

Determinants of Students' Career Choices in Secondary Schools from Southwestern Uganda; Insights from a Domestic Chores Perspective

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Abstract: *The study is about how domestic chores affects students' career paths to pursue secondary education. Much research on gender has not explored on how domestic chores affects students' choice of study disciplines. Disciplines that students offer at secondary school level, have profound effects on students' career and this mostly affects females who perform heavy domestic chores. Gender role socialization, differences and stereotyping that persist in homes and secondary schools impact on students' choice of subjects, concentration, participation and educational attainment. Culturally, girls undertake heavy domestic work at an early age, more so, are expected to manage both academic and domestic responsibilities. This leads female students to perform poorly in class and relegates them to low quality courses. School curricular and teaching materials remain gender biased, reinforcing traditional male and female roles that deny female students to have a strong zeal for science subjects. Girls continue to be deprived of quality training in science subjects and mathematics at secondary level, yet, these subjects are the basis for individual and national development. Whereas female enrollment has increased at secondary level and even when the government of Uganda made the science subjects compulsory at ordinary level, the majority of girls are trapped in subjects that do not guarantee them automatic employment. Girls' performance in sciences and mathematics lags behind that of boys and this is partly attributed to stereotyped gender roles in homes that rob female students of the opportunity and time to concentrate in class in addition to completing assignments and reading for tests and examinations.*

Keywords: Domestic Chores, Choice, Academic, Students, Discipline, Secondary school

1. Introduction

The general belief among people in Southwestern Uganda is that domestic roles are for females. This is a contributing factor for gender bias that exists in selection of academic fields, curriculum and teaching at secondary level. Female students' entry point for academic disciplines is quite lower in mixed schools compared to that of male students. Distribution of roles based on gender is part of the traditional culture. It is socially acceptable in Southwestern Uganda, yet these roles have a negative impact on the girl children's choice of subject of study for Advanced level. Unequal distribution of gender roles perpetuates unbalanced stereotyped roles (Tuyizere, 2012). Against this background, inequalities in treatment based on gender in selection, pedagogical approach and curricular activities disproportionately affects female students' career. Gender bias in choice of subjects affects girls' education as they are less likely to be given ample time to concentrate on their studies. Female students are overburdened with heavy workloads both at home and school which reduces their concentration in class and completion of assignments (UNICEF, 2016). Heavy workloads both at home and school enhance gender disparities in performance and educational achievements in addition to creation of gender biased learning environment. In Southwestern Uganda, girls attending secondary education are less likely to complete school due to household and agricultural related demands (Ministry of Education and Sports, 2014). Gender inequalities in role distribution at home and school, play out in cyber space which negatively impact on females yet the home and school represent a critical space for learning and understanding of gender roles (UNESCO, 2014; UNGEI, 2016). Unchecked gender discrimination in roles in homes

and schools, encourage negative attitudes and practices in teaching and distribution of academic disciplines which subjugate school females to feminine roles in their environment (USAID, 2015).

Girls' education is greatly undermined when they are required to marry, engage in domestic chores, petty trade and agricultural activities. Institutional structures such as the family and school processes associated with feminine chores put low value to girls' education which severely constrains attendance, participation and full realization of their educational capabilities. This is reflected in unequal gender division of labor for girls that deprives them much of their time and attention in class. This mostly reduces their capability in science based related disciplines (Ministry of Education and Sports, 2015-2019). Cultural expectations of training girls for future roles of motherhood, result into teachers and parents into advising girls to take household related disciplines that are embedded in child caring and agricultural practices. There is an in-built assumption that practical subjects should relate to female students' future roles as mothers and home makers, while male students need preparation for entry into the world of science and technology and formal employment. Ultimately, this relegates girls into less lucrative disciplines such as home economics, secretarial studies, tailoring, and history for telling stories to children and Religious Education for being obedient, submissive and prayerful mothers. Notwithstanding, this hinders female access to equality and quality of education. It is against this background, that Ministry of Education and Sports (2015-2019), asserts that there are a few female students registered for Business Technical Vocational Education Training (BTVET) institutions, as evidenced by 29.8% in 2010/2011 academic

year but decreased to 18% during the 2011/2012 academic year. Despite government's introduction of Universal Secondary Education in 2007, female enrollment in science disciplines in upper secondary continue to lag behind that of males.

