

**THE INFLUENCE OF CULTURE ON PERFORMANCE IN SCHOOLS.
A CASE STUDY OF SIMU SUB COUNTY BULAMBULI DISTRICT**

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DECLARATION

This Research report has never been submitted to any university or institutions of high learning for nay academic qualifications. This research report has been a result of my own independent research effort and investigations. Where it is indebted to the work of others the acknowledgment has been made.

Signature: 

Date: 31st/10/2016

Malasha Alex

APPROVAL

This is to certify that this work has been carried out under my own supervision and is now ready to be submitted to Kampala international university for examination with my approval

Signature: date:
Lecturer (Supervisor)

DEDICATION

I dedicate this work of research report to the almighty God who enabled me to sail through this tough moment. I also dedicate it to Hon. Womakuyu Mudimi who in one or the other way helped me in my studies to completion.

LIST OF ACRONYMS

O.C	-	Organizational Culture
Sch.	-	School
TAAS	-	Texas Assessment of Academic Skills
HSD	-	Honestly Significant Difference
TEA	-	Texas Education agency

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ABSTRACT

The study sought to identify the nature and categories of cultural traits and school performance. It was established that “embalu” as a culture has affected academic performance in schools. This because “Embaulu” as a social activity involves dancing, drinking, and circumcision inauguration.

The study was based on a descriptive design involving a sample of 50 respondents who were chosen among Teachers, students, stakeholders like community leaders, and politicians.

The study findings were that culture affects negatively on school performance as this has led to high school dropouts, early pregnancies, high rape cases.

The study findings on cultural traits and behavior has led to development and learning of people culture more especially the “Embalu” ceremony which has acted as a tourist attraction in Bulambuli and Bugisu as a region as people all over the world attend the function. The ceremony is chaired by the head of the “Bamasaba” being the ‘OMUKUKA’ cultural head and the President is normally invited as the “guest of Honor”. It is at this function that different leaders from different ideological background come together as “Bamasaba” to officiate the function as they drink, dance and celebrate together.

The researcher recommended that cultural traits of “Embalu” people among “Bamasaba” should be adopted and incorporated in the Ugandan constitution and encourages other traditions to strengthen their culture and compete with other traditions and culture on the globe. This will in the end help to people of the different cultures to love their culture like “Bamasaba” culture which has attracted the entire world to witness the ceremony.

CHAPTER ONE

1.0 Introduction

In pursuit of the topic mentioned above, this chapter brings forth the introduction to the research paper as it tackles the background of the study, the statement of the problem, purpose of the study, study objectives, research questions, the scope of the study in terms of geography, content/ variables and time and eventually the significance of the study.

1.1 Background of the study

The primary objective of the word culture is derived from a French term which in turn is derived from the Latin “Colere” which means to lend to the earth and growth or cultivation and nurture. It shares its etymology with a number of the words related to actively fostering growth “cristina” De Rossi an anthropologists at Barnet and Southgate college in London told live science.

According to Kim Ann Limmerman 2010 culture is the characteristics and knowledge of a particular group of people defined by everything from language religion cuisine, social habits, music, and arts.

The center for advance research on language acquisition goes a step further defining culture a shared patterns of behaviours and interactions, cognitive constructs and understanding that are learned by socialization.

Thus it can be seen as the growth of a group identity fostered by social patterns unique to the group.

Culture can be defined as the behavioral, social, economic, political aspect of life based on religion, tradition and area of location.

Successful schools principal comprehend the critical role that the organizational culture plays in developing a school as can seen below;

The term “western culture” has come from the culture of European countries as well as those that have been heavily influenced by European migration such as the United States according to Khan University.

Western culture has its roots in the classical period of the Greco-Roman era and the rise of Christianity in the 14th century

Eastern culture generally refers to societal norms of countries in the few east areas including China, Japan, Vietnam, North Korea, South Korea and the Indian sub-continent. Like the west eastern culture was heavily influenced by religion during its early development but it was also heavily influenced by the growth of and harvesting of rice according to the boo pathways of Asian civilization.

1.2 Problem statement

Organizational theorists have long reported that paying attention to culture is the most important action a leader can perform. Educational theorists have likewise reported that the principals that impact on learning is mediated through the culture of the school and is not a direct effect (Hallinger and Heck 1998).

According to Watson (2001) he has warned that if culture is not hospitable to learning then student achievement can suffer leading to poor performance.

Fink and Resnick (2001) reminded us that school principals are responsible for establishing a pervasive culture of teaching and learning in schools

Based on the area of study being Bulambuli, district Simu sub-county where circumcision{embalu} as a culture is taken seriously every year in August the ceremony is inaugurated thus affecting student performance in this area. (The local government manual 2014) has allocated funds to care for this important ceremony.

Local government manual and district local government budget 2016 provides for allocation of some amount of money for the ceremony of circumcision among the Bugisu sub-region districts. This is taken among the priority activities for a given year of circumcision as some students who have reached the age of 16-20 years are involved in the exercise and thus leading too early marriages the activity involves dancing and drinking. This has affected student's performance in schools.

1.3 Purpose of the study

The study sought to know the categories of cultural traits on students' performance in school.

1.4 Objectives of the study

- i. To indentify the nature and categories of cultural traits by embalu people in Bulambuli District.
- ii. To explore the relationship between culture and performance in schools
- iii. To show the ways in which stakeholders can strengthen performance irrespective of the cultural activities in simu sub county Sironko district.

1.5 Research questions

- i) What are the categories of cultural traits among “Embalu” people?
- ii) What is the relationship between culture and performance?
- iii) How can stakeholders help to strengthen student performance in Simu S/C, Bulambuli district?

1.6 Scope of the study

This report sought to tackle issues related to the geographical area, time scope and subject scope and have been looked on in detail below:

1.6.1 Geographical scope

This research has covered the cultural activities of Bulambuli district local government. This particular case study was chosen because it is of convenience to the researcher in terms of his tradition, the researcher area of residence, language and availability of data for the research work.

1.6.2 Time scope

The study has covered cultural ,local government manuals that have been generated within the period of 2012and 2016. This period being the most recent and given the research time frame, the researcher has been able to cover local and cultural manuals of more than four years.

1.6.3 Subject scope

The researcher has been centered upon cultural setting while examining what culture is what activities are involved, the pros and cons of this culture in this area.

The other aspect is to know what this culture is all about.

1.7 Significance of the study

- a) This information will be of great importance to both government of Uganda and the entire world since culture is global also being that circumcision is the activity carried out as a culture in this place it will attract tourists, hence source of revenue to the government of to the district local govt and Uganda as a whole.
- b) The study will also be of great importance to students who will be able to access this information and that will guide them in research and equip them with knowledge in as far as culture is concerned.
- c) This research will be of prime benefit to the management and staff of Bulambuli district, since it will enable them identify and understand the importance of their culture and thus promoting competition among different tribes and traditions in the entire region and Uganda as a whole.
- d) The study will be of great importance to the student as research by World Health organization(WHO) recommends circumcision for all as a way of reducing HIV prevalence.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter has given an elaborative explanation of what other authors have written about the subject of study. It has reviewed literature majorly concentrating on the objectives of the study.

