INFLUENCE OF CULTURAL PRACTICES ON GIRL CHILD EDUCATION IN BUKHALU SUB-COUNTY, BULAMBULI DISTRICT, EASTERN UGANDA

BY:

NAMUWENGE MOREEN

BSW/37795/123/DU

A RESEARCH DISSERTATION SUBMITTED TO COLLEGE OF HUMANITIES

AND SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE

REQUIREMENTS FOR THE AWARD OF A BACHELOR'S

DEGREE OF SOCIAL WORK AND SOCIAL

ADMNISTRATION OF KAMPALA

INTERNATIONAL

UNIVERSITY

JUNE, 2015

DECLARATION

I, Namuwenge Moreen hereby declare that this submission is my own work and is submitted towards the award of bachelors of social work and social administration of Kampala international 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, except where due acknowledgement has been made in the text.
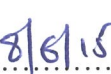
Signature .... 8TH JUNE 2015

APPROVAL

This is to certify that this research was under my supervision and is now ready for submission to the college of Humanities and social sciences of Kampala international university for examination.

Signed:.. Date:...8|6|15..

Mr. Achoda Dennis
SUPERVISOR

DEDICATION

This Research is dedicated to my beloved parents Mr. Lawrence Beenga, and Mrs. Florence Beenga for their continued support given me to complete my study successfully. I further dedicate this work to my Husband Mr.Wepukhulu Charles Wetuma whose effort towards my study is paramount.My son Reward Spenser Wetuma who has missed my total care due to academics. The support provided confidence in my abilities as a driving force towards my success and my accomplishing this course.

ACKNOWLEDGEMENTS

LIST OF TABLES

ABBREVIATIONS

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

ABSTRACT

The study was set to evaluate the contributions of cultural practices on girl child education in Bukhalu sub-county, Balambuli district. It was guided by three research objectives which included to find out how cultural factors influence Girl child academic achievement in Bukhalu sub-county, explore other factors that influence girl child academic achievement in Bukhalu sub-county, explore the strategies that can be adopted to improve girl's education in the cultural diversity in Bukhalu sub-county.

The researcher used an analytical design the study took place inBukhalu sub-county, the study population was 60 respondents who were chosen from the different population categories.

The study findings were that cultural factors affecting girl child education in Bukhalu sub-county. The findings were that majority of respondents agree with Circumcision that affect the state of girl child education for marriage 21.6%, Early marriage had 18.3%, We develop insecure feelings which reduce our concentration on academics had 15%, We are given too much work at home. This denies us study time besides leaving us fatigued had 13.3%, The need for bride price has forced girls into marriage had 11.7%, our parents delay/ do not pay fees hence we are often at home for fees instead of being in class had 10% and Stereotypic gender role dispositions had 10% of the respondents.

It was also established that other factors other influence Girl education in Bukhalu sub-county. The findings were thatPoverty among parents affects girl education in Bukhalu sub-county 38.3%. Lack of scholastic materials had 16.7%, Sexual violence had 20%, Lack of community emphasis on education had 15% of the respondents and Limited government support had 10% of the respondents.In comparing the influence of cultural than other factors. The study findings were thatcultural are less influencing according to 40% of the respondents while 60% argued that other factors influence more.

It was also established that the interventions established in Bukhalu sub-county. Sanitization of masses of masses had 25%, Rescheduling the circumcision ceremony had 46.7%, provision of school services to girls had 20% and Improved concentration on educational services had 8.3% The researcher presented that 45% of the respondents argued that the interventions are effective while 55% of them argued that they are not effective. On what should be done to improve the state of affair. The findings were that the need for sensitization amongst parents had 25%, Provision of scholastic materials to girls had 50% of the respondents, there is need for political intervention on education 16.7% of the respondents,Ensure effective education policy dissemination and implementation.

The researchers herein recommend the following for implementation in order to enhance girls' academic performance in girls' schools in Bukhalu sub-county Bulambuli district and schools in other areas but with similar circumstances. The government through the Ministry of education should supply sanitary towels to secondary school girls, the government to enhance affirmative action and enforcement of laws on girls' rights among others.The Ministry of Education to enhance sensitization of parents on the significance of girls' education possibly through the village Elders and chief's and other forums. Government should enhance guidance and counseling services in girls' secondary schools.

TABLE OF CONTENTS

CHAPTER ONE

PROBLEM AND ITS SCOPE

1.0 Introduction

In pursuit of the topic mentioned above, this chapter brings forth the introduction to the research paper as it tackles the background of the study, the statement of the problem, purpose of the study, study objectives, research questions, the scope of the study in terms of geography, content/variables and time, the significance of the study and eventually operational definitions of key terms.

1.1 Background of the study

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. Interestingly, tradition is defined as a way of doing things based on a belief system and submits that each nation has its common belief system which can be regarded as the national average pattern of thoughtAkali, Z. (2000). Surprisingly, most people in a country tend to operate within this national average thought which may influence either negatively or positively the national economic development.

Since time immemorial, the education of girls and women has lagged behind that of boys and men in Uganda as well as in many other developing countries. In 2001, female school enrolment as a percentage of total enrolment was 49 percent and 44 percent at the primary and secondary school levels respectively (Kikampikaho and Kwesiga, 2002). Female students from about 35 percent of those enrolled in tertiary institutions. The adult literacy rate for Ugandan females is at 57% while that of males is 78 %. As Tripp and Kwesiga (2002) argue, the obstacles to gender parity are embedded in the cultural norms and practices valued by the patriarchal arrangements of our society through which thepolicy makers and implementers have been modeled. The Government of Uganda recognizes theproblem of gender disparities in education and has thus taken positive steps to bridge the gender gap.In fact there is evidence that the education gender gap has been narrowing steadily. A number ofstrategies and interventions have thus been put in place to that effect and these are briefly explained insection two.

