THE RELATIONSHIP BETWEEN TRADITIONAL CULTURE AND ACADEMIC PERFORMANCE SECONDARY SCHOOLS IN MBALE DISTRICT

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A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION

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DECLARATION

I, **Akullo Vicky** Declare That This Research Report Entitled the Relationship between Traditional Culture and Academic Performance in Secondary Schools in Mbale District is my original work and has never been submitted to any institution of higher learning for any award.
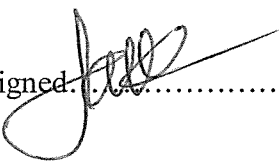

Sign........................... Date ...15th - sept - 2018

AKULLO VICKY

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APPROVAL

This is to certify that this research on The Relationship Between Traditional Culture And Academic Performance; in Mbale District was carried out under my supervision and is now ready for submission to the research committee of Kampala International University, with my approval.

Signed........................Date 18/9/18........

MR. LAAK SAMSON

SUPERVISOR

DEDICATION

I dedicate this piece of work to my parents; MR & Mrs. Owala Carolo for their tireless financial and moral support towards my education.

May God bless her abundantly.

ACKNOWLEDGEMENTS

I would like to thank God for giving me wisdom and strength to carry out my studies and for providing for me everything I needed to study. I'm so great full for him

 Special thanks to my siblings; Filda, Dorcus, Lydia and Emmanuel for their company and contribution towards my success was enormous.

I also wish to thank my friends especially Sharon, Roseal, Ramadhan and Justine for their advice, knowledge and guidance towards my education. May God bless them.

Appreciation also goes to my respondents who gave me the necessary data. Their views and ideas were of a great role in as far as this study was concerned.

ABSTRACT

This study was entitled The Relationship between Traditional Culture and Academic Performance; Case Study. The purpose of this study was to find out the relationship between Traditional culture and academic performance in secondary schools in Mbale district. The research investigated on the practices and beliefs of the societies in Mbale and how they influence education of students in secondary schools. The research gave suggestions and recommendations on how the government and schools as well as parents can fight against this challenge in the community such that they can improve student academic performance. The researcher further provided the relevance of culture in the society and the fact that education should embrace culture in order to produce responsible citizens though this has to be handled with some degree of control. It was guided by three objectives which were directed to the general objective as To find out the relationship between culture and education in secondary schools in Mbale and specific objectives as to establish the impact of traditional culture on the academic performance of students in secondary schools and to suggest the inclusion of cultural virtues in education system in Mbale District. The study was mainly descriptive therefore it used qualitative and quantitative methods in data collection. It also used quantitative methods to calculate and present the figures so as to obtain related findings. The study targeted the students, teacher and parents who became the primary source of data. The study found out that traditional culture has a strong relationship with student education and thus their academic performance and as a result the researcher recommended that teachers and the all schools have to respect students' cultural norms in order to provide a smooth environment of learning at school for all learners. The study also recommended that the curriculum designers and controllers should put in considerations culture as it holds a big part in students lifestyle Chapter on is the introduction and back ground of the study, Chapter two expounded on the concept of traditional culture and how it affects performance sitting the work of other researchers while chapter three includes the researcher methodology that the researcher used to come up with the findings in chapter four and five

Key words; *child labor, academic performances' parents, students,*

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CHAPTER ONE

1.1 Background of the study

A person's culture and upbringing has a profound effect on how they see the world and how they process information. This fact was discussed by Richard Nisbett in his work, *The Geography of* psychologists in Japan and China and determined that the holistic way Thought: How Asians and Westerners Think Differently and why Nisbett worked with of viewing the world typical of many students from those countries differed from that of their American counterparts, who tended to view the world in parts or distinct classes of objects that could each be defined by a set of rules.

In other words, the Asian children see the world in terms of the relationship between things, whereas the American children see the world in terms of the objects as distinct entities. This information is helpful when we consider how cultural background might influence approach to both learning and school performance. There are a number of theories that seek to explain differences in school performance among different racial and ethnic groups. Three theories particularly stand out: the cultural deficit theory, the expectation theory, and the cultural difference theory.

The cultural deficit theory states that some students do poorly in school because the linguistic, social, and cultural nature of the home environment does not prepare them for the work they will be required to do in school. As an example, some students may not have as many books read to them as children in other homes. Not being able to read has a negative influence on their vocabulary development. Vocabulary development may also be stifled by the amount and nature of verbal interaction in the home. As a result, some children arrive at school lacking the level of vocabulary development expected. The cultural deficit theory proposes that deficiencies in the home environment result in shortcomings in skills, knowledge, and behaviors that contribute to poor school performance.

The expectation theory focuses on how teachers treat students. Teachers often expect less from students of certain racial, ethnic, and cultural backgrounds. When teachers expect students to perform poorly, they approach teaching in ways that align with their low levels of expectations. In these instances, students tend to perform at the low levels expected of them by teachers.

