THE IMPACT OF HUMAN IMMUNAL VIRUS ON ACADEMIC PERFORMANCE IN MPARO MIXED SCHOOL IN RUKIGA COUNTY KABALE DISTRICT

BY:

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A DISSERTATION SUBMITTED TO THE INSTITUTE OF OPEN AND DISTANCE LEARNING IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF A BACHELORS DEGREE OF ARTS/GC KAMPALA INTERNATIONAL UNIVERSITY

DECLARATION

I wish to declare that this dissertation original and has never been submitted to any institution of learning.

May also put to your understanding that this is the work that has been done with zeal and with undoubted courage and in which I have deposited to much of time, finance as well as my personal strength in a try to broaden the meaning and nature and valuating its objectives.

I also would like to show it that this work given chance to flow parallel to certain challenges, I would serve as an instrument to spear head change, especially in enforcing process in academic climate in our schools in this country Uganda.

Signed.....Date.....

Name.....

APPROVAL

The dissertation entitled "THE IMPACT of Human Immunal Virus on Academic performance in Mparo Mixed primary school in Rukiga county Kabale District" was done and submitted to the supervisor Mr. Fred Ssemugenyi, the lecturer of Kampala International University. The institute of Open and Distance Learning to carefully and supplement as per his person ideological sight in an attempt to enhance the general meaning and aim of the study.

Supervisor Signature.....

Name.....Fred Ssemugenyi

Date.....06.05.2014

DEDICATION

This work is dedicated to my most beautiful wife Mrs. Prudance Twesigye, my children Amanya Allan and Hezel Ahumuza and the family of Mr. Gidion Kikampikaho of Mulago Hospital from such a softy support in material, finance, and ideas they offered targeting to spear-head the success of the goals of this kind of study.

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I feel much a need to acknowledge and present my great indebtedness to the Africans below for giving me on upper hand in an attempt to carry out the study with ease and making it successful.

Special and great thanks go to my wife Mrs. Prudence Twesigye, my children; Amanya Allan Josiah and Hezel Ahumuza Polyne, the family of Mr. and Mrs. Dr. Gidion Kikampikaho of Mulago hospital –Uganda, my biological parents Mr. and Mrs. Rutuuta Stanley, all brothers and sisters especially tedson Turyamureeba and Hope Twesiime of Kampala Traders union, Mr. and Mrs. Roida Turyatunga of Buganda road' Kitara church of Uganda, Mrs. Penrope and her husband Esau of Kabalagala "outskirt town of Kampala city, Mr. SSemugenyi Fred lecturer and supervisor of this research study, the entire administration of Kampala International University (KIU). The management of the (UAIC) Uganda AIDS information centre for such a lefty support in as ideas, finance, encouragement corrections in the time of need.

I can not doubt and hasitate to say that your support has been instrumental and has spearheaded the beauty and smooth endevours of the study and more especially has helped the researcher to come up with information that is going to serve a key instrument to change and obliter the challenges and blocks contorting development of this country and more especially those in the education system.

ACRONYMS

HIV	Human Immunal Virus
AIDS	Aquired Immune Deficiency Syndromes
O.V.C	The Orphan and other Vulnarable Children
M.G.L.S.D	Ministry of Gender Labour and Social Development
A.M.R.E.F	African Medical Research Foundation
N.A.DI.C	National AIDS Informational Centre.
P.H.A	People Living with HIV/AIDS.
P.T.A	Post Testing Childs
C.T	Counselling and Testing
U.N.A.I.D.S	Uganda National AIDS Statistics
U.N.A.P	Uganda National AIDS Policy
S.S.P	Safe Sexual Practices
U.P.E	Universal Primary Education
CASO	Care and Support of Orphan
UAIC	The Uganda AIDS Information Centre
MOES	Ministry of Education and Sports

DEFINITION OF TERMS

Dissertation

A long detailed written treatment of a subject normally submitted for a degree or diploma

Ideological.

Manner of ones thinking of something

Spearhead

To enforce something by helping it to happen and meet required standards.

Indebtedness.

A recognition of ones help or support.

Subdue

To overcome a problem.

Scandal

A great short that affects something/somebody. It can also mean a disaster.

Microscopic

Invisible or indistinguishable with out the use of a microscope.

Catastrophe

A momentous, tragic and unexpected event of extreme severity.

Pandemic

An outbreak of epidermic disease.

Prominent

Very important, famous and known person.

Truncate

To affect a programme or something from achieving its heights.

Profound

Something very important

Pivotal

Central or important requirement of something.

Endevour

To try to do something.

Barriers

The blocks or whatever can cause failure of something.

Enthusiasm

Very keen and eager interest and admiration.

Tremendous

Very great in degree, amount or intensity

Intervention

The act or an instance of intervening and establishing measures to subdue a problem.

Commend

To pass the good wishes of something or somebody.

Caregivers

A person who looks after a child or an ill person.

