

**EXAMINING THE INFLUENCE OF LUGANDA STUDIES ON CULTURAL
DEVELOPMENT IN UGANDA
THE CASE STUDY OF WABIGALO, BUSIMBI SUB COUNTY
MITYANA DISTRICT**

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ABSTRACT

Examining how Luganda studies affect cultural evolution is the goal of this study.

The following goals of the study serve as its guiding principles: to investigate how Luganda studies contribute to cultural development in Wabigalo town; to identify obstacles that prevent Luganda studies from participating in cultural development in Wabigalo town; and to develop potential solutions to those obstacles. The study used a qualitative research methodology, and the sample group included 30 respondents, 10 local Luganda students, 10 parents, 5 Luganda teachers, 3 head teachers, and 2 specific cultural leaders. According to the report's results, 60% of massive transformation the researcher they completely agreed that luganda subject had a significant impact on cultural development, while 20% of respondents gave results indicating agreement with the statement that luganda language had a bearing on cultural development.

Finally, 5% of the participants submitted results to the researcher presenting results vehemently disputing with the assumption that luganda subject had a function to play on the cultural development. 15% of the participants argued that luganda subject had no impact on the cultural advancement.

Key words: *luganda studies and cultural development*

Background of the study

A global perspective Language and culture are ideas that are increasingly at the center of advancements in language studies and related domains, claims Joan Kelly Hall (2013). When considered collectively, they can offer intriguing and practical insights on the character of

language learning and interpretation. Joan Kelly Hall offers a viewpoint on the structure of language and culture by examining how language use in everyday contexts aids in our understanding of how language is utilized to create our social and cultural environments. Additionally, Skinner (1985), following the behaviorist theory, equated learning a language to verbal behavior; as a result, he holds that language acquisition can be observed, just like any other behavior, rather than attempting to understand the mental processes that underlie these kinds of behavior. The use of regional languages in formal education is a hotly discussed educational method in sub-Saharan Africa, according to Barbara Trudes (SIL Africa). Although there are several national level rules that allow mother tongue instruction in the primary grades, successful implementation of those policies is not always the case. There are many reasons for this, but one of the more compelling ones has to do with the viewpoints and goals of the stakeholders in education. viewpoints from a policy standpoint. The neighborhood is a major stakeholder in language education, and Juliet Tembe and Bonny Norton (September 2008) contend that community opinions are essential to the effective execution of a novel language policy. They discuss a study on multilingual language policies that was carried out between 2005 and 2006 in two primary schools in two different communities—one rural and one urban—in eastern Uganda. They centered their attention on how the local community reacted to the new language education policy, which encourages the teaching of regional languages throughout the first four years. The results demonstrate that although participants in both communities were generally aware of the new local language policy, they had mixed feelings about how it will be implemented 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

This should be mentioned that Luganda studies have had an impact on the cultural evolution of the Busimbi sub county. Moral decay is a problem today across most of Uganda, but it is especially prevalent among students.

More discipline issues, prostitution, and bad dress (short skirts and trousers among girls). It should be emphasized that the ancient style of worshipping in Wabigalo town is rapidly disappearing because there are no longer any shrines nearby and because western churches, such as Catholic, Protestant, and born-again churches, have mostly replaced these locations. Remember that parents used it to pass along diverse cultural norms and practices, and that their mothers did this? Parents today don't have time for their kids.

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

The foundation for the study practices and techniques a researcher chooses is known as the research design. The study examined how luganda studies have impacted cultural evolution in Wabigalo town using a quantitative focused research approach. This design was deemed acceptable since it enabled participants to observe and understand phenomena as they manifest in the living world (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

<i>POPULATION</i>	<i>FREQUENCY</i>	<i>PERCENTAGE</i>
<i>Sample Size</i>	<i>80</i>	<i>44</i>

<i>Target Population</i>	<i>100</i>	<i>56</i>
<i>TOTAL</i>	<i>180</i>	<i>100</i>

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 information was gathered in the town of Wabigalo utilizing an interview guide and documentary review. The methods of data analysis utilized in this study were in line with the principles of the qualitative research methodology. By creating information categories (open coding) and choosing subcategories within a conceptual mode (axial coding), this inductive strategy involved reporting conclusions from the connections between these categories.

RESULTS***Response rate of respondents***

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

Table 2: Response rate

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

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

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Male</i>	40	62
<i>Female</i>	25	38
<i>Total</i>	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

<i>Education level</i>	<i>Frequency</i>	<i>Percentage</i>
<i>O Level</i>	35	54
<i>A Level</i>	10	15
<i>Diploma</i>	15	23
<i>Degree and above</i>	05	8
<i>Total</i>	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

