

The Impact of Teaching and Learning Materials on the Competence Based Curriculum Implementation, a Case Study of Selected Schools in Gwembe District, Southern Province

Matambo Sylvester, Malumbe*

**Dmi.St.Eugene University Zambia.*

Abstract

This study examined the impact of teaching and learning materials on the implementation of the competence-based curriculum in selected schools in St. Patrick's Zone, Gwembe District. A mixed-methods approach was used, involving 75 respondents, including teachers, students, school heads, parents, and education officers. The findings revealed that teaching and learning materials are not effectively utilized, which negatively affects the quality of education. The study recommends that educators use appropriate, well-designed materials aligned with curriculum objectives and actively engage learners during lessons. Overall, effective use of teaching and learning materials is essential for successful curriculum implementation and improved learning outcomes.

Keywords: Teaching Materials, Competence-Based Curriculum, Curriculum Implementation, Learning Outcomes, Education Quality.

1. INTRODUCTION

This chapter establishes the background of the problem, statement of the problem, the purpose of the study, significant of the study, research objectives, research questions, delimitation of the study, Limitation of the study, theoretical framework of the study and definitions of the key terms. Culture can be defined as a lifestyle of people in a community or society, who live, share the same traditions, norms, language, social habits, customs and art. Academic performance is defined as the measurement of student achievement across various academic subjects/ field or the extent to which a learner articulates himself or herself due to the knowledge, attitudes and skills attained. It must be understood that culture includes home environment and school atmosphere in which a student/s may be exposed to teaching and learning. Therefore, the home culture and school culture of a pupil may have an influence towards the students' performance and achievements. Education is regarded as a means of acquiring knowledge, values, attitudes and skills that provide equal opportunities to participate in political, cultural and social activities. In line with this Amsalu (2002) pin pointed that the performance of educational institution is dependent on the nature of the school culture, quality of administration, commitment of teachers and students' motivation for learning. In order to trace the culture influence on girls' performance in academic work a critical analysis of the general performance of girls in final national examinations for grade 9 and grade 12 was undertaken from 2017 to 2020 respectively. The findings are illustrated on the tables below showing the pass percentages at grade 9 and grade 12 respectively for the selected schools under keeping girls in schools (KGS) schools. However, the actual names of schools are not mentioned due to the request of the targeted schools, for security reasons.

In the year 2020 the grade nine internal results were analysed in the District with a target of the selected schools in comparison of girls' academic performance and boys' academic performance. This is in reference to the total candidates who enrolled 639 boys, 298 girls giving a total of 937 candidates. However, the candidates sat for National examination were

276 girls and 624 were boys, 37 candidates were absent and out of this number 10 girls were married off while 12 were pregnant due to social cultural influence.

The academic performance of girls for three (3) consecutive years in comparisons with that of boys prompted for this research to be undertaken, especially that the girls and boys were coming from the same environmental settings, economic and cultural background. The performance of girls compared to that of boys, raised a lot of questions, concerns and worries, which demanded for critical search or investigations for possible solutions and actions to be under taken, hence it led to the development of this research document.

In education, academic performance is considered to be the key criterion to judge one's total potentiality and capability towards work. This measurement has become the standard major tool to guide people or individual's performance in all cycles of life, status, position or individual's interest. Therefore, academic performance occupies a significant role in determining an individual's worthiness in society. In developmental agenda of every individual, group, society, country wide and globally, women are not an exceptional, hence this concern on their academic performance.

Statement of the Problem

Schools are complex organisations or an organised anarchy having different people who have a stack or a role to play towards achievement of institutional set goals. A school is a hub of education and education is regarded as a means of acquiring knowledge, values, attitudes and skills that provide people opportunities to adjust to social cultural changes. The acquired knowledge helps people to actively participate in governance, political, cultural, economic, social and religious activities. There are many women in different Zambia society who are still lagging behind in acquiring primary and secondary formal education. This has drastically affected women's standard of living and their accessibility to the basic needs and services for their livelihood. A critical analysis has been undertaken on the comparisons of boys' and girls' academic performance, the performance of boys is better than girls' performance and culture has been surfaced to have a great influence over girls' academic performance.