Education of girls, in particular, contributes to the various aspects of their lives such as increased productivity, family health and nutrition, reduced fertility rates and related child mortality rates (Psacharopoulos and Patrinos, 2004). Parental influence has been identified as an important factor affecting girl student 'academic achievement; parents' education and encouragement are strongly related to improved student achievement (Wang et al., 1996). Students with parents who were both college educated tended to achieve at the highest levels. Children whose parents are of high educational status have a better statistical chance of participating in secondary Education (Oloo, 2003).

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-students 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) agued 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

2

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 choresleaving 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 togetherChimombo, J.P.G. (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

1.2 Problem statement

The UN argues that through education, girls can be key figures in development and poverty eradication. Hence, the establishment of MDGs initiatives was to increase hopes that by 2015, all children, particularly girls would have access to and complete basic education. It is worth noting that Uganda's Children's Act, also advocates for education equity. Moreover, the 1995 constitution of Uganda, envisages a nation that embraces gender equity in the totality of its institutions. Ironically, girls' achievement in national exams lags behind that of their

counterparts, boys. One wonders, could culture be a contributory factor towards the dismal academic achievement of girls in Bukhalu sub-county? For instance, there has not been a single girl student among the top 10 students in UNEB 2012-2013 Bukhalu sub-county. Moreover, there has always been only one girl school among the top 10 schools in UNEB results in the sub-county. This study set to establish cultural influence on girl-students' education in Bukhalu sub-county.

1.3 Purpose of the study

To evaluate the contributions of cultural practices on girl child education in Bukhalu sub-county, Balambuli district.

1.4 Research objectives

To identify the respondents demographic traits in terms of age, marital status and academic levels.

To find out how cultural factors influence Girl child academic achievement in Bukhalu sub-county.

To explore other factors that influence girl child academic achievement in Bukhalu sub-county.

To explore the strategies that can be adopted to improve girl's education in the cultural diversity in Bukhalu sub-county.

1.5 Research questions

What are the cultural factors that influence girl child education in Bukhalu sub-county?

What other factors influence Girl child education achievement in Bukhalu sub-county?

What strategies can be adopted to improve girl's education in the cultural diversity in Bukhalu sub-county?

1.6 Scope of the study
1.6.1 Content Scope

The study was based on the cultural factors and their influence in education. The guiding parameters will include factors, how culture affects education and strategies can be adopted to improve girl's education in the cultural diversity.

4

1.6.2 Geographical scope

The study was conducted in Bukhalu sub-county in Bulambulidistrict.Bulambuli District is bordered by Nakapiripirit District to the north, Kapchorwa District to the east, Sironko District to the south and Bukedea District to the west. Bulambuli, the district headquarters, is located approximately 32 kilometres (20 mi), by road, northeast of Mbale, the largest city in the sub-region. The coordinates of the district are:01 22N, 34 09E.

1.6.3 Time scope

The study was conducted for a period of 3 months from march– to May 2015. The researcher chose the place of study due to its appropriateness in data collection for the organization.

1.7 Significance of the study

The study was of great benefit to the students who will be 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 was of prime benefit to the management and staff of local governments not only for Bukhalu sub-county but for other districts and sub-counties as well, since it enable 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 social work and social administration of Kampala international university and gain more knowledge on the subject. It is upon presentation the research report that the researcher is awarded bachelors degree.

Other academic researchers used the data collected to come up with better mechanisms of managing service delivery in Uganda

1.8 Conceptual framework

Figure 1 Showingthe contributions of cultural practices on girl child education

Indep endent variable

Culture

- Values
- Norms
- Beliefs
- Traditions

Dependent variable

Girl-child's education

- Girl child enrolment
- Girl child academic excellence
- Girl child access to educational materials

