

**EFFECT OF RELIGION ON THE ACADEMIC PERFORMANCE OF
STUDENTS IN NAKALOKI SUB COUNTY, MBAALE DISTRICT**

BY

NABIRYE SARAH MAGADA

DPE/18893/71/DU

**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENT FOR THE AWARD OF DIPLOMA IN EDUCATION OF
KAMPALA INTERNATIONAL UNIVERSITY**

KAMPALA – UGANDA

SEPTEMBER 2009

DECLARATION

I, NABIRYE SARAH MAGADA DPE/18893/71/DU hereby declare that the research report is my own original work and not a duplicate of similarly published work of any scholar for academic purpose as partial requirement of any college or otherwise. It has therefore never been submitted to any other institution of higher learning for the award of a diploma in education.

I further declare that all material cited in this paper which is not my own have been dully acknowledged.

Signature

Date. 25-9-2009

NABIRYE SARAH MAGADA

APPROVAL

This work has been done under my supervision it is approved and ready for submission to the University.

Signature 

Date 28th/09/2009.

Nankya Oliver

(SUPERVISOR)

DEDICATION

I dedicate this work to my daughters Nagawa Patricia and Nabirongo Patience who have supported me morally.

ACKNOWLEDGEMENTS

I extend my thanks to all those who have helped me while carrying out this study. First and foremost, I give thanks to the Almighty God for all his guidance and courage through out my study.

I wish to acknowledge the help of my supervisor Miss. Nankya Oliver for the help and guidance she rendered to me during this research writing. I am also thankful to all my lecturers of KIU.

My gratitude also goes to my family especially my parents and daughters who were always with me. Not forgetting the Head teachers who permitted me during my data collection.

Also teachers of the sampled schools are acknowledged for their sensitivity and response to the call of duty during the exercise. I am also grateful to my classmates and colleagues who gave me moral support.

DEFINITION OF TERMS

Gender Imbalance: this is where women are seen as being inferior to men

Morals; these are concerned with what is right and what is wrong.

Performance; an action or achievement, considered in relation to how successful it is

Religion; this is a system of beliefs, symbols and rituals based on some sacred or supernatural realms that guide human behavior, gives meaning to life and unites believers into a community.

Sectarianism; showing a lack of concern for those outside one's own sect especially in religion.

TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS.....	iv
DEFINATION OF TERMS.....	v
ABSTRACT.....	vi
CHAPTER ONE.....	1
CHAPTER TWO.....	5
CHAPTER THREE.....	14
CHAPTER FOUR.....	17
CHAPTER FIVE.....	43
BIBLIOGRAPHY.....	49
QUESTIONAIRES.....	51
BUDGET.....	61

ABSTRACT

The study was carried out to establish the impact of religion on the academic performance of students. The population in this study involved teachers and girls of the sampled schools in the sub county.

The main instruments employed in this study were open and closed ended questionnaires and structured interview guides. This research paper is made up of the following major parts;

Chapter one is the introductory part. It consists of the background information, statement of the problem, theoretical framework, among others. It's therefore the chapter that gives a foundation to the research paper.

Chapter two is literature review. This a chapter that shows different ideas of people who have ever written about how religion affects the academic performance of learners.

Chapter three is methodology of research. It gives an insight into the how of the research by looking at the objectives, research questions, data collection instruments, sample techniques, statistical treatment of data and others.

Chapter four is the data presentation and analysis. It describes what was got from the field using both qualitative and quantitative data. It is therefore this chapter that shows respondents view on whether religion affects the academic performance of learners.

The last chapter deals with the discussion, conclusions and recommendations it gives a summary of the findings and possible recommendations from he researchers point of view of what can be done to put things very right.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The struggle to have education has become the aspiration of most students in African schools both at primary and secondary level. Education right from primary level is of great practical utility. Religious factors have always influenced the educational path of Africans. With the expansion of higher education, we have seen unprecedented proportions of students from different religious affiliates entering higher education. Their religious commitments will perhaps be helpful for navigating the stressors of school life. Religion provides a sense of meaning and purpose and a group of believers who can provide essential social support. But this is not a call for prescriptive religious measures. Before the beginning of the 21st century, academic performance in schools had been quite good.

However, with a high number of private schools rising up under religious organizations and other non government organizations, academic performance has drastically declined in Uganda. Today a lot of challenges to the better academic excellence witnessed in the last centuries have cropped in because many schools consider religious factors than the educational attainment of their students. Also schools have turned into business explaining why learners perform poorly in national examinations set by (UNEB). The rapid growth of sectarian religious schools in the last few decades raises serious questions about the future of those students. Even more shrouded is the influence of other styles of religious commitment on educational attainment and institutions. As more and more students hail from non-Christian backgrounds, it remains to be seen

whether HINDU, ISLAM, BUDDHISM and other faiths help or hinder the educational progress of young members in Uganda.

The teaching especially religious doctrines in sectarian schools rather than developmental subjects like sciences, mathematics and languages have culminated into sinking academic standards in our schools today. If the situation is not curbed, the academic performance will also continue to fall. Therefore, it is important to look into the effects of religion on education and if need be, remedies so that the learners get quality education.

1.2 Statement of the Problem

In recent years (2002-2007) there has been drastic poor academic performance in majority of secondary schools in Nakaloke Sub-county. The low performance amongst students especially in their national examinations has been attributed to religious influence on education. Despite the fact that religion has played a big role in promoting education, the problem of poor academic performance still exists.

1.3 Purpose of the Study

The main purpose of the study was to identify the effects of religion on the academic performance of the learners in Nakaloke Sub-county and possible solutions to the factors leading to poor academic performance of the learners.

1.3 Objectives of the Study

1.4.1 General Objective

To investigate the effect of religion on students' performance in Nakaloke Sub-county.

1.4.2 Specific objectives

- i. To assess the difference in performance between religious and non religious students basing on morals.
- ii. To identify the problem of sectarianism and students' performance.
- iii. To identify the effects of polygamy to the academic performance of learners.
- iv. To establish the problem of gender imbalance and the academic performance of learners.

1.4 Significance of the study

It was hoped that the study would be useful to:

The school administration; the school administrators could use the findings of this study to formulate better administrative strategies in schools which would eventually result into academic excellence.

The ministry of Education (M.O.E) and national curriculum Development center (N.C.D.C); these institutions would benefit in that; they would find better ways of improving on the curriculum and strategies that would ensure excellent academic standards in the country.

The rural schools; the ministry of education would look into the subjects taught in the rural schools to improve deteriorating academic standards in the areas through D.E.Os.

The government would also use the findings of this report to review government's involvement in finding schools under (NGOs) and religious bodies.

1.5 Research Questions

- i) Why is it that religious and non-religious students perform differently?
- ii) How has sectarianism contributed to the low academic performance by the learners?
- iii) How has polygamy led to poor academic performance of the learners?
- vi) How has gender imbalance affected the academic performance of learners?
- iv) What should be done to curb the factors that have led to poor performance by the learners?

1.6 Scope of the Study

The study was conducted in Nakaloke Sub-county in Mbale district. Nakaloke sub-county is composed of three secondary schools with an average of 300-400 students per school. The study was conducted only among teachers and students in the three secondary schools which are; Islamic Secondary School, Bugishu Progressive School and Nakaloke Secondary School parents and religious leaders. The three secondary schools were chosen on the basis of foundation, distance and location, i.e Islamic secondary School is an Islamic institute located within Nakaloke town centre, Bugishu Progressive school is a Christian based school and it is located in a distance of about 300 meters from the town centre, whereas, Nakaloke Secondary School is two miles from the town centre.

1.7 Theoretical framework

This is based on Karl Marx's theory on religion which states that: "Religion is the opium of the oppressed", By this Karl Marx sees religion as a weapon used to silence the oppressed majority.

CHAPTER TWO

LITERATURE REVIEW

INTRODUCTION

This chapter reviews literature related to the effects of religion on the academic performance of learners in relation to morality, sectarianism, polygamy and gender imbalance.

2.0 Background

Religion is a hot button topic in higher education as it is in many areas of provision of public goods. Scholars and administrators are noticing that our students are more religious than previous generations of high school though they don't have a clear sense why some studies claim that religious students are better students and there is some merit to this argument. Religion does provide students with healthy alternatives to other social engagement yet studies of elite and residential school populations fail to take into account the larger picture; since religion and especially fundamentalist Christianity, can have a negative effect on going to college. While some religious factors have a positive impact on college success, other religious commitments undermine educational attainment (Darnell and sherkat 1997; Glass and Jacobs 2005; Lehrer 2004, 1999; sherkat and Darnell 1999). Now, secondary religious institutions are more diverse, more sectarian on affiliation and more fundamentalist in orientation. The study of changing trends in society explain much of the current trend towards religiosity among secondary students and they may also explain a substantial portion of the positive relationship between religious participation and educational outcomes; some proportion of connection between student religiosity and academic performance is likely caused by gender differences in both religion and academic success.

