

**THE EFFECTS OF MALE CIRCUMCISION [IMBALU] ON THE ACADEMIC
PERFORMANCE AMONG STUDENTS IN BUSHIKA SUB COUNTY, BUDUDA
DISTRICT. A CASE STUDY OF BUSHIKA SECONDARY SCHOOL**

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**A RESEARCH REPORT SUBMITTED TO FACULTY OF SCIENCE
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REQUIREMENTS FOR THE AWARD OF THE
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DECLARATION

I, Watuwa Wilson hereby declare that that to the best of my knowledge, the work has not been submitted for any award of a degree, diploma or certificate to any institution. However, all that is inside here is entirely my responsibility as a researcher.

Sign; 

Name: WATUWA WILSON

Date.... 01/09/2026

APPROVAL

I hereby certify that this proposal guided by the topic the effects of male circumcision [Imbalu] on the academic performance among students in Bushika sub county, Bududa district was prepare Watuwa Wilson and completed under my supervision,

Sign;



Date;

01/09/2026

Name; Mr. Peremba Esau (Supervisor)

DEDICATION

This research report is dedicated to my father **Mr. Kutosi Joseph** and my mother **Mrs. Seera Angela Kutosi** for their financial support, love and encouragement made towards my studies. May God richly bless them?

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First and foremost, I thank the Almighty God for giving me life, wisdom, strength and guidance throughout my studies and during the preparation of this research report.

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LIST OF ABBREVIATIONS

AIDS	:	Acquired Immune Deficiency syndrome
CVI	:	Content Validity Index
GPA	:	Grade Point Average
HIV	:	Human Immunodeficiency Virus
UCU	:	Uganda Christian University

ABSTRACT

The study examined the effects of male circumcision (Imbalu) on the academic performance of students at Bushika Secondary School in Bushika Sub-County, Bududa District. The study specifically sought to establish how male circumcision affects students' academic performance, examine the effect of pre-circumcision dances on school attendance, and assess the impact of Inemba (post-circumcision dance) on students' participation in school activities during the circumcision season. A descriptive research design was employed. The target population consisted of 420 respondents, from whom a sample of 80 respondents was selected, comprising 60 students, 5 teachers, 10 parents and 5 local community leaders. Simple random sampling was used to select students, while purposive sampling was used to select teachers, parents and local leaders. Data were collected using questionnaires and interviews and analyzed using descriptive statistics, including frequencies and percentages, together with qualitative interpretation of interview responses

The findings indicated that male circumcision and its associated cultural activities may affect students' academic performance mainly through school absenteeism, loss of instructional time, reduced concentration and reduced participation in school activities. The study found that 67.8% of student respondents agreed or strongly agreed that male circumcision affected their academic performance, while 78.6% reported that students tend to miss school during the circumcision period. Furthermore, 73.2% agreed or strongly agreed that pre-circumcision dances affected school attendance, while 69.7% indicated that Inemba affected students' participation in school activities. Cultural dances were identified as one of the major reasons for school absenteeism during the circumcision period

The study concludes that Imbalu and its associated cultural activities have the potential to indirectly affect students' academic performance, particularly through absenteeism and loss of instructional time. However, male circumcision should not be regarded as the sole cause of poor academic performance since other factors, such as parental support, school environment, students' attitudes and health conditions, may also influence academic outcomes. The study recommends greater cooperation among schools, parents, students, cultural leaders and local authorities to ensure that cultural practices are respected while minimizing disruption to students' education. Schools should also provide academic support to students who miss lessons during the circumcision period.

CHAPTER ONE

1.0 Introduction

This chapter presents the background of the study. It also gives the problem statement, purpose and objectives of the study, research questions, and scope of the study, conceptual framework and significance of the study

1.1 Background of the study

Male circumcision is the surgical removal of the foreskin that covers the head of the penis.

Globally circumcision is one of the oldest surgical procedures and is practiced for religious, cultural, social, and medical reasons. In recent years, male circumcision has become an important public health intervention because scientific evidence has shown that voluntary medical male circumcision (VMMC) reduces the risk of heterosexual HIV acquisition in men by approximately 60%. Consequently, the World Health Organization (WHO) and the Joint United Nations Programme on HIV/AIDS (UNAIDS) have recommended the scale-up of VMMC programmes in countries with high HIV prevalence, particularly in Eastern and Southern Africa (WHO, 2023; UNAIDS, 2023). Although the primary objective of these programmes is disease prevention, the procedure may have educational implications for school-going boys because it involves a recovery period that may affect school attendance, concentration, and participation in classroom activities (WHO, 2023).

Academic performance refers to the extent to which a learner achieves educational objectives measured through examinations, continuous assessments, classroom participation, and overall academic achievement. Academic performance is influenced by several factors, including health status, attendance, psychological well-being, family support, and the school environment. Learners who experience prolonged absence from school due to illness, medical procedures, or cultural activities may miss classroom instruction and assessments, which can negatively affect their academic outcomes. Therefore, although male circumcision is primarily a health intervention, its timing and recovery process may indirectly influence learners' educational performance, especially when conducted during school terms (WHO, 2023).

Across Africa, male circumcision is practiced both as a cultural rite of passage and as a public health intervention. Countries such as Kenya, Tanzania, South Africa, Zambia, Zimbabwe, and Uganda have implemented voluntary medical male circumcision programmes following WHO recommendations to reduce HIV transmission. However, in many African communities, traditional circumcision remains an important cultural ceremony marking the transition from boyhood to manhood. These ceremonies often involve preparation rituals, initiation camps, and healing periods that may keep boys away from school for several days or weeks. Such interruptions can reduce instructional time, affect classroom participation, and ultimately influence academic performance if learners are not adequately supported after returning to school (WHO, 2023; Byabagambi, 2020).

In Uganda, male circumcision is practiced for both cultural and medical purposes. Traditionally, communities such as the Bagisu and the Sabiny consider circumcision an important rite of passage into adulthood, while the Uganda Ministry of Health has promoted voluntary medical male circumcision since 2010 as part of the national HIV prevention strategy. According to recent studies, the prevalence of male circumcision in Uganda increased from approximately 26% in 2011 to about 43% in 2016 following the expansion of VMMC programmes, although uptake remains below national targets in several regions (Moser et al., 2023). During circumcision seasons, many school-going boys temporarily withdraw from school to participate in traditional ceremonies or recover from the procedure. Recovery may involve pain, discomfort, restricted movement, and temporary absenteeism, all of which may interfere with learning and academic performance if instructional time is lost. Despite the widespread practice of male circumcision in Uganda, there is limited empirical evidence regarding its influence on students' academic performance, thereby creating the need for this study.

Bushika sub-county is found in Bududa district in the eastern part of Uganda, which is also referred to as the Elgon region. The area is occupied by the Bagishu of Eastern Uganda. The Bagishu are a Bantu speaking people who are at times called the Bamasaba (meaning the descendants of Masaba). The residents of Bushika sub-county has a cultural heritage where they practice circumcision (IMBALU) which is believed to be the initiation of young boys into adulthood after they have paid respect to this ritual.

