic war and the rigged general elections of 1980 that sparked off the guerrilla warfare in 1981 to 1986. Since 1986 the government has been fighting rebel groups in the country, cleaning up the remnants of the Uganda National Liberation Army troops that supported the Obote II regime; the Holy Spirit Movement led by Princess Lakwena; the Iteso insurrection and, at present, the Northern War by the Lord's Resistance Army under Joseph Kony. it is now involved in war in the Democratic Republic of Congo. During wars women are systematically raped and held hostage; kidnapped from schools and from homes and forced to

work for the warring parties and to give favors in many different ways. Abducted girls and women may get pregnant and are often contract sexually transmitted diseases including of course HIV/AIDS. As McFadden states,

2.3 Strategies that can be adopted to improve girl's education in the cultural diversity

For many girls across Africa, simply getting into school can be a struggle. However, the challenge does not stop there. To ensure girls receive the empowering and transforming experience that education can offer, we must also look at girls' experiences in schools, National and international measures of learning still fail to give us an accurate picture of what and how children learn. We know, however, that factors around school environments, child protection and teachers impact the learning outcomes of all children, but particularly girls. The following strategies need to be taken to enhance girl academic achievement.

Teachers, one of the most important factors in ensuring quality education and learning outcomes is having sufficient numbers of trained, well supported and motivated teachers. Many countries have struggled to meet the rising demand for teachers as student enrolments have risen rapidly. Dedicated initiatives and an intense effort to improve the percentage of female teachers in secondary and higher education are needed. The presence of female teachers in schools can also help to create a more girl friendly learning environment in which girls' needs and perspectives are more likely to be understood and addressed. Such positive impacts can be strengthened by having women in decision-making positions both at the school level and beyond. The Ugandan government has introduced a target that at least 30% of employees in public sector managerial positions, including head teachers, should be women. Whilst the government has struggled to meet this target, structures are slowly being built to increase the presence of women in the teaching profession. The governments and development partners are involved in providing pre-service, in- service and distance education training courses for teachers in which female teachers are given preference and additional support. Incentives, such as accommodation and financial allowances, have also been introduced to attract teachers to rural areas. Yet the continued high demand for teachers,

particularly female teachers, suggests such initiatives need rapid expansion.

Gender sensitive approaches and materials ensuring there are sufficient teachers in schools is a significant step. Equally important is ensuring that the education teachers deliver is of good quality and is gender equitable. In school, girls are often discriminated against by teachers who, often subconsciously, perpetuate existing socio-cultural norms of gender inequality and place a greater value on boys' education. Classroom practices need to meet girls' individual learning needs and engage them in a safe and positive learning environment. High pupil to teacher ratios and inadequate support for teachers make this challenging; but ongoing in-service training and improved school support systems are slowly developing teachers' professional capacities. The Forum for African Women Educationalists' (FAWE) Gender Responsive Pedagogy model provides in-service training to teachers to enable them to be more gender aware. It equips teachers with the practical skills and knowledge to understand and address the specific learning needs of individual students and to encourage the equal participation of boys and girls in the classroom.

Policy options for Improved Delivery", *Journal of International Cooperation in Education* Vol.8 (No.1): pp.129-152. Providing opportunities for girls' and women's participation in school governance and management is also important, not only to ensure a supportive school environment for girls but also to provide girls and women with skills and opportunities for their own empowerment. Initiatives include strengthening parent-teacher associations and child participation structures, such as the school governments and councils supported by community. Research has also indicated that traditional and discriminatory gender roles can be reinforced by national and local curricula and teaching materials. Across Africa, development partners and governments have been collaborating to review curricula and textbooks to ensure they are relevant and gender sensitive, are free from gender biases and stereotypes, and convey positive images of girls and women.