2.1.1 The cultural traits on school performance

Culture is the characteristics of knowledge of a particular group of people defined by everything from language religion, cuisine, social habits music and arts.

A close look at the school culture to student learning is needed however; this study identifies three categories of schools based on student performance and achievements. These categories are exemplary schools, recognized school and acceptable schools, as measured by state of Texas, accountability rating system Limmerman(2010)

There is substantial evidence in literature to suggest that school principal must first understand the school's culture before implementing change Leithwood et al (2001).

The local government act and manual has the provision of allocating funds in Bulambuli prepared by Chief administrative officer who some times may be from a different district and culture who have adopted this culture "Embalu"

Bulach (1999), stated that a leader must identify a school's existing culture before attempting to change it. This for example is seen in Bugisu where every school knows circumcision as a culture and will encourage those who have reached circumcision age to go and participate during rituals.

According to Leonard (1999), studied dynamics and complexities of a school culture when teachers value compatibles or in conflict with school culture, with predicable results. This is witnessed among the Bagisu as the school performance detoriates during circumcision period and year people involve so much in the ritual exercise

2.1.2 Embalú as a culture

According to the local government manual 2012 page 123 provides for provision of 6.8m to help in the inauguration exercise as this money would help to transport, buy food stuffs for its staff and candidates to participate in the exercise.

According to Mortimore (2001) warned us that we should concentrate on establishing more knowledge about the complex interactions between culture and schooling. Culture for example culture should be celebrated but people should balance their time with studies and school thus enabling a conducive environment leading to improved performance.

According to Lakomski 2001 he studied the claim that it is necessary to change an organization's culture in order to bring about organizational learning. Schools should in this area should encourage and sensitize the communities about the usefulness of education and good performance in particular.

According to Fullan (2001) contended that the concept of instructional leader is too limited to sustain school improvement. He promoted the idea that school principals serve as change agents to transform the teaching and learning culture of the school. Thus leading to improved performance

According Nomora (1999) advised that principals understand their school culture in order to improve on their performance

According to Reavis et al (1999) he explored how a new school principal at a historically low performing high school brought about change in the school culture and how it positively affected student achievement.

According to Kythe nad Bogothc (2000) examined school reform effect through re-culturing rather than a restructuring model. They found out that real and sustained change is more readily achieved by first changing the culture of a school.

According to Taylor and William (2001) argued that as accountability through tests has become threat, school, school principals need to work on tough terms, cultural goals in order to strengthen the learning environment.

According to Wang Et al (197) which found out that school culture and climate were among the influences on affecting improved student achievement. Their study also found that state and local policies, school organization and student demographics exerted the least influence on student learning.

2.1.3 Relationship between culture and school performance

Organizational culture and climate have been described as overlapping concepts by theorists (Miner 1995).

According to Hoy et al (1991) they offered a distinction between climate and culture, with school or organizational climate being viewed from psychological perspective and school culture viewed from an anthropological perspective, the difference between school climate and culture are highlighted in organizational studies.

Often the climate is viewed as behavioral, while culture is seen as comprising the values and norms of the school or organization (Hoy 1990, Heck and Marcoulides 1996)

According to Lunenberg and Ornstein (2004) described organizational culture as the total environmental quality within an organization and believe that the recent attention to the effectiveness of public schools and this culture and climate was supported by Schein (1985, 1996) which stated that norms, vales, rituals and climate are all manifestation of culture.

The relationship of culture and climate is further supported by McDougal and Beatie (1998) as well as by the early studies of Schneider and Reichers (1983).

According to Feldman & Hoy it is believed that this difference is meaningful and crucial because shared perceptions of behaviours are more readily measured than shared values. They described climate as having few obstruction than culture and concluded that climate presents fewer problems in terms of empirical measurements. Climate is the preferred construct when measuring the organization health of a school. This is witnessed when circumcision as a culture is carried out in the era and children and people in the area respond by participating in the ceremony and hence affecting students' performance.

According to Hoy and Tarter (1997) unhealthy schools are deterred in their mission and goals by parental and public demands. Unhealthy schools lack an effective leader and the teachers and students are unhappy with their jobs and colleagues. In addition, neither teachers nor students are academically motivated in poor schools. Academic achievement is not highly valued.

According to Hoy et al (1990) asserts that healthy schools have promoted high academic standards, appropriate leadership and collegiality promote a climate more conducive to student success and achievement.

2.1.4 The role of stakeholders in strengthening school performance

According to Freiberg and Slein (1999) has described school climate as the heart and soul of the school and the essence of the school that draws teachers and students to love the school and too want to be part of it. The culture bridges the gap between students and their teachers.

According to Sergovannie (2001) states that in recent years the emphasis on climate has shifted from a management orientation to focus on student learning. This is witnessed exercise is ongoing students and to go to ceremony instead of going to school hence academic performance.

According to Barth (2001) the main purpose of culture is to create and provide a culture that is hospitable to human learning. This is seen in schools as parents and the community members will always welcome members of the community for their sustainability.

According to Miltner (1993) states that the effect that 14 years ago that school climate has rarely been studied in relation to its effects on student achievement. As he goes ahead to say that overwhelming majority of studies on school climate in the past have focused on teacher student relations and subsequent issues of job satisfaction.

According to Sarason (1996) structural changes were made to improve schools without addressing the culture and organizational health of schools have predictably not been successful.

According to Maslowski 2001 states that the climate and culture of the school affects student achievement. This is seen in scenarios where examinations are conducted during rainy seasons and roads in these areas are impossible. For example Bulambuli district and in particular sub-county has the same problem.

Hoy et al 1990, 2006 suggests that the school principal directly influences culture and climate thus academic performance.

According to Leithwood et al (2004) he poses a question that what should be the characteristic of a school climate the principal should address in order to most effectively encourage and increase student achievement? This is a true a story as it is seen in our day to today movement, whenever you visit a place first visit the area and know the culture of the people around then begin to address.

2.1.5 How stakeholders help to strengthen performance in schools.

According to, Freiberg (1999) Balse and Kirby 2000, Donaldson 2001: Sergiovanni 2001, Sawden and Gorton 2002. There is substantial evidence concerning the importance of leadership in creating good schools. This for example is witness among institution of higher learning where the leadership has enabled and encourages good performance i.e. MUBS Kampala is a Business financial institution, UMI known for management students because of good leadership.

According to Boyer 1983:219) it states that in schools where achievement is high and where there was a clear sense of community, we found variably that the principal made the difference.

