THE EFFECT OF CULTURE ON GIRL STUDENTS ACADEMIC PERFORMANCE IN SECONDARY SCHOOLOF KABALE MUNICIPALITY KABALE DISTRICT

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DECLARATION

I hereby declare that this research report titled "The effect of culture on girl student's academic performance in secondary school of Kabale municipality Kabale district" is entirely my own work and does not contain any unacknowledged work from other sources.

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APPROVAL

This research report has been submitted for examination with my approval as supervisor.

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DEDICATION

From my wisdom of understanding, I wish to dedicate this research report to my beloved hardworking parent Mr Tumusiime Gad and Mrs Tindyebwa Honest, My friend Mr Twetegyereze Obadiah who have been a great source of inspiration for their great contribution in times of financial crisis.

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It's been a too longer journey, which because of perseverance I have managed to afloat. I pray to the almighty to bless abundantly all those that were on my side during the peripheral moments of financial impediments when life almost became hard especially during compilation of this dissertation.

I would like to first of all thank my parent Mr Tumusiime Gad and Mrs Tindyebwa Honest who have worked hard tirelessly to support me both financially, morally throughout my education career.

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May God bless them abundantly.

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INTRODUCTION

1.0 Overview
This chapter comprises the background of the problem, statement of the problem, significant of the study, research objectives, research questions and definitions of the key terms.

1.1 Background of the study

In education academic achievement was considered as a key criterion to judge one's total potentiality and capability. The term achievement can be defined as accomplishment or proficiency of performance in a given skill or body of knowledge:

Crow and Crow (1969), define academic achievement as the extent to which a learner was profited from instructions in a given area of learning for example achievement was reflected by the extent to which skill or knowledge has been imparted to him. There were other sever al studies attempted to review about students education and their academic performance by giving emphasis on areas pertaining students academic

achievement: Cary, et al (2008), add academic achievement as:

"Performance on task with measures including comprehension, quality and accuracy of answers of tests. Quality

and accuracy of problem solving, frequency and quantity of desired outcome, time or rate to solution,

time on task, level reasoning and critical thinking, creating, recall and retention and transfer of tasks"

The above quotation implies that academic achievement brings students to a successful accomplishment or performance in particular subject area. It indicated as by grades, marks and scores of descriptive commentaries. Academic performance also referred to how students deals with their studies and how they coped with or accomplished different tasks given to them by their teachers in a fixed time or academic year (Hawis and Hawes, 1982).

In the same manner studies by Gabati, (1988) and Khadivi-Zand, (1982) in Kobal et al (2001) stated that achievement encompasses actual accomplishment of the students of potential ability: Kobal et al (200 1):

" *There are two broad groups of definitions of in academic achievement. The first one could be considered more objectives, because it refers to numerical scores of a pupil's knowledge, which measure the degree of a pupil's adaptation to school work and to the educational system. The second group is a more subjective one, as its determination of academic success in reliant upon the student's attitudes towards his academic achievement and himself, as well as by the attitudes of significant others towards his/her success*

and him/herself."

The above quotation focuses on both objective and subjective definitions of academic achievement brings students to a successful accomplishment or performance in particular subject area. It indicated as by gr ades, marks and scores of descriptive commentaries. Academic performance also refers to how students deal
 with their studies and how they cope with or accomplish different tasks given to them by their teachers in a fixed time or academic year (Hawis and Hawes, 1982). In the same manner studies by Gabati, (1988) and Khadivi-Zand, (1982) in Kobal et al (200 l) stated that achievement encompasses actual accomplishment of the students of potential ability. Kobal et al (2001) stated.

The above quotation focuses on both objective and subjective definitions of academic achievements. The key objective performance indicator used here is a specific public or national examination. More subjective factors are used as explanatory variables. The current study focuses on subjective definitions of academic achievement. This is due to the fact that academic achievement is cultural bound. Therefore the cultural understanding of academic performance is regarded as the measure of their achievement.

This measurement has become a major tool to guide individuals performance in all cultures regardless of their gender, socio-economic position or individual interests and needs (Swai, 2010). Hence, academic achievement occupies a ver y important place in determining the worth of an individual. According to Good (1976), the knowledge attained or skills developed in school subjects are usually developed through interaction with peers, the teachers and the printed materials, but all require appropriate use of language.

In the literature, low performance of female students has been attributed to cultural norms (UNESCO, 2003), low economic status of their par ents (UNESCO, 2000) and inadequacy of education services to them (Evance and Lestebe 1998). Ngaiza, has pointed that women fare less in the area of access to education, and in terms of the college experience and are particularly disadvantaged with respect to the outcomes of schooling. She attributes this situation with social-culture values that have been maintained in patriarchal cultural traditions that uphold the interests and needs of men and over those of women. Within patriarchal traditions, female are seen as incapable and therefore, are not supported to further their education as their males counterparts. The differences in treatment of children along gender greatly affect how they perform and archive in the classroom.

The term culture literally means life of people in a community. It encompasses traditions as one of its components, the other one being customs (By Ministry of education and Culture-1997). Benedict (1934)

contended that a culture, like an individual, is a more or less consistent pattern of thought and action and that within each culture, as a body of learned behaviors common to a given human society act rather like a template in the sense that it has predictable form and content, it resides in all learned behavior and exists in a constant state of change. Culture also can be defined as a lifestyle of people in a community, it comprises traditions and

customs, its components are language, religion, cuisine, social habits, music, arts, https://en.wikipedia.org/wiki/women_in_Africa.html. In other hand we have the term Patriarchy: it is also important to understand that concept, from the (Global monitoring Report 2005-2007): The" *Patriarchy"* has been recreated to analyze the origins and conditions of mens oppression over women (Karmarae 1992). However, Patriarchy is a social system in which the father or eldest male is head of the house hood having authority over women and children. Patriarchy also refers to a system of government by males and to the dominance of men in social or culture system. We live in patriarchal society which is defined as a society organized and run by men. Men make the rules and dominate business and government. It is said to be "man s world" men make the rules and dominate in all forums outside the home.

A woman s main value is to support a man (*behind every good man is a good woman),* bear children and housekeeping duties. This is how it is and has been for millennia in most cultures.

For the purpose here it can be seen as a set of social relationships which provide for the collective domination of men over women. Patriarchy is manifest in unequal salaries for similar work, in discrimination, in legal inequality, in unequal expectations, in patterns and other direct violence. Especially vital to patriarchy is the control by men of most key positions in dominant social structures: Government, state bureaucracies, corporations, the military and professional bodies.

Negative cultural practices such as early and forced marriage, genital mutilation), Child labour, domestic and household work, all these deprive girls education. For example in 2010, sub Saharan Africa had the highest rates of girl child labor issue, 50% of children aged *5*- 14 years were working. Some Countries such as Guinea Bissau, Mali and Ethiopia have more than half of all children aged *5*- 14 years at work World Bank Data. Child labour-Data World Bank http://web.worldbank.org/archive/website0 1048/WEB/O_CON-Z.html.