Rosenthal and Jacobson tested this theory in their Pygmalion effect study. A group of teachers were told that their students were due for an intellectual growth spurt during the school year. Even though the students were average in terms of academic performance, the teachers interacted with them based on this expectation. All students in the experimental group improved both academically and socially by the end of the year. Based on the notion of a self-fulfilling prophecy, students who experience high expectations seek to reach the level of expected behaviors. Correspondingly, students who experience low expectations act to meet the level of behavior expected of them.

1.1.1 The cultural difference theory

The cultural difference theory is based on the idea that students who are raised in different cultural settings may approach education and learning in different ways. It is important for teachers to be aware of the differences between the school atmosphere and the home environment. People from different cultural traditions may have an approach to education that differs from the mainstream approach used in American schools. For instance, differences can be noted in the Polynesian concept of learning, whereby younger children are generally taught by older children rather than by adults. This is a very different approach to learning and one that may need to be considered in an American school that is attended by Polynesian students.

Teachers need to ensure that they incorporate methods of teaching in their classrooms that accommodate various beliefs and cultural notions students bring to school. This requires each teacher to develop an understanding of their student's culture, but also to know who their students are as individuals. It is important for teachers to ensure that they treat all students the same and to have high expectations for each one, so that they may all strive to reach their full Potential.

1.2 Problem Statement

Education acquired at any level and any form whether formal or informal as well as non-formal is expected to make a practice and empirical change in the learner's life. Every learner is expected to be a good citizen their homes and societies after experiencing a given curriculum of education.

The goal of every curriculum designis to produce graduates equipped with skills and knowledge to influence their societies. However this goal can be realized when the curriculum has considered the virtues of traditional culture. The problem with the Uganda's education system is that it has least considered the traditional cultures of Ugandans. The education system has embraces the virtues of the former colonial power, Britain which introduced education early 1800s. There is a public outcry in Uganda about lack of employments in the Uganda among the graduate population, although this has been due to many factors like high retirement age limit, over stay in power by the already employed individuals, privatization and corruption, the most worrying factor behind this challenge is that education acquired is not relevant to traditional and cultural needs. Research shows that culture shows that culture influences the type of education every society is to provide if it (education) is to make any meaning. And it has been often realizes that without culture the education if invalid to the citizens. It is from this concern that the researcher seeks to investigate the relationship between culture and education in Mbaledistrict

1.3 Objectives

1. To find out the relationship between culture and education in Mbale District.
2. To examine the impact of traditional culture on the academic performance of students in secondary schools.
3. To suggest the inclusion of cultural virtues in education system in Mbale District

1.4 Purpose of the Study

This study is aimed at investigating the relationship between traditional culture and student performance in secondary schools in Mbale district. the study will examine the impact of culture on student performance in selected secondary schools in Mbale district. The study will go ahead and give suggestions on how to improve education system in the field of inclusion of culture in the curriculum of the nation

1.5 Significance Of The Study

The study of the relationship between culture and academic performance will be of great value in various fields in not only Mbale district but Uganda and the world of education in the following ways;

It will help the government in understanding the role and need of culture in education system such that can be catered for at all schools given its relevance in education as displayed in this paper.

To the curriculum developers and designers, this research study will provide the existence of a huge gap in the curriculum that does not recognize culture in the curriculum of any country and Uganda in particular.

This study will help the school administrators to understand the role and influence of culture on education such that there can be respect of the diversity of culture among the school students in Mbale district

This study will create awareness to classroom teachers on the impact of ones culture on student performance and be in position to handle different students with different cultures.

1.6 Scope of the Study

The study sought to establish the relationship between culture and education in Mbale district

The study was be carried out in Mbale district in the eastern Uganda in a distance of about 350 km from the Kampala and is covered by the tropical rain ion forest vegetation which is influenced by the presence of mountain Elgon and It is bordered by Sironko and Pallisa district