Today according to public services head teachers of schools are being transferred without prior knowledge but its believed that different head teachers perform differently thus influencing academic performance of a school.

Hallinge and Heck (1998), observed that research conducted has additionally suggested that the principal influence has an indirect effect on learning and is mediated by their interactions with others, situational events and organizational and cultural factors of their school.

Most if not all leaders in school have a direct effect of performance as this is seen when a head-teacher leaves a school and it so happens the incoming head teacher has a good number of pupils/students compared to the previous Head-teacher because of good interactions with the community in which he operates.

According to Fairman and Mclean (1988) in their work with dimensions of organizational health believed that diagnosing the climate or health of schools in order to capitalize on existing leadership strengths and to identify improvement priorities should be the goal of every school principal. In the today leadership skills among school administration have helped to influence performance among schools.

According to Freiberg (1999, Sergiovanni 2001) has defined symbolic leadership as the ability to understand and shape the culture of a school. For example the school culture could be having assemblies every Monday, Wednesday and Friday thus good academic performance.

According to Leithwood (1997) he referred to leaders as change agents and suggested that they impact on the school through transformation of the school culture. A head teacher may decide that every child in school should speak English thus leading to good academic performance.

Maslowki (2001) further stated that an association exists between leadership values and behaviors and school culture and that different school cultures can be identified with different consequence for student outcome.

According to Cwitziens et al (2013) further research has explored the indirect effect of the principal leadership to the organization and culture of the school which is related in turn to student achievement. This is a true story as a teacher/ principal should be exemplary to the entire community hence good academic performance.

According to (Leithwood and Jantzi 1990) the connection between effective culture and leadership is supported by educational research.

According to (Bossert et al 1982) it is important to deepen their understanding of school culture, these leaders will be better equipped to shape the values, beliefs and attitudes

necessary to promote or stable and nurturing learning environment which impacts students performance.

According to (Pellicer 2003) school principals who care and focus on the specific aspects of the dimensions of school climate that affect the culture of the school promote student achievement.

As stated by (Fairman and Clark 1982) in more precise and descriptive language, healthy school are schools that exhibits the following types of cultures also known as dimensions of organizational healthy and problem solving adequacy.

(Saranson 1996) stated that if we want to change and improve the outcomes of schooling for tooth students and teachers, there are features of the school culture that must be changed.

According to Busch 2003, Mclean et al 2005) there are specific aspects of the dimensions of climate that significantly influence student achievement in schools.

Schlectity (1997) suggested that structural change that is not supported by cultural changes will fail because it is in the culture that any organization finds meaning and stability. This is a true story as to whenever anything happen you have to study the culture of n area before doing anything in a give place. For example among the Baganda if you want to carryout nay activity love the Kabaka of Buganda.

According to Mathew Mules (1971) organizational health inventory as conceptualized consists of key internal dimensions, goal focus, and communication, adequacy, and optimal power actualization. Resource utilization, cohesiveness, morale, innovations autonomy adaptation and problem solving adequacy.

Goal focus for example is the ability of persons, groups, or organizations to have clarity, acceptance and support of goals and objectives.

Communication adequacy is when information to have clarity and travels both vertically and horizontally across the boundaries of an organization.

Optimal power equalization is the ability to maintain a relatively equitable distribution of influence between members of the work unit and the leader.

Resource utilization is the ability to involve and coordinate the efforts of members of the work unit effectively and with a minimal sense of strain.

Cohesiveness is when persons, groups or organizations have clear sense of identity. Members feel attracted to membership in the organization as they want to stay with it and be influenced by it and exert their won influence within it.

Morale is when a person, group, organization has feelings of well being satisfaction and pleasure.

Immoraliveness is the creative risk takers.

Autonomy is when a person group or an organization can maintain ideals and goals as well as meet needs managing external demands.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section described the research techniques that were used to collect the required data for this study, population of study, sample size and selection data collection methods and instruments that were used and explained reasons why they were chosen research procedures, that is how this research state and how it has ended, it has described how data is analyzed and interpreted data quality control research ethics not have been considered when conducting this research. This section at it state highlighted limitations that the researcher anticipated during research and showed how they would overcome.

3.1 Research design

The researcher has used descriptive survey research design to collect the data from respondents. The respondents characteristics studied were; attitudes, belief options and perception on people culture. The state of affairs described was both qualitative and quantitative descriptive research approaches have been used. This involved use of piecharts, tables and graphs.

3.2 Population of study.

Enon (1998) defines population as a whole universe of people that a researcher and targeting to include in the study for information gathering. The population of study used included employees of Bulambuli district local government, education development (10) school teachers (15) opinion leaders (5) and parents (13) and 7 pupils/students.

3.2.1 Sampling population

A sample is an option of the population got from the research population for providing data where generalization can be made to the entire population. This occurred because of resource constraints and time, an estimated number of 50 respondents was chosen for data collection.

3.2.2 Sampling procedure

It's the process of extracting a portion of the population from generalization is the population can be made. Diamanlopoulos et al (2000) the researcher has employed both probability sampling methods specifically stratified sampling, random and purposive sampling methods.

Through stratified sampling, the researcher has divided the population into the different strata characteristics. This ensured that results are population and representative of the whole population. This was used to give equal chance to the respondents; suing size of the respondent is predetermined before the research was conducted without bias. A sample would be arrived at and has been randomly selected from the sheets of paper spread the respondents the final purposive in selection.

3.3 Sources of data

Both primary and secondary data has been used.

3.3.1 Primary data.

The researcher has gathered data by means of interview and questionnaires which where given to the respondents in order to capture the influence of children performance at school.

3.3.2 Secondary data

Secondary data is information which has been already collected by someone else for other purposes and can be used to compile data or raw data.

Secondary data has been obtained through notes, correspondences and minutes of meetings from journals published.

3.4 Data collection instruments

3.4.1 Questionnaires

A questionnaire was constructed and designed by the researcher for local leaders, youth, culture and clan leaders. The questionnaire contained both open and closed ended type of questions.

The closed-type of questions has been sued because they are easy to be filled by the respondents in a short time. They were also easy to be counted.

The open ended typed would demand the respondent initiative to answer using his/her own words to give a deeper meaning, through explanations in which they tended to be more original in giving an opinion. The close ended questionnaire in line with Okurut (1986) when he stated that a carefully structured questionnaire would objectify and standardize the observation that respondent make. These approaches saved time and simplify the task of categorizing tabulating and summarizing the responses.

3.5 Data collection procedure

The researcher would start by identifying the research topic, which would lead this into a concept paper, whereby the candidate is assigned a supervisor. The researcher has discussed the questionnaire item by item with his supervisor and pilot tested them before distribution in the field. The researcher would get an introductory letter from the office of the College of Humanities

3.6 Data quality control

In this study, data quality control referred to the process of making collected data from mistakes it is where the researcher ensures that data collected is genuine, accurate, correct and meaningful.

