

**CULTURE AS AN IMPEDIMENT TO GIRL CHILD EDUCATION IN  
PRIMARY SCHOOLS THE CASE STUDY OF KIFUMBIRA  
P/SCHOOL, KALAMA PARISH, BUTOLOGO  
SUB – COUNTY, BUWEKULA  
MUBENDE DISTRICT  
UGANDA.**

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF  
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FOR THE AWARD OF THE DIPLOMA  
IN PRIMARY EDUCATION.**

**OCTOBER 2007**

### DECLARATION

I Khanyesiimeh John Wycliffe declare that this work has not been submitted for the award of a diploma in any other University and that this is my original piece of work.

Signed. *John Wycliffe*

KHANYESIIMEH JOHN WYCLIFFE

Date.. *16/10/2007*

**APPROVAL.**

This is to certify that I have supervised this research work of Khanyesiimeh John Wycliffe and now it is ready for submission to the Institute of Open and Distance Learning of Kampala international University for the award of diploma in primary education of Kampala International University.

Name of supervisor: Mr. Ochan Joseph.

Signature.....

Date:.....

### **DEDICATION:**

To my beloved wife Emily Nakafeero Khanyesiimeh and my dear children Barigye John, Namirembe Alice, Namande Grace, Allen Namara Abarinde, Elizabeth Kyomugasho, Birungi Judith and Ruhinda Victor Louise who have toiled day and night denying themselves even the basic necessities of life to earn and save every coin from their meager earnings for my University fees and other necessary financial requirements which enabled me to acquire knowledge necessary to appreciate the world and be of some use to ourselves and my fellow citizens. May the Almighty God bless them all.

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### **ABSTRACT.**

This study was about culture as an impediment to girl child education. This study was conducted at Kifumbira Primary School, Butologo, Sub County in Mubende district Uganda. The objectives of the study were to establish the causes of low enrolment of girls into schools, assess the extent to which culture has hindered girl child education at Kifumbira Primary School, Butologo, Sub county in Mubende district, document the challenges faced in trying to promote girl child education and suggest appropriate measures of dealing with the challenges in a bid to ensure girl child education.

The respondents comprised of teachers and parents. Various data collection methods used included questionnaires and research questions method.

From the study findings, it was learnt that several factors are to blame for ye challenges of girl child enrolment into schools. Among these factors, cultural beliefs were found to severely influence girl child education. Culture has impeded girl child education through early marriages and limited education for the parents in the area.

There are some measures that have been put in place to deal with cultural influence. These include sensitization of parents and pupils, mobilization of parents who do not educate girls to do so through local leaders and giving public talks. Other measures include, strengthening of UPE programme and promotion of adult literacy programmes in the area. Despite the above measures, there are some challenges that have been experienced. The most common challenge is related to adherence to cultural beliefs by parents despite sensitization. Other challenges are poverty of masses, low government support and persistent illiteracy.

There is need for the government to liaise with the head teachers and local leaders so as to work hand in hand in dealing with challenges of girl child education.

## **PROBLEMS AND ITS SCOPE.**

### **INTRODUCTION:**

#### **Rational of the study.**

Culture refers to the shared knowledge, beliefs, values and rules about behaviour which exist in a society. It also involves people's personalities and techniques in which they go about their own affairs.

Education is one of the ways into which knowledge; rules, values and beliefs are shared or handed down from one generation to another. The schools or an educational institution is greatly impacted by culture in an equal or more way as other social institutions, like family and community.

Culture has gradually continued to undermine girl child education at Kifumbira primary school, Butologo sub- county, Buwekula county Mubende district Uganda. These face their origin from the traditions of Africans who did not give ladies equal consideration as it was to men in the social, economic, political and cultural aspects.

With the introduction of formal education, Africans particularly, parents of Kifumbira primary school, look at it as a foreign and a waste of time and resources in educating their girl children in the formal way.

The global aspect according to limited nations world survey (2002) on the role of women in development today asserts that girl childhood is politically and culturally mute and this veil of silence needs to be lifted if any corrective affirmative action is to occur.

Girls world wide bear the greater burden of discriminatory treatment. In poor countries, deprivation and denial begin early for children. But for the female child it is not only poverty but also her gender, which is expected to form the basis for her lack of fulfillment.

It is asserted that the underlying causes of sex disparities in education, at least African countries are a consequence of traditional culture, customs and divisions of labour

among particular societies. In this case the girl children will learn only children. This explains why there are so many old female illiterates in most African countries.

In Kifumbira Primary School, as in many parts of Uganda and the world at large, to only higher education is largely reserved for men but also primary education. Many factors including cultural, economical and sociological, make it difficult for girl children to continue enrollment in primary schools.

This research report examines the trend and characteristics of girl children chances of education in Kifumbira primary school, Butologo sub –county, Mubende district.

It recommends practical ways in which a positive change can be brought about, to the benefit of the society as a whole. The researcher also explains, the cultural beliefs attitudes, behaviour and techniques, which undermine girl – child education.