ening variables

- Funds
- Politics
- Non-government
- International organizations
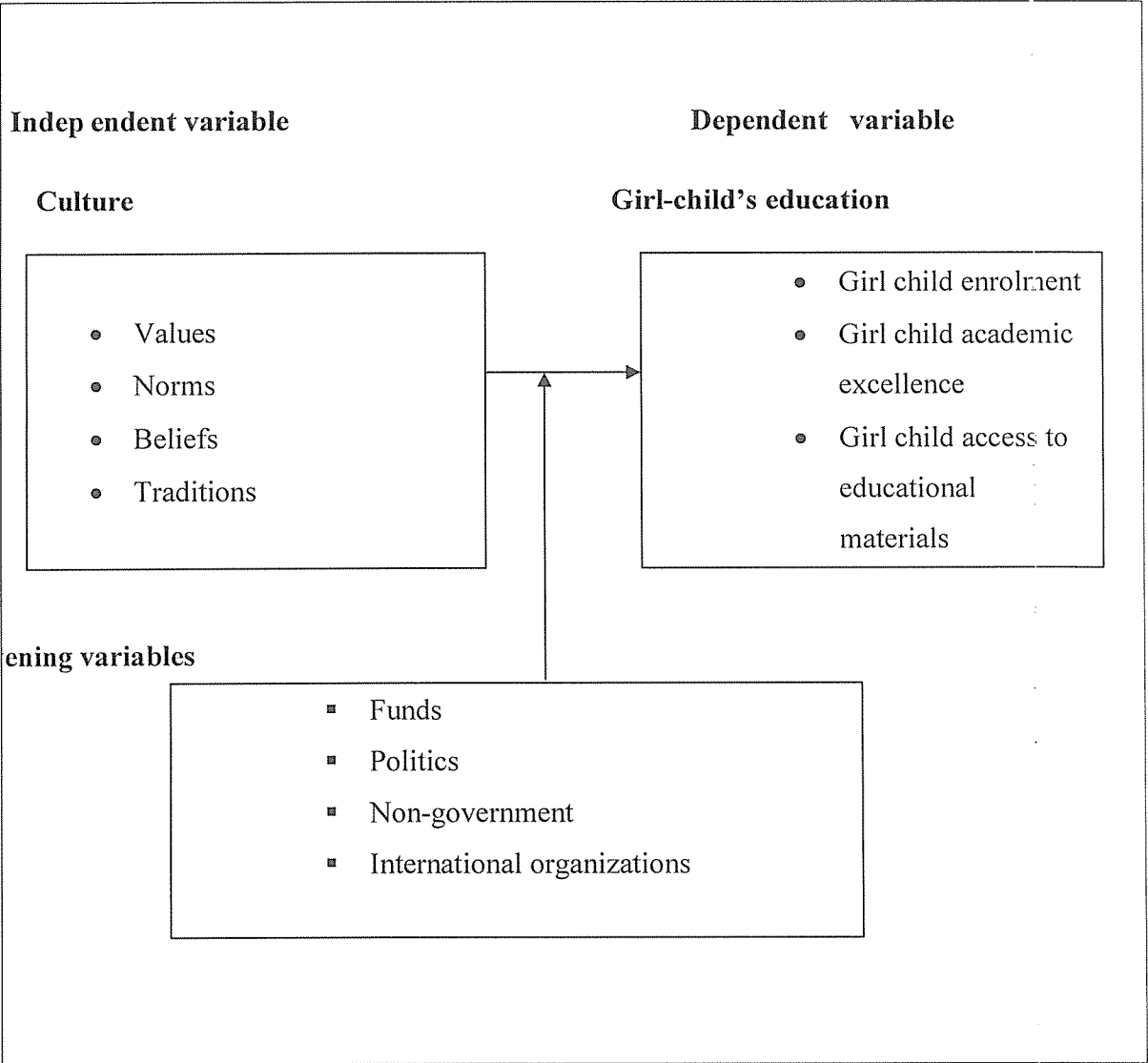
Source: Researcher devised, 2015

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.

6

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 societyEsomonu,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

LITTERATURE REVEIW

2.0 Introduction

This chapter present secondary data and find 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 others 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 andhow 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 thequest 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 mealy 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 labour 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 academics 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

10

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 incase 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 (Maritim, 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 labour. 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

11

greater financial gain upon successful completion of school and that culturally they are entitled to family land as they remain in their birth homes.

Additionally, boys are also given preference by parents when it comes to purchasing core textbooks. According to Campbell (2004), people still continue to value activities traditionally done by men more than they value those done by women. He further asserts that adults and children alike know that society is going to be more supportive of the girl who wants to be assertive and athletic or become a childcare work. "You act like a girl" is 170 Educ. Res. still one of the premier insults that can be hurled at a "good student" who is too closely identified with girls. Many boys want to be good students.

Konchora (2004) observes that gender violence has provided a grim picture of the rigid cultural practices that make the main concern of the pastoral communities. This is especially rampant within the family, where complete violation against women rights are not adhered to. Kanyuka (1990) noted that girls were enshrined as homemakers and this provided the rationale for post war girl's education by the middle of the 20th Century. The education of the girls included a lengthy chapter on domestic subjects, like needlework, cookery, laundry and housekeeping. This was due to the fact that, ones "knowledge" of such subjects is necessary equipment for all girls as potential house makers. Two, domestic subjects had advantage of (offering) a practical approach to theoretical work; and finally, domestic subjects could be a qualification requirement "for girls likely to go on to domestic science colleges." For girls, domestic subjects provide a centre of interest natural and congenial to them. This study differs from Abdullahi (2005), Bernard (2002), Chapman (2004) Ballara (1992) Chege (1983), Sifuna (2006) who observe that lack of positive policy environment, structure for girls education and patriarchal societies are affected by patriarchal systems, which gives 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 cooperated into their husbands families. Besides, Sifuna (2006), Eshiwani (1993) observed that cultural factors affect the academic achievement of girls' student.

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

12

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, coaching,' 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 Kamuli 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)

13

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

14

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 0 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'etat by Idi Amin in 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 favours 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 ensuringquality education and learning outcomes ishaving sufficient numbers of trained, wellsupported and motivated teachers. Manycountries have struggled to meet the risingdemand for teachers as student enrolmentshave risen rapidly. Dedicated initiatives and an intense effort toimprove the percentage of female teachers insecondary and higher education are needed. The presence of female teachers in schoolscan also help to create a more 'girl friendly'learning environment in which girls' needs andperspectives are more likely to be understoodand addressed.Such positive impacts can be strengthened byhaving women in decision-making positions both at the school level and beyond.

TheUgandan government has introduced a targetthat at least 30% of employees in public sectormanagerial positions, including head teachers,should be women. Whilst the government hasstruggled to meet this target, structures areslowly being built to increase the presence ofwomen in the teaching profession.The governments and development partnersare involved in providing pre-service, in- service and distance education training courses forteachers in which female teachers are given preference and additional support. Incentives,such as accommodation and financial allowances,have also been introduced to attract teachers torural areas. Yet the continued high demand forteachers, particularly female teachers, suggestssuch initiatives need rapid expansion.

