

Examining the Influence of Luganda Studies on Cultural Development in Uganda. The Case Study of Wabigalo, Busimbi Sub County Mityana District

1 Nakyanzi Sylvia, 2 Sekiswa Peter

1,2 Metropolitan International University

Abstract: *This study is intended to examine how Luganda studies influence cultural development. The study is guided by the following objectives, to examine the role of Luganda studies on cultural development in Wabigalo town, to identify the challenges that influence Luganda studies in participating in cultural development in Wabigalo town and to come up with possible solutions to the challenges that influence Luganda studies in participating in cultural development. The study adopted qualitative design, the sample population consisted of 30 respondents, 10 Luganda students in the area, 10 parents, 5 Luganda teachers, 3 head teachers and 2 cultural leaders in the area. From the findings of the study presented results indicating that 60% of the respondents informed the researcher that they strongly agreed that luganda subject had a great role on the cultural development followed by 20% of the respondents who presented results indicating that they agreed with the fact that luganda language had an impact on cultural development. 15% of the respondents disagreed that luganda subject had no role on the cultural development and finally 5% of the respondents presented results to the researcher strongly disagreeing with the assertion that luganda subject had a role to play on the cultural development.*

Keywords: luganda studies and cultural development

Background of the study

World perspectives according to Joan Kelly Hall (2013), language and culture are concepts increasingly found at the heart of developments in applied linguistics and related fields. Taken together, they can provide interesting and useful insights into the nature of language acquisition and expression. Joan Kelly Hall gives a perspective on the nature of language and culture looking at how the use of language in real world situations helps us understand how language is used to construct our social and cultural worlds.

Further according to the Behaviorist Theory, Skinner (1985) equated learning a language to verbal behavior therefore, he believes that language acquisition like any other behavior can be observed, rather than trying to explain the mental systems underlying these types of behavior.

In Africa according to Barbara Trudes (SIL Africa), the use of local languages in formal education is a widely debated educational strategy in sub Saharan Africa. National level policies abound which permit mother tongue instruction in primary grades, and yet successful implementation of those policies is not merely so common. The reason for this is varied, but one on the powerful reason has to do with the perspectives and desires of the stake holders in the Education process who reside in the local community, teachers, parents' community leaders school authorities and the children

On the national view perspectives according to Juliet Tembe and Bonny Norton (September 2008), the community is an important stake holder in language education and community views are critical for the successful implementation of new language policies. They report on a study on multilingual language policies conducted in two primary schools in two communities in eastern Uganda, one rural and one urban, from 2005 through 2006. They focused on community responses to the new language education policy which promotes the teaching of local languages in first four years. The findings show that in both communities, although participants were generally aware of the new local language policy, they were ambivalent about its implementation in their schools. They recognized the importance of local languages in promoting identity and cultural maintenance, but a higher priority was their children's upward mobility and the desire to be part of wider and more than international communities.

Statement of the problem

Influence of Luganda studies on cultural development in Busimbi sub county, it should be noted that there's moral degeneration in many parts of Uganda today that is to say most especially among students. Prostitution has increased, indiscipline, improper way of dressing (short skirts and trousers among girls). It should be noted that traditional way of praying in Wabigalo town is increasingly fading away since there's no more shrines in the area and these were overwhelmed by western churches in different parts of Wabigalo town, that is to say Catholic, Protestant and born-again churches. Parents has no time for their children, it should be remembered that parents used to teach their children different norms and customs of their culture and this was done by their mothers, aunts, uncles and other elders and children grew up with the knowledge of their culture but this was neglected.

Objectives of the study

1. To examine the role of Luganda studies on cultural development.
2. To identify the challenges that influence Luganda studies in participating in cultural development.
3. To come up with possible solutions to the challenges that influence Luganda studies in participating in cultural development.

Research questions

1. What is the role of Luganda studies on cultural development in Wabigalo, Mityana?
2. What are the challenges that influence Luganda studies while participating in cultural development in Wabigalo town?
3. What are the possible solutions to the challenges that influence Luganda studies while participating in cultural development in Wabigalo town?