To this, the researcher would first pre-test the instruments for the validity and reliability. In other words the researcher would conduct a pilot study, where he distributed a few data collection instruments/tools to different respondents/ triangulation to determine the knowledge of the respondents on the topic under study. Then the candidate has compared all the data that is gathered from the exercise. This has guided the researcher to prepare valid and reliable data collection tools that lead him to obtain meaningful, reliable and accurate information for the study in question.

3.7 Data processing, analysis and interpretation

3.7.1 Data processing

Data has been processed through editing; checking for accuracy, consistency, legibility and comprehensiveness then data has been coded for further analysis through entering the information in the tables, and pie charts.

3.7.2 Data analysis

After data processing quantitative data analysis was carried out by categorizing the findings into themes which has then been converted into percentages. On the other hand, qualitative data was gathered from open-ended questions in the questionnaire and interview guide which were summarized.

3.7.3 Data presentation

Single frequency tables by the support of Microsoft excel to draw the tables have been used to present the collected data of the supply. This is because presentation required clear portrayal of the trends in the findings that have been presented.

3.8 Ethical considerations

The researcher has ensured the respondents that nothing would be published without their permission and also assured them that the information given is purely for academic purposes only.

3.9 Limitations

The researcher anticipated that a number of obstacles in the study but the major one have been lack of cooperation. There has been back of cooperation from respondents, especially the school-students due to the fear of exposure of information. To overcome this problem, the researcher has assured them that the information given is purely for academic purposes and nothing would be published without their permission or concern.

CHAPTER FOUR

PRESENTATION, INTERPRETATION, AND ANALYSIS OF THE FINDINGS

4.0 Introduction

This chapter comprises of the findings that were gathered by the researcher from the people of Bulambuli district, local leader's civil servants in the district.

The data is presented and interpreted in view of the objectives mentioned in chapter one of this research the interpretation also seeks to answer the research questions that were raised in chapter one presentation and interpretation of data in this chapter has been done with the aid of quantitative and qualitative methods for example the use of tables, graphs, percentages and personal analysis and interpretation presented in essay form questionnaires were provided to 50 respondents who filled them to the best of their knowledge.

4.1.0 Demographic characteristics

This sought to address the gender of respondents, age, and their academic qualifications as showed below;

4.1. Gender of respondents.

Table 1: showing gender respondents.

Respondents	Frequency	Percentage
Male	30	60%
Female	20	40%
Total	50	100%

Source : Primary data.

From the above, it can be seen that the majority respondents are male that is 30 respondent representing 60% of the total respondents 20 represents 40% of respondents

From the above presentation, it is clear that although many of the respondents were male representing the highest percentage, the issue of gender sensitively was adhered to by few females who were selected.

4.1.2 Age of respondents

Table 2: Showing the age of respondents

Age bracket	Frequency	Percentage (%)
20-29	20	40
30-39	13	34
40-49	10	20
50+	7	14
Total	50	100

Source: primary data 2016

From the above it is seen that 30% respondents are in the age bracket of 20-29% representing 40% of the total respondents because they were considered to be the majority number of youth involved in the exercise 30-39% were 34% respondents, 40-49 were 20% of the respondents, 50 + had 7 respondents representing 14% of the total number of respondents.

From the above presentation, it is clear that the age bracket of 20-29 were the highest percentage of 40% of the total respondents because were considered to be the majority practicing and involving in the circumcision / embalu escorting the candidates taking part in the exercise contributing much information towards the subject of study. This is followed by respondents who fall in the age bracket 30-39 with 34% of the total and followed by those of 40-49 with 20% and finally 7 respondents representing 14%. The bracket 50 and above had few respondents compared to other people who fall in the other age brackets.

4.1.3 Academic qualification of respondents.

Table 3: Showing academic qualifications of the respondents

Qualifications	Frequency	Percentage (%)
Certificate	13	36
Diploma	10	20
Degree	15	30
Masters	5	10
Others	2	4
Total	50	100

Source: Primary data

From the above table it is seen that the majority of the respondents in Bulambuli district Simu sub-county are certificate holders representing 36% followed by Degree holders representing 30%, followed by Diploma holders representing 20%, then master's holders representing 10% of the total respondents and finally others by 4% representing a total number of respondents. This implies that the respondents from Bulambuli are well educated and therefore the information obtained from them can be relied upon for the purpose of this study.

4.2.0 The first objective of the study was to identify the nature and categories of cultural traits by Embalu activity among Bagisu.

4.2.1 The responses on this very objective have been done with the aspects of categories and cultural traits generated from the respondents.

Table 4: Showing whether people have personal traits while executing the activity.

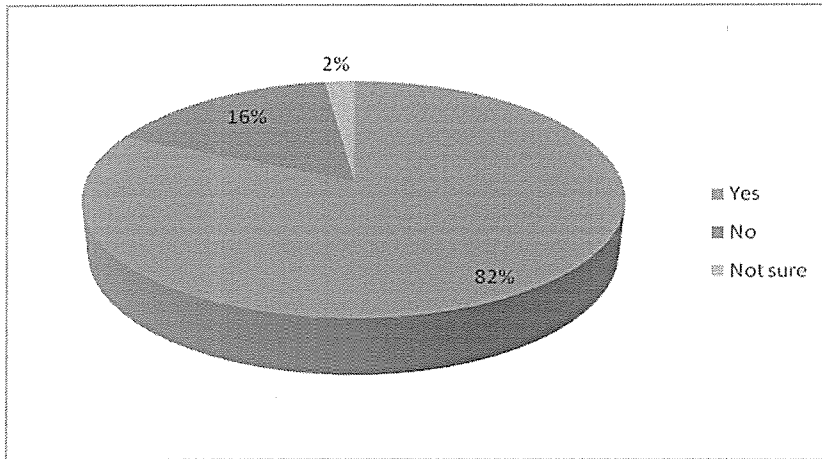
Response	Frequency	Percentage (%)
Yes	45	80
No	4	16
Not sure	1	2
Total	50	100

Source: Primary data

The table above shows that 90% of the respondents believed that there are personal behaviours and tracts that influence people in the area during circumcision. It is also seen that 16% of the respondents said no and 2% of the respondents were not sure.

Therefore it's true to say that personal cultural traits have influenced people performance in Simu sub-county.