## **THEORY.**

This theory is based on the theory of Joy.C. Kwesiga (2002), which states that, the effects of colonialism and the introduction of the capitalism of production neglected women's potential role, mainly through the application of western norms, values and practices. On the other hand there is the establishment of a cash crop economy in which the colonies became only the producers of raw materials, thereby regulating and stunting their growth. On the other hand, women were treated as sole bread winners within an assumed nuclear family, centrally to reality, and therefore women became marginalized within this cash economy.

Education, which is a social system, is a conscious process designed to change or bring about behaviour patterns of individuals in each society or desired by the leadership of that society. It is a long process that is meant to activate and improve the human beings mental, psychological and physiological faculties. This helps him or her to explore and exploit his / her own good and that of the future generations.

There has been an emphasis on an interdisciplinary approach where development involves three dimensions: economical, cultural and political.

The potential to direct attention to women in that, it defines development not in terms of Gross National Product (GNP) but in terms of core needs comprising food, shelter, clothing, health, education, clear water and safe environment.

Girl- child education helps alleviate poverty and advances economic and social development. Thus girl child neglect being a historical phenomenon in Uganda and other parts of country has been carried on to the present time, and this has affected the status of girls and later on women. It has left women in lower position, a factor that has negatively influenced the process of women emancipation and later on gender balance. The same girl -child neglect due to cultural norms has left her to contribute only to family labour, working on farms, collecting firewood, water, looking after young siblings and cooking. All these have been found to fall more on girls than boys. Female children are expected to perform more tasks at an earlier age than male children.

New cultural values and life styles have been introduced including (dress, theatre, songs and their accessibility) and these have affected the relationships between men and women. Modern technology and the mass media increase this influence.

As a result, imported social theories have both indirect and indirect bearing on access to education for female children.

Over a period of written history in the west, attempts have been made to the origins of gender inequalities and to pinpoint the actual causes. Women subordination is reflected at family level and is ideological political systems. It is sometimes reflected through, ritual, traditional , laws , language etiquette, education and divisions of labour. All of these mentioned above have affected the formal education of girl children in primary schools.

## **DEFINITION OF TERMS:**

For the purpose of this study, the following terms are defined operationally.

**Child neglect:** Refers to the denial of basic needs to the child for example food, shelter education, and parental love among others.

**Counseling:** It is the one of method used in helping people to cope with problems they face. The counselor does not carry the burden but helps a person to go on and look for solutions in order to live a meaningful life.

**Culture:** Refers to the shared knowledge, beliefs, values and rules about behaviours that exist in a society.

**Curriculum:** It is education designed programs for learners and teachers to follow in their learning / teaching process.

**Data:** It is the information that is collected from respondents that will be used in compiling research report.

**Development:** It is the value word that involves the progression or change from a simple level to advance or complex report.

**Education:** It is a life long process that is meant to activate and improve the human beings mental, psychological and physiological faculties.

**Enrollment:** This is recruitment of girl child into education system.

**Girl Child:** Refers to a person who is a female young adult human being with two x chromosomes and female reproductive systems.

**G.N.P** Gross national product

**GOU/UNCC:** Government of Uganda/ Uganda National Council for children

**Impediments:** This could be the problems or obstacles that hinder girl child education.

**LCS** : Local councils.

**Methodology:** These are ways in which information can be traced using certain criteria in order to get the desired outcome.

**Mobilize:** is one of approaches used to organize, inform people in a society.

**Pupil:** This is a child who undergoes training at a primary level.

**Research:** This is a process by which one finds and discovers more information needed to the conclusion.

**Respondents:** These are people who are contacted or interviewed and they give their own opinions.

## **REVIEW OF THE RELATED LITERATURE.**

According to Adhiambo Odongo (1995) social cultural expectations of girls and the priority given to their future roles as mother and wives have a negative bearing on their formal education opportunities. Social, cultural customs and beliefs influence decisions to enroll girls in schools, decision to drop out of schools, their academic performance and their grade level attainable.

Initiation ceremonies are still important in sub-Saharan African communities. In recent years, research has explored the influence of these ceremonies on school outcome for girls. Evidence from Malawi shows that initiation brings several dilemmas for girls affecting their school attendance and academic performance and even lead to drop out. In most cases the scheduling of initiation ceremonies conflict with the school calendar. They are performed in December, which implies that girls who undergo such practices are affected. This is a determinant term of next class. This circumcision causes girls to be absent-minded and lazy in class. Hence dropout rate increases and performance in academics is greatly affected. Initiated girls also find it difficult to return to formal schools or concentrate on studies because their next expectations is marriage.

According to Agaba (May 2007) education is a fundamental right for all children including girls. Yet as in many areas of their lives, girls' prospects for education are diminished because of gender discrimination coupled with poverty. Girl-child education is largely influenced by cultural conditions such as women's, beliefs and social conduct. In most communities not only in Uganda but worldwide, regarding to children education, when money is not enough, boys school fees are paid before girls. He continues his argument that, for thousands of years, men have believed that proper place for women is the home and the kitchen. They also believed that these homes can be managed by ignorant women. Behind this view, lies the fear that educated wives and daughters might be disobedient and neglect children and husbands.