2.1 Religiosity and Academic Performance

Several studies have shown that religious students do better on critical indicators of academic success (Mooney 2005). Typically, studies finding a positive impact of religious factors on school success measure "religiosity" with an indicator of religious participation. Religious participation cuts across denominational lines. Religious participation and personal religiosity can help lower rates of substance abuse and limit activities that undermine school careers (Regnerus 2000). While we should applaud organizations which provide a positive influence on students, it is notable that other types of extra-curricular activities can have similar positive effects (Pascarella et al 2004). Students who participate in religious groups have made a choice about social commitments. Being active in religion precludes other types of social ties, particularly ones which might cut against the prescriptions of religious traditions. If a student is going to the mosque on Friday, she is unlikely to be found at the bar. Commitments to religious groups also preclude negative behaviors like going home for the weekend or taking impromptu road trips. Connection to positive social groups promotes conformity, and in the college settings, conformity means going to class and completing assignments. Alcohol and substance abuse are among the most important factors predicting negative educational outcomes. Most religious groups oppose alcohol use or at least militate against drunkenness. Hence students who choose to join religious groups are going to be less likely to abuse alcohol and other drugs (Regnerus 2000). Depression, loneliness and anxiety are also strongly associated with poor college performance. Students who are depressed often skip classes, return home or begin abusing alcohol or drugs. Religious activities provide a basis for social support outside of the home, thus combating the loneliness and isolation which can lead to mental health problems (Sherkat and Ellison 1999).

Religious students can also be expected to devote time and energy to a variety of pro-social causes (Wilson and Janoski 1995). Indeed, religious student and their organizations have forged the backbone of social activism on a variety of causes; from civil rights for African American to opposition to the war in vietnam, to anti-apartheid movement to homelessness (Zald 2000). Religious students frequently help to connect schools with the surrounding community and provide volunteers and partnerships with groups like the boys and girls clubs, scout groups and head start programs. While today's students are often characterized as inactive and apathetic on social cause, this is not an accurate depiction. And, much of the volunteering and activism on college campus is forged in religious organizations by religious students.

Knowledge/education, together with values go hand in hand. Parents are required to send their children to school because society places a high value on mass education. The collection of ideas and facts about our physical and social worlds that are relatively objective, reliable, or verifiable is very important in the life of young people. However, this all depends on the morality of the young people which is believed to be determined by religion.

The more actively a student is involved in religion, the less likely hood to involve in acts that are prohibited by religion practice. And the more a student is not active in religion, the more that student is likely to involve in activities that violate school rules and societal rules in general-thus affecting his or her performance and her educational attainment (Alex Thio, 1992). The difference is a student (involved) is likely to e found at school at the right time, follow school rules and regulations, have enough time to read his or her books, avoid activities contrary to the religion practice and attain her goal.

However, for a student who is not active in religion, there will always have time for escaping from school to dancehalls, to meet a boyfriend or girlfriend which can later lead to sex, use of drugs or smoking. In short, these students are likely to violate school and societal rules. This eventually affects their academic performance and academic attainment.

2.2 Sectarianism and Academic Performance.

According to HOUT, Greeley et....2001, most accounts of religious trends tends to ignore the basic demographic processes which often explain religious dynamics. Students are more involved in religion and more committed to sectarian religious groups. The increasing proportions of religious conservatives in schools have brought problems in the classroom and in residential life, particularly secular schools. Sectarians and fundamentalists often come to schools with little or no preparation for understanding or tolerating ideas which confront their beliefs or interacting with people who do not share their opinion (Roof and McKinney 1987). The focus on religious explanation for all manner of phenomena in fundamentalist communities does not conform to the standards of secular education (Hood et. al.2005). The focus on religious sacred text as the only source limits the cognitive complexity of thought (Hunsberger et. al. 1994, 1996; sherkat 2006). This may well lead to poor academic performance and exacerbate conflict with teachers. Sectarians spend most of their time or lives in segregated religious communities, isolated from people of different races, ethnicities, and religious traditions (Eiesland 2000). Religious conservatives tend to hold substantial prejudices against ethnic, religious and especially sexual minorities (Edgell et. al 2005; Burdette et. al 2005; Emerson et. al 1999). In many disciplines, the scripturally based orientation prevalent among religious conservative may give them a considerable disadvantage in

examinations because it lowers the complexity of thought. They are convinced that they know the "truth" and that perceptive which deviate from scripted narratives of their traditions and not false, but potentially heretical. They believe that Biblical/koranic pronouncement are not only necessary explanations but also sufficient. This is particularly problematic in a context where students honestly don't understand that their faith is not relevant for examinations.

In sectarian and fundamentalist religious communities, young women are expected to marry early, have many children, and be primarily responsible for childcare (Roof and Mc Kinney 1987; sherkat 2007). Even if young sectarian and fundamentalist people choose to attend college, sectarian and fundamentalists Christians are more likely to choose religious colleges, which have fewer options for majors, lower prestige, and are more costly. Young sectarian and fundamentalists Christians often have difficulty dealing with environments and situations where they are not monitored by parents and coreligionists, and this often leads to risky unplanned experimentation with sex and substance abuse.

Young adults freed from parental supervision can be expected to have sex, to experiment with sexuality, and to experiment with alcohol. While religious commitments can forestall the initiation as sexual activity, religious effects do not last forever, and research shows that sectarian Christians often engage in risky sexual behavior once they do begin their sexual careers (Bearman and Bruckner 2001). Similar findings hold for alcohol: while sectarian protestants are more likely to abstain from alcohol; if they do drink, they are more likely to drink in excess (Moulton, Ellison and Sherkat 2003). Finally the narrowing of social networks and the restriction of information sources advocated in sectarian and fundamentalist religious groups is associated with smaller vocabularies which can undermine academic success (Sherkat 2006).

2.3 Polygamy and Academic Performance.

According to John S.Mbiti, 1999, this is a marriage in which there is one husband and two or more wives. It would be utterly wrong to pretend that everything runs smoothly in polygamous families. Quarrels and fights among the wives and among the children are not infrequent. It becomes cruel for the husband to neglect some wives in favor of others (especially the latest additions) because psychologically it affects the children and their academic performance in school. Where a man has more than six children, unless he is comparatively wealthy, it becomes a great burden for him and his family to educate his children in modern schools. And where children are taken to schools which lack modern facilities like libraries, fully stocked with modern books, laboratories, it becomes very difficult for them to perform as expected thus poor academic performance. This kind of marriage is common among the Muslims, where a man is allowed to marry or have a maximum of up to four wives, and those who still follow the traditional (African) religious dogmas. Some Christians too have been known to have more than one wife.

Although polygamy (one man and a plurality of wives) is permitted, the man is limited to four wives, each of whom should be treated equally. However no spiritual inequality is implied. It remains to be answered whether a husband can have the four women equally. Traditionalists interpreted equality in legalistic terms: the right of each wife to her own household, to equality of material provision. Modernists undermine the whole institution by adding on emotional and psychological dimension to the notion of equality, arguing that since no man can be expected to be equally emotionally involved with all his wives, polygamy is effectively ruled out (Malise Ruthven 1997).

However, for Muslims, that polygamy is an evil per se is an acceptable proposition, for under certain conditions it becomes a moral and social necessity. If polygamy is totally prohibited, men who cannot remain satisfied with only one wife will look outside the bounds of matrimonial life and create sexual anarchy and corruption. This is likely to cause much greater harm than polygamy to the moral and social order. For this reason the Quran has allowed those who feel the need for it to resort to polygamy (Maududi, tafhīm al-Quran, ii, 7-8. Commentary on Quran 4:3):

It (co-wife) is a terrible word-it is a woman's mortal enemy....how many hearts has it broken, how many minds has it confused and homes destroyed, how much evil brought and how many innocents sacrificed and prisoners taken for whom it was origin of personal calamity?.....it is a terrible word laden with savagery and selfishness..... Bear in mind that as a man amuses himself with his new bride, he causes despair to flow in tears....and children, are taught to sorrow, weep for their mother's tears. The psychological torture that these children undergo, limited time with both parents or sometimes with total; negligence by the head of the family all may lead to poor performance in schools (Malak Hifni NaSef 1886-1818).