According to Amsalu. A. (2002) he stated that socialization into gender specific roles has a contributing factor in gender imbalance in society. He further stated that cultural values such as early marriages, teenager pregnancies, traditional ceremonies, school culture and home chores have influence to girls' academic performance. Maslowski. R. (2001) pointed out that socio cultural have negative attitude towards girls' performance in education. Zambian society's point of view has different treatment of girls than boys in regard to education opportunities. Culturally girls are viewed as business assets marrying them off in return for lobola, while boys are given more opportunities to excel in their education. It is from this background that the government of Zambia, through the ministry of Education is implementing keeping Girls in School initiative (KGS) a component of Girls Education and Women Empowerment Livelihood (GEWEL) project. The ministry of education in collaboration with social welfare are identifying beneficiaries from social cash transfer households to access secondary education through payment of school fees, back to school campaign, provision of school requisite and construction of girls boarding facilities to better the lives of girls at school. The keeping girls in school (KGS) was rolled off in 2016 in Gwembe District of Southern province, but the primary aim of this programme was under scored, or partially achieved due to socio cultural influence. However, this literature points out that the planners of this programme (KGS) initiative had no focus or realisation of the inputs from direct beneficiaries (Girls), parent/guardians, teachers, church leaders and civic leaders in society in regards to cultural influence towards academic performance and achievements. This study material aims to fill this information gap in the field of literature.

Specific Objectives

This study has the following specific objectives:

- (i) To investigate the influence of culture on secondary school girls' academic performance.
- (ii) To analyse the perceptions of teachers, students, parents and religious leaders on cultural influence in relation to academic performance.
- (iii) To determine the negative influence of culture on girls' academic performance and make recommendation.
- (iv) To strengthen the capabilities of stake holders to use research information for decision making program ,policy making and resource allocation.

Research Questions

- (i) State the influence of culture on girls' academic performance?
- (ii) What are the perceptions of teachers, students, parents and religious leaders on cultural values in regard to academic performance?
- (iii) What does the community's expectations of girls in society?

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 findings will lead to an understanding and explanation of situation faced by parents trying to prevent their girls to join various levels of education. The findings will help planners and policy makers to revise relevant education policies, curricular and educational programmes which can favour both girls and boys to have equal opportunities towards education.

The results will create awareness, provide equitable opportunities and unique-in depth perspective on the importance of educating women in society. The government and non-governmental organization (NGOs) will use the findings in their efforts towards helping women's access to education. The results of this study will be an eye opener or widen knowledge countrywide, globally to the community especially to the people of Gwembe about some cultural values which impede girls in accessing their education.

Definitions of Key Terms

Access to Education Refer to the opportunities available to the target population to participate in that education.

- a. **Education** Incorporates both formal and informal elements of the educational process used over the lifetime of the person.
- b. **Equity** Refers to the fairness in 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 ethnic 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. **Delimitation** Refers to the description or boundary of the site of study.
- h. **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.

- **Domesticity** Refers to family life or home: (domestic works) that is saving, doing cleaning or other jobs.
- **Limitations** Limitation refers to the challenges faced during the course of study, which made it difficult to access information or data.
- **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.

Limitation of the Study

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

Challenges of time management during data collection as the whole process was interfered by normal activities in the working place as well as home affairs. Also, lack of money for collection a wide range of data was another challenge faced. since the researcher needs enough money for conducting the whole process such as transport, food and stationary costs. The research was quite challenging for it was undertaken in the wake of Covid 19 disease, which made limitations in accessing information from respondents, social interactions. Some respondents could not cooperate due to Covid 19 guidelines. However, different strategies were employed in accessing information by considering Covid 19 guidelines.

2. LITERATURE REVIEW

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.

Theoretical Framework

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 1840 due to 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 (Temba 2004.46) for not considering women as reasoning subjects and the exclusion of women in the developmental activities in the sphere.

Liberal feminism Theory 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 theory female subordination is rooted in a set of customary and legal constraints blocking women entrances to and success in the political arena world wide and active participation on other sectors of the economy.

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 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 or equal rights as men according to Temba (2004.66)

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, to participate in developmental activities worldwide and not have their life chosen for them because of their sex. Women are 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 thought women's 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.

Weaknesses of Liberal Feminism theory

Despite the good intention of liberal feminists in fighting for women's rights and opportunities, the theory does not question structural inequalities which prevail in the society. In addition, the theory does not pinpoint or its silence on the relationships between sexes as a specific power relation although it raises awareness on the plight of women according to (Temba (2004.45). Another weak point of the liberal feminism is that it sees women as homogenous social group with no difference in terms of age, social status or ethnic in society. It focuses exclusively on women and considers women as passive recipients of the process of social change.