A study of the World Bank (2001) shows that pupils who enter primary school 48 percent of boys and only 29 percent of girls complete the cycle. This study shows that girls are educated so they know how to read and write or to be better mothers, rather than for employment, while boys are educated to get employment. This due to a belief that married daughters are more likely than married sons to remit cash to their parents (UNICEF 2001).

In Saudi Arabia for example, girls marry before they reach the age of 16, and this gender imbalance in education has been contributed by local norms especially early marriage, forced married and traditions social beliefs, and

principles that stand in the way, limiting womens opportunities to acquire or complete their education (Almunajjed, 2009). Early marriage refers to any marriage of a child younger than 18 years old, in accordance to Article 1 of the Convention on the Right of the Child (UNICEF, 2005). For Ortiner and Whitehead (1981) early marriage, also known as Child marriage, is defined as "any marriage carried out with a child below the age

of 18 years. This is a time before the girl is physically, physiologically ready to shoulder the responsibilities of marriage, child bearing and home care. Child marriage involves either one or both spouses being children and may take place with or without formal registration and under civil, religious or customary **laws.**

According to Almunajjied girls in Saudi Arabia assume marital and family responsibilities when they have not completed their education and their chance to secure employment is minimal. Due to gender based expectation in modem society including Uganda, girls are socialized into role of home child rearing, while boys are socialized into leadership roles being taken to school and to world of work out side the home. Literature suggests that, children (both girls and boys) develop life-long attitude towards themselves from their socialization. Girls who show attributes of good care taker of the home ar e rewarded and those who show attributes of playing and being brave are scolded This means that girls grow up with the notion that, they must **show caring attitude to be accepted** in **society. During early socialization, mothers and aunts** discourage their daughters from studying since ultimately they are to come back, marry cook for their husbands; comfort them in bed and produce children (Omary, 2006).

Atekyereza (2001) note that socialization of girls into women while at young age is responsible for the difference in personality attributes among boys and girls in school. The authors see socialization as referring to the pressures rewarding, punishing, ignoring and anticipating that push the child towards evoking certain acceptable responses. Children are taught that men have to work to secure their status while women do not (Misra, 2005).

While it is easily acceptable for a man to participate in lifelong learning programs or back to school programmes to learn new marketable change skills, it is not so acceptable to women (World Bank 2001). According to World Bank, community as a whole does not support womens lifelong learning, many evening continuing courses are offered in a very high cost and at awkward times, whereby many women fail to afford. UNESCO (2004) reported on the analysis of the results of the second Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) SURVEY (2000-2002) that involved fifteen Ministries of Education.

The survey assessed student performance in mathematics and reading in Grade 6. The fmdings showed that in Mathematics, girls scored significantly higher than boys in Seychelles only. On the other hand, in Uganda, Kenya, Mozambique, Zanzibar and Malawi, boys scored significantly higher than girls in Mathematics subject. In' the other school systems, including South Africa, the differences were not

significant

In Asia gender gap m education ıs not better either. A study by UNESCO (1982) points to the situation 4

when girls ar e not supported to be as smart as their brothers, they do not strive to perform in education. Boys on the other hand strive to be smart because they are encouraged and supported and their efforts are recognized.

ln Canada, Radtke and Spronk (1988) points that, the public education system treats males and female differently. These expectations have led to a limited range of fields for female students in schools, universities and colleges as a report from OXF AM (2009) indicates countless women in the developing world are found to be removed from the field of information and communication technology because of their lower levels of education. While lCT is present driving force of modem economy, without success to information technology, an understanding of its significance and the ability to use it, those left behind, majority of whom being women, they will be further marginalized from the main stream of their countries and the world.

Scholars have attributed global gender imbalance with political activities where women in national parliaments are underrepresented. ln Arabs states for example, women represent only 6.8%, while in America 18.6% and in Nordic Countries they represent only 39.7% (UNDP, 2005). When women are underrepresented in the parliaments, where most of decisions are made, it follows that they will be underrepresented in all other social spheres including in education. According to UNDP, the absence of women from structures of governance inevitability means that national regional and local priorities is, how resources are allocated, are typically defined without meaningful input from women, whose life experience gives them a different awareness of the community need concerns and interests from that of men.

In united State for example, scholars who have focused on gender issues often treat all aspects of education as working to the disadvantage of women (Ngaiza, (2002). In Uganda, education priority is given to boys for various reasons; one of these reasons is that, some parents do not send girls to school during times of hardship since their education benefits are enjoyed by the family in which she marries and not by the family of origin (UNICEF, 2006nd.) Meena (1998) pointed gender imbalance between men and women, in women in terms of access, support and opportunities due to cultural bias. The issue here is most cases one side, women are more vulnerable to these victimizations. It is unfortunately that such gender imbalances occur at the family level, community and national level.

There are laws and customs that hinder women access to property ownerships, credits, employment and education in particular (Swai and Rutagumirwa, 1993). For instance, under the law of marriage Act number 5 of 1971, there is a provision which states that: "the age of marriage is 18 years and above, Girls however can be married at any age below 18 (but not below 15) with consent of the father and where there is no father, then the mother, marriage for girls below 15 years but not below 14 years can be permitted by court order". According to Rutagumirwa and swai, such laws cause early marriage which result to early pregnancy. This also may cause motherhood at very tender age with complication during pregnancy and delivery. Also allowing girls

to be married at the tender age may affect her psychological development and development as whole.

Particularly in Uganda girls also lag behind significantly in academic per fonnance. A study by (DABAAD (2012) only one in 20 girls aged 14 17 years old in dabaad go to school, II April 2012 IRIN news) An interview with " *Hawa Ahmed, a* the *mother in Dabaad village told IRJN news that: only her sons attend to school, her two daughters stay at home cooking, washing utensils and fetching water, these are already enough lesson as they learn how to keep a family"*

The same newspaper interviewed parents in Somaliland and found that, boys were generally encouraged to attend school, but girls were either married or were divorced. The news paper for example found that, teenage girls wer e all marriage Halima 19th years old had been married to an old man in 2011 forced to drop from high school at Dabaad And already divorced. A pass rate for Secondary Education Examination (CSEE) of Division I- III is still under 40% after 5 years of SEDP -I (The plan was to increase the pass rate from 36% in 2004 to 70% in 2009). The performance of girls was still lower than that of boys as shown in Table 1.3.

These data raise serious doubts about the reason behind females lagging behind males in CSEE performance for three consecutive years. Do boys and girls face different social pressure in their socialization? What makes females more likely to underperfonn in their examinations? What can be done to improve the situation? Prior studies elsewhere indicate that gender differences are generally small or non-existent.

Hedges and Newel (1995) found that in science, boys outperform girls, but in reading and writing girls have the advantage. The findings in 2006 report by the "Progress in International Reading Literacy Study (PIRLS) show that among students in secondary school, girls had significantly higher reading achievement than boys in all except two Countries, Spain and Luxembourg, where average achievement was equivalent between the sexes in Europe (Mullis et al. 2007).