Vulnerable

Someone who requires help on reason that ht /she is aged, lame, pregnant e.t.c.

Instigation

The begging of a programme or something

Progression

It means an act or an instance of progressing

Dreadful

Very deadly or dangerous

Accelerate

To help something more faster or increase speed.

Epitomise

To serve as the typical or ideal example of something

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CHAPTER ONE

1.0 Introduction

1.1 Background study.

HIV/AIDS is the abbreviation for "Human immunal virus for "HIV" " a minute organism that can not be seen with our naked eyes but only with the help of microscopic instruments.

It attacks and enters a disease free human body which is immune and defended the white blood cells (body defense mechanism).
The virus after entering the human body flights these cells and eventually defeats them with time. The virus starts to multiply within the blood stream where it moves until it totally weakness the body systems to such an extent that the body start to face pain and the sign of the disease to surface as well as systems.

HIV/AIDS came to Africa in the late 1970's it spread gradually among people and killed several of them especially those who lived in urban areas were the first to succumb the epidermic.

Slowly, it moved down to even rural set ups where it killed thousands and thousands of human beings.

AIDS is democratic in nature because it does not segregate between sex, age, religion, rich or poor. It is presently termed as a catastrophe, a disaster, a global pandemic disease, a scandal and the most dreadful enemy now in this planet.

It has made most people to fall its victims as it puts them into its custody which is shown by the present statistics as 13% of every 100% dying daily of AIDS.

The epidermic was found to be spread through a number of ways. These were identified as; sexual intercourse, through blood transfusion with an infected body. Use of sharp instruments among in blood.

It was found to be moving in blood system and therefore, in case of ones blood to come into contact with someone's blood, then HIV/AIDS would find its way.

The treatment for HIV/AIDS has not been identified any where even up to now however, medical personnel have worked tooth and nail to discover the possible therapy for the scandal and all has been in vain.

HIV/AIDS has been found to have truncated and threatened various aspects of development like economy, politics, the social being as well as religion. This has largely been due to the fact that prominent persons who would be at the pivot to spearhead services in the economic, political climate which are fundamental for development have all succumbed the epidermic and that died. Those who have not on bed rests.

This has therefore meant that many offices are now vacant and if not vacant, they are manned by inefficient persons who are incapable of performing to the expected standards.

A number of sectors have been affected as already seen by HIV/AIDS, but as a cause for this study is concerned, education sector has had a big blow, if not a heavy bomb shake.

It has been registered that the performance of pupils in academic has taken a back slide as records now can show compared to the world's sight. Not only had this but also performance in education offices have

been compromised as we have already seen, that capable people have been made to disappear.

The population as regards the study was decided by the researcher to be Rukiga county in Kabale District and specifically at Mparo mixed school which has been given such a consideration after having studied the low performance of pupils thought the four examinable subjects; that is, English, social studies, science, and mathematics.

Mparo Mixed school is a grade 11 school with approximately 750 pupils as its enrolment and the average number of pupils being 75 per class.
It is very unfortunate that almost all the average marks and in each class is very low, hence a necessity to find out what causes of such decimation of standards putting a side other reasons like lack of enough text books failure for teachers to use instructional materials, negligence of administration, universal primary education policy and its impact among others.

The increased death rates have meant daily burial ceremonies which requires the school communities to also participate especially in comforting and counseling the bereaved. Such ceremonies therefore interfere with school time tables and pupils have missed a lot in as academic part.

1.2 Statement of problems

Acquisition of meaningful education is quite profound and must be aimed at by all education stake holders.
It should therefore be a great concern for all of us when this education fails to meet its standards. We must mind much to assess education activities and their smoothness and if found backsliding, then we take up the task to priotise measures to nurse the wounds of education.

Putting a side several other factors which might have caused pupils poor performance in Mparo mixed school, the research ha intended to find out whether HIV/AIDS can be ranked number one and it has exhausted why it has taken the first place.

It has been due to several complaints that have come here and there, that the rate of absenteeism, school dropouts, has increased, not only, that also unhealthy conditions of pupils in schools among others, hence, the researcher observed the need to find out whether HIV/AIDS can be associated with these problems and forging a head to think of the remedies possible to subdue the problems.

The researcher has done this in response to the very concern ha has had especially valuing education as pivotal an element of development of this country.

1.3 Significance of the study.

The research study has been seen very important especially to help all education stake holders; such as; teachers, learners, parents, education officers, the ministry of education and the government of the Republic of Uganda.

The research has identified the weakness of pupils in academic performance in relation to HIV/AIDS. He has endevoured to address these very weaknesses by selling his mind especially on what can be done to white out these weaknesses especially by the way of counseling and guiding learners, parents, teachers e.t.c and has given approaches possible to employ especially where HIV/AIDS has blocked academic performance.

The research has discovered that HIV/AIDS has had a greater significance of pupils he has therefore come up to join in the battle by pledging to work closely with whoever is managing education and trying to convoke them in an attempt to minimize the barrier of academic performance in our schools. Inevitably, this has been a great advantage to even the government of Uganda for its way out from decimating standards in academic part in schools.