Adedokun, Olufunke M., Timilehin E. H. And Idowu G. A. (2010): *Learn without Fear: Plan's global campaign to end violence in schools*: In 2008, Plan launched its pioneering global campaign to end violence against children in schools. *Learn Without Fear*. The campaign, focusing on the need to end sexual violence, bullying and corporal punishment, has met with a

huge response worldwide. Plan has been working at all levels global, regional, national and local to ensure that violence free schools are a priority for governments and all those involved in children's education and rights. The Learn Without Fear campaign and advocacy work has resulted in great positive gains for children worldwide: New laws and policies to protect over 485 million school children from violence, Nearly 53,000 teachers have been trained in non-violent teaching methods, Over 30,000 schools are directly involved in the campaign, Plan is working with teachers' unions in 20 countries, where they play a key role in spreading, campaign messages, 311,501 people have attended awareness raising in the aims of the campaign, helping to change beliefs and attitudes about violence towards children.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodological aspects. It describes the research design sampling design, study area and sample size, research procedure, data collection instruments, data analysis and limitations of the study.

3.1 Study design

The researcher used an analytical design. This was necessitated by the fact that the researcher will conduct an assessment of the contributions of culture on girl child education in Kalacha sub county, Nabilatuk District in order to carry out this investigation, therefore, an analytical research design is found to be a suitable design to be used to collect data. The study therefore among others included the use of qualitative and quantitative research approaches.

3.2 Study population

A study population refers to a complete collection of all elements (units) that are of interest to the researcher. It is the aggregate or totality of objects or individual having one or more characteristics in common that are of interest to the researcher and where interfaces are to be made, an estimated population of 3450 local people from Kalacha sub county, Nabilatuk District. who may include 2050 men and 1200 women from Kalacha sub county, Nabilatuk District were the population the researcher will interface with for this study. The study population therefore constituted 100 people chosen from the cultural leaders, political leaders, civil servants and selected local population. Using the formula $n = \frac{N}{1 + N(e)^2}$ where: n =sample size, N =population, e =is a constant $(0.05)^2$

3.3 Sample Population

This is a fraction of the total population got from the research population for providing data where generalization can be made to the study population. The sample determination arises from the time and scarce resources which call for selection of a manageable population.

Therefore, an estimated number of 60 respondents were selected from the study population. The total sample population were engaged through interview and questionnaire.

3.3.1 Sampling procedures

The researcher employed both probability and non-probability sampling techniques. That included simple random and purposive techniques. The simple random sampling technique was used to select respondents from the various group's (parishes) that is to say local leaders, administrators and local community. This is basically because the population has an equal chance of being selected. Significantly, the purposive sampling technique, which is a non-probability sampling technique, was used to select respondents who deal directly with service delivery (administrators); this is because the researcher wants to deal with only typical cases based on the objectives of the study.

3.4 Data collection instruments

The researcher used questionnaires to collect the required data. The questionnaires contained questions on personal information, knowledge and understanding of the study variables.

3.4.1 Questionnaires

The researcher used questionnaire. The researcher prepared the questionnaires to be responded by the sampled population. The questions were designed to make the purpose of the study successful after the results have been ascertained.

3.3.2 Interview

Here the researcher conducted face-to-face interactions make conversations between the interviewee and himself with the sole aim of soliciting data. The researcher used both formal and informal interviews with the respondents. This enabled the researcher to get more information in greater depth, reduce resistance and also obtain personal information from the respondents.

3.5 Sources of data

Both primary and secondary data were used in this research. In this research two types of data was used by the researcher, in this study the secondary and primary data was adopted.

3.5.1 Primary source

Primary data was collected directly from the respondents of Kalacha sub county, Nabilatuk

District by the use of questionnaires which will include open-ended questions in order to obtain detailed information from the respondents.

3.4.2 Secondary Source

Secondary data was obtained by going through submitted performance reports and documents possessed by the locals and selected district employs in the area of study.