Gender sensitive approaches and materials ensuring there are sufficient teachers in schoolsis a significant step. Equally important is ensuringthat the education teachers deliver is of goodquality 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 agreater 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.

Fam, K. S., David S. W. and Erogain, Z. B. (2002): Governments will need to engage in policy reforms and to increase financing to make sure that education policies will provide all girls with a quality education. In addition to this, governments will need to undertake the policy and legal reforms necessary to eliminate social factors hindering girl's access to education. Finally, governments are encouraged to engage and work with civil society to create the social changes needed to ensure the right to education for all boys and girls by 2015 and beyond. Undertake a gender review of governmentEducation SectorPlansand supporting legal frameworks and policies to ensure all girls successfully complete at least 9 years of quality education, including support for actions in the following areas.

Anyanwu C.N. (1992): Friendly educational environments: Ensure safe and supportive learning environments forgirls by assessing schools against girl friendlycriteria; requiring schools to adopt policies thatinvolve students in decision making and strengthen girls' capacity to participate in school governance; and developing /strengthening and enforcing legislation onschool related gender based violence,including mandatory school and teacher codesof conduct and reporting and accountabilitymechanisms. Examine and revise the curriculum and teachingmaterials to ensure they are free from gender stereotypes and bias, and are relevant to theneeds of girls.

Barbara Herz and Gene B. Sperling (2004) argued that socio-cultural barriers to girls' education: Strengthen public service information campaigns andcommunity advocacyon girls' education and challenging harmful gendered norms in partnership with girls and women, men and boys, communities, parents and local authorities. This should build on research into sensitive issues

and harmful practices such as child marriage and transactional sex, and their impacts on girls' (and boys') education.

Government capacity to support girls' education.Ensure effective education policy dissemination andimplementation through realistic plans at all levelsthat take account of budget constraints. Policiesmust be backed up by adequately resourcedmonitoring and evaluation systems at each leveland stronger policy enforcement mechanisms.Monitor and improve learning outcomes through thedevelopment of national gender sensitive learningoutcomes, and the tracking of learning at nationaland sub national levels using methods whichprovide gender disaggregated data.

Trang, T. and Rolf K. W. Van der Velden (2011): Improve funding to support girls' education: Review current budget allocations to fillfunding gaps identified by the gender review of Education Sector Plans. Allocate at least 11.4% of the national budget to pre-primary, primary and lower secondary education, Fund at least 9 yearsof compulsory free education for all and progressively eliminate other cost barriers to girls. Protect national education budgets from austerity measures, recognizing that education underpins economic growth. Improve the planning and management of resources allocated to education and ensures transparency, accountability and zero tolerance of corruption. Strengthen the tax base at all levels to fund increases in the education budget.

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 conducted an assessment of the contributions of culture on girl child education in Bukhalu sub-county 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 wastherefore among others include 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 4000 local people from Bukhalu sub-county who may include 2200 men and 1200 women from Bukhalu sub-county will be the population the researcher was interface with for this study. The study population was therefore constituted 100 people chosen from the cultural leaders, political leaders, civil servants and selected local population.

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

20

3.31 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 had a n 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 wanted 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 was used questionnaire. The researcher prepared the questionnaires to be responded by the sampled employees of the organization. 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 herself 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 was used in this research. In this research two types of data wasused 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 Bukhalu sub-county by the use of questionnaires were 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 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 were subjected to this test and were proven to be above 0.6. The validity of the data collection instruments will do 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 will analyze, and interpret it in relation to the objectives of the study. The researcher presentedthe findings in form of tables. Data from field will be tabulated to show the frequency of responses to the questionnaires and these was 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 will not bear names of respondents.

3.9 Limitations of the study

Time is of essence, the researcher did 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 will be a very big threat on some respondents with personal biases and dishonesty. To minimize this threat, the researcher requested respondents to avoid being subjective while answering the questionnaires.

Instrumentation: the data collection instrument was standardized and this problem was solved through testing it for validity and reliability

The sample did not fully address the concerns of the whole organization. The data collection instrument (technique) were also hard for some individuals to comprehend and understand hence respond accordingly.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS OF FINDINGS

4.0 Introduction

The data is presented and interpreted in view of the topic evaluating the contributions of cultural practices on girl child education in Bukhalu sub-county, Balambuli district. The focus was on 60 respondents who included the selected respondents of Bukhalu Sub-county. The interpretation also sought to answer the research questions that were raised in chapter one. Presentation and interpretation of data in this chapter has been done with the aid of quantitative and qualitative methods. Quantitative methods involved the use of tables, percentages and personal analysis and interpretation presented in essay form.

4.1 Demographic information

This part presents the background information of the respondents who participated in the study. The purpose of this background information was to find out the characteristics of the respondents in terms of gender, age, level of education and marital status of respondents.

4.1 Demographic aspects of respondents

4.1.1 Findings on the gender of respondents

Here the researcher was interested in gathering information on the gender of respondents and information got was presented in the table below.

Table 1: Showing Gender respondents

Gender	Frequency	Percentage
Male	36	60
Female	24	40
Total	**60**	**100**

Source: *Primary data, April, 2015*

From table 1, it can be seen that the majority of respondents are male that is (36) representing 60% of the total number of respondents, 24 respondents are female representing 36.7% of the respondents. This is an indication that gender sensitivity was taken care off so the findings therefore cannot be doubted on gender grounds; they can be relied for decision making. It further indicates that the researcher sought for information from both genders that means that the aspect of private organizations is done by both genders, contributions to development is for all gender.