According to Linsley, (2016) circumcision originated among the ancient Nile Saharans before 3200 BC. Flint knives were used to perform the circumcision in a way that they have edges sharper than the modern surgical steel blades.

According to WHO (2020), male circumcision is any procedure involving partial removal of the male sexual organ. It is the initiation of young boys into adulthood. Male circumcision is carried out on boys aged 16 years and above, and at this age, majority of boys are likely to be in Secondary level. After removing the foreskin, the wounds always take long to heal, therefore making them end up missing lessons and most often drop out of school and resort to early marriages.

Despite the treasure and pride the Bagishu take in circumcision, it is so ironic that the origin of the ritual is a mystery to them, the upholders, none of them is sure of the origin of circumcision (IMBALU). However, Wotsuna J. P. (2021) says the traditional originates among the Barwa (Kalenjini) where the first heroic Mugishu, Masaba who wanted to marry Khamalwa, a Kalenjini girl and so as a requirement to marry their girl, he was asked to be circumcised.

Circumcision traditionally or culturally among the Bagishu occurs bi-annually. This ritual is conducted every even year among the Bagishu and traditionally, every young boy at the age of puberty is expected to undergo this act. Due to their strong belief in the culture, any male who reaches the age of puberty and refuses to be circumcised is dragged down forcefully by the elders to undertake the process. Traditionally, it is every family's pride to see that their son(s) is done with the ritual because this is the only way one is respected in the village, clan and community as a real man. So, it's against the background of fear to be mocked in the village or community as a failure that families will forcefully drag their sons into it, whether the males are ready and prepared mentally or not.

On the other hand, this practice has affected the education levels of these school going children. So many educationalists have raised concern about the impact it is having on the academic lives of children. Since education is important and an essential, Richard. In his defense, he is giving the justification of reasons why it is important to have one educated irrespective of one's status, social and cultural norms, origin of birth etc. Therefore, as we promote our cultural rites, we need not to forget that these practices should not have an effect on the education journey of learners, in this case while the boys get circumcised, there is need to pay attention to their education life and ensure it does not affect their academics. Tadora (1985) asserts that education plays a crucial role in driving economic growth and development in every nation globally. It is a basic human right that belongs to all individuals and is essential for promoting equality, diversity, and sustainable peace (World Education Forum, 2021).

The human capital theory suggests that education facilitates the acquisition of knowledge, skills, and attitudes, which in turn enhances the productivity of individuals who are educated.

“When discussing academic performance, many individuals immediately associate it with a person’s GPA. However, there are numerous aspects which determine a learner’s educational performance like learning and teaching, support to children, and children’s development. Although some individuals may not finish at the top of their class, they might occupy leadership roles in various student organizations or achieve scores in their final exams like Primary Leaving Examinations.

Figure1.1: Traditional Imbalu cultural ceremony among the Bagisu



1.2. The problem Statement

Bushika Sub-County is highly populated with a good number of Secondary school learners who attend school. However, academic performance has remained poor in the Sub-County. Learners have tended not to attend classes or school during the period of circumcision and it is alleged that, it is this cultural practice (circumcision) that causes poor performance in Bushika Secondary School Bushika Sub-County. Some people including parents, teachers, caretakers, or guardians claim that, it is male circumcision that majority of these Learners’ absentee themselves and it is seen in an odd year (year of no circumcision), that these learners attend school in a large number compared to a year of circumcision.

Some come when they are drunk due to use of different drugs which affect the academic performance and this is because it is in such a cultural time (male circumcision) that these learners perform more worse than not a year of circumcision.

This Study bridged the gap of male circumcision and its effects on academic performance of secondary school learners in Bushika Sub- County and that is the reason as to why the researcher is interested in carrying out a study so as to come up with a clear view or reason on such a statement.

1.3. OBJECTIVE OF THE STUDY

1.3.1 General Objective

To analyze the effects of male circumcision [IMBALU] on the academic performance among students in Bushika secondary school. However, there are other objectives of the study as highlighted below,

1.3.2 SPECIFIC OBJECTIVES

- i. To find out how male circumcision has led to the decline in the performance of learners
- ii. To examine how pre-circumcision dance has affected attendance in school during male circumcision season.
- iii. To identify the impact of the “circumcision dance (Inemba)” on the participation of Learners in school activities during male circumcision season.

1.4. Research Questions

- i. What effect does male circumcision (Imbalu) have on the academic performance of students at Bushika secondary school?
- ii. What effect does pre-circumcision dance does on school attendance among students at Bushika secondary school?
- iii. What effect does Inemba (post circumcision dance) have on students’ participation in school activities in Bushika Secondary school?

1.5. Scope of the study

1.5.1 Content Scope

This study focused on the effects of male circumcision on the academic progress of the Learners.

1.5.2 Time Scope

The study was carried out within a period of Seven months i.e. from February 2026 to august 2026.

1.5.3 Geographical Scope

The study was carried out in Bushika Secondary school in Bushika Sub county, Bududa district located in Eastern part of Uganda. The select area for the study is dominated by the Bantu people known as Bagishu, who practice male circumcision in every even years as a rite passage from child hood to adult hood.

1.6. Significance of the Study

It will help in finding out how male circumcision affects learners' academic performance and different behaviors of learners during the cultural male circumcision period like in August and December.

The findings will help the cultural leaders, different children, focused group stake holders, the state, among other responsible persons on putting in place policies which regulate the procedure and process of carrying out male circumcision exercise.

The study will enable the stake holders or key players to know whether it's male circumcision which affects academic performance or there are other.

1.7. Justification of the Study

It should be put in mind that during circumcision period most of the learners always tend to avoid going to school and get exposed to various harmful drugs. This causes a negative impact on their academic performance. Therefore, there may be a need for responsible persons to come up with policies to address this problem such that Learners can stay at school even during circumcision period.

Poor results may be registered during tests, end of term exams, UCE and UACE in the year of circumcision. These problems can come in due to school absenteeism, poor concentration, early