In the view of World Bank (2010) and Leach, Dunne and Salvi (2014) family and school structures attach low value to education of girls. This severely constrain girls' desire to concentrate on science disciplines, undermine attendance, participation and full realization of female potential in educational attainment. Quite often, this is reflected in the unequal division of labor for girls that burdens them with the most of the domestic chores in homes and at school, which in turn constrains their ability to study. The cultural expectations that that when girls grow up they should marry, hinders parents from encouraging their daughters to concentrate on science disciplines. More so, the cultural belief that domestic work is a feminine domain, is a pressing blockage to girls' concentration, performance and achievement in science disciplines.

Gyan (2016) defines domestic work as the stuff that has been deemed lady terrain which among others includes, cooking, cleaning and laundry. Housework is an activity people use as a very important way to express gender, masculinity and femininity. MoESTS (2015) demonstrates that in Uganda, parents often provide educational opportunities, allocate domestic work and support the career aspirations of their daughters and sons according to social and cultural beliefs that differentiate roles of men and women as culturally defined. Whereas girls are trained to take on caring and maintenance roles, boys are trained to be bread winners and leaders. These practices influence perceptions that affect the lives and education of boys and girls in significant ways. While work as such may not be harmful for school girls, excessive work both at home and at school is detrimental to their physical, emotional and intellectual development. Female students are subjected to excessive work mainly in the home setting which negatively affects their participation in education. Parents and other adults tend to give heavy chores to girls that include among others cleaning, cooking, babysitting and caring for the sick, while their brothers enjoy their leisure time or complete their school homework. These gender oriented chores reduce females' opportunity to compete equally with male students in secondary schools.

Assaad, Levison and Ziban (2010) note that house work and childcare responsibilities interfere with female students' educational attainment. But studies by Pinheiro (2006) indicate that there are fewer consensus on the harmful effects of domestic work on girls' equality in education. Pinheiro (2006) suggests that if female students learn some skills through domestic work early enough, it is beneficial to them if it does not dully affect their schooling. But he cautions that if domestic work interferes with their schooling and denies them to access school, then domestic work becomes harmful. Assaad, Levison and Ziban (2010) and MoESTS, Uganda (2015) note that although domestic work is often assumed to interfere with girls' education hence causing them to drop out, this is not always the case. There are other reasons that lead girls to drop out of school and

these include poor performance. They engage in domestic work because their school prospects are poor. Evidence from scholars such as Assaad, Levison and Ziban (2010) indicate that some parents engage their children in domestic work to equip them with skills for future market since the majority of women in the labor sector are female drop outs. The scholars also contend that skills in domestic work prepare female students to be good house wives, but this should not override their educational pursuits.

On the other hand, USAID (2016) and Tuyizere (2012) agree that in some societies, school boys engage in grazing animals, fishing, curing tobacco, scaring vermin away from foodstuffs, picking tea, splitting firewood, brick laying and quarrying stone, much of which may be done periodically if the boys wish. The boys' work is not as restrictive as home chores, hence, it can afford them time to relax and study. They also have the opportunity to venture away from the confines of the home, enjoy leisure, discover their environment and exercise leadership skills. Save the Children, Denmark (2008) pointed out that gender restricted roles for girls limit their potential to explore various experiences for the development of critical skills and acquisition of knowledge necessary for optimal participation in education and social life. These barriers to girls' education, deny them a chance to be educated and more so in their ability to pursue science disciplines, mostly at secondary level since payments of fees are involved. Due to the demands of home chores, parents may also discourage their daughters from offering science subjects, limit school support to their children, especially girls, in terms of scholastic materials, uniforms, meals as well as time/space for home work or study, thus limiting their opportunities in life.