According to Bassajjabaka (New vision 14<sup>th</sup> June 1994) cultural values influences all facts of peoples lives. Many efforts to empower women for example through education, land ownership and access to credit come into direct conflict with tradition. Within the home, women are expected to be obedient to men and responsible for all the domestic work,

because of the bride price, the family into which the girl is born sees her as a “visitor” who will grow up to belong to another clan. In marriage, because she has been “paid for” with the bride price, a woman is viewed as a possession of the man or property of the clan but not a clan member.

“Girls are a second priority because they are expected to marry and join other clans”. These quotations show evidence that most parents prefer to educate boys to girls. When a girl is married, she becomes a wife and a mother of another clan where she is believed to be of more potential value than the clan where she was born and grew up. This kind of attitude discourages her parents to give her first priority in form of education.

According to Ostrgaard (1992), G.O.U 1998) argues that policy making in education sector, affected by cultural, stereotyping of planners. Boosting the girls- child education was seen as a crucial factor for the education of the girl child as well as the need for a policy oriented objectives towards female education.

In Ethiopia, women learnt early lessons in housekeeping skills, hard labour and perseverance in a male dominated society. These counted domestically as a mark for women. Among the Banyankole, girls are viewed as foreigners and an assured source of wealth to their parents. They were and some still are brought up a hard working house wives and mothers. The parents felt that formal education would make their daughters lazy and they become prostitutes.

According to Hayes et al (1981) the low enrollment rate of girls in rural areas is also reflected from the messages the girls receive from their teachers and the text books which make them believe that they are less worthy than their male classmates. Many surveys of the female and male teachers have documented the fact that girls are less able, less hard working and less deserving of school than boys. As girls progress through education system the message is often repeated to them that less is expected of them in the society. They come to believe and accept this message which is often reinforced by the home and the community. As a consequence, they feel incapable of becoming independent, self-sustaining adults in their societies or communities.



According to World Bank (1995) reports that the heavy work load that girls are burdened with the household work is responsible for the absenteeism, poor performance and poor concentration leading to a forced withdrawal of girls from school. Domestic work, care for the elderly, cultural entertainment of visitors at school and traditional dances, all reduce their concentration on class related discipline. This results in poor performance in class and this discourages the parents to allow their daughters continue with their formal education.

According to George Louse (1977) marriage is such a deeply held value in most parts of the world. The aborigines in Northern Australia believe that all females must get married regardless of age, conditions or inclination. There was no concept of an unmarried female. They also believed that a woman becomes pregnant because a spirit has entered her body. Since any female was reliable of being pregnant, they insist that every female has a husband all the time so that if she became pregnant, the child would always have a father. There is no room for unmarried girls. Every female is supposed to get married and produce children for the sake of life continuity. It is regarded as a curse, if a girl is not married. In most cases girls are forced to marry against their will and in some cultures, girls are booked for marriage when they are still babies. This traditional and cultural practice is harmful to the girl child's formal education.

According to Micheal cross (1992) decisions which parents make regarding the education, mainly depend on the attitude they have towards education. If such attitudes are negative, the children may lose their right to education. It has also been observed that most fundamental problem in regard to education is the attitude of the parents which make their co-operation and understanding difficult to secure, particularly in the case of girls.

In many African culture, child bearing is not only a sign of prestige but also the means of incorporating more people into the family labour force more especially for girl-children. This kind of tendency of the parents to consider their children as part of the family labour force may hinder a girl-child from attending school which causes low female children enrolment in schools. This is item when parents register more boys than girls in schools at the beginning of every year.

According to Lolt (1994) daughter neglect begins at birth or in fetus stage whereby the desire for sons is so strong among parents, especially in the traditional cultures. Strict

guidelines for nutrition and sexual intercourse to facilitate the conception of a male child are followed very closely.

Women in India pray to certain gods and observe fasts on given days to maximize their probability of conceiving a male fetus. Special treatment also aviates the birth of a male child compared to a female child. This is an indication that the girl child neglect from forefathers beliefs. In all the other cultures studied, parents either preferred to have a clear majority of sons or wanted an equal balance of sexes. This kind of belief lead the parents to deny the girl child a formal education.

According to Gate leys (1971) indicates that the Bakiga in Western Uganda, that the retardation of girls education was attributed to an inferiority complex inculcated by traditional cultures already in men and this reinforces the belief that the women's place is home and kitchen.

Women or girls are less privileged than men because of the African tradition society. Girls in Sudan are restricted from reading science, medicine and technological courses because they are expensive, and that therefore, a waste.

### **SIGNIFICANCE OF THE STUDY**

This study would benefit the following disciplines. The Ministry of education would be aware of factors that affect girl – child education, challenges in promoting girls child education and possible measures to promote girl children in Uganda.

The district supervisors would get an insight on cultural factors that impede girl-child education in Mubende district and possible solutions to overcome the identified problems.

The teachers would know negative cultural practices thus agitating for their discard while advocating for the promotion of positive ones and instill them to learners.

The parents would be able to know their role in education especially of a girl – child education in Kifumbira Primary School.