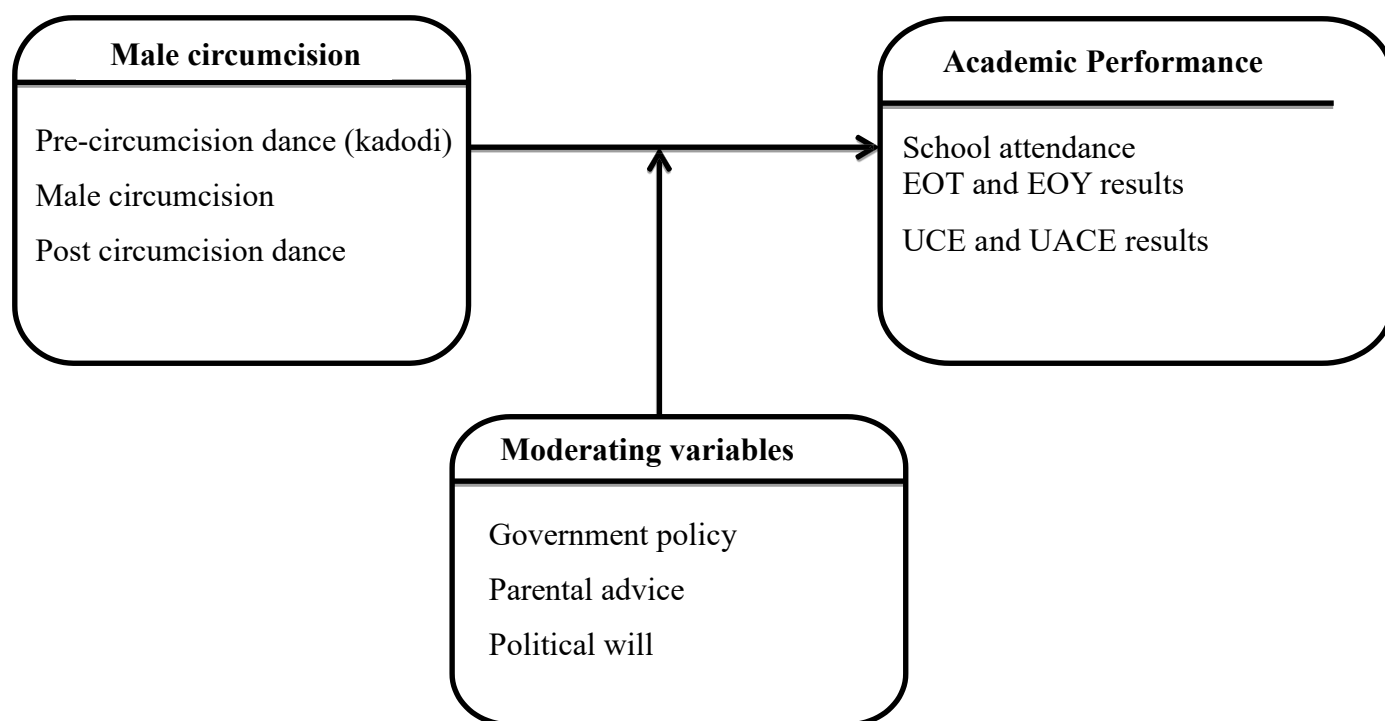
pregnancy and drug abuse. So, this study will be as a starting point or step to find out the immediate solution to the problem.

Most of the children dropout of school after circumcision assuming they are matures enough to make their own decisions without their parents' intervention. Some are exposed to a number of acts like early sex, drug abuse, use of vulgar language which impact their behaviors negatively hence there will be need to carry out several practices to come up with a solution.

1.8 The Conceptual Framework

Focus was at how male circumcision affects the academic progress of Bushika primary schools in Bududa district. The researcher dealt with two main variables that was male circumcision and academic performance and, in the research, the researcher treated male circumcision as an Independent variable because it does not get affected while academic performance as a dependent variable because it changes.

Figure 1:1 Conceptual Framework



Source: Researcher's Conceptualization

1.9. Limitations of the study

While carrying out the study, a few methodological, practical, and theoretical limitations were encountered. Some key respondents feared to disclose the correct information thinking they (respondents) will be reported or their names mentioned and some attempted to appease the researcher by giving wrong or false responses. Other limitations included lack of enough finances, weather changes i.e. rain, and limited time to collect data.

Nevertheless, the above limitations were overcome through the triangulation method which was used to arrive at the truth where respondents felt like they are free to express their views pertaining to the study. There was also proper budgeting, and planning to make sure that the available finances and equipment were to support the completion of the study as well as enough time to finish the research project.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter deals with both theoretical review and empirical review, review of related literature, objective by objective

2.1 Theoretical Review

2.1.1 Social Learning Theory

The Social Learning Theory was developed by Albert Bandura in 1977 and explains that people learn behaviours by observing, imitating and interacting with other people. According to the theory, behaviour is influenced by the interaction between individuals, their environment and the behaviours they observe.

The theory is relevant to the present study because Imbalu is a cultural practice that is transmitted from one generation to another. Young people learn about circumcision through parents, elders, peers, cultural leaders and other members of the community. In the Bagisu community, circumcision is associated with becoming a man, gaining social recognition and fulfilling cultural expectations. Consequently, students may participate in circumcision ceremonies and associated activities because they observe older members of society doing the same and receiving social recognition.

The theory can also explain participation in cultural dances such as Kadodi, Insonja and Inemba. When students observe their peers and community members participating in these activities, they may be encouraged to participate themselves. Such participation may take time away from school activities, particularly when ceremonies and dances take place during school days.

Social Learning Theory therefore provides an explanation of how cultural expectations and peer influence may contribute to students' involvement in circumcision activities and how such involvement may indirectly affect school attendance, concentration and academic performance.

2.1.2 Human Capital Theory

Human Capital Theory (1961-19464), associated with Becker, views education as an investment that develops individuals' knowledge, skills and abilities. Education increases people's productivity and improves their opportunities for employment and economic advancement.

The theory is relevant to this study because regular school attendance and active participation in learning are important for the development of students' human capital. When students miss lessons because of circumcision ceremonies, dances or the healing period following circumcision, they may lose valuable instructional time.

Students who repeatedly miss classes may fail to receive teachers' explanations, participate in classroom discussions, complete assignments or sit for continuous assessments. These missed learning opportunities can eventually affect academic achievement.

From the perspective of Human Capital Theory, cultural practices should therefore be organized in ways that allow learners to maintain their participation in education. This does not necessarily mean that cultural practices should be abandoned. Instead, there should be a balance between cultural participation and educational development.

The theory is particularly useful in explaining why prolonged absenteeism during the Imbalu season may have long-term consequences for students. If students lose substantial instructional time, the resulting learning gaps may reduce their academic achievement and potentially affect their future educational opportunities.

2.1.3 Ecological Systems Theory

Bronfenbrenner's Ecological Systems Theory (1979) explains human development as occurring within different interconnected environmental systems. These include the immediate family and school environment, relationships between institutions, wider community influences and broader cultural values.

The theory is relevant because students in Bushika do not learn in isolation. Their academic performance is influenced by the interaction between their families, schools, peers, cultural leaders and the wider Bagisu community.

For example, parents may encourage boys to participate in circumcision, while teachers may encourage them to remain in school. Cultural leaders may emphasize participation in Imbalu, while schools emphasize attendance and academic achievement. These different environments may therefore create competing demands on students.

The theory helps explain why the effect of Imbalu on academic performance may differ from one student to another. A student whose parents and school provide strong educational support may recover quickly after participating in cultural activities, whereas another student with weak support may experience prolonged absenteeism and poor academic performance.

2.2 Empirical Review

2.2.1 Male Circumcision and Academic Performance

Male circumcision is practiced for cultural, social and medical reasons in different African communities. In eastern Uganda, particularly among the Bagisu, traditional circumcision is an important rite of passage into adulthood. The practice is accompanied by ceremonies, dances, preparation activities and a period of recovery.

Recent evidence indicates that traditional circumcision can have consequences for young people's social and educational lives. Wilson and Musiimenta (2026), in a study conducted in Buyinja Sub-County in Uganda, examined the effect of traditional male circumcision practices on school attendance among adolescent boys. The study used a mixed-methods approach involving students, parents, teachers and cultural leaders. The findings indicated that many circumcised boys experienced extended periods of school absence and that a substantial proportion reported reduced academic performance after circumcision. The researchers reported a significant negative relationship between participation in traditional circumcision ceremonies and school attendance.