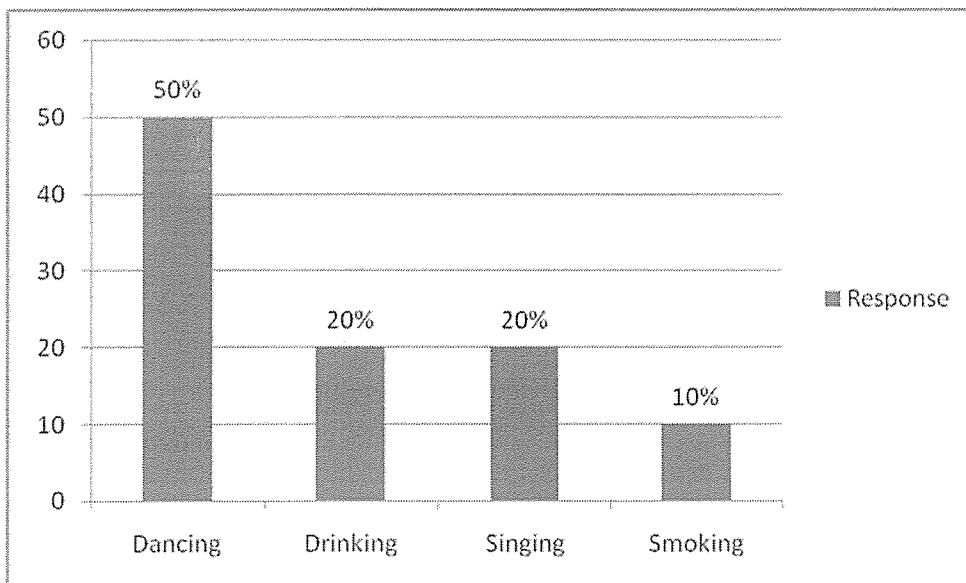
Figure 1: Chart showing percentage contribution on whether Embalu personal traits affect performance.



Source: Primary data 2016

4.2.2 Reasons on whether people have personal traits

Figure 2: showing response reasons whether people have personal traits in Bulambuli district



Source: Primary data 2016

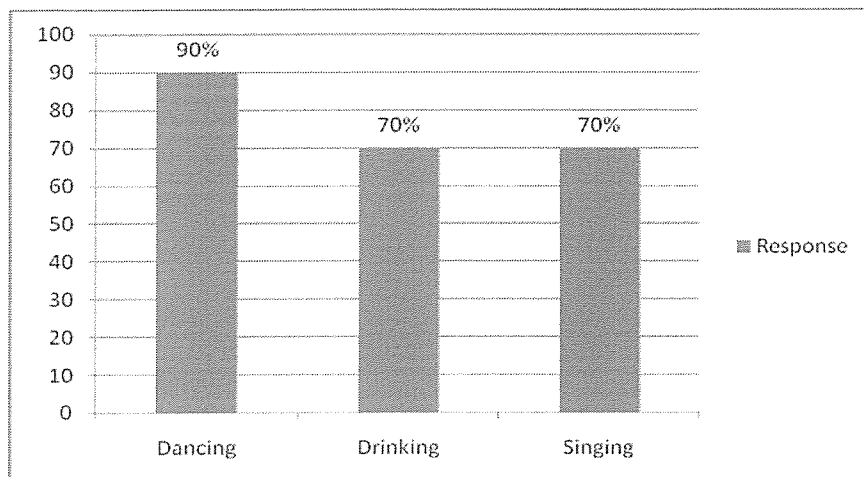
Figure showing responses justify the personal traits among people during Embalu in Simu sun-county Bulambuli District.

During this exercised a highest traits being dancing took 50% followed by drinking with 20% singing took 20% and finally analysis in the presentation showed that personal traits most

commonly during Embalu is dancing as everyone will participate and the least being smoking with 10% as people smoke after getting excited during Embalu activity.

4.2.3 Showing responses whether personal traits affect performance in schools in Bulambuli District simu sub-county.

Figure 3: Showing responses whether personal traits affect performance in schools in Bulambuli District simu sub-county.



Source: primary data 2016

Figure 3, showing responses on the personal traits affecting performance in Simu-sub-county Bulambuli District. It showed that 90% of the respondents being the majority said dancing is the most traits common among Embalu people, followed by drinking which takes 70% of the what respondents and finally singing which work only 60% of the total respondents this shows that 90% of the traits is dancing and the least is singing thus affecting performance.

4.2.4 Does personal traits affect performance

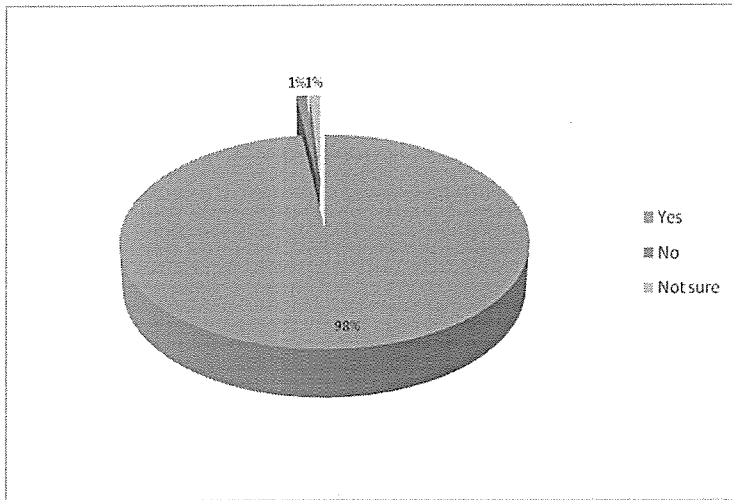
Table 5: Does personal traits affect performance

Response	Frequency	Percentage
Yes	48	98%
No	1	1%
Not sure	1	1%
Total		100

Source; Primary data.

The table above show that 98% of the respondents believed personal traits affect performance. It also showed that only 2% of the respondent said No 2% respondents were not sure. Therefore it is true to say that personal traits of Embalu have affected performance in schools.

Figure 4: chart showing percentage contribution on whether personal traits affect performance.



Source: Primary data

4.2.5 Can cultural traits promote good performance?

Table 6: Can cultural traits promote good performance?

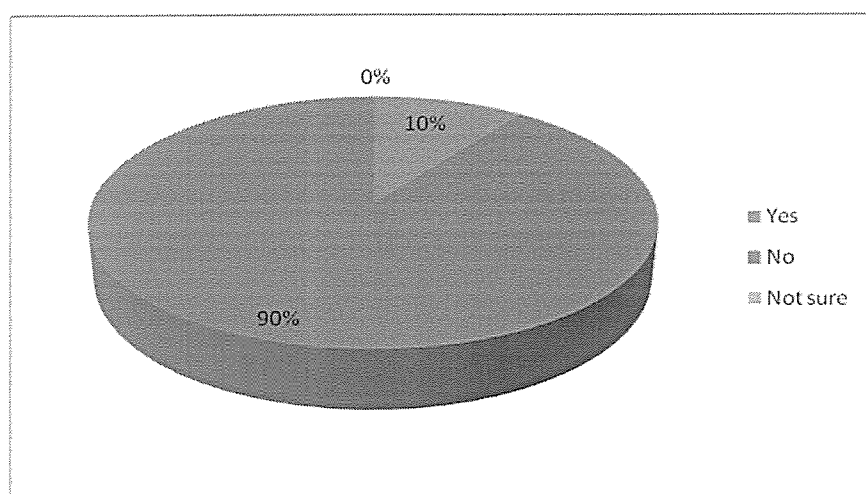
Response	Frequency	Percentage
Yes	5	10%
No	45	95%
Not sure	-	-
Total	50	100%

Source, primary source

Table above shows whether cultural traits good performance.