4.1.2 Findings on education of respondents

Here the researcher was interested in gathering information on the education of respondents and information got was presented in the table below.

Table 2: Show education of the respondents

Academic qualifications	Frequency	Percentage
O level	10	16.7
A level	09	15
Certificate	17	28.3
Diploma	8	13.3
Degree	09	15
Others	8	13.3
Total	**60**	**100**

Source: *Primary data, April, 2015*

Results in table 2 indicate that majority of the respondents were certificate holders with 17 respondents representing 28.3%, O level leavers had 16.7% of the respondents, degree had 15% of the respondents, A level had 15% of the respondents, diploma followed with 8 respondents representing 13.3% and otherswith the same with 13.3%. This implies that the respondents are educated and therefore the information obtained from them can be relied on for the purpose of this study. The higher rate of secondary leavers was attained from the local population whose education levels were low. It is of no doubt therefore that information is attained from highly educated respondents. Information can therefore be relied on for decision making in this topic.

4.1.3 Findings on age distribution of respondents

Here the researcher was interested in gathering information on the age of respondents and information got was presented in the table below.

Table 3: Show the age distribution of respondents

Age	Frequency	Percentage
20 –29	8	13.3
30 - 39	27	45

40 – 49	15	25
50+	10	16.7
Total	**60**	**100**

Source: Primary data, April 2015

Table 3 above shows that, majority of respondents were aged between 30–39 years 27(45%) respondents followed, by 40-49 years represented by 15(25) respondents, followed by 50+ represented by 10 (16.7%) respondents and 20-29 represented by 8 (13.3%). From the above analysis, it can be construed that majority of the respondents are mature hence the information obtained from them can be trusted and looked at as true and good representation of the information the researcher was looking.

4.1.4 Marital Status of respondents
Table 4: Showing Responses on Marital Status

Marital Status	Frequency	Percentage
Single	15	25
Married	35	58.3
Separated/ Divorced	10	16.7
Total	**60**	**100**

Source: Primary Data, April, 2015

The results in table 4 show that 58.3 percent of the respondents were married, and 25 percent were single and 16.7 percent divorced or separated. The presentation indicates that most respondents involved are married. This is perhaps because of the high responsibility therefore information attained from them can be trusted for decision making.

4.2.How cultural factors influence Girl child academic achievement in Bukhalu sub-county.

The first objective of the study was to find out how cultural factors influence Girl child academic achievement in Bukhalu sub-county. The information collected was presented as showed in the presentations below.

4.2.1 Whether cultural factors influence Girl child academic achievement in Bukhalu sub-county.

Table 5: Showing whether there are cultural factors influence Girl child academic achievement in Bukhalu sub-county.

Response	Frequency	Percentage
Yes	38	63.3
No	14	23.3
Not sure	8	13.4
Total	60	100

Source: *Primary Data,April, 2015*

The study findings on whether there arecultural factors influence Girl child academic achievement in Bukhalu sub-county. The findings reveal that 63.3% of the respondents agreed with the responses, 23.3% disagreed and 13.4% were not sure. The findings imply that cultural factors influence Girl child academic achievement in Bukhalu sub-county.

4.2.2 How cultural factors influence Girl education in Bukhalu sub-county

Table 6: Showing the responses to cultural factors affecting girl child education in Bukhalu sub-county

Effect of cultural factors	Frequency	Percentage
Stereotypic gender role dispositions	6	10
Early marriage	11	18.3
Circumcision affect the state of girl child education for marriage	13	21.6
Our parents delay/ do not pay fees hence we are often at home for fees instead of being in class"	6	10
The need for bride price has forced girls into marriage	7	11.7
We develop insecure feelings which reduce our	9	15

concentration on academics		
We are given too much work at home. This denies us study time besides leaving us fatigued	8	13.3
Total	60	100

Source: *Primary data, April, 2015*

The study findings on theresponses to cultural factors affecting girl child education in Bukhalu sub-county. The findings were that majority of respondents agree with Circumcision that affect the state of girl child education for marriage 21.6%, Early marriage had 18.3%, We develop insecure feelings which reduce our concentration on academics had 15%, We are given too much work at home. This denies us study time besides leaving us fatigued had 13.3%, The need for bride price has forced girls into marriage had 11.7%, our parents delay/ do not pay fees hence we are often at home for fees instead of being in class had 10% and Stereotypic gender role dispositions had 10% of the respondents. These findings imply that several cultural factors are in place in Bukhalu sub-county to cause girl child education failure

4.4.3 Extent to which cultural factors influence Girl education in Bukhalu sub-county
Table 7: Showing responses to the extent to which cultural factors influence Girl education in Bukhalu sub-county.

Responses	Frequency	Percentage (%)
Large extent	30	50.0
Small extent	20	33.3
No extent	10	16.7
Total	60	100

Source: *Primary Data, April, 2015*

Table 7 presents that 30(50%) of the respondents agreed that to a large extent cultural factors influence girl child education in Bukhalu sub-county, 20 (33.3%) agree that the cultural factors influence girl education to a small extent and 10 (16.7%) of the respondents were for no extent.

This implies that where as other factors influence girl child education other factors are into play to explain the same.

4.3 Other factors that influence girl child education in Bukhalu sub-county.

The second objective of the study was to assess other factors that influence girl child education in Bukhalu sub-county. The study findings on this objective were collected as shown below.