3.6 Reliability and Validity

The reliability was ensured by testing the instruments for the reliability of values (Alpha values) as recommended by Cronbatch, (1946). Cronbatch recommends analysis for Alpha values for each variable under study. According to Sekaran 2001 Alpha values for each variable under study should not be less than 0.6 for the statements in the Instruments to be deemed reliable. Consequently, all the statements under each variable was subjected to this test and were proven to be above 0.6. The validity of the data collection instruments was done with the help of an Expert to edit the questionnaire and the Interview guide. The Researcher forwarded the structured Questionnaire to Supervisor who is an expert in the area covered by the research for editing and reviewing.

3.7 Data analysis

After data collection from the field, the researcher was analyzed, and interpret it in relation to the objectives of the study. The researcher presented the findings in form of tables. Data from field were tabulated to show the frequency of responses to the questionnaires and these were used to compute percentages in different attributes under the study. The similarities in the percentages were deduced to arrive at conclusions.

3.8 Ethical consideration

Maintaining honesty and avoiding exceptional and deceptive behavior such as creating false impression in the minds of participants through withholding information, establishing false intimacy or telling lies as this can potentially harm research participants, the researcher kept confidential all the information given to him to achieve this, the questionnaires were not bear names of respondents.

3.9 Limitations of the study

Time was of essence, the researcher anticipates not have ample time to access all the respondents to give detailed information because of their busy schedules.

Intervening or confounding or extraneous variables: There was a very big threat on some respondents with personal biases and dishonesty

The researcher also anticipates a challenge of financial constraints.

CHAPTER FOUR

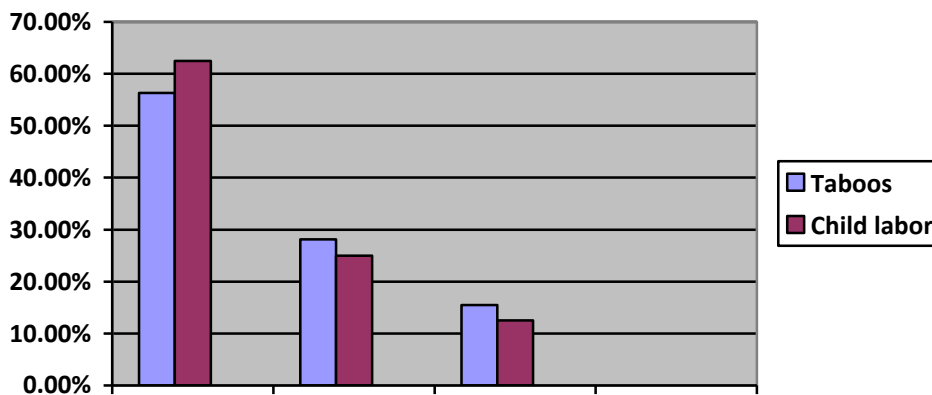
ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.0. Introduction

This chapter interprets and presents the data collected from the research activity based on the specific objectives of the research activity.

4.1 Cultural Factors Influencing Girl-child Education in Central Pokot Sub

Cultural factors are the family set-ups in the society, their values and beliefs. This is the first research question that sought to find out the cultural factors influencing girl-child education in Kalacha Sub County primary schools. Through a Likert scale of five, the teachers were asked to indicate their level of agreement on several factors influencing girl-child education status in the area.



Families were unable to access schooling as opposed to those who came from full composed family backgrounds. When asked to indicate if taboos were a contributor to girl-child education, the majority (56.3%) agreed, (28.1%) were uncertain while (15.6%) disagreed. This shows that certain taboos influence girl-child access to schooling. Lastly, when asked if child labour contributed to lack of schooling for girls, 20 (62.5%) concurred with the statement, (25%) were neutral while (12.5%) disagreed (see Table 3). This shows that family chores like looking after

small children and household chores influence negatively girl-child schooling in Central Pokot Sub County.