The study begun in December 2017 and ended in August 2018

1.7 The Conceptual Framework

Independent variables

Traditional culture

- ➢ Norms
- ➢ Beliefs
- ➢ practices

Intervening variables

- ➢ School policy environment
- ➢ Students interests

Dependent variables

- ➢ Academic performance
- ➢ Perceptions on education
- ➢ Value of education
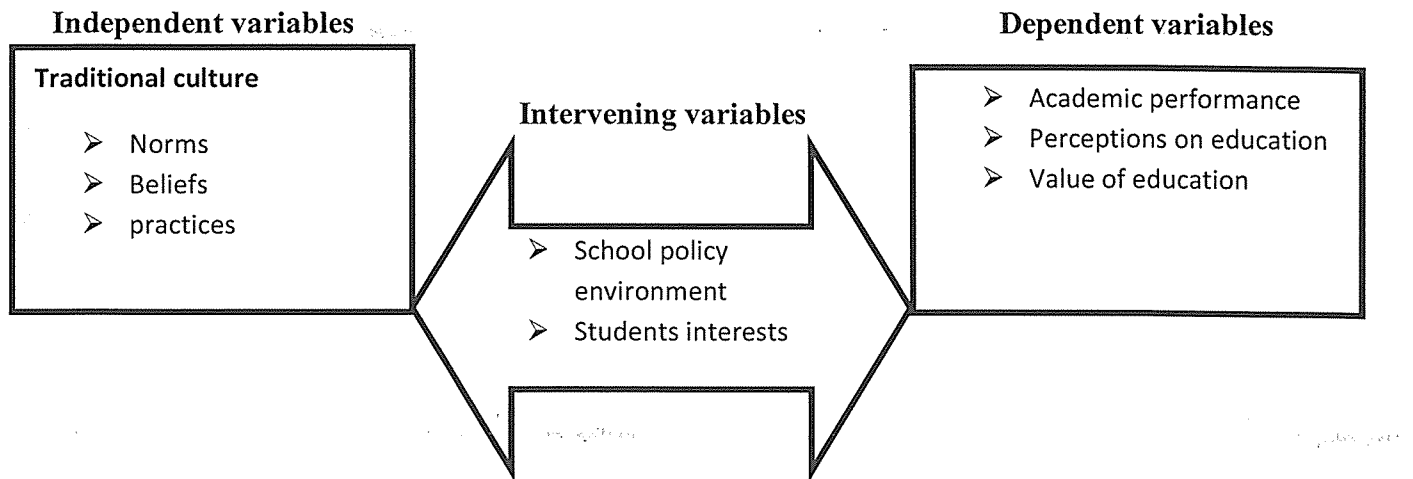
CHAPTER TWO

THE LITERATURE REVIEW

2.0 Introduction

This chapter includes the review of literature about the impact and relationship between traditional culture and education, student academic performance in particular. The researcher has noted that there is an existing literature on the same topic there for using the work of various

writers and authors and researchers as references in this research study will give it more meaning and value to the people of Mbale District.

2.1 Relationship between traditional culture and academic performance

According to *greatschools* staff (march 2016), children in various cultures learn different rules for communicating with adults through rules for communicating with adults through facial expressions, body language and physical gestures.

Relatedly, this article has much to do with education system in Bugishu sub region which is the concern of this research study, one can clearly observe the aspect of respect as understood by different cultures. Respect for elders is a fundamental aspect in every education system given the bureaucratic set up of the school. From this article the researcher here by asserts that education can be improved by studying and considering the different ways of respect accorded by every culture.

Culture greatly influences attitudes about physical contact whether it's a handshake, hug or pat on the back. (teachingtosee.org) in Asia, female friends often hold hands and men casually embrace one another as they walk down the street. Americans however may feel uncomfortable with such public behavior. In some Asian cultures, affectionately part in-gang adults head is strictly taboo, although it can be acceptable behavior between adults and children.

How close should people stand to each other when they are having a conversation? In areas of the Middle East and South America, people stand very close when talking. European Americans like to have more distance between them, while some Americans prefer even more space. You can create great discomfort by standing too close to another person. Not being aware of this can

even prevent someone from understanding or accepting the ideas you are trying to get across (greatschools 2008).

It is believed that in the Gishu culture, it is believed that one has to show maximum respect to every individual. Females or kneel when they are communicating to the elderly people. These include teaching and non-teaching staff at school andelsewhere in the community.

Ausubel (2000) has argued that the construction of new knowledge in every subject is strongly influenced by prior knowledge that is conceptions gained prior to the new learning. Ausubel used an illustration of Physics an important science subject taught in secondary schools which relates with physical phenomena and how they are connected to man's daily lives, there is therefore the likelihood of cultural beliefs exerting influence on learning and manipulation of concepts. It is therefore pertinent that teachers assist their students to use their knowledge in ways that draw on their cultural experiences for meaningful learning to take place. This study therefore aimed at investigating the influence of cultural believes and practice on secondary school students.

According to Yip (2001), personal experience and opinion are related to cultural factors prevalent in the society. This is because cultural situation at home gives room for conflicting traditional beliefs and superstitions which cause misconceptions that lead to underachievement in the related subject where misconceptions are held.

In addition, Samba (2003) found that students cannot learn new concepts if alternative models that gives explanation about a phenomenon exist in their mind except a platform is made available to them to confront their misconceptions, reconstruct and internalize their knowledge.

2.2 Concept of school culture

Scholars have argued about the meaning of culture for centuries (Clifford Geetz 1973).He says that culture represents historically transmitted patterns of meanings. Those patterns of meanings are expressed both explicitly through symbols and implicitly in our taken for granted beliefs (Stolp 1994).

Paul E. Heckman (1993) reminds us of that school culture lies in "The common held beliefs of teachers' students and principals". Stolp and Smith (1994) defines school culture as an embodiment of norms, values beliefs, ceremonies, rituals, tradition and myths understood in varying degrees by members of the school community.