2.4 Gender Imbalance and Academic Performance.

Sectarian affiliation and Biblical fundamentalism have an especially negative impact on the educational attainment of women thus creating gender imbalance (Sherkat and Darnell 1999; Glass and Jacobs 2005). According to Islam, it is the essential nature of women to be passive and submissive, dominated by men. The "perfect" woman is innocent and pure, gentle and obedient, long suffering and self denying, she places her concern for the welfare of her family ahead of her own personal interest

or worldly needs. Her quiet devotion and strength form the foundation on which the family is built. Whereas she may assume the actual control of the daily running of the household, she nonetheless defers to her husband's greater formal authority within the family structure. She is also content to leave conduct of social affairs in the more capable hands of men (Malise Ruthven 1997).

Between 7,000 and 3,500 B.C.E, men and women enjoyed approximately equal status throughout the region. In fact religion gave primacy to fertility and creator goddesses. Kinship was traced through the mother's side of the family in the region of old Europe-which stretches roughly from Poland in the north to the Mediterranean island of Crete in the south and from Switzerland in the west to Bulgaria in the east. Then sometime between 4,300 and 4,200 B.C.E, all these began to change because of the successive waves of warring people from the Asiatic and European northeast (the Kurgans) and the deserts to the south (the Semites), whose civilization was based on a steeply hierarchical social structures in which men were dominant. Their religions gave primacy to male warrior gods. They acquired property and slaves by conquering other people and imposed their religions on the vanquished. They eliminated or at least downgraded goddesses as divine powers. God became a male who willed that men should rule women. Laws reinforced women's sexual, economic and political subjugation to men. Traditional Judaism, Christianity and Islam all embody ideas of male dominance, and they all derive from tribes who conquered old Europe in the fifth millennium B.C.E (Robert J. Brym and John Lie 2003).

It is because of religious beliefs such as the above that gender discrimination still exist in a way that the earning gap between men and women has not reduced. In the first quarter of 2000, women over the age of 15, working fulltime in the paid labor force earned only 78.3% of what

men earned (United States Department of Labor 2000b). In February 1985, when Microsoft the software giant, employed about 1000 people, it hired its first two female executives. Both women got their jobs because Microsoft was trying to win a United States Air Force contract. Under the government's guidelines, it didn't have enough women in top management positions to qualify. The source quotes then 29 year old Bill Gates, president of Microsoft as saying: "well, let's hire two women because we can pay them half as much as we will have to pay a man, and we can give them all these other "crap" work to do because they are women" (quoted in Wallace and Erickson 1992:291).

This incident is a clear illustration of gender discrimination, rewarding women and men differently for the same work done. Work done by women is commonly considered less valuable than work done by men because it is viewed as involving fewer skills. When women and men are more equal socially, and norms justify gender equality, the rate of male aggression against women is lower. This is evident if we consider various types of aggressive interaction including rape and sexual harassment which are as a result of gender discrimination. Gender imbalance affects academic performance in schools due to the way in which society treats women. Discrimination by religion especially Islam and conservative Christians exists. The Islamic law privileges the family over other institutions; the laws of inheritance favoring males over females are written in the Koran along with other discriminatory provisions, such as the testamentary inferiority of females in certain court proceedings. Therefore, women are less likely to perform well, talk less of attaining an education or the likeliness of being employed outside of home.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter consists of research design, research environment, population, instruments of data collection, data collection procedures and data analysis.

3.1 Research design

The study was conducted through descriptive survey design, whereby the researcher narrated and described the information acquired since the study is specifically intended to identify the effects of religion on the academic performance of the learners. The design would enable the researcher collect data quickly.

3.2 Research environment

The study was conducted in Nakaloke sub-county in northern division of Mbale district in Uganda. Nakaloke sub-county is approximately 50km² and is surrounded by five sub-counties which are Buwalasi, Namanyonyi, Bukonde, Kabwangasi and Kachumbala. It comprises of three secondary schools with an average of three hundred to four students per school. The major economic activity carried out in this region is subsistence farming and it is five kilometers from town.

3.3 Research respondents

The research study consisted of three secondary schools. They were; Islamic secondary school, Bugishu progressive school and Nakaloke secondary school. The respondents were students and teachers both male

and female selected from the three schools parents and religious leaders. Students in senior three and four were chosen i.e 30 students per class and ten teachers from each school. These respondents have been chosen because of the economic strains and limited time available.

3.4 Instruments of data collection

There were a number of methods that were to be used in raw data collection which include:

3.4.1 Questionnaire

The selection of this tool was guided by the nature of data to be collected as well as the objectives of the study. The sample size was also quite large and given time constraints, questionnaires were the ideal instruments since questions were to be both open ended and close ended. The use of both open ended and close ended questions would make it easy for the respondents to give adequate information.

3.4.2 Interviews

This method was used to probe for more information about the problem in question and any other information that the researcher could have missed to capture in the questionnaire. Parents and religious leaders were interviewed and this method was essential since the researcher was mainly concerned with opinions, views and perceptions.

3.5 Data collection procedure

Permission to collect the data was sought from the university, then the respective schools' administrations were requested through letters to allow the researcher conduct a study on the effects of religion to the academic performance of learners. The researcher personally delivered the questionnaire to the teachers and students and later collected them

and conducted interview among parents and religious leaders. One week's time was given to collect distributed questionnaires.

3.6 Data analysis

The result of the study was analyzed qualitatively and special consideration was the (UCE) results. This will involve description and narration of information. Research questions were used as guides while analyzing the collected data. Tables were used to represent the information because they could summarize large information in a small space and ease interpretation.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

The data was collected using both quantitative and qualitative methods, which was then analyzed and processed to make it useful and understandable. Data was collected, tabulated and then analyzed in percentages and frequencies using graphs and pie charts. Percentage was obtained by a formula $\% = n/N \times 100$ whereby n is the number of respondents per age group and N is total number of respondents.

4.1 Social Demographic Characteristics

4.1.1 Age

Respondents were asked questions related to their age and the results are shown in the table below:

Table 1: Age distribution of respondent

Age group	Frequency	Percentage (%)
Below 24	4	6.6
25 - 29	16	26.6
30 - 39	12	20
40 - 49	22	36.6
50 - above	6	10
TOTAL	60	100

Source: Primary data

The figure shows that 6.6% of the respondents were below 24 years, 26.6% were between 25-29 years of age, 20% were between 30-39 years of age, 36.6% were between 40-49 years and 10% were above 50 years of age.

4.1.2 Marital Status

Another variable which was important in respect to the situation of the people in the area was marital status. Information regarding marital status of the respondents was obtained by asking them whether they were married, single, widowed or widowers.

Table 2: Marital status

Marital Status	Frequency	Percentage (%)
Married	30	50
Single	8	13.3
Widow	16	26.6
Widower	6	10
TOTAL	60	100

Source: primary data

Table 2 above shows that 50% of the respondents were married, 13.3% were single, 26.6% were widows and 10% were widower

4.1.3 Sex of the respondents

Sex was also another factor which was considered during the study. This is because the researcher was interested in finding out the number of

females and males in the whole of the population, and compares the percentage composition of the two.

Table 3: Sex of the respondents

Sex	Frequency	Percentage(%)
Female	40	60
Male	20	40
Total	60	100

Source: primary data

Table 3 above shows the sex of the respondents and it was found that 60% of the respondents were females and 40% were males.

4.1.4 Educational status

Respondents were asked questions related to their educational status and their responses are shown in the table below;

Table 4: Educational level of the respondents

Education levels	Frequency	Percentage (%)
Uneducated	6	10
Primary	14	26.6
Secondary	8	13.3
University	4	6.6
Tertiary	22	36.6
Others	4	6.6
Total	60	100

Source: primary data

Table 4 above shows educational levels of the respondents and it revealed that 10% of the respondents were uneducated, 26.6% were of primary level, 13.3% had secondary education, 6.6% received university education, 36.6% had tertiary education and 6.6% fell under other levels of education.

4.2 Why is it that religious and non-religious students perform differently?

Table 5 Why is it that religious and non-religious students perform differently?