1.3 Statement of the Problem

Many women in different societies are still lagging behind in acquiring secondary education. This also affects the standard of living of women and their families in relation to accessibility to basic needs and services. In rural areas there are few opportunities for participating in various formal activities in formal sectors of the economy.

Scholars like Bhalalusesa (2001) and Misra (2005) found socialization into gender specific roles as contributing factor in gender imbalance in society. Furthermore, cultural value such as early marriage for girls (Almunajjed, 2009) negative attitude towards smart girls, different treatment of girls than boys

(Douglas, 2007) and parents having different aspiration for boys and girls affects girls education (Gyamti, 2004).

These social-cultural factors have contributed to lagging behind of women in education and in employment. It is likely that the employment opportunity among girls is affected by not having opportunity to access secondary education. While this literature points to broader views of factors impacting on gender imbalance, especially in education, there is no focus on how teachers and students perceive this imbalance. Lack of information on the teachers, students and parents view on gender imbalance in schools will lead into continuing to provide education in gender imbalance context, this study therefore, aims to fill this gap in the literature.

1.4 Objectives of the study

1.4.1 General Objective

The major purpose of the study was to investigate the effect of culture on girl student's academic performance in secondary school of Kabale Municipality Ka bale district

1.4.2 Specific Objectives

This study had the following specific objectives:

() To investigate the perception of teachers, students, parents and religious leaders on the issues of early marriage to girls.

(ii) To assess the perceptions of the teachers, students, parents and religious leaders on cultural values of smart girls.

(iii) To find the general perception of community s expectations of girls.

1.5 Research Questions

(i) What are the perceptions of teachers, students, parents and religious leaders on early marriage to girls?

(ii)   What are the perceptions of teachers, students, parents and religious leaders on cultural value of smart girls?

(iii) What does the community expectations of girls?

1.6 Significance of the Study

The significant of any study lies in its ability to solve or address the existing problem. The findings of this research are expected to make several contributions and beneficial to knowledge: these finding will lead to an understanding and explanation of situation faced by parents trying to prevent their girls to join various levels of educations. The findings will help planners and policy makers to revise relevant education curricular which can favour both girls and boys. The results will create awareness and provide unique-

in depth perspective on important of educating women in the society. The government and non-governmental organization (NGOs) will use the findings in their efforts towards helping women access to education.

Also the results of this study too will widen knowledge to the community especially people of Kabale Municipality about some cultural values which impede femalesaccess to education.

1.7 Definitions of Key Terms

1.7.1 Access to Education

Refer to the opportunities available to the target population to participate in that education (ETP, 1995). **(a) Education**
Incorporates both formal elements of the educational process used over the lifetime of the person.

(b) Equity

Refers to the fairness mn the distribution and allocation of education resources to various segments of the society.

(c) Perspective

Refers to frame works through which people make sense of their world.

(d) Culture

Refer to the customs and beliefs, way of life and **social organization** of a particular group. **(e)**
Sex

Refer to biological distinction between a man and woman. It distinguishes men from women using exclusively **biological characteristics.**

(f) Gender

Refer to the cultural contractions through **which** the differences and relationships between the sexes are **understood** in **a given society.**

(g) Discrimination

Refer to any distinction, exclusion or restriction made on the bias of sex which has the effect or purpose or impairing or unifying the recognition, enjoyment of exercise by women irrespective of their marital status on a basis of men and women, of human rights and fundamental freedom in the political, economic, social, cultural, civil or any field.

(b) Domesticity

Refers to family life or home: (domestic works) that is saving, doing cleaning or other jobs.

(i) Stereotype

Refers to a fixed idea or image that many people have of a particular type of person or things but which is often not true in reality.

1.8 Limitation of the Study

The limitation of the study refers to the challenges/weaknesses in the study; therefore the researcher faced the following challenges:

Shortage of time during data collection as the whole process was interfered by normal activities in the working place as well as home affairs. Also shortage of money for collection a wide range of data was another challenge that faced by researcher since the researcher needs enough money for conducting the whole process such as transport and stationary costs.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introductions

This chapter surveys theoretical underpinning, relevant literature, and conceptual framework about this study. These helped to find out what others have written about problems related to the one under study. The first part presents the theories that frame this study with specific reference to Liberal Feminist theory and socio-cultural theory. The second part is confined to empirical studies. The chapter ends with conceptual framework.

2.2 Theoretical Framework

2.2.1 Liberal Feminists Theories

The first critics of the position of women in modern society were liberal feminists.

The liberal feminist thoughts developed during industrial revolution in l 840 due changes that were caused by the changes in production relations as a result of industrial revolution that took place in Europe in 1840 s. This period contributed to the undermining of women s contribution to the industrial production, and feminists struggle for rights and opportunities for women. **Waller** Stone craft for example challenged the divine rights of monarchs and hence the superior positions of men in the society as well as in the household level. She challenged the liberal philosophers for not considering women as reasoning subjects and the exclusion of women in the development sphere (Temba, 2004).

Liberal feminism was most popular in the 1950 s when many civil rights movements were taking place. The main views of liberal feminists are that all people are created equal by God and deserve equal rights. According to liberal feminism female subordination is rooted in a set of customary and legal constraints blocking women entrances to and success in the so-called political world.

Liberal feminist theory was developed in the west as a tool for women s struggle for equality in economic sphere in Africa this theory explains the oppression of women in Africa as resulting from patriarchal culture and social exclusion of women from development initiatives. For them, modernization of the economy is regarded as necessary pre-requisite for the liberation

of women, and women should be given the same rights as men (Temba, 2004)

Liberal feminists believe that women have the same mental capacity as their male counterparts and should be given the same opportunities in political, economic and social spheres. According to liberal feminists in Africa, women should have the right to choose, not have their life chosen for them because of their sex. Women were born equal to men and that defects found in women are caused by lack of resources such as education compared to that of men.

Thus, liberal feminists in Africa, like their western counterparts, demand equal opportunities and equal participation of women in all aspects of life particularly in education. They sought womens liberation through legal reforms and through increase of their participation in social, economic and political organs. They fight for greater participation of women in education and economy.

2.3 **Weakness of Liberal Feminism**

Despite the good intention of liberal feminists in fighting for women s rights and opportunities, the theory does not question structural inequities which prevail in the society. In addition the theory does not pinpoint relations between sexes as a specific power relation although it raises awareness on the plight of women (Temba, 2004).

Another weak point of the liberal feminism is that it sees women as homogenous social group with no difference in term of age, social status or ethnicity. It focuses exclusively on women and considers women as passive recipients of the process of social change.

Liberal feminists put more emphasis on womens participation in the capitalist economy, thus failing to criticize the mode of capitalist economy that is the basic causes of female subordination. These weaknesses apart, liberal feminist theory has strengths in that, it paved a way to think and talk about the oppression of women and their rightful place in modem society. This study will use many ideas put forward by liberal feminists such as patriarchal values about the position of women in society.