The above table shows that 10% the respondents believed that cultural traits promote good performance. It is also beloved that 90% of the respondent with No and Zero respondents were not sure. Therefore it is for to conclude that cultural traits promote good performance as respondents the highest respondent of 90% responded No

Figure 5: Showing whether cultural traits promote good performance in schools.



Source: Primary data

4.2.6 Cultural traits common among people of Simu sub-county Sulambuli District.

Table 7: Cultural traits common among people of Simu sub-county Sulambuli District

Response	Frequency	Percentage
Early pregnancies	358	16%
Drinking	7	14%
Circumcision/ Embalu	35	70%
Total		100%

4.3.0 The relationship between culture and school performance

4.3.1 The second objective of the study was to explore the relationship between culture and relationship schools performance.

The response on this very objective have been done with the aspects of student performance from the respondents.

Table 8: Showing response to relationship between cultural and school performance.

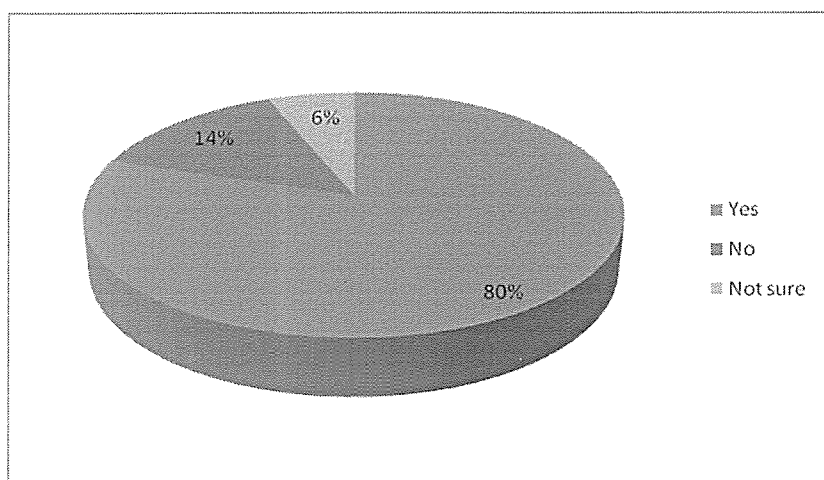
Response	Frequency	Percentage
Yes	40	80%
No	17	14%
Not sure	3	6%
Total	50	100%

Source; Primary data

The table above shows that 90% of the respondents believed that culture and school performance is related. It is also seen that 14% of the respondents said No and 6% the respondents were not sure. School is related as the two exist together in Bulambuli District.

Chart showing percentage on the relationship between culture and school performance in Bulambuli district.

Figure 6: Chart showing percentage on the relationship between culture and school performance in Bulambuli district



Source; Primary data

4.3.2 Reasons in support of the answer.

Table 9: Showing reasons in support of yes as the answer No of respondents.

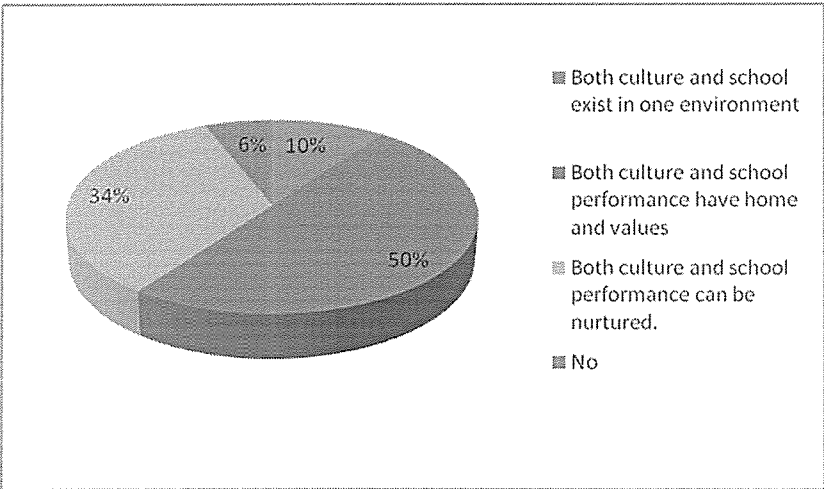
No of respondents	Reason	Percentage
5	Both culture and school exist in one environment	10%
25	Both culture and school performance have norm and values	50%
17	Both culture and school performance can be nurtured.	34%
3	No	6%
50		100%

Source- primary data

The table above shows that 10% of the respondents believed that both culture and school performance exist in one environment, it is also evident that 50% of the respondents

responded highly that both culture and school performance have norms and values guiding them. Following by 34% of the respondents saying that both culture and school performance can be nurtured. Finally 6% of the respondents saying No with reasons of school performance being academic culture being tradition and performance being by achieve while culture is by birth.

Figure 7: Reasons in support of the answer.



Source: Primary data

4.3.3 Can cultural traits promote good performance?

Table 10: showing response to whether promote good performance with no response in Simu Sub-county Bulambuli District.

Response	Frequency	Percentage
Yes	2	4
No	8	96
Not sure	0	0

Source: primary data.

The table above shows that 4% the respondents believed that cultural traits promote goods performance but to a less extent compared to 46% respondents who responded with 96% who said No and responded. There it’s fair to condole and that culture promotes good performance.

4.3.4 Reasons to justify those cultural traits promote good performance in Bulambuli District

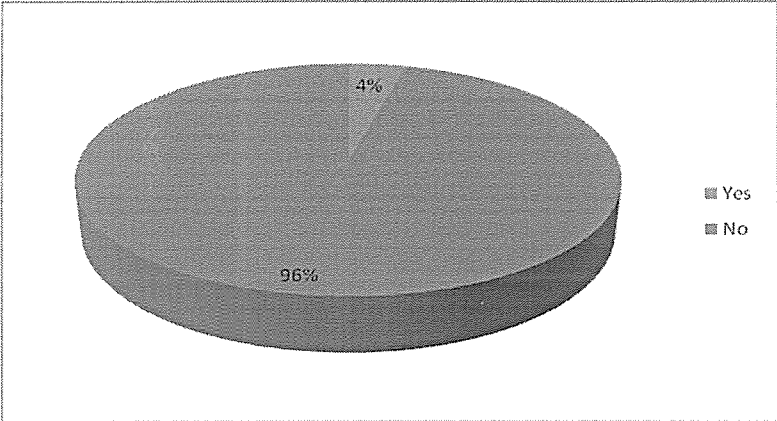
Table 11: Showing response to whether promote good performance with no response in Simu Sub-county Bulambuli District.