Response	Teachers	Parents	Students	Political leaders	Total	%
lates of substance abuse and limited activities that undermine school careers	8	1	0	0	9	15
ocial commitments	3	3	2	1	9	15
he factor of alcoholism and substance drug abuse	4	0	2		6	10
evote time and energy to school	5	4	5	2	16	26.6
discipline and	2	1	0	0	3	5

performance						
ropping out ome subjects	6	2	1	1	10	16.6
declined interest education	2	4	0	1	7	11.6
total	30	15	10	5	60	100

Source: primary data

Findings from the table above are explained below:

4.2.1 Rates of substance abuse and limit activities that undermine school careers

The findings show that 15% of the respondents noted that religious students do better on critical indicators of academic success typically because they have limited activities in going out or even spending time with their boyfriends. For the case of non Christians they spend time in alcohol and outing to the nearby joints, study findings show that a positive impact of religious factors on school success measure "religiosity" with an indicator of religious participation. Religious participation cuts across denominational lines. Religious participation and personal religiosity can help lower rates of substance abuse and limit activities that undermine school careers hence making religious students perform better than non Christians in Mbale Nakaloke division

4.2.2 Social commitments

A social commitment was discovered as a determinant of non and religious students in their performance in schools. The respondents noted that social commitment has a positive influence on students, it is notable that other types of extra-curricular activities can have similar positive

effects on Students who participate in religious groups have made a choice about social commitment. Being active in religion precludes other types of social ties, particularly ones which might cut against the prescriptions of religious traditions. 10% of the respondents identified that if a student is going to the mosque on Friday, she is unlikely to be found at the bar. Commitments to religious groups also preclude negative behaviors like going home for the weekend or taking impromptu road trips. Connection to positive social groups promotes conformity, and in the college settings, conformity means going to class and completing assignments hence making religious and non-religious student perform differently in Mbale district.

4.2.3 The factor of alcoholism and substance drug abuse

The study noted that the factor of alcoholism and substance drug abuse contributes to the performance of both religious and non religious students in Nakaloke division in Mbale district. About 15% of thee respondents noted that Alcohol and substance abuse are among the most important factors predicting negative educational outcomes. Most religious groups oppose alcohol use or at least militate against drunkenness. Hence students who choose to join religious groups are going to be less lightly to abuse alcohol and other drugs Depression, loneliness and anxiety are also strongly associated with poor college performance. Further more, students who are depressed often skip classes, return home or begin abusing alcohol or drugs. Religious activities provide a basis for social support outside of the home, thus combating the loneliness and isolation which can lead to mental health and affected of performance in schools in grading in Nakaloke division in Mbale district.

4.2.4 Devote time and energy to school

Devote time and energy to schools was identified as one of the major determinants of performance of religious and non religious students in Nakaloke division in Mbale district. About 26.6% of the respondents compared to non religious students Religious students can also be expected to devote time and energy to a variety of pro-social causes Indeed, religious student and their organizations have forged the backbone of social activism on a variety of causes. Religious students frequently help to connect schools with the surrounding community and provide volunteers and partnerships with groups like the boys and girls clubs, scout groups and head start programs. While today's students are often characterized as inactive and apathetic on social cause, this is not an accurate depiction. And, much of the volunteering and activism on secondary schools forged in religious organizations by religious students.

Knowledge/education, together with values go hand in hand. Parents are required to send their children to school because society places a high value on mass education. The collection of ideas and facts about our physical and social worlds that are relatively objective, reliable, or verifiable is very important in the life of young people. However, this all depends on the morality of the young people which is believed to be determined by religion in Nakaloke division in Mbale district.

4.2.5 Discipline on performance

Respondents noted discipline contributes a lot in the academic performance as far as academics are concerned. Student is involved in religion, the less likely hood to involve in acts that are prohibited by religion practice. The total of 5% of the respondents said that the more a student is not active in religion, the more that student is likely to involve in activities that violate school rules and societal rules in general-thus

affecting his or her performance and her educational attainment. According to the school head teacher of Bugisu progressive school said that the difference is a student (involved) is likely to be found at school at the right time, follow school rules and regulations, have enough time to read his or her books, avoid activities contrary to the religion practice and attain her goal.

However, for a student who is not active in religion, there will always have time for escaping from school to dancehalls, to meet a boyfriend or girlfriend which can later lead to sex, use of drugs or smoking. In short, these students are likely to violate school and societal rules. This eventually affects their academic performance and academic attainment.

4.2.6 Dropping out some subjects

Dropping out some subjects was found as one among the differences of performance of religious and non religious education learners. Respondents noted that dropping out some subjects that would be easier for a student to enroll in examinations for example C.R.E by non Christian affects their grades as a result and learners do not desire to continue with such subjects that require them to buy text books or strain them to study. About 16.6 % of the students drop out of some subjects. When asked the teachers, they said that because of different religious sect like Muslims may do not want to take CRE as subjects because they are Muslims, you find that learners just drop subjects when they are asked by their Muslim parents and other essential subjects like physics biology which requires laboratory for practical sessions hence dropping out some subjects which can cause different performance of religious and non religious students in Nakaloke division in Mbale district

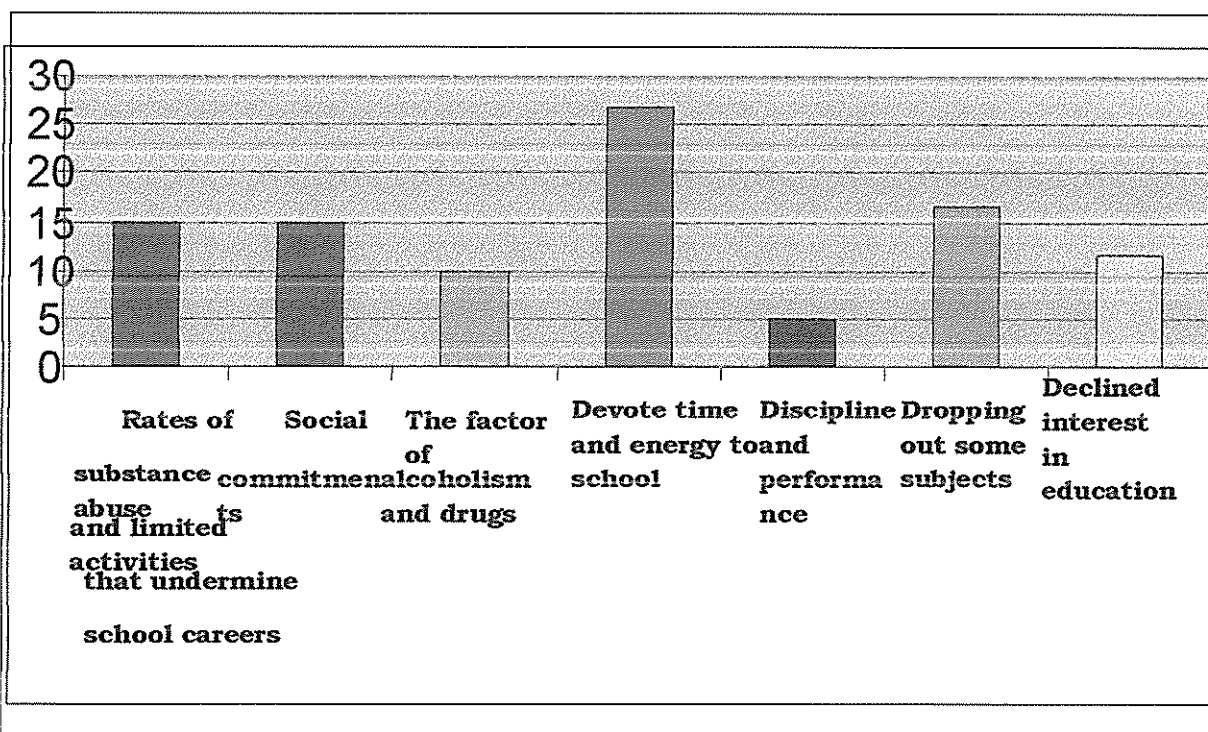
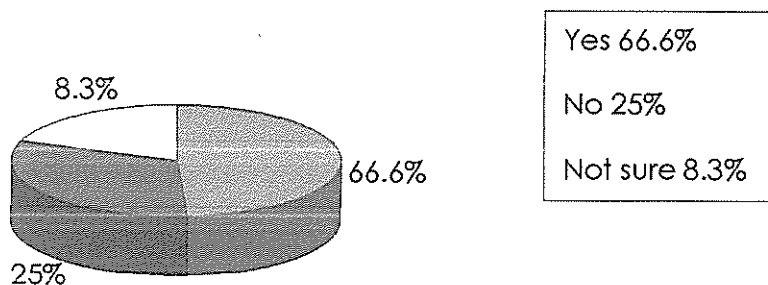
4.2.7 Declined interest in education

The respondents found out that one of the effects was, non-religious especially those from poor background learners decline interest in their education. The decline was identified as lack of resources by the parents to pay fees for certain requirements, like feeding fee at school, some text books; pupils' walking long distances to reach school because those from non Christian families they are either polygamous or they spent their money on alcohol . Research found out that 11.6% of learners decline interest in education not because they wish but they are forced to do so. Teachers and parents interviewed said that most of the sex affected is girls who can not hold the situation for a long time and they end up giving up to sugar daddies. Such interest when asked, some learners said that if you came from a non religious family you are demoralized because you do what the parents also do and you end up losing interest in school.