4.2 Effects of domestic violence on girl child education

The second research question for the study examined the effect of cultural practices on girl-child education in Central Pokot Sub County. The respondents were asked to give their responses on a Likert scale of five. The result of the study shows that most 26 (81.3%) of respondents agreed that the girl-child is denied access to school because of negative social-cultural beliefs and practices. This shows that the majority of school-aged girls are denied the right of entry to schooling due to outdated and unpopular cultural beliefs. Moreover, 24 (75%) of respondents were found to agree that the physiological state of the girl-child is affected due to negative cultural practices and beliefs. This can affect girl-child growth and development because this is a critical age of adolescence as most organs are developing.

Response on denial of access to study

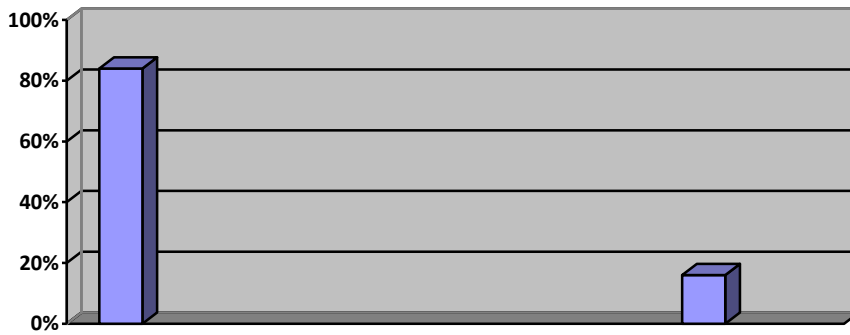
RESPONSE	PERCENTAGE
YES	81.6%
NO	8.4%
TOTAL	100

The findings also depict that 25 (78.1%) of respondents agreeing that girl-child usually suffers from psychological disorders for not or after dropping out of school. During discussions, one pupil lamented that her female colleagues who dropped out of school end up in prostitution in most cases because of their frustration. The literature sources indicate that a cultural practice that hinders female education usually results in the majority of girls suffering from psychological disorders. The study also found out that poverty is continuing to rise because the majority of girl-children cannot access schooling in Kalacha Sub County (90.6%). As it is known, educating a woman is educating the whole society; this saying is not applicable to the majority

of school-going girls in the study area. Society needs to rise up and champion for the education of the girl child as it would reduce poverty cases in the future. Lastly, 24(75%) of respondents approved that the performance of girls who are denied schooling is always low. One head teacher mentioned that the performance of girls who irregularly attend classes is usually low and this has made the majority of them drop out of school because they are tagged by their colleagues as 'old' for repeating. Lack of support from parents for girl-child education lowers their morale of performing and participating in education, the study found. The pupils also reported that their colleagues who are usually absent most of the time score lower marks in examinations. This shows that the future career and aspirations of girl child in Central Pokot Sub County are hampered by lack of access to free primary education.

According to the analyzed data socio-economic factors such as, poverty and alternative work at homes contributed to a large extent to low participation of girl child in education in Kalacha sub county. Over 67% of the reasons for fail to go to school were the aforementioned ones.