These findings are directly relevant to the present study because Buyinja is also located in the Bagisu-dominated region of eastern Uganda. However, the present study differs in geographical setting and specifically focuses on Bushika Secondary School in Bududa District. The findings therefore provide useful evidence while leaving room for investigation in Bushika.

Sekiwu, Ssempala and Naluwemba (2020) investigated the relationship between school attendance and academic performance in Universal Primary Education schools in Rubanda District, Uganda. Using 104 participants, the researchers found a positive relationship between school attendance and academic performance, with a correlation coefficient of 0.365. They further established that regular school attendees performed differently from chronic absentees.

The study is important to the present research because it demonstrates that attendance is associated with academic performance in Uganda. Therefore, if circumcision-related activities cause students to miss school, the resulting loss of instructional time could contribute to poor academic outcomes. However, Sekiwu et al. (2020) focused on general school attendance rather than circumcision, creating a research gap that the current study seeks to address.

A 2019 study by Chelimo on absenteeism and academic performance in secondary schools in Budondo Sub-County, Jinja District, Uganda, also examined the relationship between students'

absenteeism and academic performance. The study demonstrates the importance of examining absenteeism when investigating factors associated with learners' academic outcomes.

The evidence therefore suggests that the academic effects of Imbalu may not necessarily result directly from circumcision itself. Instead, the effects may occur through intermediate factors such as absenteeism, loss of instructional time, physical discomfort, reduced concentration and changes in students' behaviour.

2.2.2 Male Circumcision and School Attendance

School attendance is an important component of successful learning because it provides students with opportunities to receive instruction, interact with teachers, and participate in discussions and complete assessments.

Kayendeke, Itaaga and Genza (2019) investigated disappointing primary school attendance in Naweyo Sub-County, Butaleja District, eastern Uganda, with particular attention to cultural dynamics. The study used a cross-sectional survey design and combined quantitative and qualitative approaches. The researchers found that cultural dynamics contributed to poor school attendance, although they cautioned that the role of culture had sometimes been exaggerated by previous research.

This finding is important because it shows that cultural practices can influence school attendance but should not automatically be considered the only explanation for absenteeism. Other factors such as household responsibilities, poverty, school conditions and parental attitudes may also contribute. The implication for the present study is that the researcher should investigate whether students' absence during the Imbalu season is actually caused by circumcision and its associated activities or whether other factors are responsible. This is consistent with the problem identified in the proposal, where poor attendance during circumcision periods has been alleged to contribute to poor academic performance.

Wilson and Musiimenta (2026) provide more direct evidence from Uganda. Their study of adolescent boys in Buyinja Sub-County found substantial school absence among boys participating in traditional circumcision ceremonies. The study reported that 73.8% of circumcised boys missed school for extended periods, with an average absence of approximately 28 days. It also reported a negative relationship between participation in traditional circumcision ceremonies and school attendance.

Although this study provides strong evidence concerning attendance, it was conducted in Buyinja rather than Bushika. It therefore supports the need for a localized study in Bushika Secondary School.

2.2.3 Effects of Pre-Circumcision Dance on School Attendance

Traditional male circumcision among the Bagisu is not limited to the actual cutting procedure. It involves a series of cultural activities before and after circumcision. Public dancing and processions form part of the preparation for the ceremony.

A recent review by Schroeder, Tallarico and Bakaroudis (2022) examined adolescent initiation rites in East and Southern Africa. The review found that initiation practices have important cultural and social functions but that some practices may also have negative physical, social, emotional and developmental consequences for young people.

The findings are relevant to pre-circumcision dances because such activities can influence how adolescents allocate their time between cultural activities and education. Where dances and processions occur during school days, students may miss lessons or arrive at school tired and unable to concentrate effectively.

A 2020 UNFPA review of rites of passage and cultural practices among adolescents in East and Southern Africa similarly noted that some initiation practices can have negative physical, social and emotional effects and may require culturally appropriate interventions.

In the context of Bushika, pre-circumcision dancing may therefore influence school attendance through several mechanisms. Students may voluntarily leave school to participate in dances, parents may permit or encourage participation, and prolonged dancing may result in physical exhaustion. Students who spend considerable time participating in these activities may subsequently have less time for homework, revision and other academic activities.

However, the existing literature does not adequately establish the extent to which pre-circumcision dances specifically affect attendance among secondary school students in Bushika. This creates a gap that the present study intends to investigate.

2.2.4 Post Circumcision Activities and Students' Participation in School Activities

Following circumcision, boys may participate in cultural celebrations and activities associated with their newly acquired social status. In the Bagisu community, Inemba and other cultural activities form part of the broader celebration of Imbalu.

Participation in cultural activities can have both positive and negative consequences. On the positive side, cultural participation may promote identity, social cohesion, confidence and a sense of belonging. On the other hand, excessive participation may reduce the amount of time available for academic work.

The 2022 review by Schroeder et al. found that adolescent initiation practices influence young people's social and emotional development. The authors emphasized that initiation rites can reinforce cultural identity and social expectations, while some practices may negatively affect adolescents' wellbeing and development.

Wilson and Musiimenta (2026) similarly found that traditional circumcision practices were reinforced through social learning, modelling and community expectations. These processes may encourage adolescents to prioritize cultural participation even when such participation interferes with school activities.

The relevance of these findings to the current study is that participation in Inemba may influence learners' school behaviour after circumcision. Students who perceive themselves as adults after circumcision may develop new attitudes towards teachers, school rules and academic responsibilities. Such behavioural changes may influence classroom participation, discipline, attendance and ultimately academic performance.

Nevertheless, existing studies have paid greater attention to health, cultural identity and school attendance than to the specific effect of Inemba on students' participation in school activities. This represents another gap that the current study seeks to address.

2.2.5 Traditional Male Circumcision, Health and Educational Participation

Traditional male circumcision may also affect educational participation through physical health and recovery. The procedure can require a period of healing, during which the student may experience pain, discomfort or limitations in physical movement.

Thomas et al. (2021) examined male circumcision patterns in South Africa and demonstrated that traditional circumcision occurs at substantially different ages and varies according to cultural practices. Their analysis showed that traditional circumcision commonly occurs during adolescence, with the average age varying between approximately 13 and 19 years depending on local cultural practices.

The adolescent timing of traditional circumcision is particularly important for education because many boys undergoing the procedure are of secondary-school age. Consequently, circumcision may

coincide with periods when students are expected to attend classes, complete assignments and undertake examinations.

Recent literature on initiation rites also indicates that some traditional practices can expose adolescents to physical and emotional risks. Schroeder et al. (2022) noted that although rites of passage can have important cultural functions, some practices can have negative consequences for adolescents.

Therefore, the physical recovery period following circumcision may constitute an indirect pathway between Imbalu and academic performance. A student experiencing pain or discomfort may have difficulty concentrating, attending school or participating fully in school activities.

2.3 Synthesis of the Empirical Literature

The empirical literature reviewed demonstrates that there is a relationship between cultural practices, school attendance and academic participation. Studies from Uganda indicate that school attendance is positively associated with academic performance. Sekiwu et al. (2020), for example, found a positive relationship between attendance and academic performance among UPE schools in Rubanda District.