The pupils / learners would know cultural practices that affect their education, thus liberate them from risks of early marriage as education delays them while schooling.

The findings of this research would add on the existing knowledge about cultural affects on girl-child education and stimulate more research on the topic.

## **OBJECTIVES**

### **General objectives**

This study would seek to establish the impact on girl child of Kifumbira primary school in Butologo sub-county Mubende district.

### **Specific objectives.**

- i. To asses the extent to which culture has hindered girl child education in Kifumbira primary school.
- ii. To document the challenges faced in trying to promote girl child education.
- iii. To suggest appropriate measures in dealing with the challenges in a bid to ensure girl child education.

## **RESEARCH QUESTIONS.**

The study would also be under the guidance of the following research questions:

1. How has culture influenced girl child education at Kifumbira primary school?
2. What are some of the challenges faced in trying to promote girl child education?
3. What appropriate measures have been put in place to deal with the challenges in a bid to ensure girl child education?

## RESEARCH METHODOLOGY

**Design:** This study would employ the descriptive survey method to determine the degree of culture in terms of beliefs, behaviour, personality and techniques.

**Environment:** This study would be conducted at Kifumbira Primary School, Kalama Parish, Bulololo sub-county, Buwekula County, Mubende district Uganda.

**Respondents:** This study would involve parents and teachers/ head teacher of Kifumbira primary school.

**Instruments:** This study would utilize a research-devised instruments, which are questionnaires. These would be used to capture information from the respondents. It would be self-administered questions.

**Data collection Procedures.** A letter from the Institute of Open and Distance Learning of Kampala International University would be taken to the Headteacher Kifumbira primary school asking a permission to collect data. After collecting the data, the researcher would analyze the information using qualitative and quantitative methods, using computer package known as einfo.

### Statistical Treatment of Data.

Data analysis would use both qualitative and quantitative methods. Under qualitative method, data would be analyzed mathematically i.e.  $[N / \sum f \times 100]$  with themes and sub themes developed from research objectives. Under qualitative data analysis computer packages know and einfo and excel would be used. These would help to tabulate data and generate tables and charts that would help to clearly present the data.

### NOTE.

N= The number of observations.

$\sum$ = Summation.

f = The frequency.

$\sum f$ = the summation of frequency.

## PRESENTATION OF RESEARCH FINDINGS.

### Introduction.

In this chapter, attempts are made to present the research findings as collected from respondents. The presentation of the findings was aided by a computer package known as Microsoft Excel which helped to compress the qualitative data into charts and tables.

The presentation of findings was done chronologically based on the give research questions. The biographic characteristics of correspondents in terms of their sex and level of education were high lighted. The study then looked at the extent to which culture has hindered girl child education in the area. The challenges faced by different stake holders in promoting girl child education in the area were presented. From the above findings, it was determined that culture was a major hindrance of girl child education in the area.

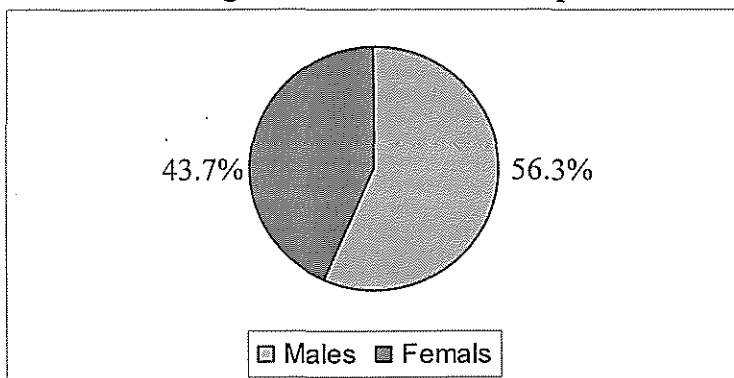
### Biographic characteristics of respondents.

#### Sex distribution.

According to the findings, more of the respondents in terms of sex were males constituting 45 (56.3%) respondents. The remaining 35 (43.7%) respondents were females.

The above findings implied that women's participation the study was limited given the fact that most of the women were in the gardens by the time of study. This further pointed to the girl child neglect in the education system as girls are with drawn from school at an early age to use them in farming and domestic activities.

**Chart 1 : showing Sex Distribution of Respondents.**



*Source: Field notes, 2007.*

**Table 1. Showing Age of respondents.**

Age	Frequency	Percentage
21-30	10	12.5%
31-40	29	36.3%
41-50	32	40%
51 and above	9	11.3
<b>Total</b>	<b>80</b>	<b>100</b>

*Source: Field notes, 2007.*

As shown in the table above, a good number of respondents to 32(49%) above were aged between 41 and 50 years. These had witnessed changing trends in girl child education for the last 40 years. More respondents totaling to 29 (36.3%) were aged 31-40 years. These also had spent more years compared to these aged less than 31 years. Hence they had been more exposed to issue to girl child education through not as those aged 4 years and above.

Respondents totaling to 10 (12.5%) were aged between 21-30 years. The least of the respondents were aged 51 years and above. Thus the age of respondents was a good variable in determining the causes of low enrolment for girl child and impact on child education.