4.3.1 Whether there other factors other than culture that influence Girl education in Bukhalu sub-county

Table 8: Showing whether there other factors other than culture that influence Girl education in Bukhalu sub-county.

Responses	Frequency	Percentage
Yes	40	66.7
No	12	20.0
Not sure	8	13.3
Total	60	100

Source: *Primary data, April, 2015*

The study findings were thatthere other factors other than culture that influences girl education in Bukhalu sub-county. The findings were that 66.7% of the respondents agreed, 20% disagreed while 16.7% were not sure. This implies that many respondents agreed that there are cultural factors influencing girl child education.

4.3.2 Other factors other influence Girl education in Bukhalu sub-county

Table 9: Showing responses on other factors other influence Girl education in Bukhalu sub-county.

Responses	Frequency	Percentage
Poverty among parents	23	38.3
Lack of scholastic materials	10	16.7
Sexual violence	12	20.0
Lack of community emphasis on education	09	15.0

29

	06	10.0
Limited government support		
Total	**60**	**100**

Source: *Primary data, April, 2015*

The study findings are that there are other factors other influence Girl education in Bukhalu sub-county.The findings were thatPoverty among parents affects girl education in Bukhalu sub-county 38.3%. Lack of scholastic materials had 16.7%, Sexual violence had 20%, Lack of community emphasis on education had 15% of the respondents and Limited government support had 10% of the respondents. This implies that these factors contribute to low levels of girl child education in Bukhalu sub-county.

4.3.3 How do you compare the influence of cultural than other factors
Table 10: Showing how do you compare the influence of cultural than other factors

Responses	Frequency	Percentage
Cultural are less influencing	24	40
Other factors influence more	36	60
Total	**60**	**100**

Source: *Primary data, April, 2015*

In comparing the influence of cultural than other factors. The study findings were thatcultural are less influencing according to 40% of the respondents while 60% argued that other factors influence more. The study findings imply that many respondents agree with other factors much hindering girl child education in Bukhalu sub-county though culture fundamentally contribute

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

The third objective of the study was to assess the strategies that can be adopted to improve girl's education in the cultural diversity in Bukhalu sub-county. The study findings can be further presented as below.

30

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

Table 11: Showing responses to whether the sub-county or any form of administration has tried to intervene in girl child education in Bukhalu sub-county.

Responses	Frequency	Percentage (%)
Yes	23	38.3
No	17	28.3
Not sure	20	33.4
Total	60	100

Source: *Primary Data, April, 2015.*

The results the whether the sub-county or any form of administration has tried to intervene in girl child education in Bukhalu sub-countyhad 38.3% of the respondents, those who were not sure were 33.4% and those who disagreed had 28.3% of the respondents. This implies that many respondents had little has been done by local administration to improve the girl child education.

4.4.2What interventions have been established in Bukhalu sub-county

Table 12: Showing responses on the interventions established in Bukhalu sub-county

Response	Frequency	Percentage
Sanitization of masses	15	25
Rescheduling the circumcision ceremony	28	46.7
Provision of school services to girls	12	20
Improved concentration on educational services	5	8.3
TOTAL	60	100%

Source: *Primary data, April, 2015*

31

The findings on the interventions established in Bukhalu sub-county. Sanitization of masses of masses had 25%, Rescheduling the circumcision ceremony had 46.7%, provision of school services to girls had 20% and Improved concentration on educational services had 8.3%. The findings imply that many respondents agreed with the prevailing conditions of life.

4.4.3 Level of appropriateness of the interventions in the sub-county

Table 13: Showing the level of appropriateness of the interventions in the sub-county

Responses	Frequency	Percentage
Effective	27	45
Not effective	33	55
Total	60	100

Source: Primary Data, April, 2015.

On the level of appropriateness of the interventions in the sub-county. The researcher presented that 45% of the respondents argued that the interventions are effective while 55% of them argued that they are not effective. The findings imply that many respondents agree that the interventions by the sub-county are ineffective.

4.4.4 What need to be done to improve the state of affair

Table 14: Showing responses to what should be done to improve the state of affair

Response	Frequency	Percentage
The need for sensitization amongst parents	15	25
Provision of scholastic materials to girls	30	50.0
There is need for political intervention on education	10	16.7
Ensure effective education policy dissemination and implementation	5	8.3
TOTAL	60	100%

The findings what should be done to improve the state of affairs.The findings were that the need for sensitization amongst parents had 25%, Provision of scholastic materials to girls had 50% of the respondents, there is need for political intervention on education 16.7% of the respondents,Ensure effective education policy dissemination and implementationhad 8.3% of the respondents. This implies that adopting these will enhance the girl child education.

CHAPTER FIVE
SUMMARY, CONCLUSION, RECOMMENDATIONS AND AREAS OF FURTHER STUDY

5.0 Introduction

The study was carried out with the view to assess the influenceof cultural factors on girl child education. This chapter is concerned with, summary, conclusion, recommendations and suggestions about the findings that were gathered from the case study.

5.1 Summary of the findings

Cultural factors influence Girl child academic achievement in Bukhalu sub-county. The findings reveal that 63.3% of the respondents agreed with the responses.

Cultural factors affecting girl child education in Bukhalu sub-county. The findings were that majority of respondents agree with Circumcision that affect the state of girl child education for marriage 21.6%, Early marriage had 18.3%, We develop insecure feelings which reduce our concentration on academics had 15%, We are given too much work at home. This denies us study time besides leaving us fatigued had 13.3%, The need for bride price has forced girls into marriage had 11.7%, our parents delay/ do not pay fees hence we are often at home for fees instead of being in class had 10% and Stereotypic gender role dispositions had 10% of the respondents.