Save the Children, Denmark (2008) further notes that in Adama, Addis Ababa, Dire Dawa and Harari towns and districts in Ethiopia, school girls are forced to work in cafeterias, bars, coffee and tea shops to support themselves and their families. Excessive workload in and outside home often lead to late arrival at school forcing the majority of female students to miss one or two lessons or the whole school day because of the 'closure of the school gate policy'. Save the Children, Denmark (2014) further acknowledges that the traditional norms and values related to the girl child such as excessive workload at home and the need to be silent and obedient are creating clashes in meeting the requirements of the modern education system. On other hand, female students are expected to arrive at school on time, be well prepared and to actively participate in class. On the other hand, the majority of the female students are overburdened with work at home with little or no time for reading and doing homework. Female students who arrive at school late, unprepared often find it difficult to participate in class.

According to Tuyizere (2007) and UNICEF (2015) in most rural areas, school girls engage in household chores including taking care of their mothers at the time of birth, taking care of the sick members of the family, agricultural work and raising income for the family through petty trade which interrupts their learning abilities. In urban areas, female students engage in preparing meals for the family,

washing utensils and clothes and ironing and preparing siblings to go to schools which are all time consuming, thereby giving no time for the victims to do their homework. Save the children, Denmark (2014) also notes that due to excessive workload at home, secondary school female students have no time to do their homework or read for tests and examinations unlike their male counterparts who have all the time at their disposal. According to Chege (2007) and ACFODE (2015) many parents expect their daughters to complete their home work while still at school, but when at home their daughters are expected to engage in domestic not school work.

Aikma&Unterhalter (2013) point out that the school system does not recognize reasons why female students reach school late, but are expected to be punctual and perform school tasks at an equal footing with male students. Girls are usually needed at home and need to earn money for the family. Domestic chores like girls being employed as child laborers, house maids, bearing the main burden of housework and taking on the role of caring for the younger siblings, impact negatively on their performance and attendance in schools. Heavy household work lead +result in physical and mental fatigue which undermines learning abilities. The opportunity costs are usually much higher for girls than for boys since girls are expected to do more domestic work than boys. While educating a boy is generally seen as a sound investment, sending a girl to school is frequently seen as a waste of resources. Girls are only appreciated for the labor they provide to the family. Significantly, it is against this background that excessive work is considered a form of GBV that is barrier to girls' education.

According to UNESCO (2016) report, in Southeast Asia, the nature of girls' labor, in the form of household chores, agricultural and home based work, often means that this work is unreported, unvalued and invisible, yet it is part of the problem that affects their access to education. Girls' labor, therefore, continues to be a major barrier to accelerating progress towards achieving gender parity and equality by 2015. CERT&DevTech (2008) observed that while at school, teachers or other school personnel may assign to female students, gender stereotyped roles such as fetching water for school dining, peeling cassava and bananas for the staff, working in school garden or cleaning classrooms and grounds, when their male counterparts are in class or enjoying their leisure.

Beazley, et al (2006) also notes that girls and boys participating in a study in Malawi reported that they were given chores and personal errands to do for teachers. Such school chores force students to miss class time, expose

students to dangerous or unhygienic substance, or are beyond the child's strength. Home chores and classroom duties may be assigned differently to girls and boys in terms of frequency, difficulty and prestige of assignment. For example, boys may be allowed to ring the school bell for assembly while girls have to do more arduous and time consuming work such as cleaning classroom floors. Arguably, exploitative labor and unequal work burdens form part of a larger pattern of abuse and disrespect for students that demoralize them and compromise their ability to learn and thrive in the school environment. UNESCO (2014) notes that female students' labor is more exploited by both parents and teachers, compared to male students, disregarding their opportunities to be in class learning, Tuyizere (2012) argues that hard labor is not only confined to female students but male students are also involved in bricking making, grazing and milking animals and other harder activities that disrupt also their education.