Hypothesis of the study

1. It is hypothesized that Luganda studies have a tremendous role on cultural development.
2. It is hypothesized that there are many challenges that influence luganda studies in promoting cultural development.
3. It is hypothesized that there are a number of possible solutions for the challenges that influence luganda studies.

Methodology

Research Design

Research design is the frame work of research methods and techniques chosen by a reseacher. The study used qualitative oriented research design to explore how luganda studies has influenced cultural development in Wabigalo town. This design was found to be appropriate as it helped to explore and describe phenomena as they present themselves in the living world from the participants' point of view (Bogglan and Biklen 2013).

Study of the population

The study was conducted in wabigalo town, the study mainly focused on the parents, students in wabigalo town, head teachers from different schools of wabigalo and it also involved luganda teachers in the area as well as cultural leaders. This diversity in the study population helped the researcher to generate a wide range of ideas and information which enabled the researcher to make comparison in views possible hence having comprehensive results at the end of the study.

Sample size

The study used a sample size of 80 respondents from a target population of 100, it employed purposive sampling of participants in wabigalo town. The study considered three cultural leaders who were assumed to be knowledgeable about culture, two head teachers because they decided on what subjects were to be taught in their schools, five luganda teachers because they coordinate luganda studies in schools, ten parents because they are the ones who determine their children education and future and ten students because they coordinate most of the activities concern teaching and learning in schools. So, this helped the researcher to analyze very well how luganda studies influence cultural development in wabigalo town, Mityana District.

Table 1: Sample Size

POPULATION	FREQUENCY	PERCENTAGE
Sample Size	80	44
Target Population	100	56
TOTAL	180	100

Data collection methods and tools or instruments.

Considering that wabigalo town was an urban setting, the assumption was that they are both literate and semi-illiterate. Therefore, the main tool for data collection was interviews. Interview guide, an interview is a flexible way of getting information from the respondents, it was necessary for this study because it provided an in-depth inquiry of the information needed.

Data analysis

The data was collected using interview guide, document analysis that was done in wabigalo town. Data analysis procedures that was used in this study followed techniques consistent within the qualitative research approach. This inductive approach involved in generating categories of information (open coding) and selecting categories within a theoretical mode (axial coding) and then reporting findings from the interconnection of these categories. Constantly comparing themes according to similarities and differences.

RESULTS

Response rate of respondents

The response rate of the respondents was explained in the table below:

Table 2: Response rate

Respondent Groups	Number of Questionnaires Distributed	Retrieved Questionnaires	Percentage (%)
Luganda Teachers	40	30	46
Cultural leaders	30	25	39
Luganda Students	10	10	15
TOTAL	80	65	100

Source: Primary data (2021)

According to the table above, the researcher retrieved data from 30 luganda teachers out of 40, 25 cultural leaders out of 0 and finally 10 luganda students.

Demographic profile of respondents

Gender composition of respondents

Table 3: Gender Composition of respondent

Response	Frequency	Percentage
Male	40	62
Female	25	38
Total	65	100

Source: Primary Data 2020

From table 2, it can be seen that the majority of respondents were males that was (180) representing 69% of the total number of respondents, 80 respondents were female representing 31% of the respondents. This is an indication that gender sensitivity was taken care off so the findings therefore cannot be doubted on gender grounds; they can be relied for decision making.

Education level of the respondents

Table 4: Education level of the respondents

Education level	Frequency	Percentage
O Level	35	54
A Level	10	15
Diploma	15	23
Degree and above	05	8
Total	65	100

Source: primary data 2020

Table 4 above clearly indicates that 35 respondents were O level certificate holders with a percentage of (54%) of the sample size followed by 10 respondents who presented results showing that they finished A level and they had (15%) of the sample size, 15 respondents had diplomas and they had a percentage of (23%) of the sample size and finally 5 respondents presented results indicating that they had Degrees and other qualifications which were above and they had a percentage of (08%) of the sample size.