Below is a display of the beneficiaries of the study and how they are going to be helped.

Teachers.

Absenteeism among pupils will be minimized. These are more especially orphans who lost their parents due to HIV/AIDS who have ended up becoming desperate and have lacked the enthusiasm to continue with studies. These require to be regularly given guidance and counseling services until they can realize it themselves that life continues despite problems.

Learners

Learners especially those who lost their dads and mums will be encouraged to uphold studies and will have the strength to improve the in performances.

This is especially done by guidance and counseling services to these learners.

These learners will also benefit as the researcher will make an appeal to the government to come in and give a hand in form of support to these HIV/AIDS victims for it is only when a problem is identified that solutions are priotised

1.4 Objectives of the study

1.4.1 General objectives

The study would determine the impact of HIV/AIDS on academic performance of pupils in schools.

1.4.2 Specific objectives.

Specifically, the study would:

- Determine the impact of HIV/AIDS on academic performance.
- Determine other causes of poor performance of pupils in schools.
- Determine the contribution of non-governmental organization towards counseling services to pupils with HIV/AIDS.
- Determine the extent to which the government has addressed the problems of HIV/AIDS in primary schools.

1.5 Statement of null hypothesis

There is not any significant relationship between HIV/AIDS and academic performance of pupils in schools.

1.6 Limitations

The study might not have necessarily determined the impact of HIV/AIDS but has served as an instrument to spearhead change for there could be other possible factors causing poor performance of pupils in academic aspect. These include; failure of teachers to use instructional materials, lack of relevant teaching methods, untrained teachers, political instability, lack of enough food among others.

CHAPTER TWO

REVIEW OF RELATED LITERATURE.

2.1 Introduction

Sources of knowledge from other analysis have been utilized. This has tremendously assisted the researcher to find out what others have observed, how they have observed it and the possible intervention they have come up with in an attempt to have solution for the problems studied especially related to HIV/AIDS.

The researcher, therefore, has dwelled on this knowledge and what has not been done and what has therefore gone a head to build his own study and there after to design conclusions on how the problem can successfully be fought and won

2.2 HIV/AIDS clipping.

A collection of HIV/AIDS related Articles from new vision and the monitor news paper, second Edition (1990) by national AIDS information centre (NADIC)

The district medical office organized a one day workshop and disclosed that HIV/AIDS has gone up and down among people. Young and old. He said that for every 10% 2 and 3 are affected by HIV/AIDS, that is, 20 to 30 for every 100%.

He adds and says that the economical, political, spiritual as well as social climatic have been hampered by the epidemic

2.3 The impact of social support club on HIV/AIDS counseling and testing (CT) Uganda (1993-94)

The literature above commended and concluded that; all Ugandans who participate in accounts and P.T.O (post Testing Clubs) ARE HIGHLY liked to adopt and maintain safe sexual practices (S.S.P)
The data in the journey suggested that club participation re-enforces behavioral change.

It also showed that post testing and counseling reinforces social norms and serves as an instrument and important base for disseminating HIV/AIDS prevention information.

2.4 The study on HIV/AIDS among school pupils of Kabale District.

Dr. Bagarukayo H. African medical and research foundation AMREP (1991). His study was based on the knowledge attitudes and presents primary pupils who have HIV/AIDS.

According to him, pupils knew HIV/AIDS. And its related dangers. He also learnt that about 184 which is 59% pupils WERE SEXUALLY VERY ACTIV.

He there drew conclusions that; The mass media be used as a source of HIV/AIDS information.

He also put forward that sexual abuse and exploitation of children be investigated.

2.5 The impact of AIDS on social, economic affair on orphans in Uganda (a search for alternative care on support mechanism) by salaam. (Uganda Red Cross society Kampala 1992)

The care and support of orphans (C.A.S.O) is in fragments and most orphans are not receiving protection all basic needs hence their education is affected.

He therefore decided that an integrated package of appropriate economic and social intervention tailored to specific cultural systems to be designed and implemented.

It should not stop at this and to my personal thinking the care givers and guardians of the orphans need to be guided and counseled to accept them and cope with the burden and to ensure that they direct the orphans properly for life has to continue even when the parents have died.

The impact of AIDS on social, political and economical development. (Uganda National AIDS policy (office of the president –Uganda AIDS commission July 2005)

The growing number of orphans and people living with HIV/AIDS (PHA) people living with HIV/AIDS epitomizes the impact of the epidermic in the country.

According to the UNAIDS global AIDS recent 2004, currently, over 900,000 children below 17 years are estimated to have lost one parents to AIDS alone.

This means that the care for these orphans has often fallen to resource constrained relatives living many of them vulnerable.

Facilitation to schools is becoming a big problem and even the rate at which pupils drop out from school has increased and also absenteeism.