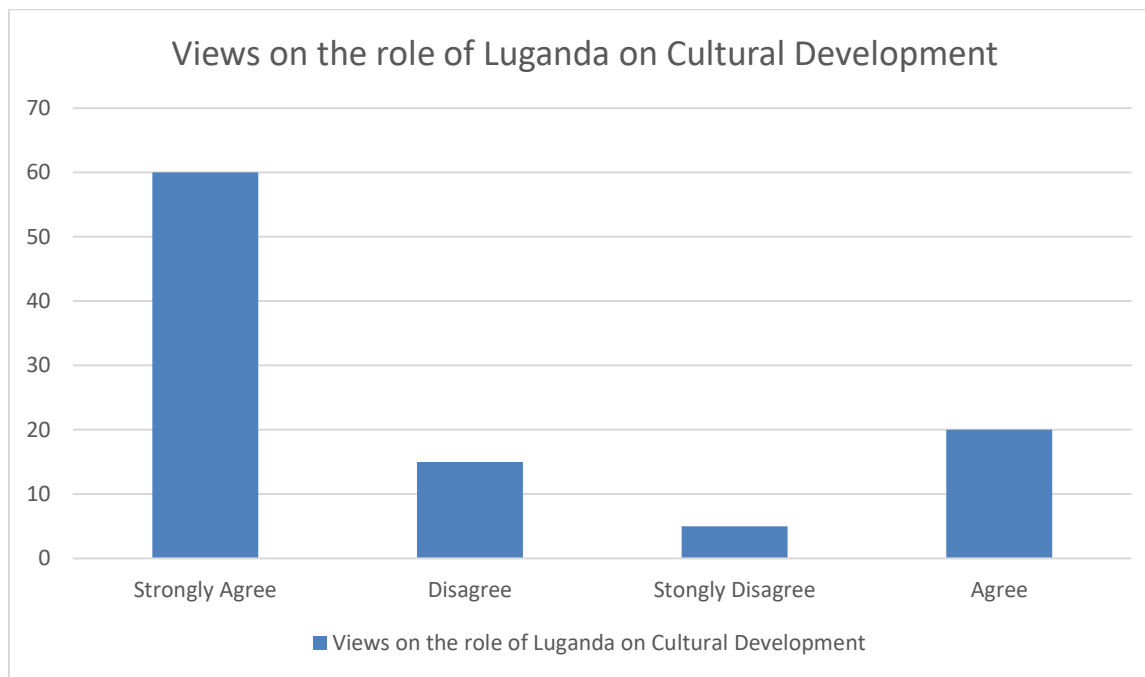
Respondents age	Frequency	Percentages
15-19	15	23
20-29	10	15
30-39	20	31
40+	20	31
Total	65	100