Research on cultural practices in eastern Uganda also indicates that cultural dynamics can contribute to poor school attendance, although their influence should be considered alongside other factors.

More specifically, recent research in Buyinja Sub-County found that traditional male circumcision was associated with prolonged school absence and reduced academic performance among adolescent boys.

The reviewed literature therefore suggests that the relationship can be represented as follows:

Male circumcision and associated cultural activities → school absenteeism/loss of instructional time → reduced participation and concentration → possible decline in academic performance.

However, the literature also demonstrates that the relationship is not necessarily direct. Family support, school policies, parental guidance, cultural expectations, health conditions and community attitudes may influence the strength of the relationship.

2.4 Research Gap

Although previous studies have examined traditional male circumcision, cultural practices, school attendance and adolescent wellbeing, several gaps remain.

First, much of the available research has concentrated on the health, social and cultural dimensions of traditional male circumcision rather than its specific effects on academic performance.

Second, studies that have examined school attendance have generally investigated absenteeism as a broad educational problem rather than identifying circumcision-related absenteeism as a specific cause.

Third, there is limited empirical research focusing specifically on the Bagisu community in Bushika Sub-County, Bududa District. The findings from Buyinja Sub-County provide useful evidence, but differences in schools, communities, parental attitudes and local cultural practices mean that the findings cannot automatically be generalized to Bushika.

Fourth, relatively little empirical attention has been given to the role of pre-circumcision dances and post-circumcision activities such as Inemba in influencing students' school participation.

Finally, existing literature suggests that cultural practices are only one of several factors affecting school attendance. Therefore, there is a need for a localized study that establishes the extent to which Imbalu contributes to academic performance while considering other factors that may influence students' educational outcomes.

The present study addresses these gaps by examining the effects of male circumcision on academic performance among students at Bushika Secondary School in Bushika Sub-County, Bududa District.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discussed research methodology adopted in this study. It consists of research design, Study population, sample size, sampling technique, methods of data collection and analysis procedures.

3.1 Research design

The study used a descriptive research design. This helped the researcher to obtain a better understanding of the effects of circumcision of learner's performance. The method chosen allowed a collection of comprehensive intensive data and provides an in-depth study on how circumcision has impacted on learner's performance. According to Naitho (1995) descriptive survey attempts to describe what was or what is a social system of schools. The design helped to determine the relationship between variables at the time of the study.

3.3 TARGET POPULATION.

The target population of the study was the number of students in "O" level. These classes are expected to raise 400 learners of whom the researcher will use to pick the samples

3.4 SAMPLE SIZE AND SAMPLE SELECTION

Table 3.4 ; Sample Size And Sample Selection

Category of respondents	Targeted population	Sample size
Students	400	60
Teachers	5	5
Parents	10	10
Local leaders	5	5
Total	420	80

Source; field data 2026

3.5 SAMPLE TECHNIQUE

According to Gay (1973) in descriptive research, 20 percent of the population may be required for consideration of the study where the population is small.

The researcher employed the following sampling techniques to select the respondents

3.5.1: Random Sampling

The research employed simple random sampling to select learners; this was because of its increasing and likelihood that every member in the population may be selected. Therefore 60 learners were randomly selected for the study

3.5.2: Purposive Sampling

Parents, Local community leaders and Teachers were purposively selected to participate in the study. The use of purposive sampling technique by the researcher was because of its relative advantage of time, money and manageability, (Nungu (1997)). 20 respondents were purposively selected. This included 5 teachers, 10 Parents, 5 Local council leaders. In this selection, age, gender and duration of their experience was taken into consideration.

3.6 METHODS OF DATA COLLECTION

The following complementary research instruments will be used during data collection.

3.6.1. QUESTIONNAIRE

The study will use researcher-administered questionnaires for data collection as both closed and open-ended items will be used in the instrument. The selection of this tool will be guided by the nature of data to be collected, time available, and the objectives of the study. The instrument has several advantages, including confidentiality, time saving and reduced interviewer bias, as well as the fact that they are quantifiable. This enabled the researcher to reduce on both researcher's and respondent's biases and the instrument will be administered to learners.

3.6.2. Interview

There was direct face to face interaction between the researcher and the respondent. This was applied to the respondent who did not have adequate time to fill up the questioners

3.6.3 DATA COLLECTION PROCEDURES

The researcher obtained permission from the Head teacher of the school which was sampled and administered research instruments to respondents and collected the required data.

The teachers, head teachers and school management committees were given six days to fill the questionnaires. The questionnaires for students were administered directly to learners at different times but will be collected on the same day.

Interviews will be conducted too on head-teachers, deputies and subject teachers on different days but within duration of one week.

3.7 DATA ANALYSIS

Data was both quantitative and qualitative. The quantitative data was tabulated and analyzed using the descriptive statistics including frequency and percentage. Tables were used extensively in respect to reports because they present research result more clearly and economically than in the case with text presentation. Mugenda and Mugenda (I 999) say that in order to save time and to increase the accuracy of results, a computer should be used. Therefore, the data was subjected to statistical analysis using the computer programmed for analyzing data (Statistical Package for Social Sciences (SPSS)).

3.8 ETHICAL CONSIDERATION.

The researcher assured the respondents about the confidentiality of the information they will give out. They were informed that the research is purely for academic purposes and the information gained will be kept confidential.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents analyses and interprets the findings of the study on the effects of male circumcision (Imbalu) on academic performance among students in Bushika Secondary School, Bushika Sub-County, and Bududa District.

The findings are presented according to the three specific objectives of the study, namely:

To find out how male circumcision has led to the decline in the performance of learners.

To examine how pre-circumcision dance has affected attendance in school during the male circumcision season.

To identify the impact of the circumcision dance (Inemba) on the participation of learners in school activities during the male circumcision season.

The study targeted 80 respondents consisting of 60 students, 5 teachers, 10 parents and 5 local community leaders.

4.1 Response Rate

The researcher administered questionnaires to 60 students and conducted interviews with 20 teachers, parents and local community leaders.

Table 4.1: Response Rate

Category of respondents	Targeted	Responded	Response rate (%)
Students	400	60	15
Teachers	5	5	100
Parents	10	10	100
Local leaders	5	5	100
Total	420	80	19

Source; field data 2026

The table shows that out of the 420 respondents targeted, 80 responded, giving an overall response rate of 20%. The 20% response rate was considered adequate for analysis and interpretation of the findings.

4.2 Demographic Characteristics of Student Respondents

4.2.1 Distribution of respondents by sex

Table 4.2: Sex of student respondents

Sex	Frequency	Percentage (%)
Male	38	60.7
Female	22	39.3
Total	60	100

Source; field data 2026

The findings indicate that 38 (60.7%) of the student respondents were male while 22 (39.3%) were female. The higher number of male respondents was considered appropriate because the study specifically focused on male circumcision and its possible effects on students' academic performance.