Response	Frequency	Percentage
Yes	2	4
No	8	96
Not sure	0	0

Source: primary data.

The table above shows that 4% the respondents believed that cultural traits promote goods performance but to a less extent compared to 46% respondents who responded with 96% who said No and responded. There it's fair to condole and that culture promotes good performance.

Figure 8: Chart showing percentage contribution on the justification of cultural traits towards good performance.



4.3.5 Reasons to justify that cultural traits promote good performance in Bulambuli District

Table 12: Showing response justifies the No response for cultural traits in Bulambuli District.

Reason	Frequency	Percentage
High school dropouts	25	50%
Early pregnancies	5	10%
Adduction	5	10%
High rate of rape cases	13	26%
Early marriages among candidates circumcised	2	4%
Total	50	100%

Source; primary source.

From the above table it shows that 50% of the respondents believed that cultural traits encourages high school dropouts followed by high rates, it is also believed that 10% of the respondents said that, smoking and drinking are being encouraged and practical, then carly pregnancies responded by 10% and lastly early marriages among circumcised candidates taking 4% being the least responded.

Therefore it can be concluded that the highest respondents believed that high school dropout is most common among candidate followed by high rate of rape and adduction to smoking and drinking and finally early marriage being the least practice.

Table 13: Showing the responses whether stakeholders help schools improve performance.

Response	Frequency	Percentage
Yes	40	80%
No	9	18%
Not sure	1	2%
Total	50	100%

Source: primary data

From the above table the respondents believed that 80% said yes schools improve performance and 18% of the respondents believed said No and finally 2% respondents were not sure.

Reasons whether stakeholders help schools improve performance.

Sensitizing on the usefulness of culture.
 Enforcing government programs
 Implementing government policies education policy
 Mentoring school performance.

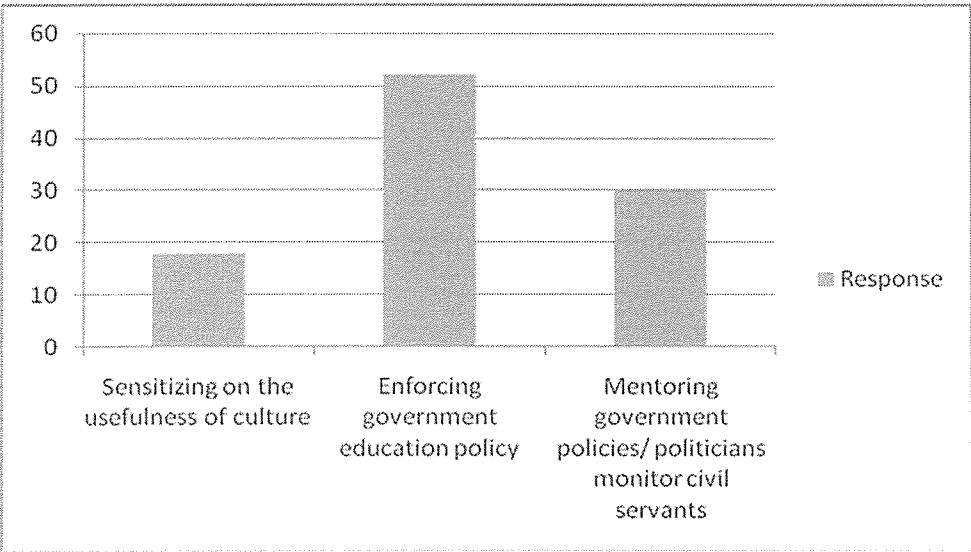
Table 14: Showing the reasons how stake holders help to improve performance.

Response	Frequency	%age
Sensitizing on the usefulness of culture	9	18%
Enforcing government education policy	26	52%
Monitoring government policies/ politicians monitor civil servants	15	30%

Source: Primary data

From the above respondents believed that 52% of respondents said enforcing government education policy was on the major reason for stakeholder help followed by 30% being mentoring government policies by politicians and finally 18% being the least reason of sensitizing on the usefulness of culture among stakeholders in Simu-sub-county

Figure 9: Showing the distribution of responsibilities among stakeholders in Simu-sub-count



Source: Primary data

From the figure above it shows that stakeholders are very helpful in terms of enforcing government education policy taking the major respondents of 52% followed by sensitization

on education and culture and finally mentoring government education programs by politicians as the least. From the figure above it showed that among the stakeholder's politicians and community leader played a majority role of 56% compared to teachers with the least participants with 10%. Therefore it is answered that teachers play more vibrant role in boosting culture and performance.

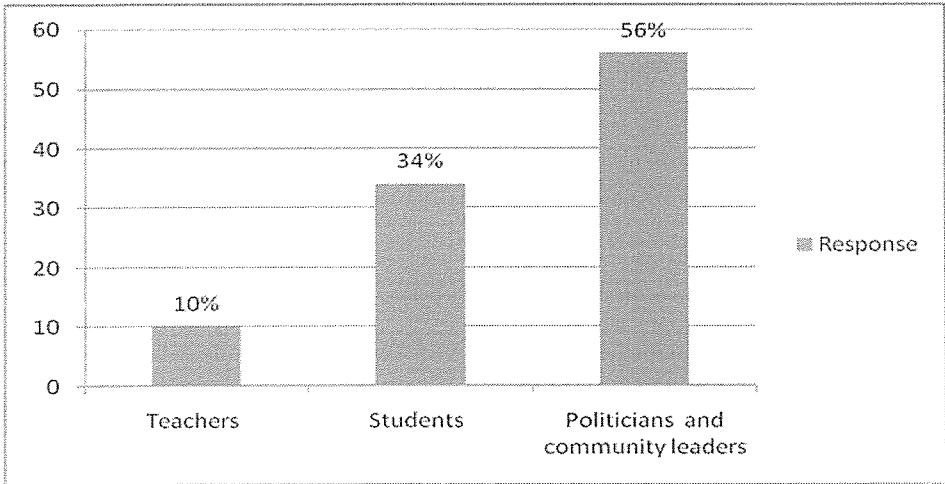
Table 15: Showing the different stakeholders involved in improving school performance

Response	Frequency	% age
Teachers	5	10%
Students	17	34%
Politicians and community leaders	28	56%
Total	50	100%

Source: Primary data

From the table above respondents believed that teachers take only 10% being the least followed by students who took 34% and the majority leading with 56% as community leaders and politicians. This showed that pelicans are majority concerned about students performance and culture and least being teachers with only 10%. Therefore it can be concluded that the majority who the politicians with 56% play a vibrant role compared to teachers who implement the education policy with minority 10%.

