



**CULTURE AS HINDRANCE TO GIRL'S ACCESS TO HIGHER
EDUCATION IN SOP – SOP SUB-COUNTY TORORO DISTRICT**

BY

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DECLARATION

I, Alowo Veronica, hereby declare that this is my original report and it has never been submitted to any university for award of diploma in primary education

Sign

ALOWO VERONICA

Date

APPROVAL

This research study by Alowo Veronica entitled “Culture as hindrance to girl’s access to higher education” in Sop – Sop sub-county Tororo District has been under my supervision. It is now ready for submission for examination.

Sign

Name: OWOR MICHAEL OPIR

Date:

DEDICATION

I greatly dedicate my study to my dear husband Owor Samuel Amos who despite the over whelming multi-pronged pressure that surround man, never gave up in supporting my education.

I also dedicate to my Mother Dorothy Abbo and my children Margret Joy Awino, Kakai Cissy and Okello James Gift, to my friends Abbo Joyce, Osiru Isaac, Awor Elizabeth, Erisat Yese who always brightens my life and makes me strive for greater heights.

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ABSTRACT

In Africa, girls and women endure work forms of violence of human rights than their male counterparts. This ranges from cultural, psychological, physical and sexual, exclusion from power and opportunities within and outside the family. This study examined the impact of cultural values and beliefs on girl-child education among the Jopadhola of Eastern Uganda. Instruments used were open ended questions, interviews guides and an observation checklist. Data was collected by means of focused group discussion, Key information interviews and observation.

Data and information generated were compiled, tabulated, analyzed and presented along with conclusions and recommendations.

The study found that girl child performs worse than the boy child in primary leaving examinations and that girl pupils were more likely to drop out or were more likely to drop out of school than the boy pupils. This was due to negative cultural values and beliefs that impact on the girl child Education including the view that girls were sources of wealth, replacement for the dead married sisters and were meant to marry while virgins in order to fetch more dowry. All these led to low concentration, retention, poor performance at school hence high dropout rates for the girl child as many end up marrying early or get unwanted pregnancy.

The study drew conclusions that there were a number of cultural values and beliefs which impact on girl child education negatively.

The study recommended that cultural leaders in Africa should gradually phase out traditional values and beliefs that impinge on the rights of the girl child.

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CHAPTER ONE

INTRODUCTION

INTRODUCTION

Many African societies tend to give the boy child better prospects while disfavoring the girl child, despite the fact that the existing social, economic and political opportunities like education, property ownership and leadership among others, would benefit both sexes given equal opportunities as stated by Okwakpam and Nnenna (2012). Still the best of the available opportunities are supposed to be exploited by the boy child as culture dictates and so the girl child comes in for the second option (Atekyereza 2001)

This study aimed at examining the impacts of cultural values and beliefs on girl child education among the Jopadhola of Eastern Uganda. Generally, girls among the Jopadhola, are the group that is marginalized wherever it comes to access, retention and completion of Education (Ocitti, 1973:52). The major cause of high dropout of girls from school is the demand to fulfil the cultural values and beliefs that are expected of them by their respective communities.

In Uganda, much concern has been expressed by government, educationists, community over the slow progress of the girl child education. Although much effort has been made by government and other institution to improve Girl child Education through the introduction of Universal Primary Education (UPE) and the recent Universal Secondary Education (USE), lower entry point into post-secondary tertiary.

Institution, sensitization, constitutional provision and affirmative legislation for women and girl child, however, many studies still show that progress is

STATEMENT OF THE PROBLEM

Over the years, there has been debate over how many – actually drop out of learning, over a school cycle. Over 5 million Ugandan children of school going age have dropped out of primary school before p.7 in the past 20 years. This is according to the analysis of figures from assessment body of Uganda national examinations board (UNEB) and education and sports sector Annual performance reports (ESSAPRS).

The number of school drop-outs have been increasing over the years. The UNEB figures of these unaccounted for pupils span 20 years of school calendar and 15 primary leaving examinations (PLE) sitting between 1995 and 2015 final examinations from 2001-2015. On the other hand, the analysis of ESSAPR figures captures eight school cycles in 15 calendar years.

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