Liberal feminists put more emphasis on women's 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 modern society. This study will use many ideas put forward by liberal feminists such as patriarchal values about the position of women in society.

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 behaviour 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.

This study considered constructivism theory to be useful in analysing 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 students' 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 Vygotsky, 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 learning. 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 in education. The perception of teachers, students, parents and religious leaders on the issues of early marriages to girls; the cultural values of girls; and the general perception of community expectations of girls lead to female performance or underperformance.

Related Literature

Global perspective of girls' education

Historically, for centuries in all established societies and cultures all over the world women and girls have been victims of ruthless power struggles. This hegemony over women and girls has been apparent in disparity in education, forced marriages, social- political exclusion and many others. In Nigeria traditions and cultural practices such as early marriages which focuses mainly on family managements and less access to formal education. This has created current gender gaps in several parts of Nigeria, especially the North- East and central parts which is mostly hard hit. According to Anbesu, B (2004.44) Education is the bedrock for any sustainable development, however, in Africa and with reference to Nigeria. Despite the fact that education is a veritable tool to national development, a girl child in Nigeria is still lagging behind in accessing formal education. This has been attributed by a number of factors which include the attitudes, culture, beliefs, parental factors, social norms and values.

The Perception of early marriages to girls according to Bayisenge (2006.54)

Was critically examined on the effects of early marriages in Rwanda, using qualitative methods, she noted young girls who got married were 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 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 counselling in elementary and middle school to serve as early prevention for deterring early marriage for Hmong female adolescents. Palamuleni (2001.23) 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, region, 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. Nuruddin however found that making immature decisions in selections of mates led to early separations, and marital problems.

Regina and Stella, (2010) did a study on perception of parents on the value of education to girls in delta central Senatorial District. The population of the study comprised all girls in the public secondary schools. They employed quantitative methods in their study. They found that parents did not consider education to girls as of high value because of high dropout and early marriage. On the basis of the findings from the study, Reina and Stella recommended that, there should be no gender differences; parents should bridge the gap of differential treatment among their children.

Perceptions on Smart Girls

African perspective of girls' Education

In Ethiopia female students' participation at all levels of education is increasing at an alarming rate. However, the number of female students who graduate from higher learning institutions are still less or compared with their male counter parts due to a number of factors. In a research conducted in finding out the major factors affecting the academic performance of female students at Barhir Dar University in Ethiopia the finding includes peer pressure, Lack of role models teachers, social cultural factors, Educational parental background, economic status of parents/guardians and environmental factors.

Anthony,N.J.(2004) pointed out that a focus of girl child education in Nigeria in selected private and public secondary schools in 2007, the study revealed that cultural practices and colonial intrusion serve as the major factor to girls' inaccessibility of the girl child education which makes girls to vulnerables to early Marriage, teenager pregnancies, denial of their right to education.

Dickens (1990.18) 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 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 society should expect from educated woman. In Ghana the girls child often faces discrimination from the earliest stages of life through childhood to adulthood. Overall girls enrolment and girls attendance still lags behind as compared to that of boys. The factors are high poverty level, Low parental income, low parental levels of education, early marriages, Boy child preference, religious practices and household chores.

Moirra (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 labelled as a "Brainiac's" 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. Moirra advised that counselling 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 talents 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.

Naher 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 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 intelligence 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 peer's 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 conducive 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 have a 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 summary, 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.

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 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 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 skills which may consider gender balanced society.

Songawasonga (2012) conducted a research to examine incidences of girls forced drop-outs in Tanzania. He revealed that, parents and other community members were notorious for engineering and forcing their daughters who complete primary education and join secondary education to get married and many of them are aged below 18. In Dare Salam, 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 African societies 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 members on girls' educational development. Misra noted that, the attitude of members in the society 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 members' 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 asset, 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 of 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 of young siblings and help in agricultural activities. A general perception prevailing in Ethiopia and Malawi is that since girls are to be married and sent to another 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.

Amsalu, A (2002) conducted a study to examine 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 effect on girls' participation and academic performance in education, especially 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 issues and more easily distracted and interested in unrelated issues like romance and physical appearance.

Amsalu (2002) 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 arise from persistent gender stereotyping, widespread gender discrimination and negative social attitude towards girls' education.

Synthesis 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

self-reliance, social and economic autonomy, probably has a negative impact on son preference. The reviewed literatures 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 endeavours to address some of these gaps by gathering views and information from different groups of society world over.

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 centred 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 towards our social-economic development. Issues like parent's 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 Zambia. 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 marriages or early pregnancy.