Age distribution of respondents

Table 5: Age distribution of respondents

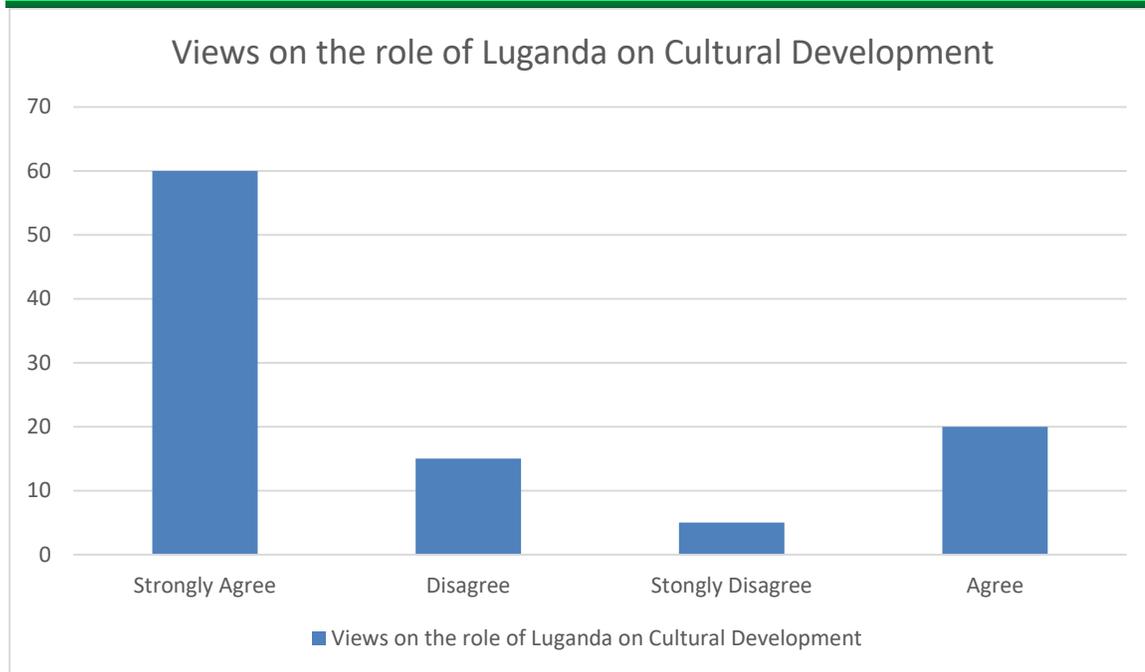
Respondents age	Frequency	Percentages
15-19	15	23
20-29	10	15
30-39	20	31
40+	20	31
Total	65	100

Source: Primary Data 2020

According to the table above, 15 respondents with a percentage of (23%) of the respondents had their age ranging from (15-19) followed other respondents who had their age ranging from (20-29) with a percentage of (15%), 20 were the majority and their age was in the range of (30-39) with a percentage of (31%) of the respondents and finally respondents who had the age bracket of 40+ years were 20 with a percentage of 31% of the respondents