2.4 Socio-Cultural Theories

Socio-cultural theory is the second theory that framed this study. This theory embraces the elements of social Constructivism Theory, Social learning Theory and Cognitive learning Theories (Wharton, 2005). Such theorists understand the processes by which children learn gender appropriate behavior in the same way children learn in general. Other theories

include Gender Schema theory which focuses to explain gender development and differentiation and psychoanalytic theory for example, emphasizes the unconscious processes involved in developing gender identity. Likewise, social Constructivism asserts that gender is best understood through a cultural perspective (Kukla, 2000 & Vygotsky, 1978).

This study considered constructivism theory to be useful in analyzing gender and language use in classroom interaction. This theory asserts that learning is interactive as well as an active process. The teacher and students are engaged in active dialogue where the main task of the teacher is to present information to be learnt to match the student s current state of understanding supported by their prior knowledge or experience (Bodner, 1986).

Social constructivism is one of the three main schools of thought in the constructivist theory of education. Lev Vygostsky, a Russian psychologist and philosopher in 1930 s, is most associated with social constructivism theory and has been supported by many educational social constructivism theorists like Kenneth Gergen and John Dewey. He emphasizes the influence of cultural and social context in learning and supports a discovery model of lear ning. The basic principle behind social constructivism is that the knowledge is constructed through social interaction, and is the result of social processes (Gergen, 1995).

In the model of social of social-cultural **perspective,** reality is formed by a social consensus and is based on social interaction. For the knowledge to be truthful, it must match the social consensus and be functional (Bandura, 1977) school learning and female academic performance in particular, is built on what the community knows based on their cultural expectations of women. This theory will help to explain how gender gap occurs m education. The perception of teachers, students, parents and religious leaders on the issues of early marriages to girls; the cultural values of smart girls; and the general perception of community expectations of girls lead to female performance or underperformance.

2.5 Related Literature

Perception on early marriage to girls Bayisenge (2006) examined the effects of early marriage in Rwanda. Using qualitative methods, she noted young girls who got married wer e most likely to be forced into having sexual intercourse with their usually much older husbands. This, Bayisenge points has severe negative health consequences as the girls is often not

psychologically and sexually mature. Bayisenge further states that, girls who marry young inevitably have children early, and have many children, because their knowledge of

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contraception is poor and their power to negotiate its use is weak. He recommended that there should be a joint effort to formulate and implement marriage policies and strategies in order to safeguard young girls, especially through promoting education of girls since, if sufficiently prolonged; it helps to delay age of marriage. Vue (2000) did a study on perception of early marriage and future education goals for Hmong female in United States. The results of her study revealed that, adolescents with high educational expectation were significantly less likely than others to become pregnant. Vue also found that motherhood at the age of fourteen and fifteen meant an end to academic aspiration to girls regardless of motivation or achievement due to gender role assigned to Hmong girls. She suggested that, there should be individual and group counseling in elementary and middle school to serve as early prevention for deterring early marriage for Hmong female adolescents.

Palamuleni (2001) conducted a research on social economic determinants of age at marriage and focused on factors affecting age at marriage in Malawi. He found that age at marriage varied by age, relion, rural-urban, residence, religion, ethnicity and wealth. Palamuleni points that early marriage and consequents of early childbearing are related to high fertility, low status of women and adverse health risk for both the mother and child. Education, age and region were noted as most important determinants of age at marriage in Malawi. Palamuleni recommended that,public education should be provided to the people to ensure the majority in Malawi are aware about the consequences of early marriage.

Nuruddin (2001), conducted a study on behalf of UNICEF on the perceptions of early marriage among women who married early in Barangay. Nuruddin used qualitative research utilizing Focus Group Discussion (FGDs) and individual interviews of married women who married early from Barangay. The researcher focused on the topics as to the optimum/right age for marriage: reasons or factors for getting married early; and the advantages and disadvantages of early marriage.

Results showed that these women entered early marriage due to reason like love and sexual desire, **poverty,** freedom from the bondage of strict parent, forced marriage, and to have their own living. Some was due to the influences of television, media, friends and peers, Among the advantages of marrying early was financial stability; having a direction in life; having children to help in household and farm works.

2.6 Perceptions on Smart Girls

Dickens (1990) conducted a case study in Ghana on the perceptions of community and parents on girls who perform well in their studies. Using interview research method, he noted that those girls who excel in academic subjects and science subjects were perceived as witches or as men-women. The study also revealed that smart girls faced obstacles of not marring because parents discourage their sons from marring educated women/ girls due to fear that they

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would not respect their husbands.

Dickens suggested that, parents and the community at large should be educated on the importance of girls education and the advantages the society should expect from educated woman.

Moira (2000) conducted a case study on issues which face smart girls in South Africa and focused on high achievers. Quantitative methods were employed to get deeper information from teachers, parents and their daughters. The results of the finding indicated that high achievers felt embarrassed and they did not want to be labeled as a "brainiacs" these girls hide from their friends their intelligence and even started to act "dumb" in some instances, while still getting good grades but faking that they had no common sense around friends (particularly boys). Also the findings disclosed that some girls even went as to stop trying in school because of fearing their classmates would hate them. Moira advised that counseling should be applied through talking to the smart girls and giving some examples of star who are smart too as this can encourage them to see that well rounded people are those who know to use and celebrate their intelligence and not flaunt it, they may just not mind being the "brainiac" Naher (1995) conducted a research to investigate the barriers which hindered the development of smart girls in Bangladesh. She noticed that smart girls experienced some external and internal barriers. External barriers that seem to negatively influence the development of talents or gifts in smart girls and women included the role of women in the family, school and environment in general. Naher noted some internal barriers that seem to negatively affecting smart girls as dilemmas about abilities and talents, personal choices about family; choices about duty and caring and nurturing the taJents in oneself as opposed to putting the needs of others. Due to these reasons many of girls either cannot do realize their potential in academic areas and their professions.

Naber advised that, teachers, parents and guardians should make sure that they are working closely with their high achieving conducted a research on parents attitudes and beliefs about the academic self -perceptions and achievement of their children in New Delhi. It was revealed that parents beliefs about children s ability had even greater effects on children s self perceptions than previous performance. Parental influence on smart girls and adolescent students found consistently significant correlations between parents expectations and students academic self - concept. In this research, Jeffery and Basu concluded that memories of

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negative parental comments haunt smart girls' decades after they left home. They suggested that parental opinions should give directives and guide female students towards their academic potential for future betterments rather than discouraging them.

Reis and Kramer (2001) conducted a case study on the attitudes of teachers on smart girls in Guinea. They found that teachers were usually able to identify smart boys, but were often surprised to learn that girls could also be considered to be smart. The smart girls in her study were very successful at hiding their inteJligence and in silencing their voices. Reis and Kramer pointed out that, adults both teachers and parents underestimate the intelligence of girls. According to Reis and Kramer, teachers are less accurate in nominating girls who were likely to do well in their subjects than they were in naming boys who were likely to achieve a high score.

They suggested that teachers should like smart girls the same as other students to show that equity is **maintained** in school.