This has been due to the very lack of facilities to school and lack of director. All these have truncated teachers work in class hence poor performance in academic aspect.

Support to orphan and other vulnerable children (OVC) 2005-2006-10.
By Uganda country report on AIDS 2003 -2005

The 2002 Uganda population and counseling sessions estimated that 13% (1.8n out of 13.7m of Uganda children are orphans.

Of these, 52% that is, 940,000 are orphans due to HIV/AIDS

The orphans and other vulnerable children (OVC) face special challenges rendering them are less likely to be in schools, access health care, receive basic needs such as food and shelter and to receive psychological support.

In 2004, the Ministry of Gender, Labour and Social Development (MOGLSD) spearheaded the development of policy on OVC strategic plan to guide the interventions for the period 2005 -10

This was intended to improve the quality of life of OVC and their families and upholding the basic rights within the Ugandan context.

However, the 2003 research on orphans in 19 districts of Uganda shows that very few of them are provided with basic needs.

The frequency table shows this clearly:

Table 1:

Types of support	% orphans reporting getting this support.
Education support	15.4
Schools	12.9
Uniforms	10.8
Scholastic materials	13.2
Psychological support group	9.7
Community support group	6.1
Professional support	4.3
Material support	2.8
Beddings	5.3
Clothings	2.0
Clothings	2.9
food	3.5

CHAPTER THREE

METHODOLOGY

Introduction

3.1 Research design.

This study was conducted through survey research design. It was used to provide numerical description of some part of the population and to explain events as they are, as they were or as they will be.

In this design the researcher used qualitative method of analyzing the data i.e. he used frequency tables, pie charts, line graphs, bar graphs and tables. These did not incur much costs, saved time as well they made the researcher's task easy.

3.2 The target population the researcher sampled were as follows:-

The pupils, teachers and the parents of Mparo mixed primary school

Pupils: The research used 10 pupils where 5 were girls who don't have parents and the 5 boys were those who lost or both parents. These together adds to 10 to represent the learners body

Teachers.

Only 10 teachers were used as subjects. They all filled the questionnaire in an attempt to provide the data for a successful study.

Parents

The researcher used 5(five) parents to represent the parents body. May extend my great thanks to these parents representatives for the interest they had in this kind of study and more especially for providing the required information to the researcher

Table 2:

Category	No.	Measures of sampling
Boys	05	Made all the boy orphans to torse pieces of papers. Only of these passed the chances in figures 1-
Girls	05	The researcher used pieces of papers for all the girls orphans. Only 5 pieces showed the chances in figures 1-5
Teacher	10	The male teachers were chosen and fire female teachers. These were selected randomly.
Parents	05	Parents carrying for orphans. They were selected randomly

The scope of the study

Geographical and time scope

The research environment (Mparo mixed school) is situated in Katungu village, Mparo parish Rwamucuucu sub-county, Rukiga County. Kabale District – Uganda.

The time scope

The research study was conducted between May and September 2008. The data collection was especially done in the days of 15th June, 2008, 17th June, 2008, 20th June 2008, 20th June, 2008 and 21st June 2008.