Figure 10: Bar graph showing different stakeholders in Bulambuli District



Source: Primary data

CHAPTER FIVE
SUMMARY, CONCLUSION, RECOMMENDATION, AND AREAS OF
FURTHER STUDY.

5.0 Introduction

The study was carried out with the view to the influence of culture on performance in schools at Simu- sub-county Bulambuli District.

The chapter is concerned with summary conclusion, recommendations and suggestions about the finding that were gathered from the case study.

5.1 Summary of the findings.

The above table showed that 98% of the respondents believed that Embalu/circumcision is carried out in Bulambuli District and it's a social –culture activity as local government development funds are allocated to finance this ceremony in Bulambuli district.

The findings on the on the nature and categories of cultural traits among “Embalu” people affects school in Bulambuli district were that dancing took 50% being the majority respondents, followed by, drinking with 20% , singing 20% and finally smoking taking a minority 10%.This implied that the entire population at the scene normall participated in “Embalu” thus this has affected school performance as this has lead to increased early marriages, rape, prostitution, high school dropouts thus leading to poor performance.

The findings on the relationship between culture and school performance in Bulambuli district were that 80% of the respondents said yes, 14% with No and 6% were not sure.

During the findings on the above the respondents gave the following:

Both culture and school exist in one environment with 10%, have norms and value with 50% as the majority respondents, both are nurtured representing 34% and finally No response with 6% being the minority.

The findings on respondents with No response giving the differences between school performance and culture and gave the following reasons as the school you work for it and

culture is tradition, performance involves grades where as culture is a talent, performance is by choice and culture is by birth, performance can be changed but culture is permanent.

The findings on the ways in which stakeholders help to strengthen performance irrespective of their of the cultural activities were that stakeholders enforce government education policies with 52% as the majority respondents, Sensitizing communities on the usefulness of education with 18% as the minority, and finally monitoring education policy with 30%.

5.2 Conclusion

The study was set to identify the nature and categories of cultural traits by Bamosaba Bagisu during Embalu ceremony with special attention to Bulambuli District. The responses which included identifying the nature and categories cultured traits by Embalu activity to explore the relationship between culture and performance and to show the ways in which stakeholders can strengthen performance Bulambuli District.

The study findings were that Embalu ceremony as a social activity which has attracted tourist throughout the entire world politicians including Heads of state from the three East African states(Kenya, Uganda, and Tanzania) most especially the President of the republic of Uganda has invited the chief inaugurator for a good number of years.

The study findings were to show ways through stakeholders help to strengthen school performance as this has been achieved through monitoring, sensitization and making local council bylaws thus ensuring good academic performance.

5.3 Recommendations

The researcher strongly recommends that Embalu circumcision as a social activity and culture should be adopted by the entire country nation as the culture is health as recommended by the ministry of health where circumcision is taken and funded and now children and students are circumcised in the entire country in all hospitals.

The Embalu /circumcision culture has got its own strengths and weaknesses as while that activity is taking place. However the study findings show that the activity is actually more of a second ceremony where people meet together to celebrate as they dance jubilate for the young ones who are becoming men through circumcision,

It is used as a tourist attraction as people are attracted throughout the entire world to witness the activity Embalu ceremony as brothers from East Africa who take on the activity come to celebrate on Masaba land in Mutoto Mbale district. This has however created a source of revenue to the government thus development.

Embalu ceremony also helps to reduce the risk of getting HIV/AIDS. This has been recommended by the Ministry of Health survey carried out in Zero.

In the cultural setting across the world, Embalu/circumcision as a culture has impacted negatively on communities where it is carried and for example among the Bamasaka in Bulambuli district as this has led to high/ measured numbers of school dropouts, early marriage and increased number of lineage mothers who cannot take care of their own children. It has also impacted negatively as the ceremony has turned into high risk of HIV epidemic as those involved drink a lot and rape young girls leading to unwanted pregnancies, fighting among those involved in the ceremony and others killed.

There is a weakness of untrained surgeons who end up circumcising the young ones badly by cutting the testicles or even removing the entire foreskin of the candidate.

5.4. Areas for further study.

Because of time and resources, the researcher recommends for the adoption of the following further areas of culture on school performance.

The impact of culture on people's welfare at school

The importance of circumcision/ Embalu on people's health.

The study of "Embalu" as a tradition.

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APPENDICES
APPENDIX I: QUESTIONNAIRE

Dear Sir/Madam,

Alex Malasha, a student of Kampala International University, conducting a study on the influence of culture school performance, a case study of Simu Sub-county Bulambuli District local government as a partial fulfillment of the requirements of Bachelor's Degree of Social Work and Social Administration of Kampala International University. The information given will be created with maximum confidentiality and for academic purposes only. Your contribution will be highly appreciated. Please spare some time to answer the following questions.

Part A: General information

1. Gender

Male

Female

2. In which age bracket are you?

20-29

40-49

30-39

50+

3. Educational level

Certificate

Degree

Diploma

Masters

Others

4. Under the following section, please tick according to your level of agreement/

1. Strongly disagree

2. Disagree

3. Not Sure

4. Agree

5. Strongly Agree (SA)

Please evaluate the statement by ticking in the book with the number that best suits you.

Section B: Cultural Influence

No	Scale	1	2	3	4	5
1.	Culture influences performance					
2.	Circumcision affects performance					
3.	Schools performance is determined by its leadership					
4.	High rate of school dropout are because of culture					

SECTION C:

Questions

1. Do people have personal traits in --- event?

Yes

No

If yes give reasons to support your answer

2. Does personal traits affect performance?

Yes

No

If yes give reasons to support your answer?

3. What cultural traits are common among people of Simu Sub-county?

4. Is there any relationship between culture and school performance?

Yes

No

If yes give reasons to support your answer both exist in one environment

5. Can cultural traits promote good performance?

Yes

No

Give reasons to justify the answer above.

6. Do you think stakeholder help schools improve performance.

Yes

No

If yes give reasons to support your answer

7. Who are the stakeholders involved in the activity?.....

8. How is this carried out to improve performance?.....

APPENDIX II: RESEARCH TIME FRAME

Activities	2 Days	5 Days	1 Week	2 Week	2 Week
Pilot study					
Study analysis					
Proposal design					
Proposal development and submission					
Data collection & analysis					
Final report writing					
Submission date					

APPENDIX III: RESEARCH BUDGET

No.	Item	Particular	Quantity	Unit cost	Total
	Stationery	Ream of papers	1	14,000	14,000
	Printing and binding	Books	6	10,000	60,000
				15,000	90,000
	Field work	Transport	5 Trips	30,000	150,000
		Accommodation	10 nights	20,000	200,000
	Miscellaneous			50,000	50,000
	Total				640,000