30(50%) of the respondents agreed that to a large extent cultural factors influence girl child education in Bukhalu sub-county, 20 (33.3%) agree that the cultural factors influence girl education to a small extent and 10 (16.7%) of the respondents were for no extent.

The study findings were thatthere other factors other than culture that influences girl education in Bukhalu sub-county. The findings were that 66.7% of the respondents agreed, 20% disagreed while 16.7% were not sure.

Other factors other influence Girl education in Bukhalu sub-county. The findings were thatPoverty among parents affects girl education in Bukhalu sub-county 38.3%. Lack of scholastic materials had 16.7%, Sexual violence had 20%, Lack of community emphasis on

34

education had 15% of the respondents and Limited government support had 10% of the respondents.

In comparing the influence of cultural than other factors. The study findings were thatcultural are less influencing according to 40% of the respondents while 60% argued that other factors influence more.

The results the whether the sub-county or any form of administration has tried to intervene in girl child education in Bukhalu sub-countyhad 38.3% of the respondents, those who were not sure were 33.4% and those who disagreed had 28.3% of the respondents.

The findings on the interventions established in Bukhalu sub-county. Sanitization of masses of masses had 25%, Rescheduling the circumcision ceremony had 46.7%, provision of school services to girls had 20% and Improved concentration on educational services had 8.3%

On the level of appropriateness of the interventions in the sub-county. The researcher presented that 45% of the respondents argued that the interventions are effective while 55% of them argued that they are not effective.

On what should be done to improve the state of affair. The findings were that the need for sensitization amongst parents had 25%, Provision of scholastic materials to girls had 50% of the respondents, there is need for political intervention on education 16.7% of the respondents,Ensure effective education policy dissemination and implementation.

5.2 Conclusions

The study was set to evaluate the contributions of cultural practices on girl child education in Bukhalu sub-county, Balambuli district. It was guided by three research objectives which included to find out how cultural factors influence Girl child academic achievement in Bukhalu sub-county, explore other factors that influence girl child academic achievement in Bukhalu sub-county, explore the strategies that can be adopted to improve girl's education in the cultural diversity in Bukhalu sub-county. The study findings were that cultural factors affecting girl child education in Bukhalu sub-county. The findings were that majority of respondents agree with

35

Circumcision that affect the state of girl child education for marriage 21.6%, Early marriage had 18.3%, We develop insecure feelings which reduce our concentration on academics had 15%, We are given too much work at home. This denies us study time besides leaving us fatigued had 13.3%, The need for bride price has forced girls into marriage had 11.7%, our parents delay/ do not pay fees hence we are often at home for fees instead of being in class had 10% and Stereotypic gender role dispositions had 10% of the respondents.

It was also established that other factors other influence Girl education in Bukhalu sub-county. The findings wer e thatPoverty among parents affects girl education in Bukhalu sub-county 38.3%. Lack of scholastic materials had 16.7%, Sexual violence had 20%, Lack of community emphasis on education had 15% of the respondents and Limited government support had 10% of the respondents.In comparing the influence of cultural than other factors. The study findings were thatcultural are less influencing according to 40% of the respondents while 60% argued that other factors influence more.

It was also established that the interventions established in Bukhalu sub-county. Sanitization of masses of masses had 25%, Rescheduling the circumcision ceremony had 46.7%, provision of school services to girls had 20% and Improved concentration on educational services had 8.3% The researcher presented that 45% of the respondents argued that the interventions are effective while 55% of them argued that they are not effective. On what should be done to improve the state of affair. The findings were that the need for sensitization amongst parents had 25%, Provision of scholastic materials to girls had 50% of the respondents, there is need for political intervention on education 16.7% of the respondents,Ensure effective education policy dissemination and implementation.

5.3 Recommendations

Based on the study objectives/questions and results, the researchers herein recommend the following for implementation in order to enhance girls' academic performance in girls' schools in Bukhalu sub-county Bulambuli district and schools in other areas but with similar circumstances.

- The government through the Ministry of education should supply sanitary towels to secondary school girls

- The government to enhance affirmative action and enforcement of laws on girls' rights among others.

- The Ministry of Education to enhance sensitization of parents on the significance of girls' education possibly through the village Elders and Chief's and other forums.

- Government should enhance guidance and counseling services in girls' secondary schools. These can encourage the girls to increase their efforts in learning instead of adopting a withdrawn attitude which leads to failure.

- There is need for local government sensitization on culture and how the concept needs to be handled without interfering with the education.

5.4 Suggestions for further research

Due to limited scope and time, the researchers could not exhaust all the aspects of the study. Consequently, the researchers have recommended the following areas for further study:

The attitude of girl-students towards education should be investigated. .

Further research should be carried out in boys' in schools to find out how they manage to perform better than most girls' in the sub-county.

REFERENCES

Dalziel, D. and Henthorne, K. (1997) Parents/careers Attitudes towards School Attendance- TNS Social Research

Barbara Herz and Gene B. Sperling (2004) what works in Girls' Education, evidence and policies from the Developing World?

Abacha, S. (1997): My Vision. In E.U. Moses (ed) 1997, *ECPER* Journal V (1) 26-36, Kaduna, Umma House

Adedokun, M.O. (1998): The role of Community Education in Sustainable Community Development Project in Oyo State 1987-1996. (Ph.D Thesis) Ibadan, University of Ibadan.