#### **Causes of low enrolment of girls into schools.**

Low enrolment of girls into schools according to the findings was attributed to various factors. Some of the causes of low enrolment included cultural beliefs, poverty and illiteracy among others as shown in the table.

**Table 2: Showing causes of low enrolment of girls into schools.**

Causes	Frequency	Percentage
Poverty	59	33.3
Cultural beliefs	63	35.6
Illiteracy among parents	19	10.8
Domestic tasks	12	6.8
Limited tasks	24	13.6
<b>Total</b>	<b>177</b>	<b>100</b>

*Source: Field notes, 2007.*

The most cited cause was mentioned as cultural beliefs as revealed by 63 (35.6%) respondents. It was revealed that most people in the area are still attached to their cultural beliefs like encouraging early marriages among girls as a source of wealth in form of bride

price and a belief that educating girls is wastage of money and resources. These beliefs mostly favour the position of boys and men in society while degrading girls and women. As a result, girls are kept home to do various domestic tasks as they assist their mothers while boys go to the school.

Poverty was cited by 59 (33.3%) respondents as another cause of low enrolment of girls in schools. Some parents are still too poor to afford school fees of their children. These forces them to educate boys at the expense of girls.

Limited sensitization of the parents was also cited by 24 (13.6%) respondents. Parents are not yet sensitized about the need to educate both boys and girls. As a result, they don't see educating girl child as viable since they looked at them as a source of wealth in form of bride price after marriage.

Respondents totaling to 19 (10.8%) cited illiteracy among parents as another cause of low education of girl child. Ignorance among parents is seen as another cause of low enrolment of girl child education. Since parents are not educated, they see educating children especially girls a wastage of time. The least 12 (6.8%) respondents cited involvement of girls in domestic work as another cause of education of girl child. The work burden presented to the woman leaves the woman with no alternative but to rely on the assistance of the daughter. This is done by forcing the girl out of school, leaving her without education all the children.

### **Research question one: How has culture influenced girl child education at Kifumbira primary school?**

#### **Culture is a hindrance to girl child education.**

(a) Strongly agree (b) agree (c) disagree (d) strongly disagree.

This question was asked to categories of respondents that comprised of parents and teachers/head teachers. It was question 11 for parents and question 11 for teachers/head teachers.

On this issue, the biggest percentage of respondents was in agreement that culture has hindered girl child education. The findings presented 69 (86.2%) respondents agreeing that culture has hindered girl child education.

It was only the remaining 11 (13.7%) respondents who were of the view that cultures have not hindered girl child education. To them, culture was not the major hindrance to girl child education but other factors such as poverty.

As far as respondents per category of respondents, 31 (38.8%) of the parents were in agreement, 2 strongly agreed while 7 (8.8%) disagreed with the view that culture is a hindrance to girl child education. As far as local leaders were concerned, 10 (12.5%) strongly agreed while 2 (2.5 %) agreed with the view that culture is a hindrance to girl child education. The teachers and head teachers also had differing views, with 26 (32.5%) agreeing while 3 disagreed with the view.

**In what ways has culture hindered girl child education in Kifumbira primary school?**

This question was asked to parents and local leaders. It was question 12 for parents and question 11 for local leaders. Various ways were given to show and explain hoe culture has hindered girl child education and these included early marriages, domestic work for girls, parents’ attitude towards girls and limited education for girls.

As far as parents were concerned, out of 40 respondents, 15 (28.8%) cited domestic work for girls, 10 (12.5%) respondents revealed parents attitude towards girls, 8 (15.4%) pointed out limited education for girls while the least 7 (13.5%) cited early marriages as another effect of culture on girl education.

**Table 3: showing ways in which culture has hindered girl education.**

Ways	Frequency	Percentage
Early marriages	12	23.1
Domestic work for girls	19	36.5
Parents’ attitude towards girls.	10	19.2
Limited education for girls	11	21.2
<b>Total</b>	<b>52</b>	<b>100</b>

*Source: field notes, 2007.*

**As teachers/headteacher what measure have you put in place to deal with cultural factors that hinder girl child education?**

This question was asked to the teachers and head teachers to access views concerning their initiatives at school level to deal with cultural hindrance to girl child education and it was question 13 on the questionnaire for teachers/head teacher.

Various measures were highlighted as far as dealing with culture hindrances was concerned. One of the measures that have been put in place was cited by 19 (67.8%) of



respondents as sensation pupils about the need for equal education for both girls and boys. Here pupils are sensitized and encouraged to demand for equal education rights for both boys and girls. This is intended to enlighten both pupils and parents about girl child education.

Liaising with local leaders to mobilize parents to educate girls was another measure being used by teachers and head teachers to break cultural influence to girl child education. This was revealed by 13 (46.4%) of the respondents.

The other cited measure was sensitizing of parents and this was revealed by 11 (39.2%) respondents. Here parents are sensitized while in PTA meetings, SMC meetings and other school functions. This helps to break some parents' adherence to cultural beliefs that hinder girl child education.