Ott (1973) emphasizes the significance of organizational culture in influencing organizational performance. The research eludes that what is important about culture is that it arouses or suppresses motivated tendencies of individuals. He points out that culture tends to mediate the tasks requirement and the needs of individuals and that cultural property could have profound and immediate effect on motivational performance of all employees.

Yin Cheong Cheng (1993) in his study with profiled effective and in effective organizational cultures and in effective organizational cultures found stronger cultures had motivated teachers hence he concluded that school culture correlates with teachers attitudes towards their work.

Purkey and Smith (1983) emphasize the importance of school culture in building on theory of school improvement. They suggested that the concept of school culture may be fruitful because it connects several processors in school. It is thought that schools with weak cultures on performance do not engage their students enough to discourage poor performance and cheating in examinations.

Relatedely almost all schools in Bugishu sub region hold firmly to both school and traditional culture. each school has a pattern of behaviors, beliefs and practices which is transferred un consciously to every student who joins the school, traditionally the concept of seasonal circumcision has become mandatory in every student form this region. All students from within

this region has adopted this culture right from birth and they meet more emphasis at schools about this practice. The challenge is that not all students who are in a given school come from this religion. The head teacher of Mbale secondary school explained that the school consists of students from Buganda region, Kenya and south Sudan. these students have a challenge of copying with the culture, they come with their own culture and find out that they are the odd men in a school which in turn affects their academic performance.

2.3 Roles of professional ethics and culture of academic performance

According Wikipedia, professional ethics refers to a set of standards adopted by professional community. It encompasses the personal, organizational and corporate standards of behavior expected of professionals. Professional people and those working in acknowledged professional exercise specialist knowledge and skills. How the use of this knowledge should be governed when providing a service to the public can be considered a moral issue and is termed professional ethics. Teachers are professional because they have received training in the field of education. A professional is capable of making judgments, applying their skills and reaching informed decision in situations that the general public cannot because they have not received relevant training.

Strahlendof (2010) notes that professional ethics has become more important over the years and the issue has become that much more complex and hard. Strahlendorf asserts that professional bodies have been at work developing, revising and refining professional codes of ethics. Professional ethics helps a professional choose what to do when faced with a problem at work that raises a moral issue.

Brincat and Wilke (2008) broadly view a profession as possessing the following elements: group identity, shared education and training, special and uncommon knowledge, positive social need, involves individual judgment and some autonomy in decision-making, adherence to certain values and penalty for substandard performance. Most professional ethics cases have to do with conflicts and moral dilemma is a conflict as noted by Strahlendorf (2010). He argues that a bad faith decision by a professional can involve the use of one's position or powers to obtain a personal benefit. The powers or position have been used for the purpose other than for which

they were granted. Many codes refer to integrity as a value. You don't have integrity if you are not committed to conflicting standards or values. Integrity is related to other values such as honesty and a person with integrity will admit errors, refrain from false pretenses and advice clients truthfully. Many codes of ethics require that professionals be objective in their work.

2.4 Secondary school rituals and academic performance

According to Oxford Learners Dictionary ritual is a series of actions that are always performed in the same way, especially as part of a practice. These may include and not limited to rites and ceremonies, assemblies, prize giving days, music festivals, Management Board meetings, and sponsorship of a variety of extra – curricular activities, pep and spirit rallies and formal social events such as the prom and the culminating rite of passage -the formal graduation ceremony at the end of four years. These rituals seek to provide for commonality of experience, mark significant events in the life of the institutions, and strengthen the bonds between members of the school community thereby increasing their points of engagements and sense of purpose. Additionally, tradition plays important roles in the formation of the parameters that serve to define an institution's culture.

Traditions, according to Deal and Peterson (1999), are "significant events that have a special history and meaning and occur year in and year out" and serve to provide community members with a "foundation to weather challenges, difficulties, and change". They include ceremonies marking special occasions, events that reinforce institutional values and rites that provide individuals and groups with a connection to the whole.

2.5 The role of values in promoting academic performance

Values refer to what teachers' believe is 'good', 'right' or 'desirable' in life (Oxford Learners Dictionary 8th edition 2008). Values, therefore, are considered as standards of desirability; they reflect what is conceived to be important to pursue or worth striving for in school. Teachers may consider respect for others important, or may value collaboration with other staff members. Values are translated into norms for behavior. Such behavioral norms, are unwritten rules according to which others are expected to behave. According to Levine and Lezotte emphasizes the significance of values in building strong cultural tenets. According to the both authors, an orderly environment is associated with interpersonal relationships. Values of commitment, faculty cohesion, collaboration, consensus, communications and collegiality were identified as a

crucial feature of effective school cultures. Staff members have to work as a team to ensure a sense of unity and consistency in their relation with students.