2. Methodology

This study was based on information related to determinantsof students' career choices in secondary schools from Southwestern Uganda with special reference to insights from a domestic chores perspective. A cross-sectional survey study design was used to qualitatively analyze data. The main instruments of data collection were questionnaires (150), workshops (150), focus group discussions (45) and interviews (45). Randomly selected secondary school students. Questionnaires were administered and collected by research three assistants .Frequencies and percentages were used to interpret the data. Participants were both males and females of selected secondary school students in Southwestern Uganda.

3. Results

From the study, students identified domestic and school work load as the most prevalent form of physical violence among students that hindered their equity in making quality choices of subjects of study in education. Students were asked to explain various forms of domestic chores that hindered their choices of disciplines to study. 50% of the sample were males and 50% females. From the interviews, 26% of females and 17%of males reported that domestic and school chores was a silent and hidden barrier to equality in choice of study disciplines in education, with female students disproportionately affected compared to male students. Table 1 below is about what students consider as domestic and school work that affect their equity in choice of subjects;

Table 1: Students identify forms of domestic chores and school workload that affect their equity in choice of disciplines in education

Item	Male		Female		Total	
	f	%	f	%	f	%
Students experiences of heavy household work and at school that affect choice of disciplines for study						
Heavy workload	09	06	19	13	28	19
Milking cattle /goats	06	04	03	02	09	06
Grazing cattle/goats	05	03	02	01	07	04
Agricultural work	08	05	14	09	22	14
Petty trade	05	03	04	03	09	06
Slashing compound	12	08	04	03	16	11
Worked on school farm	07	05	12	08	19	13
Fetched water for the school kitchen	09	06	04	03	13	09
Peeling food for school/home kitchen	04	03	08	05	12	08
Slaughtered animals/chicken for school kitchen /home	03	02	03	02	06	04
Carrying constructions materials for school buildings	07	05	02	01	09	06
Total	75	50	75	50	150	100

Source; Field work

According to the study survey in table 1; 6% of males and 13% of females engaged in heavy home household and school chores, 4% of boys and 2% of girls milked cattle/goats, 3% of males and 1% of females grazed cattle/goats, 5% of males and 9% of females did agricultural work and 3% of male and female students engaged in petty trade. More so, 8% of males and 3% of females slashed compound, 6% of males and 3% of females fetched water for the school or home kitchen, 3% of males and 5% of females peeled food for school or home kitchen, 2% of males and female students slaughtered chicken for school or home consumption and 5% of females and 2% of females carried constructions materials for home/school buildings.

From the interview findings, 37% students indicated that female children are often excluded or pulled out from school because of home chores that they engage in to raise fees for their brothers to be educated, 31% indicated that their parents and teachers discourage them from offering subjects science subjects because they are so demanding; 29% indicated that more female students than males supplemented family income and 08% were withdrawn from school to be prepared for marriage and 5% missed school to engage in home chores or attend to sick members of the family. More so, 43% said that domestic work impacted negatively on choice of disciplines of study as well as the ability to enter and remain in school. A female student who preferred anonymity narrated how heavy work load is a barrier to her education as she pointed out that; At home I obliged to do all household work and I always sleep after mid-night when every member of the family has

slept. When I am engaged in these home chores, my brother with whom I attend the same secondary school does his homework, watches television with my parents. Every day I wake up at 5am to prepare breakfast for the rest of the members of the family. I have to tidy up the dining room and put the sitting room in order before leaving for school. After taking his breakfast my brother leaves for school and reaches in time to ring the school bell because he is the time-keeper. I escort my two siblings to their school. By the time I reach school, I am already tired and to my disappointment I am locked outside the gate, or beaten by the teacher on duty or given any other punishment for coming late. I have to leave classes a bit early to collect my siblings from school. I am in a mixed school, where I also peel food for the school kitchen, while boys are left in class revising their notes. When I return from school, I often go to the gardens to pick food, dig or weed, while my brother goes to graze goats with a book in his hands to revise notes. With this daily routine how do you expect me to concentrate on studies on hard subjects such as sciences and perform well in class as my brother does when the learning environment is not conducive? This condition forced me to offer humanities because the disciplines in this area are not so demanding.