Giving public talks was also the least revealed measure by 8 (28.6%) of the respondents. On public talks head teachers may come in to talk about need for girl child education in which cultural beliefs are discouraged. The above findings imply that teachers and head teachers are doing some significant job that discourages girl child education.

**What efforts have been put in place by government to deal with cultural factors in bid to promote girl child education?**

This question was asked to the parents to seek their views about government's intervention in promoting girl child education. This was question number 14 of the questionnaire for parents. Various and differing responses were generated regarding efforts by government to deal with cultural factors hindering girl child education.

Strengthening of UPE programme has been cited by 22 (37.9%) respondents as one of the measures put in place by government. This has been done by adding in more money for facilitating of teachers, head teachers and other staff, construction of buildings and procurement of other necessary scholastic materials. In addition, girl child education has been encouraged especially for parents who were reluctant to educate all children due to poverty. This is aimed at encouraging parents to educate all the children including girls.

Promotion of child rights was further cited as another government measure put in place to deal with cultural influence as revealed by 17 (29.3 %) respondents by promoting child rights, good child-education is being promoted since it is a girl's right to access education as boys. Sensitization of parents and empowerment of women were cited by 11 (19%) and 8 (13.8%) respectively.

**Table 4: showing efforts put in place by government.**

Responses	Frequency	Percentage
Strengthening UPE programme	22	37.9
Sensitization of parents	11	19
Empowering women	8	13.8
Promotion of child rights	17	29.3
<b>Total</b>	<b>58</b>	<b>100</b>

*source: field notes, 2007.*

**Research question two: what are some of the challenges faced in trying to promote girl child education in Kifumbira primary school?**

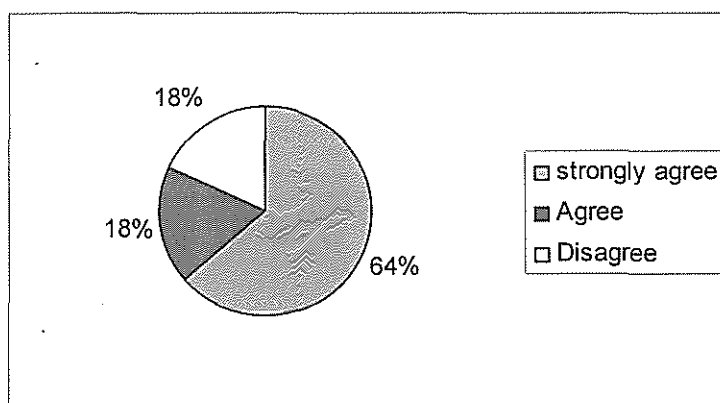
**There are challenges prohibiting efforts to promote girl child education.**

(a) Strongly Agree (b) Agree (c) Disagree (d) Strongly disagree

The statement was directed to the teachers and head teacher and was number 16 on the questionnaire for teachers and head teacher. The question sought to establish whether they had experienced challenges in the school that prohibit girl child education.

On this issue, most of the totaling to 18 (64.3%) strongly agree that there are challenges faced in promoting girl child education. The other 5 (17.9%) respondents agreed with the view. The remaining 5 (17.9%) of the respondents disagreed with the view, claiming that there are no challenges to girl child education in the school.

**Chart 2: Showing respondents about the Presence of Challenges to Girl Child Education.**



**What challenges have been hindering efforts to promote girl child education?**

The question was directed to teachers and parents. This was question 17 for teachers and head teacher and question 15 for parents. Respondents in general cited a number of challenges as being faced in promoting girl child education in the area. These included increased poverty among parents, cultural influence, persistent illiteracy and low government support.

**How are these challenges being addressed by government?**

This question was directed to teachers and head teacher and was question number 18. It sought to get their views about the role of government in solving girl child education challenges.

Encouraging child rights was revealed by the same number of respondents. Pushing parents was cited by the majority of the respondents.

Few respondents cited regular monitoring of parents as another role by government in solving the challenges limiting girl child education.

Strengthening UPE was one of the roles played by government to solve the challenges faced to promote girl child education as revealed by very few respondents. This programming has attracted more girls than would otherwise be left out in schools hence reducing the number of illiterate girls.

## **DISCUSSION, CONCLUSION AND RECOMMENDATIONS.**

### **Introduction.**

In this chapter, attempts were made to discuss further the findings from the study. These discussions were also based on the research questions as presented in this research report.

### **Discussion of Findings.**

Discussion on findings about culture being hindrance to girl child education. It was learnt from the findings that involvement of girls in domestic work is one of the common ways in which culture has hindered girl child education. This is true that women at home are burdened with many domestic tasks that they cannot handle them alone in an effective way. Hence in this case, they resort to using their daughters by deterring them from schooling.

In support of the above, Hayes (1981) stated that the danger of learning sex roles at the expense of education. Possibly this may explain why there are many old female illiterates in most African societies, the reason being that due to inherited gender roles and household level, girls have ended up being neglected in education whereby most of them end up in lower office jobs compared to male counterparts.