The review of Sammons, Hillman and Mortimore (1995) reveals similar effectiveness enhancing school characteristics. Of the eleven factors they identified, the 'shared vision and goals', 'learning environment' and 'positive reinforcement' factors bear close resemblance to the aspects of what Levine and Lezotte identified as 'productive school climate and culture'. A shared vision and shared goals reflect a unity of purpose among the teaching staff of a school that is likely to result in a consistency of practice. Teachers in schools form social groups with their own rules, values and standards of behavior, which they denote as ethos of a school. Ethos reflects the teachers' expectations about children's work and behavior, the models provided by the teachers' own conduct in school, and the feedback that students receive on what is acceptable performance at school.

Kritek (1996) in his study found higher ratings of school spirit, frequent student monitoring and evaluation as key to school effectiveness. His study further revealed that teachers gave staff cooperation, a high level of staff enthusiasm, uniformity of goals and agreement among staff with regard to program philosophy and policies as reasons for the success.

2.6 Difficulties in implementing positive school culture
The main challenges that may affect establishment of strong cultural practices in schools include leadership style of the incumbent principal, lack of practice of professional ethics by head teachers and teachers, lack of clear definition of what constitute school culture, need to measure success and area of improvement that go beyond test, lack of ownership by stakeholders, setting of highly ambitious targets and unplanned transfer of staff which end up creating high rate of staff turnover.

Mpapale (2011), in a study to investigate challenges facing Implementation of Performance Contract in Primary Teachers Training Colleges in Rift Valley and Western Provinces, found out that lack of ownership by stakeholders, setting of highly ambitious targets, unplanned transfer of staff were hindrance to implementation of performance contract which could be a vital element in a school with strong culture.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section of the study indicates how the research is going to be carried out. It shows the research design, the methods of data collection and the evidence of how ethical considerations are to be handled.

3.1 Research Design

This study used descriptive survey research design. According to Jackson (2009) descriptive research is used to obtain information concerning the current status of the phenomenon to describe „what exists" with respect to variables or conditions in a situation. The main goal of this type of research is to describe the data and characteristics about what is being studied (the impact of single school education on the performance of the learner).

The research design to be used is basically a case study where both qualitative and quantitative techniques. The focus of the study was on the impact of low teacher retention on student performance. In respect with information regarding the role of the type of education on has acquired on the outcomes and the data is to be collected by qualitative techniques such as interviews with different individuals the quantitative techniques used were also the questionnaires designed for clients, interviews with staff members of selected schools in Mbale district, it also involved a descriptive survey design to study specific areas in education

3.2 Instruments and procedure

The researcher employed self-administered questionnaires. These are to be used to obtain information from teachers and students. The researcher therefore constructed the questionnaires for the different respondents.

The teacher's questionnaire sought information on teacher's retention and its impact on students' academic performance in the selected schools. The students' questionnaire is to solicit information about the students' experiences with their teachers for a given period of time in school and also to seek information about the teaching and learning process by the same teachers for a long time compared to that of a shorter period of time

3.3 Target population.

The target population of the research consisted of all the teachers and students in form one in public and private schools in Mbale District. The study will be centered on the students and teachers plus the school administrators as primary source of information, the department of education commission at the district will also be involved if need arises as far as quality data collection is concerned.

3.4 Sampling method

Two secondary schools have been selected and the respondents are to be chosen at random in form of stratus, the schools to be investigated include.

1. Mbale senior secondary school.
2. Mbale high school.

3.5 Data collection methods

Data was captured using both qualitative and quantitative techniques including; self-administered questionnaires and use of group and individual interviews more data was got through focus group discussions with community and school administrators as well as students. Observation and structured questionnaires so as to get credible information.

i. Questionnaire method

In this study the researcher formulated questionnaires which he used to collect relevant data from different individuals. The questionnaires were different for the groups and individual respondents as according to the type of data and the status of the respondents. For example the students were given group questionnaires while officers were given as individuals to get their views about the topic of study.

ii. Interviews method

This method of data collection involved face to face interactions by the researcher and various stake holders in the schools such as the head teachers, teachers and committee members of the schools and local leader as well as some parents and students. These were asked to give their views about the impact of the UPE program in their community and their school going children.

The researcher formulated interview guides of a few questions of his interest as required by the study.

iii.   Discussion method

Discussion technique was used to collect data from groups of students and parents who were approached in this study. The researcher provided critical questions to different groups of people who gave their views about the impact of UPE program in their community through their pupils.

iv.   Observation methods

Observation was yet another technique of data collection that was employed by the researcher in data collection. By this, the researcher used Empirical evidence to gather information by carefully observing the state of the schools and their performance in and outside the classrooms, buildings and libraries at school as relevant to this study.

3.6 Justification of the study

i). Validity; According to the researchers findings, the data to be collected is considered reliable because of the use of simple methods of qualitative and quantitative collection methods used and the analysis methods documented

ii). Reliability; The data in this research paper is very reliable and responsive to the needs of people in Uganda especially school planners and curriculum developers, community and student fraternity in the selected region

3.7 Ethical considerations

The researcher considered the research values of voluntary participation, anonymity and protection of respondents from any possible harm that could arise from participating in the study. Thus the researcher the researcher also assured the respondents of confidentiality of the information given and protection from any possible harm that could arise from the study since the findings would be used for the intended purposes only. The respondents were to be provided with feedback about the findings of the study

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.0 Introduction

This chapter presents the data that was collected from the field during this study in form of tables and relevant charts as it was found out in this research.