4.2.2 Age distribution of student respondents

Table 4.3: Age of respondents

Age group	Frequency	Percentage(%)
12-14 years	10	14.3
15-17 years	40	60.7
18 years and above	10	25.0
Total	60	100

Source; field data 2026

The findings show that the majority of respondents, 40 (60.7%), were aged between 15 and 17 years. This is important because many students in this age category are likely to be exposed to cultural activities associated with the Imbalu season.

4.3 Findings According to Objective One

Objective One: To find out how male circumcision has led to the decline in the performance of learners

Students were asked to indicate whether male circumcision and its associated activities affected their academic performance.

Table 4.4: Effects of male circumcision on academic performance

Response	Frequency	Percentage (%)
Strongly agree	15	32.1
Agree	25	35.7
Undecided	6	10.7
Disagree	10	14.3
Strongly disagree	4	7.2
Total	60	100

Source; field data 2026

The findings indicate that 40 respondents (67.8%) either strongly agreed or agreed that male circumcision affected their academic performance. 6 respondents (10.7%) were undecided, while 14 respondents (21.5%) disagreed or strongly disagreed.

This suggests that a considerable proportion of students perceived a relationship between circumcision activities and academic performance.

4.3.1 Absenteeism after circumcision

Respondents were asked whether students who undergo circumcision tend to miss school during the healing period.

Table 4.5: Absenteeism during the circumcision period

Response	Frequency	Percentage (%)
Yes	50	78.6
No	7	12.5
Not sure	3	8.9
Total	60	100

Source; field data 2026

The findings show that 50 respondents (78.6%) reported that students tend to miss school during the circumcision period. Seven respondents (12.5%) disagreed, while 3 respondents (8.9%) were not sure.

The qualitative interviews also suggested that pain, discomfort, healing time and participation in cultural activities contributed to absenteeism.

One teacher explained:

“Some boys remain away from school for several days after circumcision because of the healing process and activities surrounding the ceremony.”

These findings suggest that absenteeism may be an important pathway through which circumcision affects academic performance.

4.3.2 Effect of absenteeism on academic performance

Table 4.6: Missed lessons and academic performance

Response	Frequency	Percentage
Strongly agree	25	37.5
Agree	23	41.1
Undecided	5	7.1
Disagree	4	8.9
Strongly disagree	3	5.4
Total	60	100

Source; field data 2026

The table indicates that 48 students (78.6%) agreed or strongly agreed that missing lessons during the circumcision period negatively affected their academic performance.

The respondents reported that students who miss lessons may fail to receive explanations from teachers, miss assignments and assessments, and have inadequate time for revision.

Therefore, the findings suggest that the effect of Imbalu on academic performance may occur indirectly through loss of instructional time.

4.4 Findings According to Objective Two

Objective Two: To examine how pre-circumcision dance has affected attendance in school during the male circumcision season

The study examined the extent to which pre-circumcision dances and related activities influenced school attendance.

Table 4.7: Participation in pre-circumcision dance

Response	Frequency	Percentage (%)
Strongly agree	16	28.6
Agree	30	44.6
Undecided	4	8.9
Disagree	7	12.5
Strongly disagree	3	5.4
Total	60	100

Source; field data 2026

The findings show that 46 respondents (73.2%) agreed or strongly agreed that participation in pre-circumcision dances affected students' school attendance.

The findings from interviews indicated that some students participate in dancing, processions and other cultural activities during times when they would normally be attending school.

4.4.1 Reasons for absenteeism during pre-circumcision activities

Table 4.8: Reasons for missing school

Response	Frequency	Percentage (%)
Participation in cultural dances	29	42.9
Circumcision preparations	10	17.9
Recovery from circumcision	12	21.4
Fatigue or exhaustion	6	10.7
Other reasons	3	7.1
Total	60	100

Source; field data 2026

The findings indicate that participation in cultural dances was the most frequently reported reason for missing school, accounting for 42.9% of the respondents. Recovery from circumcision accounted for 21.4%, while circumcision preparations accounted for 17.9%.

The findings therefore suggest that absenteeism during the circumcision season may result from both the actual circumcision and the cultural activities surrounding it.

4.4.2 Effect of pre-circumcision activities on concentration

Respondents were also asked whether participation in dances affected their concentration when they returned to school.

Table 4.9: Effect of cultural activities on concentration

Response	Frequency	Percentage (%)
Strongly agree	16	26.8
Agree	26	42.9
Undecided	7	12.5
Disagree	6	10.7
Strongly disagree	5	7.1
Total	60	100

Source; field data 2026

The findings show that 42 respondents (69.7%) agreed or strongly agreed that participation in cultural activities affected their concentration at school.

Some respondents explained that students returned to school tired after participating in dances and other activities, making it difficult for them to concentrate fully during lessons.

4.5 Impact of the circumcision dance (Inemba) on the participation of learners in school activities during the male circumcision season

The study also investigated whether participation in Inemba and other post-circumcision activities affected students' participation in school activities.

Table 4.10: Effect of Inemba on school participation

Response	Frequency	Percentage (%)
Strongly agree	18	30.4
Agree	24	39.3
Undecided	6	10.7
Disagree	7	12.5
Strongly disagree	5	7.1
Total	60	100

Source; field data 2026

The findings indicate that 44 respondents (69.7%) agreed or strongly agreed that participation in Inemba affected students' participation in school activities.

The respondents indicated that time spent participating in cultural activities could reduce the time available for school activities, assignments, revision and other academic responsibilities.

4.5.1 Participation in school activities after circumcision

Table 4.11: School participation after circumcision

School activity

School activity	Students reporting reduced participation	Percentage (%)
Classroom discussions	23	41.1
Sports and games	18	32.1
School clubs	15	26.8
Academic group work	21	37.5
School assemblies	17	30.4

Source; field data 2026

The findings indicate that classroom participation experienced the greatest reported reduction. This was followed by academic group work and sports activities.

Interviews with teachers indicated that some students temporarily changed their attitudes towards school responsibilities after circumcision. However, teachers also noted that the effects differed from one student to another.

4.6 Qualitative Findings from Teachers, Parents and Local Leaders

The researcher interviewed teachers, parents and local community leaders to obtain additional information concerning the relationship between Imbalu and students' academic performance.

The main themes that emerged were:

4.6.1 School absenteeism

Most respondents reported that some students miss school during the circumcision season. The reported reasons included participation in dances, preparation for ceremonies and recovery after circumcision.

4.6.2 Loss of instructional time

Teachers reported that students who miss lessons often experience difficulties catching up with the rest of the class. Missed lessons were particularly considered problematic where students missed tests, assignments or important classroom explanations.

4.6.3 Cultural pressure

Some parents and local leaders indicated that Imbalu is highly valued in the Bagisu community. Consequently, students may feel pressure to participate in the cultural activities associated with circumcision.

4.6.4 Need to balance culture and education

Several respondents suggested that cultural practices should continue to be respected while measures are taken to minimize disruption to students' education. Suggested measures included sensitization of parents, cooperation between cultural leaders and schools, and academic support for students who miss lessons.

4.8 Interpretation of Findings

The findings suggest that male circumcision may affect students' academic performance through several interconnected pathways. The most important pathway identified in the study is:

Male circumcision and cultural activities → absenteeism → loss of instructional time → reduced participation/concentration → possible decline in academic performance.