The above information is further explained in the pie chart below.

Chart showing why religious and non-religious students perform differently.

Students need charts to understand differently



4.3 How has sectarianism affected the Academic Performance of Learners?

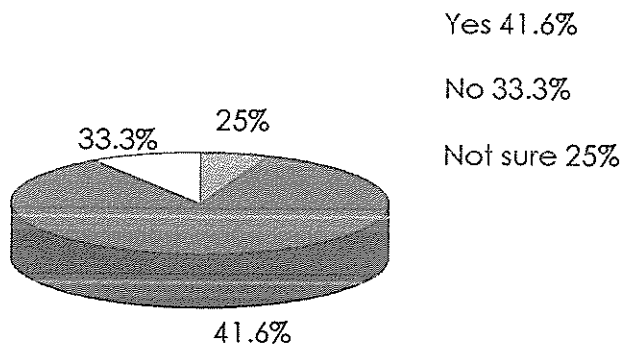
Table: 6 How has Sectarianism contributed to the low academic Performance by Learners?

Response	Teachers	parents	students	Political leaders	Total	%
The proposition of religious conservatism	10	2	2	1	15	25
Religious fundamentalism on the academic performance	6	1	5	0	12	20
Sectarian in the religious communities	3	1	4	2	10	16.6
Parent's supervision	3	2	2	1	8	13.3
Conservatism on the academic performance	8	4	2	1	15	25
Total	30	10	15	5	60	100

Source: primary data

The chart showing how Sectarianism has contributed to the low academic Performance by Learners

Those who said that its not sectarianism and those who said yes, and those who were not sure of the contribution



4.3.1The proposition of religious conservatism

Respondents identified that proposition of religious conservatism has contributed to Sectarianism contributed to the low academic Performance by Learners. Religious conservatives tend to hold substantial prejudices against ethnic, religious and especially sexual most accounts of religious trends tends to ignore the basic demographic processes which often explain religious dynamics. The total of 25% of the respondents noted that students who involve in religion are more committed to sectarian religious groups, the increasing proportions of religious conservatives in schools have brought problems in the classroom and in residential life, particularly secular schools. Sectarrians and fundamentalists often come to schools with little or no preparation for understanding or tolerating ideas which confront their beliefs or interacting with people who do not share their opinion hence Sectarianism contributed to low academic Performance by Learners in Nakaloke division in Mbale district

4.3.2 Religious fundamentalism on the academic performance

Religious fundamentalism was also yet identified as one among other factors which contributed to sectarianism on the academic performance in schools. The focus on religious explanation for all manner of phenomena in fundamentalist communities does not conform to the standards of

secular education. The study findings show that 20% of the respondents noted that the focus on religious sacred texts as the only source limits the cognitive complexity of thought, this may well lead to poor academic performance and exacerbate conflict with teachers. It was further noted that sectarians spend most of their time or lives in segregated religious communities, isolated from people of different races, ethnicities, and religious traditions thus making Sectarianism a problem on the academic Performance by Learners in Nakaloke division in Mbale district

4.3.3 Sectarianism in the religious communities

Respondents discovered that sectarianism in religious communities has a problem on the academic performance on learners in Nakaloke division in Mbale district. In sectarian and fundamentalist religious communities, young women are expected to marry early, have many children, and be primarily responsible for childcare. The findings show that 16. 6% of the respondents said that even if young sectarian and fundamentalist people choose to attend schools, sectarian and fundamentalists Christians are more likely to choose religious schools even if the schools are not of good quality, which have fewer options for majors, lower prestige, and are more costly. Young sectarian and fundamentalists Christians often have difficulty dealing with environments and situations where they are not monitored by parents and coreligionists, and this often leads to risky unplanned experimentation with sex and substance abuse. Hence Sectarianism contributed to the low academic Performance by Learners in the schools of nakaloke division in Mbale district

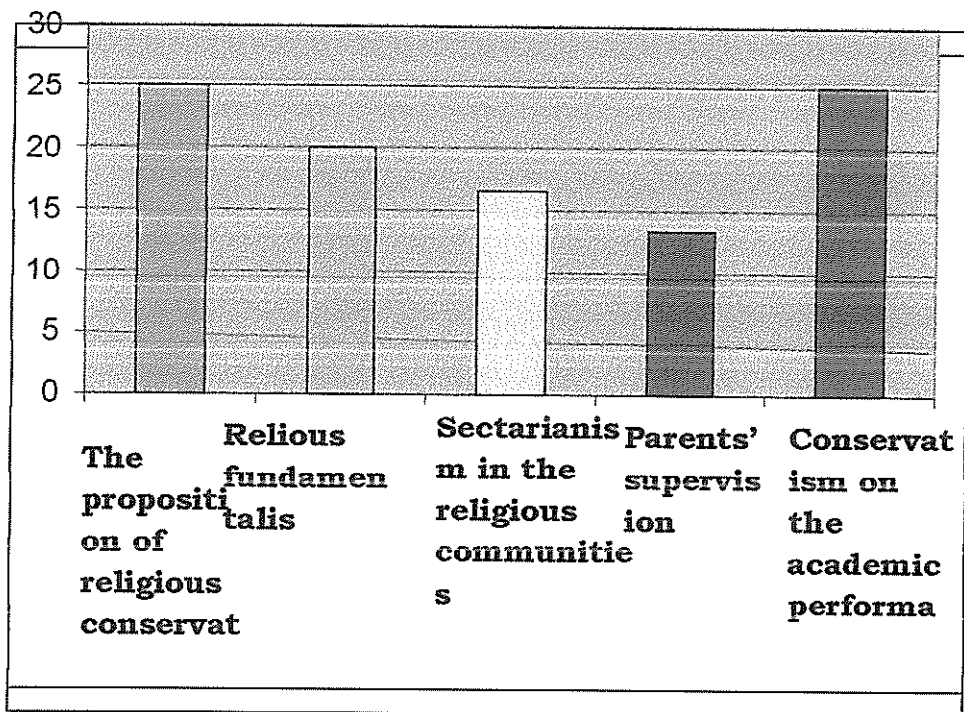
4.3.4 Parent's supervision

Respondents noted that parents supervision as a result of sectarianism to the young adults has freed from parental supervision expected to have sex, to experiment with sexuality, and to experiment with alcohol. While

religious commitments can forestall the initiation as sexual activity, religious effects do not last forever; research shows that 13.3% of the respondents said that sectarian Christians often engage in risky sexual behavior once they do begin their sexual careers. Similar findings hold for alcohol: while sectarian Protestants are more likely to abstain from alcohol; if they do drink, they are more likely to drink in excess. Finally the narrowing of social networks and the restriction of information sources advocated in sectarian and fundamentalist religious groups is associated with smaller vocabularies which can undermine academic success in schools.

4.3.5 Conservatism on the academic performance

Conservatism on the academic performance was one among other factors of sectarianism. In many disciplines, the scripturally based orientation prevalent among religious conservative may give them a considerable disadvantage in examinations because it lowers the complexity of thought. They are convinced that they know the "truth" and that perceptive which deviate from scripted narratives of their traditions and not false, but potentially heretical. About 25% of the respondents said that believe that Biblical/koranic pronouncement are not only necessary explanations but also sufficient. This is particularly problematic in a context where students honestly don't understand that their faith is not relevant in any academic performance in schools. Hence we conclude that Sectarianism contributed to the low academic Performance by Learners



How has polygamy led to poor academic performance of the learners?