Table one reprinted the population of students and respondents in the selected secondary schools

Table I

Name of the school	No of students	Sample size	No' of respondents	percentage
Mbale senior secondary school	280	100	75	75%
Mbale high school	547	100	70	70%
Total	927	200	145	72.5%

Source; *developed by the researcher*

From the above table, 75% of the sample size responded in affirmative when they were asked to provide information about this topic in Mbale senior secondary school and 70% of the sample size responded in affirmative from Mbale high school totaling to 72.5% of the target population.

Table II represents the attributes of culture and their relationship with education

Attributes of culture	Effects
Beliefs	Behaviors at school
	Choice of subject combinations
Practices	Socialization and formation of relationships
Norms	Respect for teacher and students
	Time management

It was found out that different attributes of culture have string relationship with student academic performance, beliefs and practices of religion influence behaviors that determine student performance. For example it was found out that many Muslim students did not offer subjects related to Christianity and the reverse was true. Religious practices dictated time management for students as they could attach consideration on the time they spend in worship and fellowships, some cultural practices like circumcision period greatly influenced students' motivation to learn about them and they allocated much time in such practices.

Table III shows the effects of culture on education

Effects	Frequency	Percentage
Determines students motivations	36	24.8
Influences learning	35	24.1
Affects time management	35	24.1
Shapes students' attitude	39	26.8
Total	145	100

The study found out that traditional cultural practices had a lot of effects on students academic performance in the selected secondary schools, among them included; motivation for students to study, influences learning in the a way that students have interest in learning concepts that they

are familiar with in the communities a case in point was circumcision and traditional dance among others
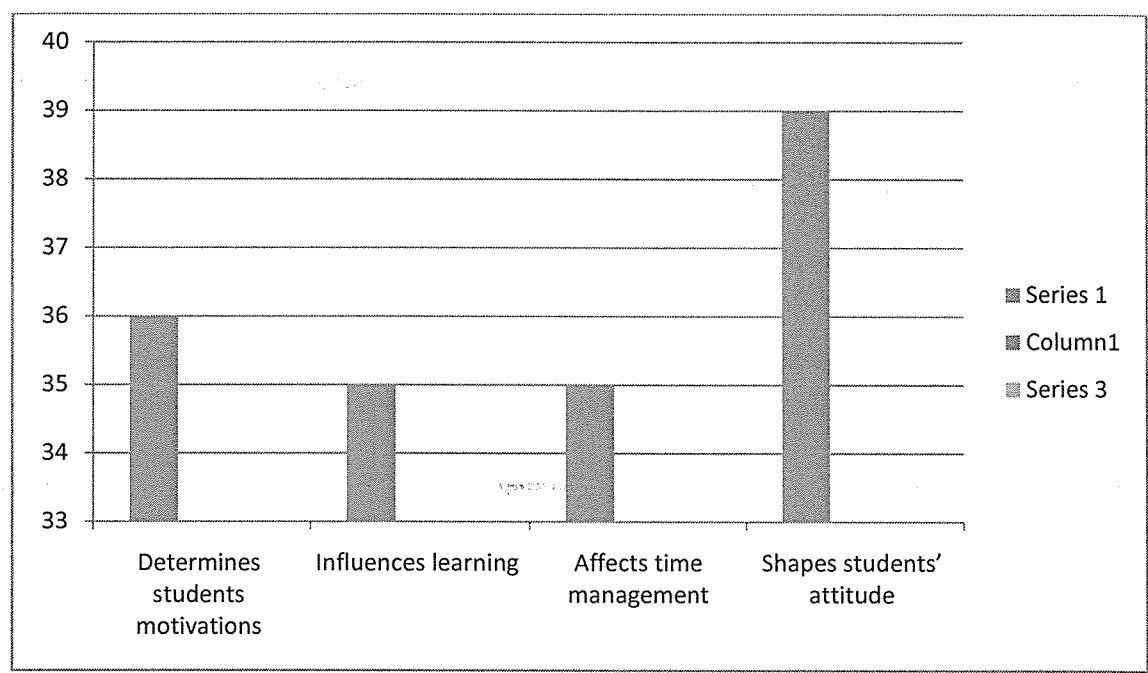
Table III represents the common cultural norms practiced in Mbale district

Cultural norms	Frequency
Eating habits	31
Religious values	35
Ethnic beliefs	28
Language	30
Games and sports	20
Total	145

All most all students in Mbale share a lot in common and for the case of the selected secondary schools in this study, there was different practices and beliefs that identified with them. There were different languages such as Luganda but Lugishu dominated the them all being the

indigenous language in Mbale district. Different religions with Christianity having the majority of the followers.