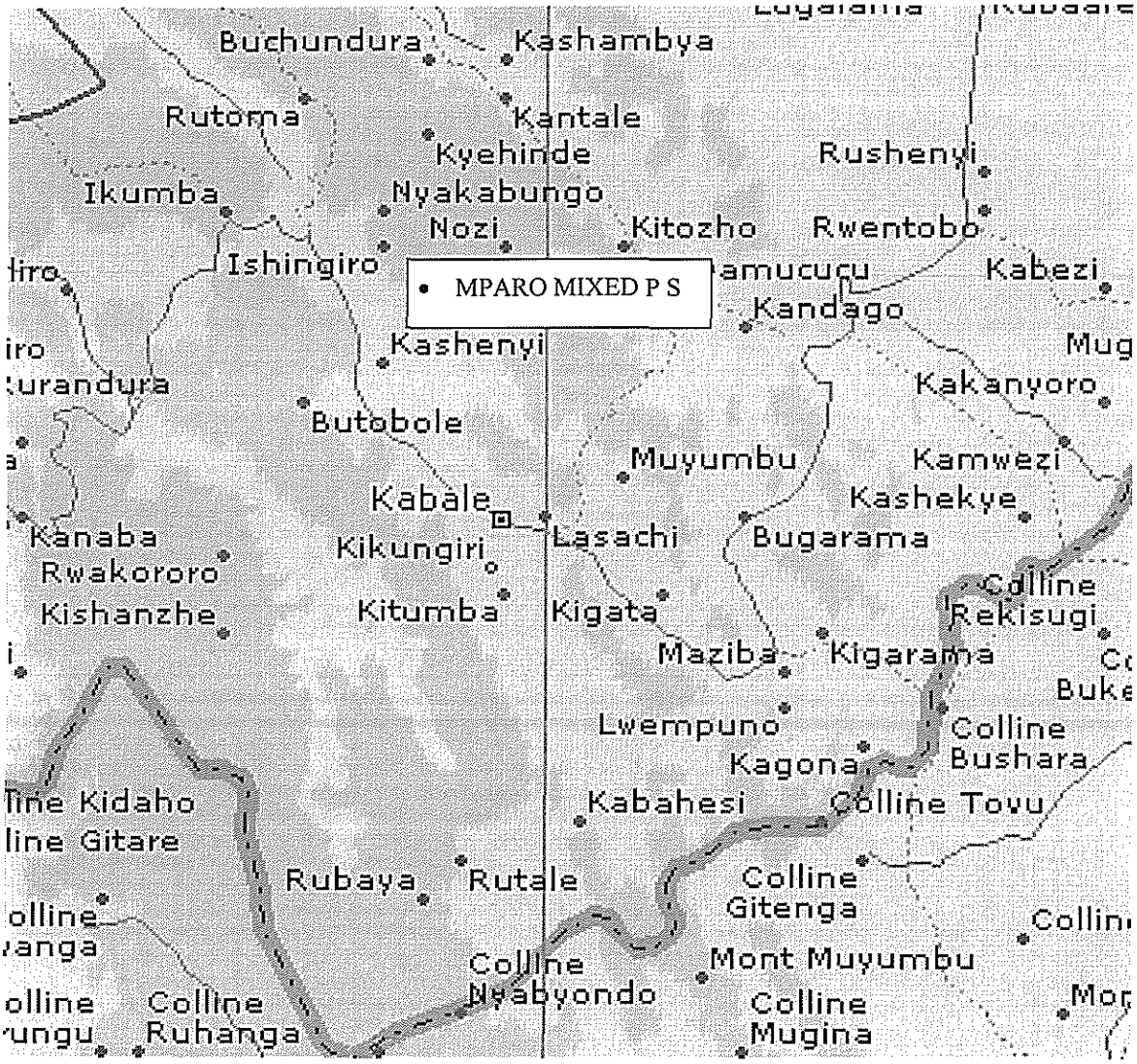
It was with in the above days that the research visited the research environment and shared experience with the population.

This part of the exercise was successful because the respondents were interested in it and therefore provided the required information willingly to the research for a successful study.It was at the beginning of August

2008 that the data was started to be analyzed critically and transforming it in to a smart report of the study.

The map shows the research environment in Kabale District.

KABALE DISTRICT MAP



Mparo mixed school was called so because of the very name of the parish "Mparo" where the school is situated. It is otherwise with in Katungu village in Rwmucuucu sub-county.

It came to be called a mixed school because during that time when missionaries were opening up education centres, some centres were meant for males (boys) and others for females (girls) which means, in some schools boys could not mix with girls. For example in the very parish, there was/is Kihanga boys the school basically for boys and Kihanga girls the school which was /is for girls only.

All the schools above were based on protestant foundation. This compelled the Catholics to cause a difference by establishing Mparo mixed school for Catholics alone. This school offered an opportunity for both girls and boys to get education together.

It started in the early 1930's with no many structures but parents amalgamated their efforts to manually work and built the school both structures and made an attempt to enforce academic progress.

History has it that the school instigated with very few children, this was because people had not picked much interest in education of their children.

Gradually and as time went on, the school advanced its enrolment up to presently where it is vibrating and is counted as one of the schools in Kabale with many pupils of approximately 750 pupils which makes it a grade II school.

The previous record is as performance of the school wasn't bad; it has been able for several years to send students to the higher institutions of learning including Makerere University which is the central and heart University in this country as well as the whole region of east Africa.

However, the standard was later bound to shrink especially during the years of the dreadful epidemic attack HIV/AIDS. Without putting a side several other factors which might have been from poor performance in the school, we have critically learnt that HIV/AIDS has had a greater impact.
Therefore therefore, the research has picked the obligation to carry out a study in the above at a steady pace.

Also Mparo mixed school happens to be in the core of the sub-county where all the school in the area can access easily for any information. He has seen that the fruits of the study can be even picked easily from the same school by those in the neighborhood for they also may not have been strong enough to resist the scandal (HIV/AIDS)

The content scope

The researcher employed the questionnaire and interviews in collecting the data.

3.3 Instruments.

The following instruments were used during the research study and especially in collecting the data.

Questionnaire: semi structured questions were used to collect data from respondents. These were especially for those who would read and understand the questionnaires.
The use of this instrument helped the researcher to get the right data from subjects within a short time.

Interviews.

Interviews were also used. A set of 10 questions were used to interview only one class. It gives an opportunity for even pupils who did not get a chance to fill the questionnaire.

3.4 Data collection procedure

The researcher traveled to the research environment and moved to the headmaster's office where he introduced himself as a student of Kampala International University for open and Distance Learning.

He produced the introductory letter he had been given by the university Dan of students.

He then fully disclosed his purpose of reaching the site as show by the theme or topic of the study. He was then permitted to go ahead and meet his respondents immediately from the office of the headmaster.