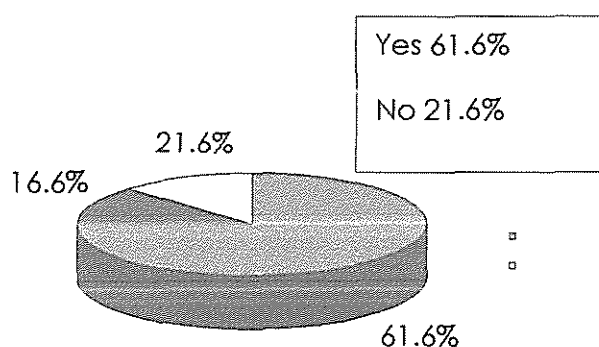
Table 7 How has polygamy led to poor academic performance of the learners

Response	Teachers	parents	students	Political leaders	Total	%
Economic dependence or poverty	10	2	2	1	15	25
Torture that these children undergo	6	1	5	0	12	20

School fees burdens	3	1	4	2	10	16.6
Physical injury	3	2	2	1	8	13.3
Exposure of students, parents and staff to stressful situations.	8	4	2	1	15	25
Total	30	10	15	5	60	100

Source: field

Chart showing polygamy led to poor academic performance of the learners



4.4.1 Economic dependence or poverty

Polygamy linked to economic dependence or poverty, low income people are subjected to any number of disadvantages, including poor nutrition, limited schooling and job opportunities, substandard housing and the everyday stress that comes with struggling just to get by. It led to poor

academic performance of the learners. The total of 25% of the respondents noted that the major problems of polygamy on the academic performance of learners results from poverty. Respondent's analysis that view polygamy itself as a form of violence that societies inflicts on tens of millions of people. They further noted that poverty weakens local families so that communities have no ability to control violence and other law breaking behavior. It is not surprising then, that low income people are heavily represented among those arrested and jailed for violent crimes. "Analyzing Moral issues", she argues that domestic violence occurs because of economic dependence hence men take advantage of their control of women's lack of access to economic resources, to inflict emotional violence on them and affects learners as a result of polygamy in such families.

4.4.2 Torture that these children undergo

Torture that these children undergo as a result of Polygamy marriage in which there is one husband and two or more wives. It would be utterly wrong to pretend that everything runs smoothly in polygamous families. Quarrels and fights among the wives and among the children are frequent. About 20% of the respondents said that It becomes cruel for the husband to neglect some wives in favor of others (especially the latest additions) because psychologically it affects the children and their academic performance in school. They further noted that Sexually speaking explains emotional violence as a humiliation of the female spouse in private or public including preventing the female spouse from being gainful; employed, sometimes it takes the form of hurting the female on her children or family by making low academic Performance by Learners in Nakaloke division in Mbale district.

sexual violence as a type of violence that includes feelings of jealousy calling with reference to a women's sexuality as for instance "Malaya" (prostitute) or frigid, withholding of sex and affection as well as forced sex. It extends to the Male's control over a female spouse's reproductive capacity, for instance depriving her of the liberty to determine whether to have children or not and the numbers.

being humiliated or badly treated at work or lack of success in life.

Usually there is something which makes a man feel that he is not strong, complete man in control of the family that he thinks he should be

4.4.3 School fees burdens

Where a man has more than six children, unless he is comparatively wealthy, it becomes a great burden for him and his family to educate his children in modern schools. And where children are taken to schools which lack modern facilities like libraries, fully stocked with modern books, laboratories, it becomes very difficult for them to perform as expected thus poor academic performance. This kind of marriage is common among the Muslims, where a man is allowed to marry or have a maximum of up to four wives, and those who still follow the traditional (African) religious dogmas. Some Christians too have been known to have more than one wife.

Although polygamy (one man and a plurality of wives) is permitted, the man is limited to four wives, each of whom should be treated equally. However no spiritual inequality is implied. It remains to be answered whether a husband can have the four women equally. Traditionalists interpreted equality in legalistic terms: the right of each wife to her own household, to equality of material provision. Modernists undermine the whole institution by adding on emotional and psychological dimension to the notion of equality, arguing that since no man can be expected to be

equally emotionally involved with all his wives, polygamy is effectively ruled out.

However, for Muslims, that polygamy is an evil per se is an acceptable proposition, for under certain conditions it becomes a moral and social necessity. If polygamy is totally prohibited, men who cannot remain satisfied with only one wife will look outside the bounds of matrimonial life and create sexual anarchy and corruption. This is likely to cause much greater harm than polygamy to the moral and social order. For this reason the Quran has allowed those who feel the need for it to resort to polygamy

It (co-wife) is a terrible word-it is a woman's mortal enemy....how many hearts has it broken, how many minds has it confused and homes destroyed, how much evil brought and how many innocents sacrificed and prisoners taken for whom it was origin of personal calamity?.....it is a terrible word laden with savagery and selfishness..... Bear in mind that as a man amuses himself with his new bride, he causes another dispare to flow in tears....and children, are taught to sorrow, weep for their mother's tears. The psychological torture that these children undergo limited time with both parents or sometimes with total; negligence by the head of the family all may lead to poor performance in schools.

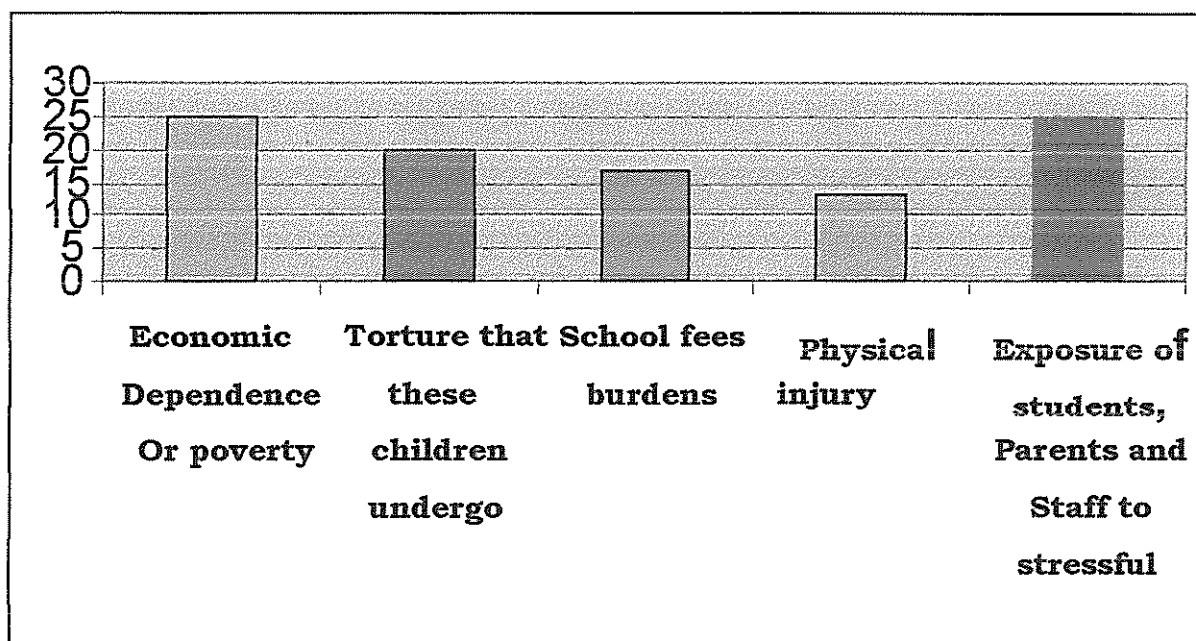
4.4.4 Physical injury

Physical injury was also another led to poor academic performance of the learners caused by polygamy as given by the respondents. Many of the students have been reported to have severe bodily harm by their step mothers at their homes. Students do sustain a lot of harm after the punishments and many of these students later face other challenges as may result from misunderstanding as family

matters and it affects their academic performance in schools low grades, in the Mbale district, with 21.6%. One of the respondents noted that there are many of the students who have been reported lame due to severe punishments given to them by the merciless/ruthless parents in many of the homes in Mbale district. Many of these

4.4.5 Exposure of students, parents and staff to stressful situations.

The respondents noted that 25% of the pupils may not perform well because of poverty causes stress and in many times students do not keep up with their school work. They did not get along with their teachers and/or other students. They may have had disciplinary problems at home with their parents. A great portion of dropout students are suspended at one time another. Frequently absent students also make them more likely to perform poorly. The tendency to believe that they have no control over their lives. Some pupils do not feel like they fit in or they may have felt unsafe. At this time in a pupil's life at school is the most awkward to be. Pupils will stay away from it if they can help it. Staff also too get stressed because of their own problems at home may be not basic needs to manage their families and such stress may not allow the teachers to concentrate on teaching leading poor performance.