A PIE CHART SHOWING THE COMMON CULTURAL PRACTICES IN THE SELECTED SECONDARY SCHOOLS IN MBALE DISTRICT

Eating habits

Religious values

Ethnic beliefs

Language

Games and sports
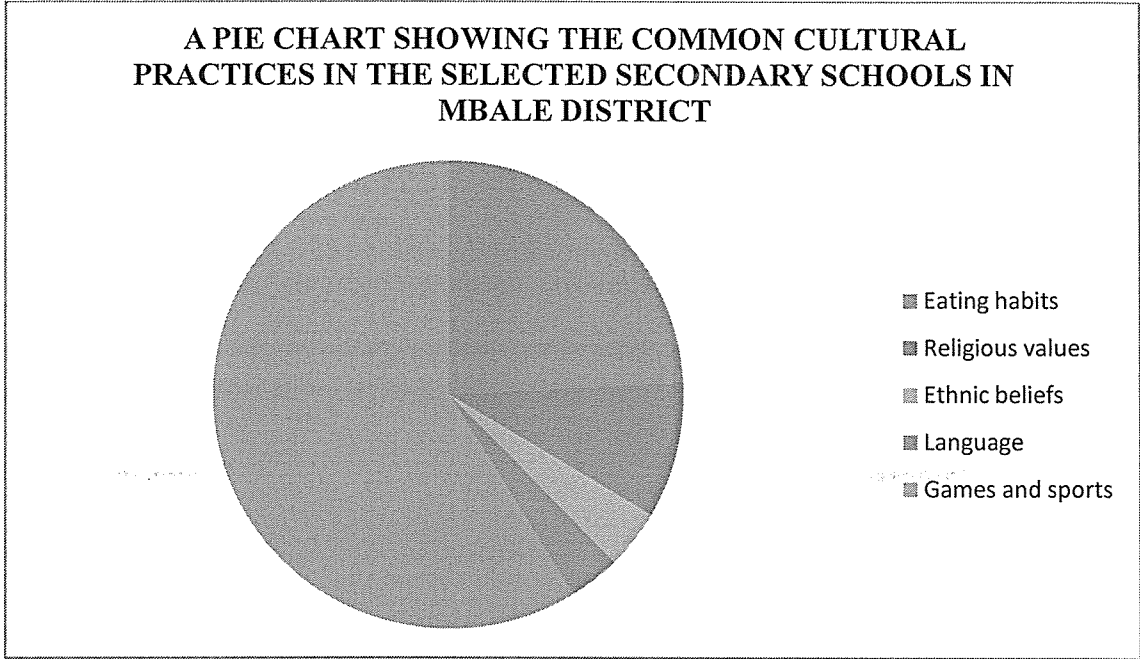
Table IV represents the attributes of culture that foster learning

Attributes of culture	Frequency
Practices	26
Faith	30
Respect	32
Cooperation	23
Friendship	34
Total	145

Table V: Represents the respondents from the general public about traditional culture in the selected schools.

Category	Frequency
Teachers	16
Parents	26
Students	97
Local leaders	6
Educational officers	2

Source; *developed by the researcher*

Various individuals and groups were consulted during data collection in this study, they included teachers, parents, students, local leaders and educational officers at the district level in Mbale district education department. The above mentioned respondents were approached using different data collection techniques such as questionnaires, interviews and discussions as explained in chapter three of this study.

CHAPTER FIVE

SUMMERY, DISCUSSION AND RECOMMENDATIONS OF THE STUDY

5.0 Introduction

This chapter includes the overview of the study in final discussions, summery and conclusion and recommendations of the study. The discussion of the study was carried out with the main respondents from the study and important information was noted and was included in this chapter, the summery includes the overview of the study and the recommendations included the suggested solutions from the researcher and the recommendations for further research in future.

5.1 Discussion of the findings from the study

This study investigated on the relationship between traditional culture and academic performance in Mbale district. The study was mainly descriptive in nature and all the respondents were drown by random sampling in the selected secondary schools in Mbale district. The study found out that there is a strong relationship between traditional culture and academic performance in Mbale secondary schools. It was noted that culture influences students lives even before they go to schools therefore it cannot be taken out of context when it comes to education, in fact the research revealed that for education to be successful, it must respect culture and embrace the fact that culture cannot be separated from students' lives.

Furthermore, it was found out that students are more interested to learn concepts that are familiar as it was written by many other scholars that education should be running from the known concepts to the unknown ones, therefore concepts like circumcision which are common in the cultures in Mbale was found to be influential that it had to be respected in all secondary schools, the same this thing applied to religion and all other ethnic orders.

5.2 Recommendation from the study

According to the findings in this study, the researcher formulated some recommendations which would improve the status of education.