Eitzen (2000) did a study in Boston to investigate problems facing bright or talented girls. She found that, it is a social disadvantage to be smart because of negative reactions of peer. Fearing their peers disapproval, bright young women are deliberately understated their abilities in order to avoid being seen as physically unattractive or lacking in social competence. Also Eitzen revealed that Parents may send negative message about how girls should act, how polite they should be, how they should dress and how often they should speak out and in what situations. It was therefore .recommended that, bright **girls** like boys, should be encouraged to enhance their talents through providing them conductive environment and required needs such as study material which are appropriate to their level of education.

Gyamti (2004) studied the effects of stereotype on girls talents as practiced in Botswana. The finding of the study noted that many people have ideas which are often not true about women and girls roles in the society. The research revealed that girls in Botswana are overburden with household work and are more likely to drop out of school when families experience economic and/or social hardships. It was obvious that majority of women and girls attending various levels of education havea range of activities, commitments and responsibilities which impinge on ensuring their potentials. Gyamti suggested that domestic and other social

activities which usually take place at *home should* be *equally distributed* among boys and *girls.*

In summar y, smart girls should be equal chance and support to education opportunities as boys. Also policy makers should remove all impediments which hinder full participation of

smart girls in education Parent s expectations from Daughter.

AImunajjed (2009) conducted a study in Saud Arabia to access the effects of parents attitude toward their children. The study found that parents socialize their children differently because of expectations to their daughters and sons. Because of gender based expectation, girls are socialized into roles of family getting married and taking care of home and children. While boys are expected to perform leadership roles, they are socialized into being brave and to work outside their homes. Girls who showed attitudes of good care takers of their borne were rewarded

and

those who showed attitude of playing and being brave were scolded. Almunajjed

discovered that in order for girls to be accepted in Saudi Arabia, they must show caring attitude. He recommended that parent s socialization should cooperate with other socializing institutions in imparting knowledge and skills which may consider gender balanced society.

Songawasonga (2012) conducted a research to examine incidences of girls forced drop-outs in Kahama District. He revealed that, parents and other community members were notorious for engineering and forcing their daughters who complete primar y education and join econdary education to get married and many of them are aged. In Kahama, a traditional Sukuma would choose cattle over education for their daughters. In this regard cattle were better than educated daughter. Thus girls are treated like commodities where as those with light complexion are major targets, as they fetch more cattle in dowry than those with a dark **complexion.**

Songawasonga suggested that parents are major problem and the biggest enemy to the education sector in Kahama and Shinyanga area particularly for the girl children.

Misra (2005) did a study on Parents expectations of girls in India. She used qualitative method to capture perceptions and views from girls, teachers, parents/guardians and other community members. Her focus was on the attitude of parents and other community member s on girls educational development. Misra noted that, the attitude of members in the society

11.

hampered the achievement of girls education. She revealed that more educated girls faced problems because they were perceived as they cannot find a husband or access employment opportunities. Misra suggested that, society member s attitudes had to change especially in rural areas where most of the women and girls are victims of illiteracy, the way girls were perceived, he suggested had a major impact on the whole struggle of ensuring their rights of education.

A report by UNESCO (2003) in Ethiopia and Malawi revealed that, a girl child was deemed as a liability whereas the boy child was considered to be an assert, it was depicted that educating the boy in Malawi and Ethiopia was regarded as an investment for future economic returns becauseparents believed that the sons would take care their parents in their old age. The study noticed that investing in girls education was considered to be immediate economic loss and deprivation of a loyal and unpaid house hold helper, who the parents believed will do house hold chores, take care young siblings and help in agricultur al activities. A general perception prevailing in Ethiopia and Malawi is that since girls are to be married and send to nother house investing in their education was not a viable option. The report suggested that parents and other community members should change their attitudes because the way girls are **perceived** has a major impact on the whole struggle of ensuring their rights of education.

Yamarik and Seebens (2003) conducted a study to examme the perception of teachers and parents **view** on girls academic matters in Somalia. It was found that parents and teachers perceive girls as less capable academically than boys, this attitude has a negative effects on girls participation in education in a number of ways. For example, in most cases parents and community at large in a situation where they have to make a choice, those who Uphold this belief will choose to educate boys at the expenses of girls. The study disclosed that many teachers, parents and society at large not only believe that girls were less interested in academic issue and more easily distracted and interested in unrelated issues like romance and physical appearance.

Yamarik and Seebens (2003) noticed that, teachers perceive that many girls were reluctant to try and excel at science subjects, as this would draw attention to them in ways that would make them feel uncomfortable. Because girls are considered less capable, they often receive

less encouragement and are rarely challenged at home or school to strive to succeed in their academic work. Because less was expected of them they also in turn expected less of themselves and were less confident of their academic abilities.

Boys on the other hand were said to be "pushed" to succeed because more was expected of them. It was therefore suggested that the society should invest more in education to both girls and boys because more is expected from girls as it is from boys. In general, the literature indicates that, major challenges to progress in education and training for women anse from persistent gender stereotyping, widespread gender discrimination and negative social attitude toward girls education.

2. 7 Syntheses of Reviewed Literatures

The reviews of empirical studies show that in **gender-stratified societies, son preference is** a common feature. On the other hand, the literatures also show that early marriage is a discrimination against the child who as a result of the practice is often deprived of her basic right to education, development and equality. Tradition and poverty have been noticed to fuel the practice of early marriage, despite its strong association with adverse the lack of education of girls.

The literatures suggest that very high level of education *is* required *in* order to counter the preference for sons in societies. The higher education of women, through providing them selfreliance, social and economic autonomy, probably has a negative impact on son preference. The reviewed literatur es did not address how the mind-set of the community will be changed toward equal distribution of education resources to various segments in the society. This study endeavors to address some of these gaps by gathering views and information from different groups of society.

2.8 Relationships between the Variables

As it has been portrayed above then it becomes evident that, girl s access to secondary school education is attributed by several factors which are centered on the cultural values constructed in society and these factors are interconnected. As we all know that culture is defined as totality in ways of lives of a particular group of people residing a specific geographical location, then, such ways sometimes create obstacles toward our social-economic development.

Issues like parents expectation to girls play a great role in understanding the effects of culture on girls access to secondary education. Also boy s preference is of paramount important in explaining effects of culture on girls access to secondary school education in Uganda. As most of girls fail to get education support from their parents and the society, normally they tend to involve in sexual activity resulting to early marriage or early pregnancy.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with research design, description of the study area, sampling and sampling procedures, Data collections procedures and data analysis.

3.2 Research Design

This research was a case study design therefore the researcher went into the field, described a problem in details, context and holistically, then organizing data and looked at the object to be studied as a whole by using few examples of the phenomenal (sampling) study which deals with the effects of the patriarchy/cultural activities to the girls in academic performance, the problem to be studied in this research was on how cultural activities influenced girls academic performance in Secondary school.

3.3 Descriptions of the Study Area

The study was carried out in Southern division Kabale Municipality.