Students were asked to describe the effect of domestic work on their choice of subjects. Gender roles have a profound impact on students' choice of subjects as summarized in the table 2 below;

Table 2: Effects of domestic work on students' choice of study disciplines in secondary school

Item	Male		Female		Total	
	f	%	f	%	f	%
Effects of domestic/school work on equality in choice of disciplines in education						
Forced to offer humanities and less demanding subjects	08	05	15	10	23	15
Little time for school work	15	10	18	12	33	22
Absenteeism	15	10	16	11	31	21
Deteriorating academic performance	12	08	6	04	18	12
Reduced attention or concentration	11	07	13	09	24	16
Impaired learning abilities	14	09	7	05	21	14
Total	75	50	75	50	150	100

Source; Field Research

According to the study survey in table 2, due to heavy household work load at home and school; 5% of males and

10% of females were forced to offer humanities and other subjects they thought were not so demanding, 10% of males

and 12% of females had little time for school work, 10% males and 11% of females were absent from school, 8% of males and 4% of females experienced deterioration in their academic performance, 7% of males and 9% of females felt reduced attention or concentration while in class and 9% of males and 5% of females experience impaired learning abilities.

According to the study, 44% of students interviewed revealed that female students continue to tolerate the greater pain of shouldering the tedious household chores at the expense of their educational goals. In Southwestern Uganda, where formal education for girls has historically been secondary to that of boys, girls have to bear more pain to balance studies and household chores to reap what was robbed of them in terms of their education. Tedious household work robs females' opportunity to concentrate in class thus leading them to perform poorly in science and mathematics. More so, 26% of students indicated that the achievement of females in science disciplines was found to be lower than their counterparts, the males. This study attributed girls' decline in performance in science subjects to societal pressure to study feminine related subjects that relegate them to motherhood, childbearing and caring.

Furthermore, findings show that 15% of males and 23% of females said that they dozed in class as result of sleeping late due to engagements in domestic work, 10% of males and 19% of females had little time for school work, 10% males and 11% of females absented from school, 8% of males and 4% of females experienced deterioration in their academic performance, 7% of males and 9% of females experienced reduced attention or concentration and 9% of males and 5% of females experienced impaired learning abilities. The study from interviews also showed that due to heavy household workloads, 17% of female students were less likely to concentrate on science subjects compared to 11% of males, 43% of females attended school regularly compared to 48% males and if female students attended, they were less likely to ask questions or carry out experiments in class because of the amount of home chores they were forced to undertake that robbed their abilities. Students were also asked to give other reasons that made them opt for particular subjects and 31% of males and 27% of females indicated the usefulness of the subject in relation to future career, ability (39% of males and 22% of females) and interest (19% of males and 12% of males). Students were asked to identify the disciplines and institutions they would apply for at the completion of Ordinary level and Table 3 below gives a summary of the results;

Table 3: Ordinary level Students' choices of Study discipline for Advanced Level and tertiary institutions

Item	Male		Female		Total	
	f	%	f	%	f	%
Sciences	15	10	7	5	22	15
Humanities	23	15	32	21	45	36
Teachers' colleges	13	09	29	19	42	28
Technical schools	17	11	4	03	21	14
Nursing	07	5	3	02	10	07
Total	75	50	75	50	150	100

Source; Field Research

Findings from table 3 indicate 10% of males and 5% of females opted for sciences, 15% of males and 21% of females, humanities, 9% of males and 29% of females opted to join teachers' colleges, 11% of males and 4% of females preferred technical schools and 5% of males and 3% of females opted for nursing institutions.