4.5 How has gender imbalance affected the academic performance of learners?

Table: 8 How has gender imbalance affected the academic performance of learners

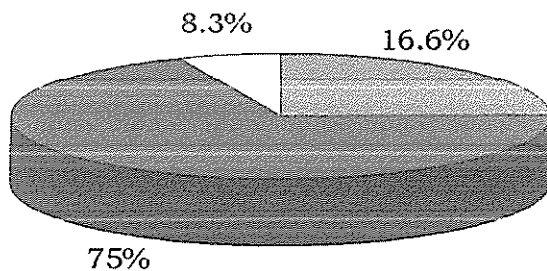
Response	Teachers	Parents	Students	Political leaders	Total	%
Sectarian affiliation and biblical fundamentalism	10	2	2	1	15	25
Women's sexual, economic and political subjugation to men	6	5	0	1	12	20

Religious ideas of male dominance	3	1	4	2	10	16.6
Societal norms	3	2	2	1	8	13.3
Separation of girls from boys in class	1	8	4	1	15	25
Total	30	10	15	5	60	100

Source: Primary data

Findings in the above table indicate that respondents identified sectarian affiliation and biblical fundamentalism as a cause of gender imbalance. A total of 25% of the respondents noted this has a negative impact on educational attainment of women. 20% of the respondents agreed that women's sexual, economic and political subjugation to men has lowered the academic performance of learners in schools, 16.6% of the respondents said that religious ideas of male dominance have brought about problems in performance because male students are expected to perform better than female students thus the unbalanced attention by the teachers, 13.3% of the respondents blamed societal norms, whereby women are looked at as being inferior to men who are considered superior, and 25% said that the separation of girls from boys in class especially in Islamic schools leads to poor academic performance because students are not allowed to share ideas and interact freely.

Those who understood what should be done to curb poor performance by learners and those who didn't know what it means



4.5.1 Setting up of education insurance for the poor

Setting up education insurance for the poor was identified as one among the solution of poverty on poor performance of special needs education learners in Nakaloke division in Mbale district. According to the information given, 25% of the respondents noted that poor pupil's do not perform well in their final exams due to financial constraints that come from their families. Setting up education insurance means those students during the time difficulty, they will still be assisted to complete their studies to those affected by fees problems and other school needs, hence solution identified by the respondents of Nakaloke division in Mbale district.

4.5.2 Encouraging community initiatives in financing Schools

Encouraging community initiatives in financing schools was Marjory of the solutions to poverty on the poor performance of special needs education learners in Nakaloke division in Mbale district. From the findings shows that when the community involve in financing schools, such community initiatives include soliciting building fund money to pay some teachers who are not on payrolls, buying books to stock school libraries. Mobilising money for students meals at school, contributing for

school van to enhance transport for their children to school. The findings show that 20% of the respondents brought the idea of the communities financing part of school needs. This view was suggested by the community by inviting the old boys and girls former old students or pupil at school but well off and succeeded to contribute for the community future leaders. These were identified as one of the solutions of poverty on the poor performance special needs education learners in Nakaloke division in Mbale district.

4.5.3 Award Scholarships

The respondents found out that pupils from poor families may have the desire to study and they can perform well but the biggest problem was that their parents may not be able to afford the school needs as required to enable pupils to continue with their education. Research found out that giving scholarship to the poor increases pupils performance of pupils with special needs education. This normally happens in private schools because free school in Kenya may have got their problems in teaching since it is owned by the government and teachers may not be well motivated by the government as concerned to payment issues. About 16.6% of the respondents noted that pupils from poor families don't perform well because they are dense but they lack money to enable them to continue studying. Some teachers interviewed said giving scholarships will increase enrolment and good performance of pupils with special needs education in Nakaloke division in Mbale district

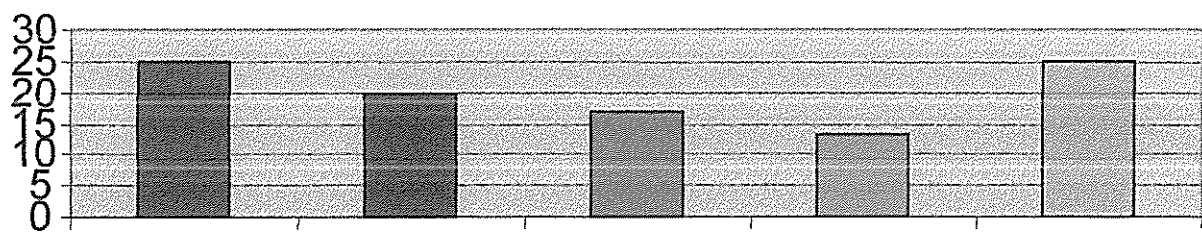
4.5.4 Waiving duty on learning and teaching materials

The respondents noted that waiving duty on learning and teaching materials were found out to be one of the solutions to poor performance of special needs education learners in Nakaloke division in Mbale district. The findings show that 13.3% of the respondents said that school

materials should be lowered so that the school managements may afford to purchase such school materials which include text books, chalks, black boards, furniture and other requirements. The duty on learning was also identified by lowering the fees structure to give opportunity to even the low income earners to afford as noted by the respondents from Nakaloke division in Mbale district

4.5.5 Employment of parents

Employment of unemployed parents by the government or self employment has been found out as the solution to poverty to increase on the pupil's performance of special needs education. The findings shows that 25% of the respondents said that poverty is caused by family unemployment where the parents have nothing to do and they are jobless, this results into parents not being able to afford meeting the children's requirements at school. When asked, some parents said that's how can one be able to meet the school requirements yet one is unemployed?" the government has nothing to provide in terms of jobs. They further said that they are graduates but they are jobless. But as research was conducted and it was found out that once the family is employed, they can meet all the school requirements and enable their children with all the requirements to perform well in schools.



Setting up of education insurance for the poor Encouraging community initiatives in financing of Schools. Scholarships Waiving duty on learning and teaching materials Employment of parents

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

Summaries, conclusions and recommendations were done basing on the major objectives of the study.

5.1 Summary of the study

The major objective was to find out the effects of religion on the academic performance of learners in Nakaloke sub-county Mbale district

A total of 60 (sixty) participants, 30 teachers, 10 parents, 15 Pupils and 5 political leaders were involved in the study. The study questions were investigated in line with the research questions of the study.

The first research question sought to find out why is it religious and non religious students perform differently. The study discovered that; Rates of substance abuse limit activities that undermine school careers 15, Social commitments 10, The factor of alcoholism and substance drug abuse 15, Devote time and energy to school 26.6, Discipline on performance 5, Dropping out some subjects 16.6, Declined interest in education 11.6, were the factors given by the respondents.

The second research question sought to find out how has sectarianism contributed to the low academic performance by the learners. The study findings revealed that; the proposition of religious conservatism 25, Religious fundamentalist on the academic performance 20, Sectarian in the religious communities 16.6, Parent's supervision 13.3, Conservatism on the academic performance 25, were the answers given here by the respondents.

The third research question sought to find out how has polygamy led to poor academic performance of learners. The answers given by respondents to this research question therefore as follows; Economic dependence or poverty 25, Torture that these children undergo 20, School fees burdens 16.6, Physical injury 13.3, Exposure of students, parents and staff to stressful situations. 25, Were the major factors noted by respondents

The fourth research question was What should be done to curb the factors that have led to poor performance by the learners: Setting up of education insurance for the poor, Encouraging community initiatives in financing Schools, Award Scholarships, Employment of parents, Waiving duty on learning and teaching materials. The answers here were given here by the respondents. Conclusions and recommendations were then made after presenting and interpreting the data.

5.2 Conclusions

The conclusion was made in line with the various themes of the study and was based on the findings of the study

The first research question sought to find out why is it religious and non religious students perform differently. The study discovered that; Rates of substance abuse and limit activities that undermine school careers 15%, Social commitments 10%, The factor of alcoholism and substance drug abuse 15%, Devote time and energy to school 26.6%, Discipline on performance 5%, Dropping out some subjects 16.6%, Declined interest in education 11.6%, were the factors given by the respondents.

The second research question sought to find out how has sectarianism contributed to the low academic performance by the learners. The study

findings revealed that; the proposition of religious conservatism 25%, Religious fundamentalist on the academic performance 20%, Sectarian in the religious communities 16.6%, Parent's supervision 13.3%, Conservatism on the academic performance 25%, were the answers given here by the respondents.

The third research question sought to find out how polygamy has led to poor academic performance of learners. The answers given by respondents to this researcher question therefore as follows; Economic dependence or poverty 25%, Torture that these children undergo 20%, School fees burdens 16.6, Physical injury 13.3%, Exposure of students, parents and staff to stressful situations. 25%, Were the major factors noted by respondents

The fourth research question sought to find out the solutions to corporal punishments. The answers given by respondents to this research question were therefore as follows; Setting up of education insurance for the poor 25%, Encouraging community initiatives in financing Schools 20%, Waiving duty on learning and teaching materials 16.6%, Award Scholarships 13.3%, and employment of the parents 25% of the respondents.