The parents' perception of girl as less valuable is also another way in which culture has influenced girl child education. A significant number of parents in the area still look at their daughters as less valuable to the family on sustained basis. They are only bringing their children up for marriage other than giving them education that is helpful in their future and for the benefit of the parents' family. As Coombs (1985) revealed that in African society, women are always pushed in the background as a result of prejudices and male women are monopolies. These include, unproven, unfortunate and very wide spread belief that women are inferior to men intellectually and in all aspects of life that the women's rightful role is only in the home. Hence formal education would make African women proud and disobedient to their husbands.

Early marriages in another problem that is cultural related and hinders effective girl child education. The findings revealed that there are still some parents who look at their daughters as the source of bride wealth. As a result, some girls are married off at tender ages in exchange for bride wealth. This obviously has denied such girls an opportunity to access education and those who manage to access it do not reach in her education levels. This problem may eventually affect the future children the young couples as they will also look at denying girls education as normal.

Various measures have been put in place by head teacher, teachers and local leaders deal with cultural hindrances to girl child education. The commonly found to be sensitization of pupils and parents on the need for girl child education. With significant number of parents is being to realize the need for girl child education. This has been supported by the introduction of UPE that has reduced parents' burden of school fees for their school going children.

The programmes related to gender balance and women empowerment have also been introduced and implemented by government to enable it create awareness among the community on the value of women and girls in particular to society's development. These have also created an impact as far as education of the girl child is concerned.

### **Conclusions.**

Various conclusions were drawn from the above findings and these were also based on the given research questions. A significant number of parents still keep their daughters out of school despite introduction of Universal Primary Education in the area and the whole county.

The major causes of low enrolment of girls in schools include cultural beliefs, poverty, illiteracy and ignorance and limited sensitization by government. Among the cited causes, UPE by providing necessary structures and resources at school, promotion of child rights and sensitization of parents on the need for girl child education. As a result, the number of girl children has improved and parent's attitudes to girl child education have changed in addition to reduction in early marriages by girls.

However, there are some challenges faced in promotion of girl child education.

Prominent among these challenges is increased poverty in area among parents, cultural adherence and low government support of the efforts to educate girl children. All in all, it was confirmed that culture has been an impediment to girl child education in the area. Hence taking the null hypothesis as true.

### **Recommendations.**

There is need for more sensitization programmes targeting parents both at school and within the communities so as to change their attitudes towards girl child education.

The government should come up with strict laws prohibiting parents who do not want to take their children to school especially girl children. Parents who involve their daughters in domestic work during school hours be heavily punished to deter others from doing the same problem.

Adult literacy programmes should be put in place and extended in the rural areas to improve literacy levels of parents, which is an incentive to girl child education.

Women groups and activities should also come to fight for the rights of the girl child especially the right to access education. They should do this by moving around and sensitizing parents who are still engrossed in traditional beliefs that impede girl child education. Such women who are prominent should give an account of their progress to their current positions so as to motivate parents to educate girls.

The head teacher should try to make a follow up once some children especially girls suddenly drop out of schools to establish the cause and provide solutions immediately to restore them to school.

The government should inject more funds in UPE programme such that parents only meet costs related to lunch and scholastic materials. This will enable parents to afford educating both their children (girls and boys).

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**APPENDICES.**  
**APPENDIX A**  
**QUESTIONNAIRE**

**Questionnaire for Teachers / Head teacher.**

**SECTION A: Bibliographic data.**

1. Name.....

Please tick the right answer where applicable.

2. Sex.

a) Male.

b) female

3. Marital status.

a) Single

b) Married

c) Divorced / separated

d) Widowed

4. Level of education

a) Not educated

b) Primary

c) Secondary

d) Tertiary

5. Age

a) 21-30

b) 31-40

c) 41-50

d) 51 and above

**SECTION B: Causes of low enrollment of girls into schools**

6. For how long have you been in this school?

- a) 1-2 years
- b) 3-4 years
- c) 5-6 years
- d) 7 years and above

7. Among boys and girls which number has been higher for the past five years?

- a) Boys have been out numbering girls
- b) Girls have been out numbering boys
- c) Girls equal to boys
- d) Not sure

8. What is the current distribution of boys and girls in the school?

- a) Boys more than girls
- b) Girls more than boys
- c) Equal number
- d) Others (specify)

9. Do you agree that there is low enrolment of girls into schools?

- a) Yes
- b) No

10. If yes, what do you think could be some of the causes for low enrolment of girls?

**SECTION C: Extent to which culture hindered the girl child education.**

11. Culture is a hindrance to a girl child education.

a) Strongly agree b) Agree c) Disagree d) Strongly disagree.

12. in what ways do you think culture has affected girl child education?

.....  
.....

13. As teachers / head teachers, what measures / approaches have you put in place to deal with cultural factors that hinder girl child education?

.....  
.....

14. What changes have been witnessed that show reduced cultural influence on girl child education?

.....  
.....

**SECTION D: Challenges met in promoting girl child education.**

15. What are the general current efforts to promote girl child education?

.....  
.....

16. There are challenges prohibiting to promote on girl child education.

a) Strongly agree b) Agree c) Disagree d) Strongly disagree.