Table 4; Students' Reasons for choices of disciplines

Item	Male		Female		Total	
	f	%	f	%	f	%
Home background/ parents are in the same field	09	6	06	04	15	10
Economic Background or parents' ability to pay fees	17	11	20	13	37	24
Domestic chores resulting to poor performance	06	04	10	07	16	11
Academic Abilities	25	17	17	11	42	28
Teachers influence	08	05	09	06	17	11
Learning environment	10	07	13	09	23	16
Total	75	50	75	50	150	100

Source; Field Research

Findings from table 4 indicate that students' reasons of choice of learning disciplines is equally determined by economic background or parents' ability to pay fees as revealed by 11% of males and 4% of females; home background or parents/guardians having studied the same field; 4% of males 10% of females identified domestic chores resulting into poor performance; 17% of males and 11% of females mentioned academic abilities destined them to certain disciplines; 5% of males and 9% of males mentioned teachers' influence as a factor that contributed to students' selection of discipline to study and 7% of males and 9% of males identified the learning environment as playing a significant role in choice of subject.

4. Discussion

The findings of this study indicated that more girls than boys engaged in home and school chores and agricultural work, while more males than girls engaged in milking cattle, grazing and petty trade. Females' chores were found to be tedious, time consuming and with no time for leisure or personal work. While male chores were done at particular times, are light and give them the opportunity to relax and engage in personal work or complete their homework. Knowledge of the implication of domestic work on choice of subjects is significant for stakeholders to break the negative gender stereotyping attached to household related chores to enable girls compete equitably with boys in science subjects.

Appallingly, findings indicated that lack of attention in class caused by heavy workload led to problems of fatigue, anxiety and stress. These problems interacted to create a complex web of social and academic withdrawal syndromes which affects the learning process. Female students in Southwestern Uganda were found to be the more disadvantaged than boys in terms of social status, resources and high burdens of household and school chores and sometimes lacked enough food while at school. This significantly affected their ability to compete for excellence in educational achievement. It is against this background that UNICEF (2015) acknowledges that family practice

around gender division of labor, forced marriage to fulfil domestic and marital responsibilities and the general value attached to girls' education reduces chances for majority of girls especially in rural areas to access education and contribute their dismal performance.

In this respect, UNICEF (2010) and other stakeholders have the potential to kick start the process of reflection and rationalization for mitigating a movement for change in terms of new understandings, attitudes, taking responsibility, commitment to act, capacity to demand equitable services and that the rights of schooling children are fulfilled. Effective stakeholder support must tackle all issues underlying gender equity in education. In education, issues such as heavy household and school work that undermine equity and service delivery relate to the ways in which such inequity affects students, teachers and administration. They are issues of school organization and management that affect equity; gender differentials in the cost of education, school administration policies, curriculum content, school admission policies, subject choice and differentiation in roles and subject combinations. Mobilizing stakeholders' support to ensure that girls are not disadvantaged but benefit as much as boys do implies a process of empowering stakeholders with essential knowledge and information on substantive domestic work issues that affect equity. Corroborative research by World Bank (2014) points out that girls are withdrawn from school to tend to young siblings, to earn wage and to do household chores or farm work. More so, World Bank affirms that traditional systems are likely to stream girls towards and away from certain subjects. This practice is most common in the fields of science, technical and vocational education. Additionally, Ministry of Education and Sports (2016) recognizes that due to less involvement in domestic chores, more boys than girls take science and technological subjects. Girls are typically enrolled in the traditional subjects such as secretarial courses, catering, tailoring and humanities