Scholars and administrators are noticing that our students are more religious than the previous generations of students, though they don't have a clear sense why. Some studies claim that religious students are better students and there is some merit to this argument. Yet studies of elite population have failed to take into account this picture since religion according to them has had negative effects on the academic performance in schools. While some religious factors have a positive impact on education, other religious commitments undermine educational

attainments (Darnell and Sherkat 1999, 1997; Glass and Jacobs, 2005; Lehrer 2004, 1999).

Once in schools, religious factors can also play a role on academics, impacting the choice of courses taken and also influencing the context of contemporary higher education. Studies of students enrolled in schools especially ones which focus on students enrolled in religious or elite institutions, cannot fully convey the effects of religious factors on religious factors on academic performance. Most studies of the effect of religion on college success focus on personal religiosity or religious participation. These are more likely to produce positive effects. In contrast more sophisticated longitudinal research shows that sectarian affiliation and biblical fundamentalism-beliefs in the inerrant truth of religious sacred texts- have substantial negative effect of educational attainment.

Religious activists urge that, sectarian and fundamentalism Christianity is at war with secular institutions and particularly embattled with secular education since higher education almost always limits options for study. Only a handful of religious institutions truly qualify as research areas since conservative religious schools are more limited in their size and scope. Furthermore religious schools are generally viewed as inferior in quality (Mixon and Lyon et....2004), whether or not they truly are. Low prestige combines with limited options for majors to produce less valuable outcome and fewer options for advanced study or highly compensated employment. Allan Bergin, a research psychologist who received the American equivalent of nuclear energy".

5.3 Recommendations

The recommendations were made in relation to the findings and conclusions. The researcher therefore came up with the following

recommendations in an attempt to address the effects of religion on the academic performance of learners in Nakaloke sub-county Mbale district

In light of the findings from the field study, the following recommendations were drawn;

In addition to continuing intervention at the individual level both with the victims and perpetrators of violence, there is a need to develop sensitive strategies for increasing men's gender-awareness and support for gender equality and for challenging the widespread acceptance of domestic violence as a 'normal' aspect of life, in stead should see it as a 'Taboo' subject which should be addressed immediately.

Beyond the specific activities promoted in this study further action is required by the government and other key stakeholders to explore the links between the economic hardship and domestic violence, and to respond to the dominance of aggressive forms of masculinity within Nakaloke division. For example the government should sponsor Media Campaign to increase public awareness through TV Programmes and debates.

Also Men involvement in the settlement of family conflicts and the prevention and elimination of family violence is an important aspect of work to reduce domestic violence. So domestic violence will never be eliminated unless men are involved in initiatives to tackle domestic violence and unless the public acknowledges domestic violence as being socially unacceptable and criminal behavior. Hence the involvement of both women and men is of prime importance if effective anti-domestic violence strategies are to be achieved.

Sexual violence in forms of rape, early marriages, female genital mutilation, need to be discouraged and should be seen as Taboo in order to reduce the number of people who die of HIV/AIDs, pregnancy related conditions like bleeding, hence could solve the problem of insufficiency of experts. Many people have died because of diseases related to sexual violence behaviors.

Nevertheless, the government inaction or action that contributes to violence within a society, must be monitored in order to continue to prevent violence, such as monitoring must be done in relation to changes in relevant legislation and on government spending on the prevention of religious differences. This focus would need to include all the sectors of government whose laws, policies, and actions affect violence and its preventions.

BIBLIOGRAPHY

- Alex Thio, (1992) "sociology" Harper Collins publishers New York.
- Beatty, Michael ET...(2004). "Secularization and national universities: The effects of religious identity and academic reputation. " Journal of Higher Education.
- Burdette, Amy M Et....(2005). "conservative Protestantism and Tolerance towards homosexuals: an examination of potential mechanisms." Sociological Inquiry.
- Cole, Juan R. I (2002) "fundamentalism in the contemporary US Bahai Community" Review of religious research.
- Darnell, Alfred Et.....(1997) "The Impact of protestant fundamentalism on educational attainment ." American Sociological Review.
- Ecklund, Elaine Et.....(2005) "Religion Among Academic scientists." Paper presented at annual meetings of the associations for the Sociology of Religion.
- Eisland, Nancy L. (2000) A Particular Place: Urban Restructuring and Religious Ecology in A Southern Exurb. Rutgers University Press; New Brunswick.
- Hood, Ralph W. Et.....(2005) The Psychology of Religious Fundamentalism. Guilford Press; New York.
- Hout, Michael Et (2001) "The Demographic Imperative In Religious change In the US." American Journal of Sociology.
- Hunsberger, Bruce ET.....(1996) "Religious Fundamentalism and Religious Doubts: Content Connections and Complexity of Thinking." International Journal for the Psychology of Religion.
- John S Mbiti (1999) "African Religion"
- Lehrer, Evelyn. (2004) "Religiosity as a Determinant of Educational attainment: The Case of Conservative Protestant Woman in the US." Review of Economics of the Households.
- 1999. "Religion as a determinant of Educational Attainment: An Economic Perspective." Social Science Research.
- Malise Ruthven (1997) "Islam" oxford university press, Britain.

Miller Allan S. Et.....(2002) "Gender and Religiousness: Can socialization Explanations be Saved?" American Journal of Sociology.

Nancy J. Cobb (2001) "The Child" ,Mayfield publishing company, mountain view carlifornia.

Regnerus, Mark D (2000) "Shaping Schooling Success: Religious Socialization and Educational Outcomes in Metropolitan public Schools." Journal for scientific study of religion.

APPENDIX A:TEACHERS' QUESTIONNAIRE

Dear respondent,

You are kindly requested to fill in this questionnaire which seeks to gather information on the effects of religion on the academic performance. The information to be collected is for academic purposes and utmost confidentially will be taken care of. Please feel free to provide the information.

School;.....

Please give a tick to the best option of your satisfaction.

Name;..... (optional)

Age 25-30 ☐ 31-35 ☐ 36-40 ☐ ☐

gender: Female ☐ Male ☐

Marital Status: Single ☐ Married ☐ Widowed ☐

Teaching experience: Educational qualification:

2-5 years ☐ Certificate ☐

6-10 years ☐ Diploma ☐

11-15 years ☐ Degree ☐

16-20 years ☐ Masters ☐

20+ years ☐

Religion

Muslim ☐

Hindu ☐

Catholics ☐

Protestants ☐

Savedee ☐

Others.....(specify)

1. The biggest number of students in school are:

Catholic

Protestant

Muslim

Hindu

Savedee

2 Rate your school performance

(A) Very good

(B) Good

(C) Fair

(D) Poor

(E) Very poor

3 Is there a difference in performance between students of a dominant religion and those of non dominant religion?

Yes

No

4 Why do you think so?

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

5 Are you in support of sectarianism, i.e. separation of schools according to religion?

Yes

No

(a) Why the answer above?

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

(b) Rate the performance of sectarian schools.

Very good

Good

Fair

Poor

Very poor

(c) What factors have discouraged your learners to perform well?

(a) Religious factors

I. Sectarianism

II. Gender imbalance

III. Polygamy

- (b) Cultural factors
I. Early marriage ☐
- (c) Political factors
I. War/fighting ☐
- (d) Economical factors
I. Poverty ☐
II. Unemployment ☐
- (e) School factors
I. Lateness ☐
II. Strict rules ☐
III. Lack of material ☐
IV. Lack of teachers ☐
V. Poor structures ☐
- (f) Government factors
I. Lack of government funds ☐
II. Corruption ☐
III. Embezzlement of funds ☐
- (g) Natural factors
I. Floods ☐
II. Distance ☐

6 What is your view on polygamy?

Bad ☐ Good ☐

Fair ☐ V. Good ☐

a) How has polygamy interfered with the learner's performance?

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

b) Majority of families in Nakaloke are:

Polygamous ☐

Monogamous ☐

(c) In your view, what should be done to discourage polygamy?

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

7 a) i. Does gender equality exist in your school?

Yes ☐

No ☐

ii. Why do you think so?

.....
.....

b) What is your class sitting arrangement?

Boys mixed with girls

Boys and girls sit separately

c) What is your view on gender imbalance?

.....

.....

d) What is the difference in performance between girls and boys?

- Girls perform better than boys

- Boys perform better than girls

- Performance is the same

e) What is your view on girls?

i) They should be given equal opportunities with the boys

--

ii) They can perform far much better than the boys

--

iii) Their performance is always poor compared to those of boys

--

iv) They should be married off after O-level

--

8. In your view, what should be done to improve on the academic performance in schools?

.....

.....

I AM VERY GRATEFUL FOR YOUR TIME AND INFORMATION. GOD BLESS YOU.