Adedokun, Olufunke M., Timilehin E. H. And Idowu G. A. (2010), Girl-child Education: A critical issue for National Development. Faculty of Education, University Of Ado Ekiti, and Department of Educational Foundations, Emmanuel Alayande College of Education, Oyo,

Akali, Z. (2000). *"Female Empowerment and National Development: a Perspective"* in Nigeria Journal of Development. 1(1&2), 1-11.

Anyanwu C.N. (1992): Community Development: The Nigerian Perspective Ibadan, Gabesther Publishers.

Atayi J. B. (2008), Disabling *Barriers to Girls' Primary Education in Aura District (Uganda)* – An Intersectional Analysis. A Research Paper presented in partial fulfillment of the requirements for obtaining the degree of Masters of Arts in Development studies

Awe, B. (1992). (ed.): Nigerian Women in Historical Perspectives, Lagos SankorelBookcraft.

Bista M. (2004) *Review of Research Literature on Girls' Education in Nepal* – United Nations Educational, Scientific and cultural Organization (UNESCO) Kathmandu office KAT-Ed-2004/03. Office Support Service center Chhapakthana p l t d. Teku, Kathmandu Nepal.

Carole L. Kimberlin and Almut G. Stein, W. (2008) Validity and Reliability of Measurement instruments used in research.*American Journal of Helth- System pharmacy*

Castillo, J. J. (2009). *Research Population*: Retrieved 17 Jun, 2012 from Experiment Resources: http:/www. Experiment resources.com/research-population.html

Chimombo, J.P.G. (2005) "Issues in Basic Education in Developing Countries: AnExploration of Policy Options for Improved Delivery", *Journal of International Cooperation in Education* Vol.8(No.1): pp.129-152.

Doughlas, K. (1989) *Critical Theory, Marxism and Modernity-* Cambridge and Baltimore: Policy and John Hopkins University Press.

Ejembi, C. (1994) "A study on Rural Women in Igabi L.G.A.*The girl child: The future of mankind.* Kaduna State Women Commission and UNICEF.

Esomonu, P.M. (ed). 1999: Women Education for Active Participation in the Next Millennium WICE *Book of Readings* Akwa, MARPAJ Educational Research Publishers.

Esomonu,N. P. M. (1999), *Women education for active participation in the Next Millenium*WICE BOOK of Readings. Awka: Marpat Educational Research and publishers.

Fam, K. S., David S. W. and Erogain, Z. B. (2002) The influence of Religion on attitudes towards the advertising of controversial products

Fant E. F. (2008), *Education and Girl-child Empowerment*: The case of Bunkpurugu / Yunyoo District in Nothern Ghana- A Theses presented to the Faculty of Social Sciences, University of Tromso (Norway) in patialFulfulment of the Requrement for Masters of philosophy in Indigenous Studies Spring 2008

International Journal of Scientific and Research Publications, Volume 3, Issue 11, November 2013 7 ISSN 2250-3153

Nigeria. Continental J. Arts and Humanities 2: 25 - 31, 2010 ISSN: 2141 - 4092©*Wilolud Journals,* 2010 http://www.wiloludjournal.coma

Secretary-General's video message for Conference on Gender Parity in Education-Washington, D.C., 2 March 2005.

Semenitari, (1997): *Girl Education*: The soro Girls centre, Ganjuwa L.G. A Bauci Nigeria A publication in the progress of Nigerian children,Ibadan, African Books Ltd

Sperling G and Balu R (2005) Designing a Global Compact on Education Free, quality universal basic education is achievable *A quarterly magazine of the IMF, Volume 42, Number 2*

Stromquist, N. P. (1989*). Determinant of Educational participation and Achievement of Women in the Third World.*A Review of the evidence and a Theoretical Critique.University of Southern Colifornia. Review of Educational Research Summer 1989 Vol, 59 No. 2, pp- 143-183

Trang, T. and Rolf K. W. Van der Velden (2011): *EarlySchool Leaving in theNetherlands*: the role of family resources, School composition and Background Characteristics in Early

Kampala International University

> **Department of social work and social administration**

> **P.0 Box 20000 Kampala Uganda**

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) 0 level   ☐
   b) A level   ☐
   c) Diploma   ☐
   d) Degree   ☐
   e) Others   ☐

3.   Age
   20 – 29   ☐
   30 – 39   ☐
   40 - 49   ☐
   50+   ☐

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 sub-county.

   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 sub-county?

   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

Cultural are less influencing ☐

Other factors influence more ☐

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

11. 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?

....

....

....

End

Appendix ii: Interview Guide

1. Whether cultural factors influence Girl child academic achievement in Bukhalu sub-county.

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 sub-county?

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: Research Time frame

ACTIVITIES	TIME (Weeks)			
	1st -2nd Week March 2015	3rd-4th Week March 2015	1st-4th Week April 2015	1st -4th week of May 2015
Study analysis	███			
Proposal development	███	███		
Submission of Proposal		███		
Data collection		███	███	
Data processing and analysis			███	███
Report writing Final submission				███

Appendix iv: Estimated Research Budget

No	Item	Qty	Unit cost	Total cost
1	Study analysis	5 times	20,000	100,000
2	Tying	80 pages	500	40,000
3	Printing	500 pages	200	100,000
4	Binding	4 copies	15,000	60,000
5	Data collection			100,000
6	Meals	10	5,000	50,000
7	Miscellaneous			80,000
	Grand total			**530,000**