Conversely, the study established that the role of teachers and members of the community in socialization processes were highly influential in students' lives and had lasting impact on choice of disciplines of study. Against this background, MoES (2014) sheds light on this study in the sense that through the process of socialization, boys and girls can acquire certain beliefs, attitudes, values, perceptions and practices related to gender relations that persist into adulthood. These tendencies sometimes lead to unjustified and unequal treatment of boys and girls, lack of respect and low expectations of girls and women, which may result in low self-esteem among female students. Biased thinking about the abilities of female students relegates them to courses related with domestic chores which hinders girls' learning abilities. Against this backdrop, Tuyizere (2012) points out an incident where teachers express surprise whenever a female student performs better than boys in mathematics or sciences. More so, some parents and teachers motivate only boys to excel in academics and paying little attention to girls who perform well. Home and classroom based factors are also a contributing factors that enhance poor choice of study disciplines, for example girls are pulled out of school to engage in home chores or miss classes when peeling food for school kitchen. To worsen the

situation, girls drop out of school when domestic work at home and school prevent them from making proper choices of study in a conducive learning environment, consider for example female students may drop out of school when conditions at home and school are harsh.

USAID (2016) further points out that family responsibilities is an additional reason for the higher proportion of girls performing poorly in sciences, thus leading them to drop out of school compared to boys. Notably, science subjects need time and concentration but majority of female students are hindered by the opportunity to develop their learning abilities by domestic and schools roles. A similar study conducted by World Bank (2010) in Malawi noted that girls were underrepresented in vocational training institutions and science oriented subjects in secondary schools and were more prone to repetition. To this end, SIDA (2016) challenges homes and schools to actively promote a gender equal responsive, respectful learning environment and gender aware pedagogy amongst students, SIDA further challenges stakeholders to train teacher on how to use gender responsive pedagogies in the classroom.

Ministry of Education and Sports (2013) points out that in its 10th Article, CEDAW calls up on state parties to take all appropriate measures to eliminate discrimination against women in order to avail to them equal rights with men in the field of education on the basis of equality of men and women, same conditions for career and vocational guidance, equality at all levels of education as well as all types of professions, same curricular, funding opportunities, participation and other aspects in education. While CEDAW recognizes the importance of culture and traditions in shaping gender roles and family relations, it imposes upon states the obligation to take all appropriate measures to modify social and cultural patterns of conduct that are discriminatory or harmful to women and girls. CEDAW was premised on the notion that where cultural constructs of gender were an obstacle to the achievement of women's equality, it was culture that had to give way not that women's rights should be sacrificed. More so, the 1995 constitution of Uganda emphasizes that all Ugandans must enjoy rights and opportunities and access to education without any form of discrimination. Against this background, Ministry of Education and Sports (2013) affirms that girls are central to their own development and self-actualization and hence the need for emphasis on transforming girls' identity, self-esteem to create a positive mindset towards science based courses. This implies that homes and parental responsibility, mostly mothers, are key points for addressing issues of distribution of domestic roles to males and females to enhance equitable access to educational disciplines. More so, the school environment also raises issues of female teachers as role models to build positive life skills and proper choices for girls, mostly in training in science and technical subjects.

5. Conclusion

Domestic chores based on gender is an appalling phenomenon that undermines equality in access to disciplines that enhance self-actualization of students and educational achievement. Heavy household and school

related work have negative consequences on female students' enrollment, attendance, earning, participation and completion. Gender biases in choice of study disciplines at secondary level education undermines equality in accessing quality education. Gendered identities and household division of domestic responsibilities influence female students' career aspirations. Homes and schools are places where unequal distribution of roles can be challenged to promote equality in choice of study disciplines of females and males' in education. Gender discriminatory roles and unequal treatment in role distribution, teaching and school environment for males and females, can be addressed through high quality gender responsive pedagogy and education. Gender differences resulting from heavy household work continue to persist in choice of study courses for higher secondary levels. Domestic chores affect the academic career pathways of female students at secondary level, leaving majority of them offering courses in the public eye deemed as feminine. Stakeholders such as parents, teachers and the community are challenged engage in programmes that may change individual's gender role stereotypes or negative perceptions of what the society considers male and female roles such that boys and girls may engage equitably in feminine and masculine roles.

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