3.4 Population

3.4.1 Sampling Techniques

Non-random sampling was employed to develop the required sample for the study, since the study requires people who were competent and knowledgeable in the cultural activities and patriarchy system as well. In this aspect therefore, purposive sampling was used to identify key people who can provide rich oral information concerning the study.

3.4.2 Targeted Populations

This study targeted bead of schools and staff members, secondary school students' girls and boys, community people, parents, religious leaders, elders males and females the age of 50 and above.

3.4.3 Sample Size

A sum of 80 individuals was used in this study from which 16 were individual teachers, 40 individual students, I6 individual parents, 4 religious leaders, and 4 elders were taken as

a sample size. This sample size is summarized in the Table 3.1 as follows:

Table 3.1: Showing the Categories of Respondents

Category	Sample size	Female	Male
Teachers	16	8	8
Students	40	20	20
Parents	16	8	8
Religious leaders	4	0	4
Elders	4	2	2
Total	80	38	42

Source: Field data (2020)

3.5 Research Instruments

3.6 **Data Collection Procedures**

The researcher employed both primary and secondary data collection method. Primary data was obtained from respondents and secondary data was obtained from the school diary of the examination results for the external examinations. That external source is the National examination council results (NECT A).

3.6.1 Validity of Data

Validity is the extent to which a test measures what is intended to measure (Kombo & Tromp), 2006. In this case, findings must accurately describe phenomena being researched (Cohen et al), 2000. However, the researcher must ensure that elements of the main issue to be covered in the

research are fair representations of a wider issue under investigation. In addition validity in qualitative research is defined as how accurately the account represents participants realities of the social phenomena and its credibility (Dellinger & Leech 2007). In order to avoid invalid conclusions, the following measures were taken in *this* study:

Firstly, triangulation (Denzin), 1989. In this study, data triangulation and methodological, triangulation were used to achieve validity. The study deployed in-depth interviews, observations and documentary reviews to contribute to the triangulation methods. In addition, to explore students and teachers experience on this study matters, besides the groups discussion will also be considered as data source of triangulation.

Secondly, thick, rich description (Denzin,) 1989. When interpreting the data, the researcher cited relevant examples or evidence from the interviewees answers to support the codes. In addition, this also "enables readers to make decisions about the applicability of the findings to other setting or similar contexts" (Creswell & **Miller** 2000).

Thirdly, researcher reflexivity (Crewell & Miller, 2000). In qualitative research, an interview guide was an important research instrument. Thus, the role of the researcher also will influence the research conclusions. In this study, the researcher tried her best not to let her knowledge and experience influence the data source. When producing the interview outline, the researcher purposely did not include any questions related to the conception and the characteristics of respondents identified in the literature.

When concluding the interview and FGDs, the researcher let the interviewees speak their own dialects because it was more comfortable for them and these enable them to provide rich information.

Fourthly the instruments of this study will be validated as sets of questions constructed in English. The instruments will be expected to give valid and reliable results since they adhere to the basis and importance of having reliable instruments. However, validation of the instrument was done before the commencement of the actual research.

3.6.2 Reliability of the Data

Reliability is the ability to obtain similar results by measuring an object, trait or construct with an independent but comparable measures (Enon, 1998). From this juncture, the

respondents were asked to tell in their own words what specific terms mean. This ensured that the respondents interpreted the items in the instrument in the same way each time they read them. This process produced fmdings among groups which were similar in all applicable respects because the items with unclear meaning to the respondents were identified and adjusted. To get reliable data researcher also ensured reliable research instruments, this was attained by ensuring that instrument like interview questions were tested before being fully applied into the study. This was done by asking the questions to individual several times and checked the consistency of the responses.

3.6.3 Ethical Considerations

The research considered all fundamental research ethics where confidentiality was ensured to all participants, protection of research participants from any harm resulted from information given out in the field was observed too. All transcripts and notes was stored in a locked cabinet at the researchers home. Participants were infonned about procedures, risks and benefits of the research and gave their consent to participate in investigation and that no information from any interview was disclosed to other people. Names of participants were disguised as were names of schools, that is to say no names of any respondent appeared on the questionnaire. Permission was sought from the office of dean faculty of education of Kabale University at Kabale University. In the field, permission was sought from individual heads of schools, these schools were kabala Brainstorm High school, Rock High school, Kabale Trinity college and St mary;s college Rushoroza.

CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION

4.1 Introductions

This chapter presents the data obtained from research participants on the influence of culture on secondary school girls academic performance in Southern division Kabale Municipality. This research was achieved through the responses on three objectives: perception of teachers, students, **parents and** religious leaders on the issues of early marriage to girls; perceptions of the teachers, students, parents and religious leaders on cultural values of smart girls; and general perception of community"s expectations of girls. The first part presents the demographic characteristics of the research participants, while the second part presents the data arranged according to the research objectives of this study.

Category	**SAMPLE** SIZE					
	Male%		Female%		Total	
teachers	8	50	8	50	16	100%
students	20	50	20	50	40	100%
Parents	8	50	8	50	16	100%
Religious leaders	4	100	00	00	4	100%
Elders	2	50	2	50	4	100%
Total	42	52.2	38	47.5	80	100%

Source; Field data 2021

The Table 4.1 explained demographic characteristics of respondents. Sampling based on knowledge, age as well as sex. Due to these categories total of 80 respondents participated. Out of that males were 42 which is equal to 52% while female were 38 equal to 47.5%

4.2 Perceptions on the Issues of Early Marriage to Girls

The first objective was set to explore the perception of teachers, students, parents and religious leaders on the issues of early marriage to girls. Interview schedules were used to solicit

information from 16 teachers, 40 students, 16 parents and 8 community members. The question was:

What are the perceptions you have on the issue of early marriage?

The following were some of the responses.

Teacher 1: I think early marriage to young girl is Immoral. There are many people in our society who are so immoral and when they see children they feel like they can be their wives.

Teacher 2: Marriage to a young girl is so humiliating for the girl. How can one even think he can take a small child to be his wife?

Teacher 3: Marriage to a young girl affects girls/young mothers psychologically. She feels so insecure because she is too young. Young girls need to be with their mothers to grow up and learn, not to grow up in an environment that expects her to act as a mature person.

Other teachers had a perception that marriage to young girls increases the death of motherhood since the mothers are young. Others associated it with increasing the family conflicts, denying children their rights. Some teachers perceive young marriage as causing school drop out to the girls and impede them from completing their studies. These findings are in contrary with those of Songawasonga (2012). Unlike the parents of early ages, who were notorious for engineering and forcing their daughters to get married before they were 18, the parents in Southern division Kabale Municipalituy consider this as immoral. Others associated child marriage with poverty and patriarchal system. The following are these perceptions:

Teacher 4: I think child marriage is a sign of poverty. Some parents marry off their Children because of bride- price.

Teacher 5: There are some cowards who marry children because they fear mature women. They prefer young girls so they can teach them to be the wives they want. I think this is oppression and exploitation of children.