Role of Luganda Studies on Cultural Development

Figure 1: Role of Luganda on Cultural development

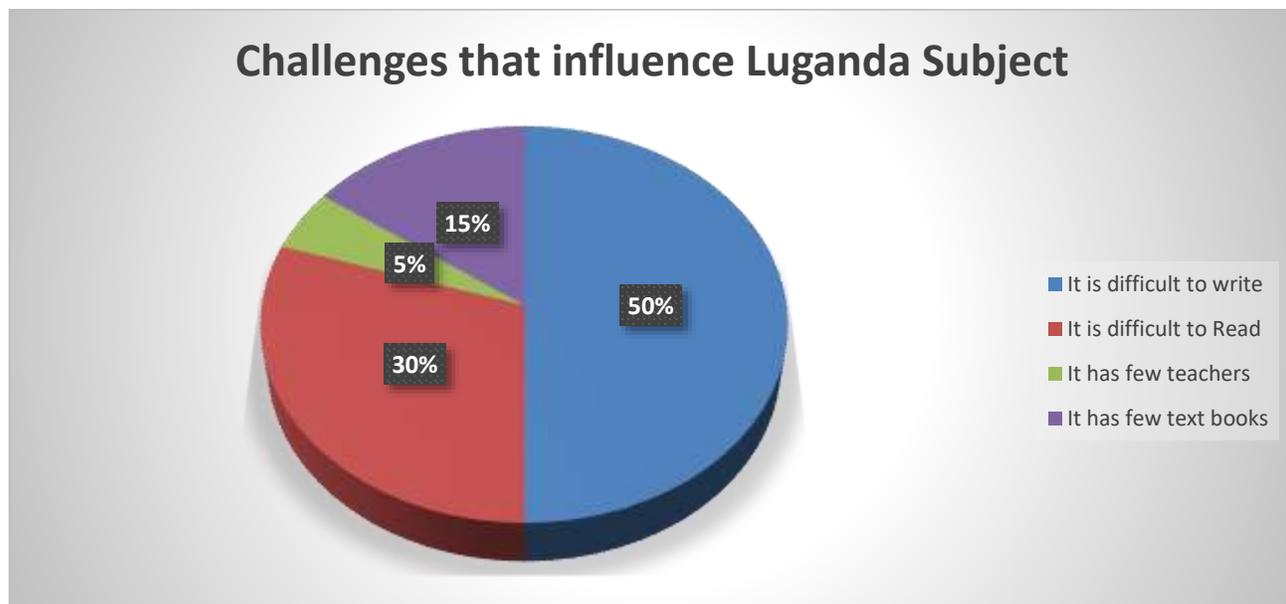


Research Data: 2021

According to the figure 1 above, the findings of the study presented results indicating that 60% of the respondents informed the researcher that they strongly agreed that luganda subject had a great role on the cultural development followed by 20% of the respondents who presented results indicating that they agreed with the fact that luganda language had an impact on cultural development. 15% of the respondents disagreed that luganda subject had no role on the cultural development and finally 5% of the respondents presented results to the researcher strongly disagreeing with the assertion that luganda subject had a role to play on the cultural development.