3. RESEARCH METHODOLOGY

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

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 how cultural activities influenced girls' academic performance in secondary schools.

Descriptions of the Study Area

The study was carried out in southern province of Zambia, Gwembe District. The District is bordering Zimbabwe to the south being separated by Lake Kariba, to the north is Monze District, to the east Siavonga District separated by Mamba bridge at Mang'onze crossing the Lufuwa river and to the west might Zambezi escarpment which stretches from Sinazongwe to kampiri ngonzi in Siavonga District. The District has a population of 28000 in total, 16,000 women and 12,000 men respectively by 2020 national census statistics.

Gwembe district is administratively divided into 14 wards, these are Lukonde, Fumbo, Jongola, Makuyu, Bbondo, Chaamwe, Luumbo, Kkole, Syampande, Chibuwe, Kkoma, Sinafala, Sompani, and Chisanga. The economic activities in this district are agriculture and Fishing. Fishing being the main economic activities of the people of Gwembe Valley, mainly in agriculture they grow crops like Maize, finger millet, sorghum and cotton. They also keep livestock like cattle, goats, pigs and chickens.

Population

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. Purposive sampling was used to identify pupils who had good academic performance in comparisons with those who had challenges. However, a comprehensive sampling technique was used to identify teachers, headteachers, church leaders and civic leaders due to limited size of the target group. In order to have a qualitative and quantitative data collection, various sampling techniques were employed, thus making it a mixed method of approach in collecting data.

Targeted Populations

This study targeted on 12 head teachers of secondary schools, 32 secondary school teachers, 100 secondary school students both girls and boys, 32 community members and parents, 8 religious' leaders, 6 elders males and females with the age of 50 and above and 10 civic leaders.

Sample Size

In regard to the targeted population outlined above, the sample size was recorded in totality 115 individuals were used as the basis of data collection and they are categorised respectively as follows; 16 teachers out of 32, 65 students out of 100, 16 parents and community members out of 32, 4 religious leaders out of 8, and 10 headteachers out of 12

Research Instruments

The collection of data was made possible due to various research instruments employed in the research, which included the use of questionnaires, interviews, Focus group discussion, and observation schedule.

Questionnaires

A questionnaire is a carefully designed instrument which is well written in simpler language of the respondents, typed and printed material which enables the researcher in collecting data directly from the targeted people, who are directly affected by the problem of research. The questionnaire is basically consisting of questions and statements that are closed ended and open ended. The open-ended questions are designed in a manner that respondents are given a platform to explain briefly in written or oral expression. This research instrument is widely used in research for collection of data.

Questionnaires as an instrument in data collection, in this research 30 close ended questionnaires items were developed to enable collection of data from the respondents. The items set had a focus on the influence of culture to girls' academic performance. 10 items set was focusing on contribution of school culture towards students' academic performance. 10 items had a focus of socio-cultural influence towards girls' academic performance. 10 items were focusing on the girls' perspectives on culture influence.

Interview

Interview as an instrument of data collection, in order to get information about the respondents' reflection regarding the contribution of cultural influence in academic performance, interviews was employed to the targeted population.

However, before selecting the method of data collection in this research validity and reliability of the instruments to be used was considered.

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 (NECZ).

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 was 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 group discussion were also 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 (Creswell & Miller, 2000). In qualitative research, the researcher was an important research instrument. Thus, the role of the researcher also influenced the research conclusions. In this study, the researcher tried his best not to let his 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 were validated as sets of questions constructed in English and later translated into Chitonga. The instruments were 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.

Reliability of the Data

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

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 were stored in a locked cabinet at the researcher's home. Participants were informed 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 directorate of distance education at DMI.ST.Eugene University (IVDL) to undertake this research. In the field, permission was sought from individual heads of schools targeted for this research and from civic leaders in society where the affected population lives.

4. CONCLUSIONS

In view of the major research findings presented above in tables and in context. It has been concluded that culture has a strong impact on education in the teaching and learning process. Students' academic achievements is anchored on school culture, home culture, teachers' commitment and students' motivation. As we appreciate the cultural role in the field of education, for instilling values, ideologies, and customs to student, we must have a realisation that these should not be a barrier in a particular group of people in accessing education. Society must set a platform for equal opportunities, by considering government educational policies. Generally, the findings in this research favours boys than girls in accessing education opportunities, this has resulted from the qualitative findings at the cost of the quantitative data collected. 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 academically will be improved in schools.

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