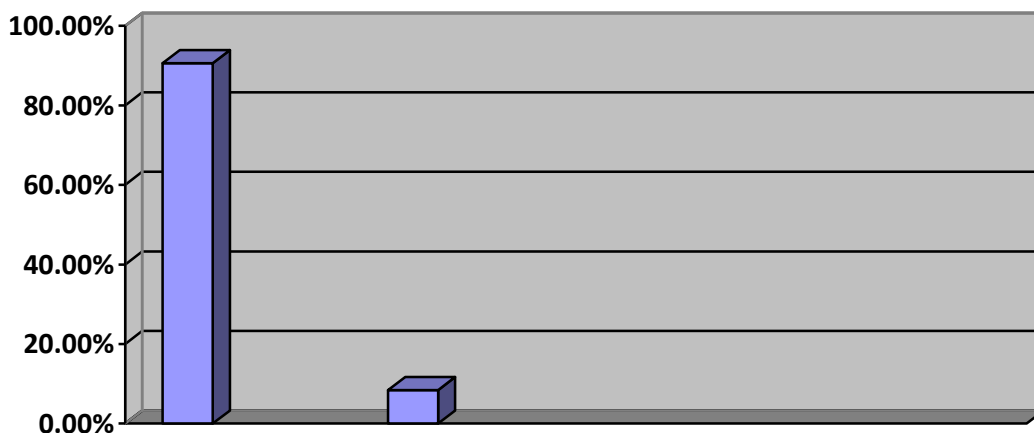
Geographical location of schools was also another factor as many of them over 84% could not afford public transport and bicycles. They required that if schools were building near their homes they would have gone to school in total Socio-cultural factors such as early marriage, pregnancy and priority, given to boy's education over the girl's education were also limiting the girl child in performing well. Girls schools were fewer compared to boy's schools 12%, 28% respectively. Other over 60% was mixed schools and boys were the majority in those mixed schools. About 84% of the head teachers rated the girl child performance in education as generally low. Meaning that girls had very low access, participation as illustrated below;



retention and completion rates at secondary schools level in the division. Schools never provided sanitary pads because it was expensive and there was no policy for such in the ministry. Some schools 40% did not provide separate latrines for girls and boys which also affected girl child education.

4.3 Measures Addressing Cultural Factors Affecting Girl-child Education

The last objective of the study sought to respondents suggestions on appropriate measures that stakeholders in the education sector need to undertake to improve the status of education of girl child in Kalacha Sub county. The teachers were asked to give their suggestions on measures aimed at addressing cultural factors that influence girl-child education in Kalacha Sub County.



The result shows that (90.6%) of respondents suggested that the government should take legal action against parents and guardians who marry off school girls and even those who take them

for FGM rituals. The head teachers also supported this statement by indicating that the law should be implemented to the latter to prevent further casualty.

The respondents also suggested that schools should regularly conduct guidance and counselling services to girls who have undergone FGM or those who had been married off but later rescued.

One teacher said that school girls who are at risk of being subjected to punitive cultural practices should be shielded and mentally prepared in case of any advances are made to them.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this chapter a summary of the findings, conclusion and recommendations of the findings were explained. Further research areas based on the study were also suggested.

5.1 Summary

According to the analyzed data socio-economic factors such as, poverty and alternative work at homes contributed to a large extent to low participation of girl child in education in Kalacha Sub county, Nabilatuk district. Over 67% of the reasons for fail to go to school were the aforementioned ones. Geographical location of a school was very important as many of them over 84% could not afford public transport and bicycles.

They required that if schools were building near their homes they would have gone to school in total Socio-cultural factors such as early marriage, pregnancy and priority, given to boy's education over the girl's education were also affecting the academic performance of girl child. Girl schools were fewer compared to boy's schools 12%, 28% respectively. Others over 60% was mixed schools and boys were the majority in those mixed schools. About 84% of the head teachers rated the girl child performance in education as generally low. Meaning that girls had very low access, participation retention and complexion rates at secondary schools level in the division. Schools never provided sanitary pads because it was expensive and there was no policy for such in the ministry. Some schools 40% did not provide separate latrines for girls and boys which was also an inhibiting problem to girl child education

5.2 Conclusion

The analyzed data showed that a majority of the students over 66% said that many of the families in Kalacha Sub county, Nabilatuk district had more than 8 children. This showed that there were huge families which were somehow unmanageable because of the low-economic status of families in the division. According to the analyzed data socio-economic factors such as, poverty and alternative work at homes contributed to a large extent to low participation of girl child in education in Kalacha Sub county, Nabilatuk district.. Over 67% of the reasons for fail to go to school were the aforementioned ones.