To begin with, the researcher recommended that the schools in Mbale region should respect culture given that it is the soul of all individuals in this community and therefore it should be

taken serious, on this there should be enough time and freedom allocated to practice cultural ritual and norms.

Given that a school, has many and different students from different back grounds and cultures, there should be regulations on the behaviors that different students come with such that there will be unity and uniformity in the school.

Curriculum developers and designers of the Uganda's' education should put into consideration the influence of culture its adherers such that it would make meaning a school and help schools to raise citizens to transform societies and not to leave behind their heritage.

5.3 Recommendations for future research

From the study in Mbale sub region, the researcher recommends that future researchers conduct their investigation on the following topics

1. The impact of religion on student academic performance in secondary schools of Busgishu sub region.
2. The relevance of male circumcision on the people of Bugishu sub region
3. The impact of mass circumcision on the health of the citizens in Mbale district
4. The impact of AIDS on the education system of Uganda a case study of Bugishu sub region

5.4 Summery and conclusion

This study investigated o the relationship between traditional culture and academic performance in Mbale district located in Eastern Uganda. Mbale district is known for the famous annual circumcision rituals carried out by traditional leaders on every male above 16 years as an initiation into adulthood in the Bugishu culture.

The researcher used qualitative and quantitative methods of data collection in this study and the schools where the investigations were carried out together with the respondents were randomly selected by the researcher and 72 % of the sample size responded participated from the selected secondary schools.

The main aim of conducted this study was to examine the relationship between traditional culture and student academic performance in Mbale and the researcher used a structured illustration to explain variable in the conceptual framework.

The literature review was a combination of articles and journals from other researchers as well as the written literature about culture in Mbale District especially the circumcision rituals that are common to all indigenous people in Bugishu sub region.

Chapter three considered the research methodology that the researcher used toinvestigate the problem in the selected area. While chapter four included the data analysis and presentation as found out in the field.

5.5 Conclusion

This study examined the relationship between traditional culture and academic performance in Mbale district with two secondary schools as a sample representing the secondary schools in Mbale district. However the same findings have been deemed as universal therefore rich enough to be applied anywhere in Uganda. The study found out that there is a positive relationship between traditional culture and education however this positive relationship should be carefully regulated and supervised in order to avoid negative behaviors stemming from it in any society.

APPENDICES

APPENDIX: A

QUESTIONNAIRE FOR THE RESPONDENTS

Dear respondents

I am Akullo Vicky student of Kampala International University pursuing a bachelor's of arts with education. I am carrying out a study research entitled The Relationship between Traditional Culture and Academic Performance; A Case Study Of Mbale District. You are among the respondents randomly selected to provide information. Please you are requested to respond to the questions by ticking on the appropriate box or write a brief statement where applicable. The information provided will be kept confidential and will only be for academic purposes.

SECTION A

BIO DATA OF THE RESPONDENTS

Instructions tick where appropriate

1. Gender

A	Male	
B	Female	

2. Age

A	18 – 30	
B	31 – 40	
C	41 – 50	
D	51 – 60	
E	61 –Above	

3. Level of Education (Tick where appropriate)

Primary	Post primary	Certificate	diploma
A	B	C	D

4   Marital Status

A	Single	
B	Married	
C	Divorced	

5   Occupation

No,	Years	Tick
A	Teacher	
B	Doctor	
C	Soldier	
D	Specify	

APPENDIX B

INTERVIEW GUIDE

I want to thank you for taking your time to meet with me today. My name is Akullo Vicky you have been purposively selected to be interviewed because of your strategic position in new vision. This interview is designed to assist me to complete an academic research project on The Relationship between Traditional Culture and Academic Performance; A Case Study Of Mbale District. This research is a partial fulfillment for the award of bachelors of Arts with education and the interview will take about 15 minutes. All responses will be kept confidential and will purely be for academic purposes.

1. What is the relationship between traditional culture and academic performance?
   ....
   ....

2. How has culture affected student education in your community?
   ....
   ....

3. How has circumcision affected teaching curriculum in Mbale district ?
   ....

   How is this problem be solved in secondary schools?
   ....

END

Thank you for your cooperation.

APPENDIX C:

ACCOUNTABILITY AND EXPENDITURES (February 2018-August 2018)

ITEM	RATE	AMOUNT
Stationary	10000	50000
Secretarial service	20000	20000
Internet	5000	5000
Transport	100000	100000
Calculator	20000	20000
Air time	5000	5000
News papers	1000	5000
Printing	20000	20000
Pens	500	2000
Editing	10000	10000
Library fee	10000	10000
Total		247,000

APPENDIX D: ACTION PLAN

December 2018-august 2018

Month	M1	M2	M3	M4	M5	M6	M7	PERSON RESPONSIBLE
Activities								
Formulation of research topic		▓	▓					Researcher & supervisor
Proposal writing				▓				Researcher
Approval proposal					▓			Supervisor
Data collection						▓		Researcher
Data analysis							▓	Researcher
Report writing & approval								Researcher & supervisor