3.5 Data analysis

The data collected was then studied critically and qualitatively analysed.

The research had the time to observe and describe the situation as observed from the respondents. He then translates the analysis into tables, graphs, frequencies tables and pie charts.

This same arrangement made the research report be smart and easy for those who would have the wish to make use of it.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF FINDINGS

The researcher collected data from three categories of people. These were pupils, teachers and parents.

Below is the analysis and presentation of data collected from pupils.

Qn I Do you have your parents?

Table 3:

Category	**Tally**	**Frequency**	**%**
A Mother only	~~////~~	5	50%
Father only	//	2	20%
Don't have any	//	2	20%
Have both parents	/	1	10%

A $\frac{5}{10} \times 100 = 50\%$

B $\frac{2}{10} \times 100 = 20\%$

C $\frac{2}{10} \times 100 = 20\%$

D $\frac{1}{10} \times 100 = 10\%$

The above analysis shows that a bigger percentage of pupils have their mothers only.

Do you get basic facilities for school from guardian?

Table 4:

Category	Tally	Frequency	%
A	////	4	40%
B	//	2	20%
C	//	2	20%
D	//	2	20%
		$\sum f = 10$	100%

$\frac{4}{10} \times 100$

$4 \times 10 = 40\%$

$\frac{2}{10} \times 100$

$= 2 \times 10 = 20\%$

$\frac{2}{10} \times 100$

$= 2 \times 10 = 20\%$

$\frac{2}{10} \times 100$

$= 2 \times 10\ 20\%$

The 40% shows that guardians try to provide basic facilities to the orphans they live with.

Qn 3. Do you attend classes daily?

Table 5:

Category	Tally	Frequency	%
Rarely	////	1	10%
Sometimes	//	1	10%
Always	//	5	50%
Three time a week	//	3	30%
		$\sum f = 10$	100%

$\frac{1}{} \times 100$

10 = 1 x 10 = 10%

1 x 100
10 = 1 x 10 = 10%

5 x 100
10 = 5 x 10 = 50%

3 x 100
10 = 3 x 10 = 30%

The data collected above indicates that 50% of the orphans attend classes daily.

Qn 4.
How do you perform during examinations in your class?

Table 6;

Category	Tally	Frequency	%
Average	//	2	20%
Above average	///	3	30%
Below average	////	4	40%
Very poorly	/	1	10%
		$\Sigma f = 10$	100%

2 x 100
10 = 2 x 10 = 20%
3 x 100
10 = 3 x 10 = 30%

4 x 100
10 = 4 x 10 = 40%

1 x 100

10 = 1 x 10 = 10%

The data analysis shows that 40 percent of the total number of orphans scores below average in examinations.

Q5 Do the teachers torture you whenever you perform poorly in academics?

Table 6:

Category	Tally	Frequency	%
Yes	////	5	50%
No	////	5	50%
		$\Sigma f = 10$	100%

A 5 x 100

10 = 5 x 10 = 50%

B 5 x 100

10 5 x 10 = 50%

The data collected as per the question above shows that 50% poor in exams and 50% are not.

6. Is there any organisation that is helping orphans in school?

Table 7:

Category	Tally	Frequency	%
Yes	////	4	40%
No	~~////~~ /	6	60%
		$\Sigma f = 10$	100%

A $\frac{4 \times 100}{10} = 4 \times 10 = 40\%$

B $\frac{6 \times 100}{10} \quad 6 \times 10 = 60\%$

The information got shows that 60% of the orphans are not taken up by any organisation for assistance while the 40% are assisted by some organisations.

This therefore proves that a bigger number of orphans have failed to do well in class due to lack of assistance from certain sources.

When our friends lose relations, we all leave school and go for burial ceremonies.

Table 8:

Category	**Tally**	**Frequency**	**%**
False	/	1	10%
True	~~////~~ ////	9	90%
		$\Sigma f = 10$	100%

A 1 x 100

10 = 1 x 10 = 10%

B 9 x 100

10 9 x 10 = 90%

The collected data shows that 90% accepted that they close school and go for burial occasions whenever there is death in the neighbourhood. We can conclude therefore that, the school programmes are disturbance by such ceremonies and this affects school time tables hence failure to cover the syllabus.

Qn 9, Has anybody talked to you on how to improve your performance?

Table 9:

Category	Tally	Frequency	%
False	~~////~~ ///	8	80%
True	/	2	20%
		$\Sigma f = 10$	100%

A 8 x 100

10 = 8 x 10 = 80%

B 2 x 100

10 = 2 x 10 = 20%

The greatest percentage i.e. 80 accepted that they are always advised on how to improve their academic performance.

Qn 10 Write down any class facility that you lack most.

According to the responses from respondents, approximately 70% lack facilities for learning such as, pens, pencils, exercise books, uniforms, and mathematical sets.