Challenges that influence Luganda Subject

Figure 2: Challenges that influence Luganda Subject

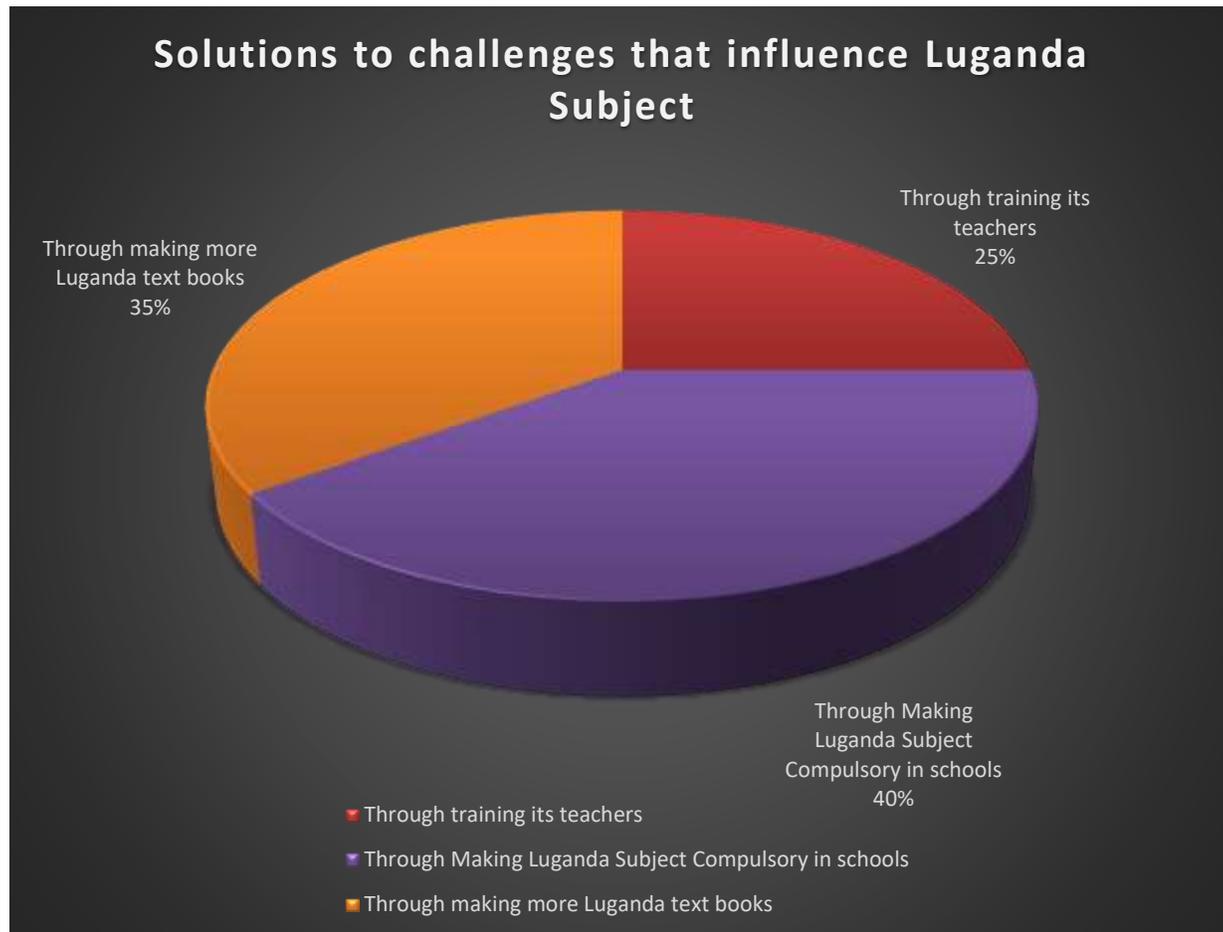


Research Data: 2021

According to the figure 2 above, the findings of the study indicated that 50% of the respondents informed the researcher that the most challenge that Luganda Subject was facing was that it was difficult to write followed by 30 respondents who presented results indicating that Luganda Subject was difficult to read and that was another challenge. 15% of the respondents presented results indicating that Luganda Subject had few textbooks and finally 5% of the respondents presented results indicating that Luganda Subject had few teachers and in that case it was a big challenge.

Solutions to challenges that influence Luganda Subject

Figure 3: Solutions to challenges that influence Luganda Subject



Research Data: 2021

According to the figure 3 above, the findings of the study clearly indicated that 40% of the respondents presented results to the researcher indicating that through making Luganda subject compulsory in schools was one of the ways through which the influence of luganda subject would be addressed followed by 35% of the respondents presented results to the researcher indicating that through making more Luganda text books would also help to solve the challenges that would influence luganda subject and finally 25% informed the researcher that through training Luganda teachers would make the students of Luganda learn to their expectations.

Conclusions

In conclusion the findings of the study revealed results indicating that majority of the respondents informed the researcher that they strongly agreed that luganda subject had a great role on the cultural development followed by some other respondents who presented results indicating that they agreed with the fact that luganda language had an impact on cultural development. Some of the respondents disagreed that luganda subject had no role on the cultural development and finally other respondents presented results to the researcher strongly disagreeing with the assertion that luganda subject had a role to play on the cultural development.

Recommendations

As regards to the challenges affecting luganda studies as a major factor for cultural development, the researcher gave her recommendations below.

The researcher recommended that more research be carried out on the same topic but in higher institutions of learning.

The researcher also recommended that more funds and time be given to research since the researcher had limited time and funds to carry out more detailed work.

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