It was interesting to find that children had very different views from their parents and teachers. From their perception, it seems that there was a forced marriage in this locality, despite the fact that parents and teachers seemed to despise the practice. From the focused group discussion, these are what they said:

Group 1: Girls are forced to engage into marriage by their parents and guadians because first of all it"s a prestige to the girls" parents that their daughters are married and they get much respect from the society, to them education is not that important to the girls;

Group 2: When girls consistently get messages that they should act like wives and caring mothers, they feel that they are prepared to wives. It becomes very difficult for them not to think like a wife than a professional woman.

From these responses, one can get the message that there were hidden messages for girls to get married first, and not to focus on developing themselves academically. These findings are in line with those of Songawasonga (2012) in Kahama District, where Sukuma parents were engineering and forcing their daughters to get married before they were 18. However, unlike the Sukuma, the parents in Kabale municipality were not openely forcing their daughters, but send messages that they were supposed to think and act like married women.

In a nutshell, objective I found that, while the community member had a negative perception about early marriages for girls, they were still practicing it in hidden messages. The same sentiments can be seen in a study by Almunajjed, 2009 who found that in Saud Arabia for example, girls marry before they reach the age of 16, and this gender imbalance in education has been contributed by local norms especially early marriage, forced married and traditions social beliefs, and principles that stand in the way, limiting women"s opportunities to acquire or complete their education. Early marriage refers to any marriages of a child younger than 18 years old in accordance to article l of the Convention on the Right of the child (UNICEF, 2005).

4.3 Perceptions of the community members on cultural values of smart girls.

The second objective was set to assess the perception of the teachers, students, parents and religious leaders on cultural values of smart girl.

From the Table 4.2, most of the common names that were given to the smarts girls were humiliating to them, while the same names given to boys were encouraging 42

An interview with teachers was clear that, the names given to smart girls were demeaning. Daniel, for example, symbolizes trustworthy instrument for many believers. When it is attached to boys, it means the same thing, but when a girl is called a Daniel, it means she is like a man, Manlike women are not liked in most cases and thus, are likely not to be married.

Table 4.2: Showing Common Names of Girls and Boys

Girls	Meaning	Boys	Meaning
Daniela	Trustworthy	Kaguta	Hard like cow hide
Kyojo	Alike a boy	Baguma	Hardman
Malaika	a saint	Musilikare	A soldiers
Kinombe	hard like a rock	\She4a	Areal men
Magezi	Very bright	Batare	A lion like
Kiiza	Twin follower	Magezi	A bright
Korutaro	Born in war	Kihembe	A sharp horns

During the interview most of the teachers said that, smart girls were called Daniela mean Trust worthy. One teacher said that, these girls are called Malaika. From group discussion students come out with a lot of names like Honarable Kinombe was a former minister for transport, a very strong woman in her position but people disliked her because she was too strong.

In other setting, during the group discussion, smart girls were also called Korutaro, in English these names means are war survivor, These findings are in line with those of Dickens (1990) in Ghana on the perceptions of community and parents on girls who perform well in their studies. Dickens found that those girls who excel in academic subjects and science subjects were perceive as witches or as men-women, faced obstacles of not getting married because parents discourage their sons from marrying smart women/girls fearing that they would not respect their husbands.

Likewise, a study by Moira (2000) on smart girls in south Africa found that high achievers felt embarrassed and they did not want to be labeled as a "Brainiacs" started to act "dumb" in some instances. To explore the general perception of community"s expectations of girls.

4.4 Community's expectations of girls

The third objective was intended to explore the general perception of community"s expectations of girls. Population interviewed were teachers, students, parents, and other community people, which make population of 80 people. The question interviewed was stated that; *"what are common expectations of girls in society?* Eventually interview was made and findings were as follows:

Teacher 1: Some people in the society expected girls to get married. They want their daughters to be called good wives and good mothers; to them these are very important.

Teacher 2: Parents send their daughters to school because they want them to be educated to become better wives and mothers. This is very important. Those who don"t go to school are not expected to be good wives. Unlike for boys, they are expected to have good job to cater for the family.

From the above, it looks that people expect their daughters to become good wives and mothers, and not necessarily to have a good job. This implies that, even if a daughter access education, she should depend on the husband financially.

These findings are in line with those ofUNESCO report (2003) in Ethiopia and Malawi revealed that, a girl child was deemed as a liability whereas the boy child was considered to be an assert, it was depicted that educating the boy in Malawi and Ethiopia was regarded as an investment for future economic returns because parents believed that, the sons would take care their parents in their old age.

The study noticed that investing in girls education was considered to be immediate economic loss and deprivation of a loyal and unpaid house hold helper, who the parents believed will do house hold chores, take care young siblings and help in agriculture activities. A general perception prevailing in Ethiopia and Malawi is that, since girls are to be married and send to another house, investing in their education was not a viable option. The report suggested that parents and other community member should change their attitude because the way girls are perceived has a major impact on the whole struggle of ensuring their right of education.

In the focused group discussions with the girls, these are some of their responses::

Group 1: I think expectations of girls and boys in the family are very different. In many families, parents will pay school fees for their son"s fist, and of their daughters after. This shows families value boys than girls. I don"t think they expect much from girls.

Group 2: Families do not think girls are as smart as boys; therefore, they don"t think girls can be as good as boys.

From these narratives, it seems that the expectations from girls were low. This implies that girls were not supposed to work hard like boys, and if they did, they would acquire a bad name. These findings are in line with those of Almunajjed (2009) conducted a study in Saud Arabia to access the effects of parents attitude toward their children. The study found that parents socialize

their children differently because of expectations to their daughters and sons. Because of gender based expectations, girls are socialized into roles of family getting married and taking care of home and children.

While **boys are** expected to perform leadership roles, they are socialized into being brave and to work outside their homes. Girls who showered attitudes to good care takers of their home were rewarded and those who showed attitude of playing and being brave were scolded.

Almunajjed discovered that in order for girls to be accepted in Saudi Arabia, they must show caring attitude. He recommended that, parent"s socialization should cooperate with other socializing institutions in imparting knowledge and skill which may consider gender balanced society.

This chapter sought to explore the perception of teachers, students, parents and religious leaders on the issues of early marriage to girls; assess the perceptions of the teachers, students, parents and religious leaders on cultural values of smart girls; and to explore the general perception of community's expectations of girls. The key findings are that while the community member had a negative perception about early marriages for girls, they were still practicing it in hidden messages. Furthermore, the cultural value of smart girls were detrimental to girls" aspiring to be smart. There were names such as Malaika, Korutaro all which were negative messages that the girls should not associate themselves with them. Likewise, this chapter found that community expected very little from the girls compared to boys.

CHAPTER FIVE: DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5. l Introductions

This chapter comprises the, discussion, summary, conclusion, recommendations and suggestions for the further research study.

5.2 Summary

This research is based on assessing whether the social-culture activities affecting girls" academic performance in secondary school education or not. The researcher found that the patriarchy and other negative cultural activities still existing in Kabale Municipality as society practices the negative cultural which eventually make girls inferior, unconfident and unsecured. In general the society is totally characterized by gender discrimination, gender blindness, stereo-type and sexual harassment.