Geographical location of a school was very important as many of them over 84% could not afford to cater for transport expenses they required that if schools were built near their homes they would have gone to school in total. Socio-cultural factors such as early marriage, pregnancy and priority, given to boy's education over the girl' education were also affecting girls academically. Girl schools were fewer compared to boy's schools 12%, 28% respectively. Over 60% was mixed schools and boys were the majority in those mixed schools. About 84% of the head teachers rated the girl child performance in education as general] y low. Meaning that girls had very low access, participation retention and completion rates at primary schools level in the division. Schools were not in position to provide sanitary pads to girls as it was expensive and this could have helped those from poor families and also there was no policy for such in the ministry. Some schools 40% did not provide separate latrines for girls and boys which was also an inhibiting problem to girl child education.

5.3 Recommendations

The study recommended that schools were to be built near the students' homes.

Parents should be encouraged to take to school all boys and girls, stop early marriages and have a clear policy on girl child education. Head teachers should be sensitive to girl child academic performance by building separate latrines for mixed schools and starting a policy on girl child education to provide sanitary pads in schools at least to provide motivation to girls. The researcher suggests that a more thorough further research on girl child academic performance can also be done in the area for clarification.

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Appendix A: Questionnaire for political, administrative and cultural leaders

Dear Respondents

I am conducting a study on assessing the contributions of cultural practices on girl child education in Bukhalu sub-county, Balambuli district". I'm a student at Kampala International University offering Bachelor of social work and social administration. I am privileged to have you as my respondent and the information given to me is purely academic and will be treated with confidentiality.

Section A: Demographic Characteristics of Respondents

1. Gender

- a) Male
- b) Female

2. Education background

- a) Primary
- b) 0 level
- c) A level
- d) Diploma
- e) Degree
- f) Others

3. Age

- 20—29
- 30—39
- 40-49+

4. Marital status

- a) Single
- b) Married
- c) Divorced

Section B: How cultural factors influence Girl education in Bukhalu sub-county.

5. Whether cultural factors influence Girl child academic achievement in Bukhalu subcounty.

Yes

No

Not sure

6. How do cultural factors influence Girl education in Bukhalu sub-county?

7. To what extent do you cultural factors influence Girl education in Bukhalu subcounty?

Large

Small

None

Section C: Other factors that influence girl child education in Bukhalu sub-county.

8. Are there other factors other than culture that influence Girl education in Bukhalu sub-county?

Yes

No

Not sure

9. What other factors other influence Girl education in Bukhalu sub-county?

10. How do you compare the influence of cultural than other factors

a) Cultural are less influencing

b) Other factors influence more

Section D: Strategies that can be adopted to improve girl's education in the cultural diversity in Bukhalu sub-county.

ii. Whether the sub-county or any form of administration has tried to intervene in girl child education in Bukhalu sub-county?

Yes

No

Not sure

12. What interventions have been established in your sub-county?

13. Comment on their level of appropriateness of the interventions?

Effective

Not effective

14. What should be done to improve the state of affair?

Appendix ii: Interview Guide

1. Whether cultural factors influence Girl child academic achievement in Bukhalu subcounty.
2. How do cultural factors influence Girl education in Bukhalu sub-county?
3. To what extent do you cultural factors influence Girl education in Bukhalu subcounty?
4. What other factors other influence Girl education in Bukhalu sub-county?
5. How do you compare the influence of cultural than other factors
6. Whether the sub-county or any form of administration has tried to intervene in girl child education in Bukhalu sub-county?
7. What interventions have been established in your sub-county?
8. Comment on their level of appropriateness of the interventions?
9. What should be done to improve the state of affair?

Appendix iii: Work Plan

Activity	Feb - March	March - April	April
Writing researcher proposal			
Data Collection			
Data preparation			
Data Analysis and Interpretation			
Submission of Final Report			

Appendix iv: Proposed Budget

ITEM	QUANTITY	COST
Pens	10	10,000=
Clip board	1	10,000=
Typing and printing		250000=
Binding of dissertation	3 copies	15,000=
Travels		100,000=
Grand total		385,000=