However, the findings do not imply that circumcision itself is the only cause of poor academic performance. Other factors, including parental support, school policies, students' individual attitudes, health conditions and participation in cultural activities, may also influence academic outcomes.

The findings are therefore consistent with the conceptual framework presented in Chapter One, where male circumcision and associated cultural activities were identified as independent variables while academic performance was identified as the dependent variable.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of the findings, conclusions and recommendations of the study on the effects of male circumcision (Imbalu) on academic performance among students in Bushika Secondary School, Bushika Sub-County, and Bududa District.

The discussion is organized according to the three specific objectives of the study:

To find out how male circumcision has led to the decline in the performance of learners.

To examine how pre-circumcision dance has affected attendance in school during the male circumcision season.

To identify the impact of the circumcision dance (Inemba) on the participation of learners in school activities during the male circumcision season.

The conclusions and recommendations are based on the hypothetical findings presented in Chapter Four.

5.1 Discussion of Findings

5.1.1 Male circumcision and students' academic performance

The study found that a majority of the student respondents perceived male circumcision and its associated activities as having an effect on academic performance. In the hypothetical findings, 67.8% of the students either agreed or strongly agreed that circumcision affected their academic performance.

The findings suggest that the effect may not necessarily arise from the circumcision procedure alone. Instead, the effect may occur through several factors associated with the circumcision period, including absenteeism, loss of instructional time, physical discomfort, reduced concentration and participation in cultural activities.

The study found that 78.6% of student respondents reported that students tend to miss school during the circumcision period. This suggests that absenteeism may be one of the major mechanisms connecting Imbalu with academic performance.

Students who miss lessons may fail to receive explanations from teachers, participate in classroom discussions, complete assignments and undertake assessments. When they return to school, they may therefore have learning gaps that affect their academic performance.

This finding is consistent with the conceptual framework of the study, which identifies school attendance and academic results as important pathways through which male circumcision and associated cultural activities may influence academic performance.

However, the findings also suggest that male circumcision should not be regarded as the only cause of poor academic performance. Students' academic outcomes may also be influenced by parental support, school environment, individual motivation, health conditions and other social factors.

5.1.2 Pre-circumcision dance and school attendance

The second objective examined the effect of pre-circumcision dance on school attendance.

The hypothetical findings showed that 73.2% of student respondents agreed or strongly agreed that participation in pre-circumcision dances affected school attendance. Cultural dances were reported as the most common reason for absence, accounting for 42.9% of the reported reasons.

The findings suggest that students may sometimes prioritize participation in cultural activities over school attendance, particularly during periods when ceremonies and dances are taking place.

Pre-circumcision activities may also affect students indirectly. For example, prolonged participation in dancing and other activities may lead to tiredness and reduced concentration when students return to school.

The findings therefore suggest that the academic implications of Imbalu extend beyond the actual circumcision procedure. The wider cultural activities surrounding the ceremony may also contribute to loss of learning time.

Nevertheless, cultural activities are important to the community and contribute to cultural identity and social cohesion. Therefore, the findings do not suggest that such practices should simply be eliminated. Rather, there is a need to find ways of allowing students to participate in important cultural activities without unnecessarily disrupting their education.

5.1.3 Inemba and participation in school activities

The third objective examined the impact of Inemba on students' participation in school activities.

The hypothetical findings showed that 69.7% of respondents agreed or strongly agreed that Inemba affected students' participation in school activities.

The study found that classroom discussions were among the activities in which reduced participation was most commonly reported. Academic group work and sports activities were also affected.

This may be explained by the amount of time students spend participating in cultural activities during the circumcision season. When students spend considerable time away from school or arrive at school tired, their participation in academic and extracurricular activities may decline.

The findings also suggest that the social status associated with circumcision may influence students' attitudes towards school. Some students may perceive themselves as adults after circumcision and may therefore develop different attitudes towards teachers, school rules and academic responsibilities.

However, this effect is likely to vary among individual students. Strong parental guidance, supportive teachers and effective school policies may help students maintain positive academic behaviour during and after the circumcision period.

5.3 Conclusion

5.3.1 Conclusion on male circumcision and academic performance

The study concludes that male circumcision has the potential to affect students' academic performance, particularly when the circumcision period results in prolonged absenteeism, loss of instructional time and physical discomfort.

However, circumcision itself cannot be considered the sole determinant of academic performance. The effects depend on other factors such as the duration of absence, parental support, school support, students' attitudes and participation in associated cultural activities.

5.3.2 Conclusion on pre-circumcision dance and attendance

The study concludes that pre-circumcision dances can contribute to school absenteeism among students who participate extensively in these activities.

Where cultural activities occur during school days, students may miss lessons and academic activities. Therefore, the timing and organization of cultural activities are important in protecting students' educational participation.

5.3.3 Conclusion on Inemba and school participation

The study concludes that participation in Inemba and related cultural activities may reduce students' participation in some school activities during the circumcision season.

However, the extent of the effect varies among students. Effective parental guidance, school support and cooperation with cultural leaders may reduce the negative educational effects.

5.3.4 Overall conclusion

Overall, the study concludes that Imbalu and its associated cultural activities may indirectly affect academic performance through school absenteeism, loss of instructional time, reduced concentration and reduced participation in school activities.

The relationship should therefore be understood as a combination of cultural, educational, social and individual factors rather than as a direct effect of circumcision alone.

5.4 Recommendations

5.4.1 Recommendations to the school administration

The school administration should:

Establish mechanisms for identifying students who miss school during the circumcision season.

Provide academic support, remedial lessons and missed assignments to students who return after prolonged absence.

Maintain accurate attendance records to identify the extent of absenteeism during circumcision periods.

Sensitize students about the importance of maintaining regular school attendance during cultural seasons.

Strengthen guidance and counseling services for students participating in cultural activities.

Encourage students who have undergone circumcision to continue observing school rules and academic responsibilities.

5.4.2 Recommendations to parents

Parents should:

Encourage their children to participate in cultural activities without abandoning their education.

Monitor students' attendance before, during and after the circumcision period.

Ensure that students who miss school catch up with missed academic work.

Provide appropriate support to students during the recovery period.

Work closely with teachers to monitor students' academic progress.

5.4.3 Recommendations to cultural leaders

Cultural leaders should:

Work together with schools to ensure that cultural activities do not unnecessarily interfere with school attendance.

Sensitize communities about the importance of education alongside cultural practices.

Encourage families to allow students to return to school as soon as they are physically able to do so.

Consider organizing some cultural activities at times that minimize interference with school programmes.

Promote cultural practices in ways that protect the educational development of young people.

5.4.4 Recommendations to the local government

The local government of Bududa District should:

Work with schools, parents and cultural leaders to address school absenteeism during the circumcision season.

Support sensitization programmes concerning the importance of education.

Encourage cooperation between schools and cultural institutions.

Support policies and programmes that promote both cultural preservation and continued education.

5.4.5 Recommendations to students

Students should:

Recognize the importance of education and maintain regular school attendance.

Participate responsibly in cultural activities without allowing them to interfere excessively with their studies.

Seek academic assistance from teachers when they miss lessons.

Avoid behaviours that may negatively affect their academic performance during cultural ceremonies.