So if the suggested solutions will be taken into consideration seriously the patriarchy system and **other negative cultural activities will end up hence the confidence and interactions between** teachers, students and parents as well as government will be effective and this will enhance a good performance to girls" students.

5.3 Discussions

Marring young girls its associated with ignorance of their parents and the societies surroundings them, people have to change their negative attitudes towards this issue, however education of gender issue should be provided to the society, lets people be aware on gender issues from the **family level! These people actually are still blind, instead of marring their children so as to solve** their problems they have to work hard, being creative on how to overcome the poor living conditions they have as well as being positive on the issue of education sponsorship, Parents and **guardians have to sponsor education for both girls and boys.**

Marring young girls, we are destroying girls dreams, their features and actually we are lessened their opportunities. Girls are alike other children, they have equal right in getting education and possess good positions different economic sectors, administrations and being a good parents who helps their families in all aspects. Our girls have equal opportunities in the family, society and in the National as whole. The truth is that, biologically and physically female are more delicate compare to male who are masculine powerfully!

This doesn't mean males are able and fit everywhere! For example male can be a very good leader in army but women might be a very best leader in the different social works. In a real sense, all these good positions in a different economic sector, administrations, head of **departments, private and public entrepreneurship, good families are possessed and controlled by** the educated people, let"s end up this patriarchy system, and treating our children in equal chances.

The study also found negative effects of the names for smart girls where they even tried to hide their talents so that they may be seen as normal. Names are like Kihember,Batare were demeaning and discouraged girls from trying as hard as boys in their academics. Moreover, other names likes Kemicemce, it insults girls and discouraging them; these names implies that these girls are alike man, being Msongolist means that, your pretending to be capable while you're not capable, you're trying to do something which you didn't fit in it! These names actually embarrassing girls very much, sometimes may demoralizing them and make them unconfident, **unsecure! Eventually may lead them to lose hope.**

Furthermore, the expectations of the community from the girls which is attached to marriage put the girls in a position of not trying hard in their studies. When one know from the very beginning that her destiny is to get married, she will not concentrate on developing her cognitive capacities, but instead **will focus on her body, leading to the society perceiving girls and women as** incapable and useless especially in the current global economy where competition is high.

5 .3 Conclusions

From the research findings and discussion, the researcher came up with the following
conclusion:

The government tends to introduce the different policies so as to empower the women and girls" education. But the local communities are not much aware about these movements as are implemented at a national level, the researcher found that the problem is the local people who are not aware about the significant of the formal education to the girls, instead they adore the negative cultural activities and actually the society is male dominated structure which favors **male.**

The researcher reveals a lot of effects, so she **pointed** some recommendations which once put into consideration, girls' performance will be improved.

5 .4 Recommendations

The researcher recommended the strategies which should be put into considerations so as to end up the patriarchy system and other bad cultural norms and values about girls and women, which not only demean them but impede them from struggling to be on equal foot with men.

5.4.1 Recommendations for Teachers/School

When teaching and learning process is taking place, demonstrate that everyone in the classroom understood your lesson, make sure that abuse language in the classroom is avoided, pay equal attention to both girls and boys, encourage all students in questions asking and ensures girls are participating full in the classroom discussion.

However encourage girls to take what they call masculine subjects and creation of non-sexist learning environment such as:

(i) Initiate debate on gender issue at staff meeting.

(ii) **Identify other** area which change is needed.

(iii) Meet the parents and discuss how to strengthen gender issues and eliminate patriarchy system within the community.

(iv) Ensure equity in enrollment.

Also change of attitude, will allow the adoption of gender sensitive teaching methods. There is a need to have the responsive pedagogy whereby teaching and learning process pay attention to the specific learning needs of girls and boys.

5 .4.2 Recommendations to the Government and Community

Government is recommended to provide in-service training to the teachers on the gender issues, establishing a new course specializ.ed on the gender issues and cultural to the teachers colleges and gender issues and patriarchy system should be termed as a dependent discipline/subject in secondary schools; and society has to change its attitude from gendered structured society and male dominated system to the society with new perceptions in promoting gender equity and equality.

However, policies must be put into practices not let those remains into books; and implementations of these polices should beginning from the grass root, into the local people from the family level whenever is possible. Eventually; Government, society and teachers needs to create a gender friendly school where school management applied gender equity principles to all activities.

5.5 Suggestions for Further Study Research Topics

(i) An assessment on the effects of inadequate Radios and Television stations in educating Kabale municipality the effects of the negative socio-cultural activities.

(ii) The existence of the ignorance to the most of the indigenous leads formal education **backward** in **Kabale Municipality.**

(iii) Investigating on the effects of the poverty **to the** girl child"s education in Kabale.

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APPENDICES

Appendix 1: Interview Schedule for Head of School, Teachers and Students

Dear Sir/Madam

l"m **AKASANSIBWA LINIT.C**, a student of Kabale University, pursuing bachelors degree in Arts with Education.Kindly Im requesting you to take part in this research which deals with the "influence of culture on girls" academic performance" by responding the questionnaires below you are insisted to fee) free in responding because confidentiality is always considered and all information given/obtained is for research purpose only.

Name of the school.. ....

Gender ....

 1. **What are** the perceptions you have on the issue of early marriage?

a ....

b ....

C •••..••••••.••••••••••••.•••••••••••••..•••••..•••

 2. What is the common value of education to girls in Uganda?

 3. Do the majority of people hold this value to support girls" education?

 4. What are common expectations of girls in society?

 5. Are these expectations the same as those from boys?

 14.Why are they different?

 15.Why in Kabale Municipality, girls are married younger than boys? What are common names for smart girls especially those who compete with boys?

 8. What are common names for smart boys?

 9. In your views, why do the majority of girls shun away from science subjects?

THANK YOU VERY MUCH FOR YOU ARE CO-OPERATION

Appendix 2: Interview Schedule for Elders, Parents and Religious Leaders Dear

Sir/Madam

I'm **AKASANSIBWA LINIT.C** , a student of Kabale University, pursuing bachelor's degree in Arts with Education.Kindly Im requesting you to take part in this research which deals with the "influence of culture on girls" academic performance" by responding the questionnaires below you are insisted to feel free in responding because confidentiality is always considered and all information given/obtained is for .research purpose only.

Position .... Years ....

1. What are the perceptions you have on the issue of early marriage?

a ....

b. ………………………………………………………………………

c •••

2. What is the common value of education to girls in Uganda?

3. Do the majority of people hold this value to support girls" education?

4. What are common expectations of girls in society?

5. Are these expectations the same as those from boys?

6. Why are they different?

7.Why in Kabale Municipality, girls are married younger than boys? What are common names for smart girls especially those who compete with boys?

8. What are common names for smart boys?

9. In your views, why do the majority of girls shun away from science subjects?

THANK YOU VERY MUCH FOR YOU ARE CO-OPERATION