It is true therefore that failure to perform better is attributed by lack of facilitation which has been due to the fact that pupils have lost their parents especially by HIV/AIDS

The researcher also used teachers in search of research information/data to find out whether HIV/AIDS has been detrimental especially an academic performance of pupils.

Only teachers were used as subjects.

Below is the analysis of the data that was received from the teachers.

Qtn1. Do you have orphan pupils in your class?
All the 10 teachers accepted that they have orphans in their classes.

Qtn 2. Many orphans in my class lost their parents by:

Table 10:

Category	Tally	Frequency	%
Malaria	0	0	00%
Accident	0	0	00%
AIDS	~~////~~	10	10%
T.B	0	0	00%
		= 10	100%

The information from the question above shows that 100% of the orphans in classes were succumbed by HIV/AIDS.

It shows that AIDS has become a dominant epidermic in killing people compared to other diseases.

Qtn 3. Do orphans who lost their parents by HIV/AIDS attend your class daily?

Table 11:

Category	Tally	Frequency	%
Yes	/	1	10%
No	~~////~~	9	90%
		Ef = 10	100

1 x 100

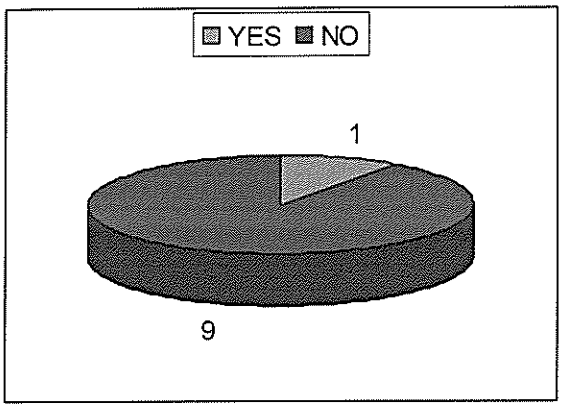
10 =1x10 =10%

9 x 100

10 =9x10 =90

This can as well be shown on the pie chart below

Chart 1:



1 x100

10 =1X10 = 10

9 x 100

10 9x10 = 90%

Therefore, the percentage of teachers who said orphans do not attend classes daily, is 90% while only 10% accepted that orphans attend classes daily.

This is very clear that the performance of such orphans has to decline because, they are unable to go at the same pace with others.

Qtn 4. Orphans are fond of absenteeism than non orphans.

Table 12:

Category	Tally	Frequency	%
A False	~~////~~///	8	80%
B True	//	2	20%
		Ef = 10	100%

8 x 100

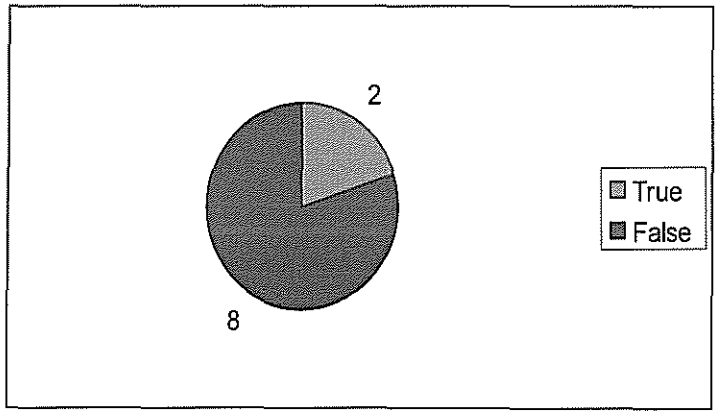
10 =8 x 10 =80%

B x 100= 2

10 =2x10 = 20%

The pie chart below, also shows above information

Chart 2:



2X 100

10 = 2x10 =20%

$^{8}/_{10}$ x 100

8x10 = 80%

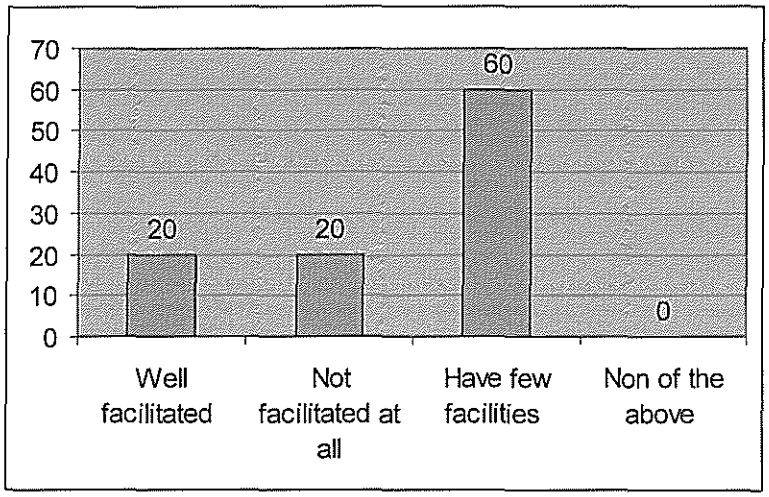
Therefore 80% of the total number of teachers who filled the questionnaire said, orphans are fond of absenteeism than non orphans. This inevitably affects their academic performance in class.