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

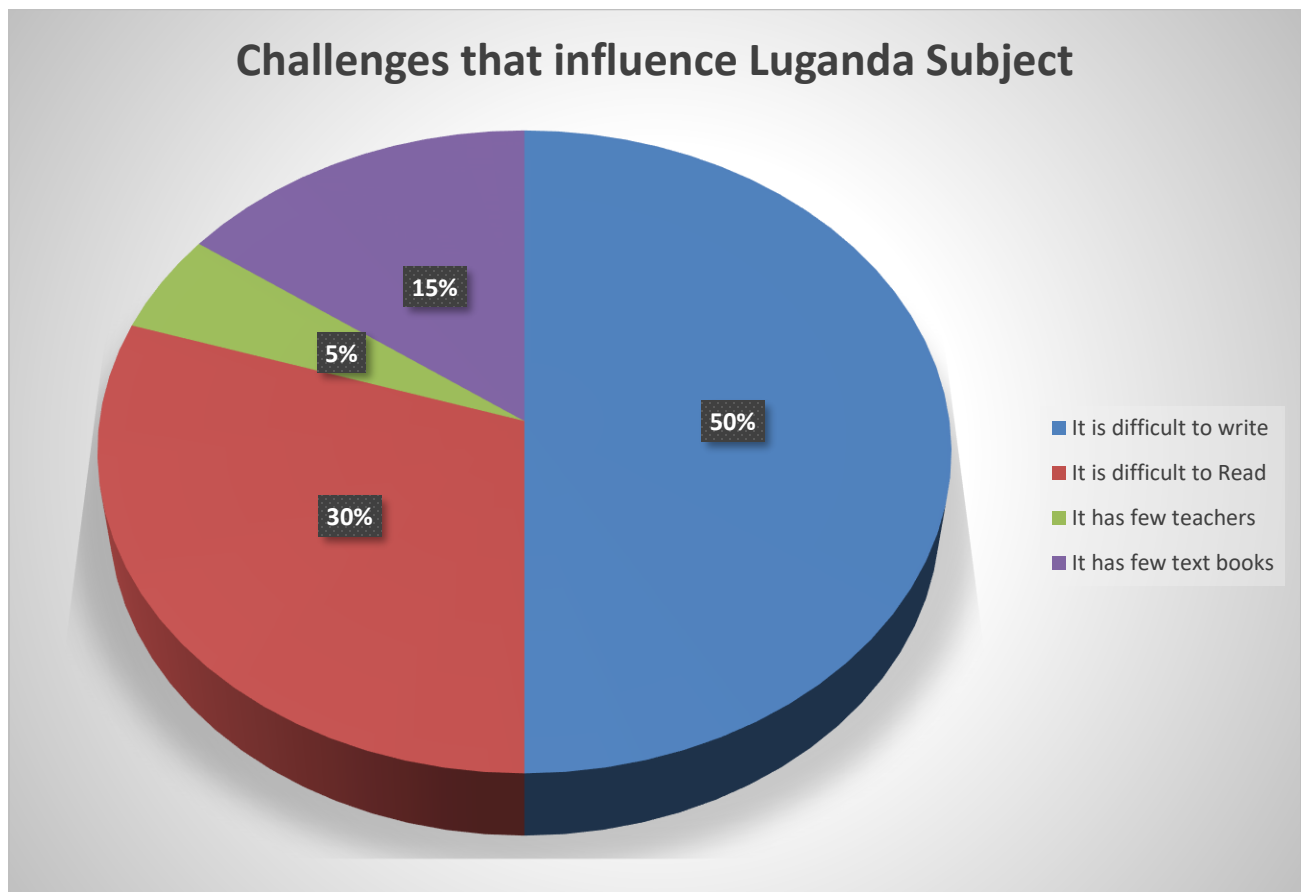


Research Data: 2021

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

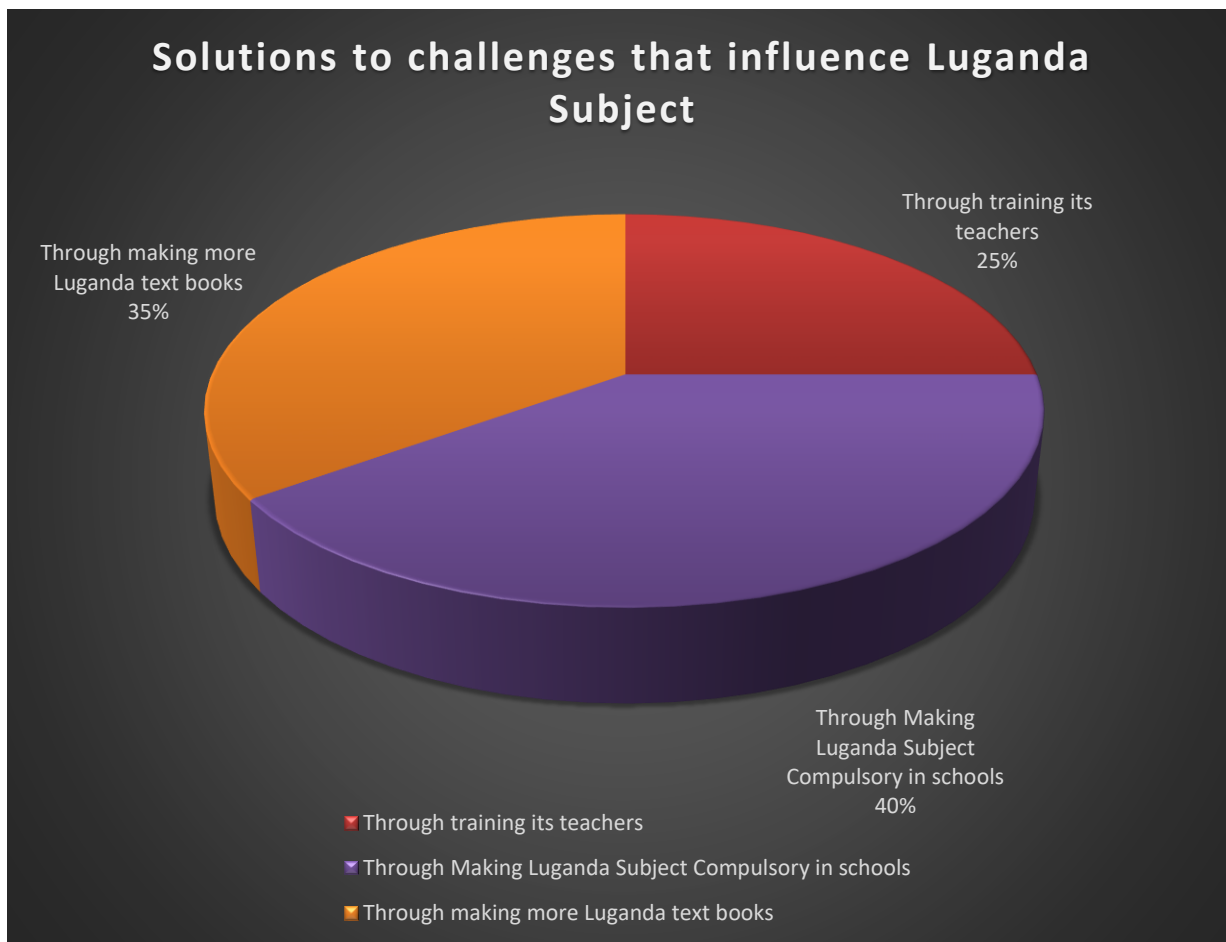


Research Data: 2021

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 it 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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