17. If yes, mention some of these challenges.

a) Poverty.

b) Illiteracy.

c) Low government support.

d) Others (specify).....

18. How are these challenges being addressed by the government?

.....  
.....

**SECTION E: Overcoming impediments to girl child education.**

19. In your opinion, how best can cultural influence be dealt with to promote girl child education?

.....  
.....

**APPENDIX B**  
**QUESTIONNAIRE**

**Questionnaire for parents.**

**SECTION A: Bibliographic data.**

1. Name.....

Please tick the right answer where applicable.

2. Sex.

c) Male.

d) female

3. Marital status.

e) Single

f) Married

g) Divorced / separated

h) Widowed

4. Level of education

e) Not educated

f) Primary

g) Secondary

h) Tertiary

5. Age

e) 21-30

f) 31-40

g) 41-50

h) 51 and above

**SECTION B: Causes of low enrollment of girls into schools**

6. Are both your sons and daughters educated in school?

- a) Yes.
- b) No

7. Are there some parents who keep girl children out of school in your area?

- c) Yes.
- d) No

8. What is the general attitude of the community towards girl child education?

- a) Positive.
- b) Negative.

9. What could be some of the causes for low enrolment of girls into schools?

.....  
.....

10. Among the mentioned causes, which ones are prominent?

.....  
.....  
.....

**SECTION C: Extent to which culture hindered the girl child education.**

11. Culture is a hindrance to a girl child education.

- a) Strongly agree b) Agree c) Disagree d) Strongly disagree.

12. If yes, in what ways do you think culture has affected girl child education?

.....  
.....

13. What factors apart from culture have hindered girl child education?

.....  
.....

14. What factors have been put in place by government to deal with cultural factors in a bid to promote girl child education?

.....  
.....

**SECTION D: Challenges met in promoting girl child education.**

15. As parents try to promote girl child education. What challenges do they face?

.....  
.....

16. Who is to blame for these challenges?

- a) Government.
- b) Parents.
- c) Culture.
- d) Others (specify)

17. Are these challenges being addressed?

- a) Yes.
- b) No.

**SECTION E: Overcoming impediments to girl child education.**

18. In your opinion, how best can cultural influence be dealt with to promote girl child education?

.....  
.....

APPENDICES

APPENDIX A.

TRANSMITTAL LETTER FOR THE HEADTEACHER.

September 13, 2007

Head Teacher, Kifumbira Primary School.

P.o box 2, Mubende.

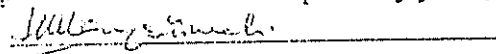
Dear sir,

I am a graduating student from Kampala International University. I am requesting you to allow me carry out my research in your school for a period of two weeks. I promise to work hand in hand with the staff for the betterment of academic excellence of Kifumbira Primary school.

I will be grateful if my request will be positively considered.

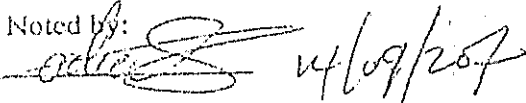
Thank you.

Respectfully yours,



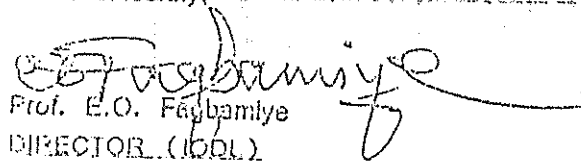
KHANYESHIMEH JOHN WYCLIFFE

Noted by:

 24/09/2007

MR. OCHAN JOSEPH.

Supervisor.

  
Prof. E.O. Fagbamigbe  
DIRECTOR (EDU)

## CURRICULUM VITAE.

### PERSONAL BACKGROUND

**NAME** : KHANYESIIMEH JOHN WYCLIFFE  
**REG NO** : DPE/9171/51/DU.  
**AGE** : 56 YEARS.  
**GENDER** : MALE.  
**CIVIL STATUS** : TEACHER.  
**ADDRESS** : KIFUMBIRA PRIMARY SCHOOL.  
: P.O .BOX 2.  
: MUBENDE.  
**DATE OF BIRTH** : 3<sup>RD</sup> JUNE. 1951.  
**CONTACT** : 0414535360. °

### EDUCATIONAL BACKGROUND

YEA	INSTITUTION	AWARD
2006-2007	Kampala International University	Diploma in Primary Education.
1969-1970	Shimoni PTC	Grade III Teaching Certificate.
1964-1967	Old Kampala SSS	Cambridge School Certificate.
1962-1963	Kinoni Junior Secondary School	Junior Leaving Certificate.
1956-1961	Kyamate Boys Primary school	Primary Leaving Certificate.

### RESEARCH EXPERIENCE

**COURSE** : DIPLOMA IN PRIMARY EDUCATION

### RESEARCH TITLE

CULTURE AS AN IMPEDIMENT TO GIRL CHILD EDUCATION OF KIFUMBIRA  
PRIMARY SCHOOL, BUTOLOGO SUB COUNTY, MUBENDE DISTRICT,  
UGANDA.