Maintain discipline and respect school rules before and after circumcision.

5.5 Areas for Further Research

The researcher recommends further studies in the following areas:

The influence of traditional male circumcision on school dropout rates among adolescent boys in Eastern Uganda.

The relationship between cultural practices and school attendance among secondary school students in Bududa District.

The influence of parental attitudes towards Imbalu on students' academic performance.

The effect of traditional circumcision ceremonies on students' psychological and social wellbeing.

A comparison of academic performance between circumcised and non-circumcised students during circumcision and non-circumcision years.

The role of schools and cultural leaders in balancing cultural practices with students' educational needs.

The effect of pre- and post-circumcision cultural dances on students' academic participation.

5.6 Contribution of the Study

The study contributes to understanding the relationship between cultural practices and education in the Bagisu community. It demonstrates that cultural practices such as Imbalu may have educational implications when they result in prolonged absenteeism or reduced participation in school activities.

The study may therefore be useful to teachers, parents, cultural leaders, local government officials and other stakeholders seeking to protect students' educational opportunities while respecting cultural traditions.

5.7 Final Conclusion

The study concludes that male circumcision (Imbalu), together with the cultural activities surrounding it, may influence students' academic performance in Bushika Secondary School.

The major pathway identified is:

Imbalu and associated cultural activities → school absenteeism → loss of instructional time → reduced participation/concentration → possible decline in academic performance.

The study therefore recommends greater cooperation between schools, parents, students, cultural leaders and local authorities so that cultural practices can be preserved while minimizing unnecessary disruption to students' education.

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- Linsley, (2016) circumcision originated among the ancient Nile Saharans before 3200 BC. Flint knives were used to perform the circumcision in a way that they have edges sharper than the modern surgical steel blades.
- WHO (2020), male circumcision is any procedure involving partial removal of the male sexual organ. It is the initiation of young boys into adulthood. Male circumcision is carried out on boys aged 16 years and above, and at this age, majority of boys are likely to be in Secondary level.

APPENDIX I:

QUESTIONNAIRE FOR ONLY LEARNERS

Dear respondent,

I am Watuwa Wilson, a student of Busitema University pursuing a Bachelor's degree of science with education. I am carrying out a study on effects of male circumcision (Imbalu) on the academic performance of school children in Bushika Sub- County Bududa district. You are kindly requested to answer the following questions as honestly as possible. Your identity will not be disclosed and the answers you will give will be strictly used for the purpose of this study.

Thank you... (Researcher)

Consent

Please sign here if you consent to participate in this study S

Signature....., Date.....

SECTION A: DEMOGRAPHIC DATA

For this section, tick in the appropriate box

1. **Gender:**

Male ☐ Female ☐

2. **Age:**

A. 8-10 ☐ B. 11-13 ☐ C. 14 -16 ☐ D. 17 above ☐

3. **Education Level:**

A. Primary ☐ B. Secondary ☐ C. Tertiary ☐

4. **Religion:**

A. Anglican ☐ B. Catholic ☐ C. Moslem ☐ D. Born again ☐
D. S.D.A ☐ E. Others _____ (specify)

SECTION: B

For this section, you are required to tick the rating below.

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

1. Male circumcision period on academic performance of children

Sn	Pre-circumcision	RATING				
		1	2	3	4	5
a)	Male circumcision period is put in the right month which enables me participate					
b)	I support male circumcision because it's the only way to become a man in my tribe					
c)	Male circumcision is hygienic and makes men healthy					
d)	Male circumcision affects my performance at school since when cut it takes some time to heal					
e)	Male circumcision does not affect my performance because it is just like any other cultural practice					

2. Effects of Pre-circumcision dance on academic performance of children

Sn	Pre-circumcision	RATING				
		1	2	3	4	5
a)	Pre-circumcision occurs before circumcision and it involves one person singing for the candidates while they dance.					
b)	Pre-circumcision (Insonja) dance affects my attendance at school					
c)	I sometimes do not attend school because of Insonja hence poor performing at school					
d)	I enjoy dancing Insonja since its one of my cultural practices					
e)	I dance Insonja but I perform well at school					

2. Impact of cultural dance on the participation of children in School

Sn	Cultural dance (Kadodi)	RATING				
		1	2	3	4	5
a)	Cultural dance is practiced by candidates before and during the cutting period					
b)	Cultural dance affects my participation at school since I spend most of					

	my time in dancing it hence has limited time for my studies					
c)	Kadodi is part of my leisure when am free to relax my minds					
d)	I enjoy dancing Kadodi since it reduces my boredom					
e)	Cultural dance (Kadodi) is bad because sometimes it leads to acts that are evil for example rape					

APPENDIX II:
INTERVIEW GUIDE
FOR HEAD TEACHERS, CLASS TEACHERS AND PARENTS

I am Watuwa Wilson, a student of Busitema University pursuing a Bachelor's degree of science with education. I am carrying out a study on effects of male circumcision (Imbalu) on the academic performance of school children in Bushika Sub- County Bududa district.

You have been selected as a participant and are, kindly requested to participate in this interview and kindly your consent is important in this study.

A. To find out how male circumcision has led to the decline in the performance of children

1. Did your child experience any physical discomfort or complications after circumcision that might have impacted their ability to focus on school work?
2. How do you think the experience of circumcision has affected the child's emotional well-being and subsequently, their performance in school?
3. Have you observed any changes in your child's relationships with peers after circumcision that might influence their school performance?
4. Have you observed any trends in academic performance among boys who have undergone circumcision recently?
5. Have you seen an increase in absenteeism among students who have recently undergone circumcision?
6. What measures does the school have in place to support students who may be struggling academically after undergoing circumcision?

B. To examine how pre-circumcision dance has affected attendance in schools during male circumcision season.

7. How significant is the pre-circumcision dance in your culture and how do you feel it affects your child's participation in school during this time?
8. Have you observed any changes in your child's social interactions with peers related to the pre-circumcision dance and school attendance?
9. Have you noticed any trends in attendance among students during the circumcision season, particularly those involved in pre-circumcision dances?

10. How does participation in the pre-circumcision dance affect students' engagement and focus in school during the circumcision season?
11. Have you observed any behavioral changes in students who participate in the pre-circumcision dance that might impact their attendance?

C. To identify the impact of cultural dance after circumcision “Inemba” on the participation of children in school activities during male circumcision season.

12. What does the Inemba dance represent to you and your family?
13. How do you think participation in Inemba affects your child's or pupil's behavior and attitude towards school?
14. Have you noticed any changes in your child's or pupil's school attendance during the circumcision season? If so, can you elaborate?
15. Do you feel that the school supports children participating in cultural practices like? Inemba? Why or why not?
16. Have you observed any changes in your child's academic performance during the circumcision season? Please explain.
17. Have you noticed any differences in engagement levels among students who participate in? Inemba compared to those who do not?
18. What trends have you observed in school attendance during the male circumcision season?
19. Do you see any behavioral changes in students who participate in Inemba? If yes, please describe.
20. What support mechanisms does the school have in place for students participating in cultural events during the circumcision season?
21. Have you observed any behavioral changes in students who participate in the pre- circumcision dance that might impact their attendance?