NOTE: That the too much work on the set syllabus a pupils/ student has covered, the better he/she performs when it is time for exams.

Qtn 5. Are the orphans in your class well facilitated for learning by their guardians?

The bar graph below was used to answer the question above

Table 13:

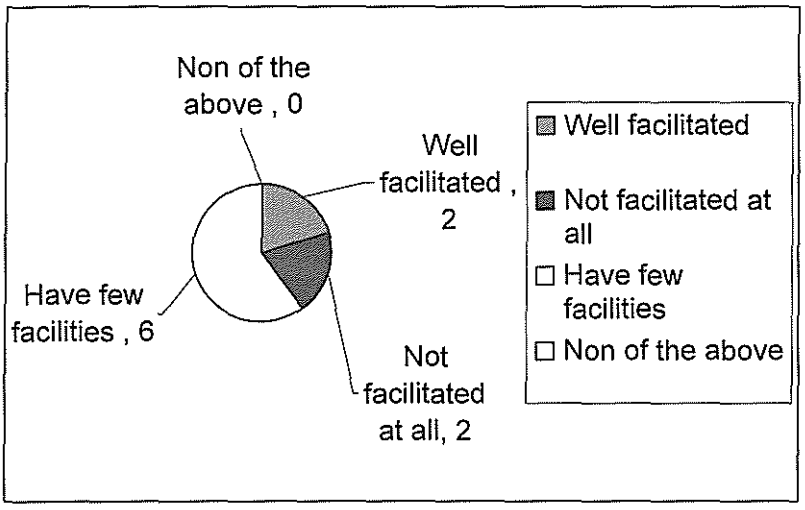


The above bar graph shows that 60% of respondents shared that orphans have few facilities for learning 20% said orphans are well facilitated and 20% that orphans are not facilitated at all.

It therefore shows that some guardians give it a try to enable such helpless children access right education and this need to be a challenge to those who do not but simply exposes the orphans under their care into suffering.

The pie chart below also shows this.

Chart 3:



A $\frac{2 \times 100}{10} = 2 \times 10 = 20\%$

$\frac{2x\ 100}{10} = 2 \times 10 = 20\%$

$\frac{6 \times 100}{10} = 6 \times 10 = 60\%$

A. Those who said orphans get few facilities is 60%
B. Those who said orphans are not facilitated at all is 20%
C. No body ticked "non of the above .0%

Qtn 6 How do orphans in your class perform whenever it is time for exams?

The data is presented by the frequency table below.

Table 14:

Category	Tally	Frequency	%
A	0	0	0%
B	////	4	40%
C	~~////~~	5	50%
D	/	1	10%
		Ef = 10	100%

A. 0
10

B. 4 x 100
10 = 4 x 10 = 405

C. 5 x 100
10 = 5 x10 = 50%

D. 1 x 100
10= = 1 x 10 = 10%

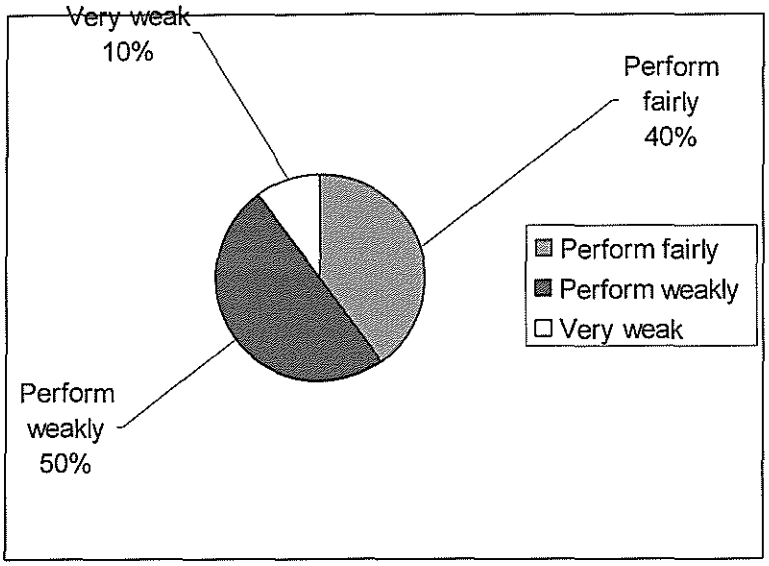
Orphans who perform very well were not shown. Orphan who perform fairly were shown by 40%.

Orphans who are weak in performance were shown by 50%.

Orphans who are very weak were shown by 10%

The pie chart below also presents the information above.

Chart 4



B. 4 x 100

10 = 4 x 10 40%

C. 5 x100

10 = 5 x 10 = 50%

D. 1 x 100

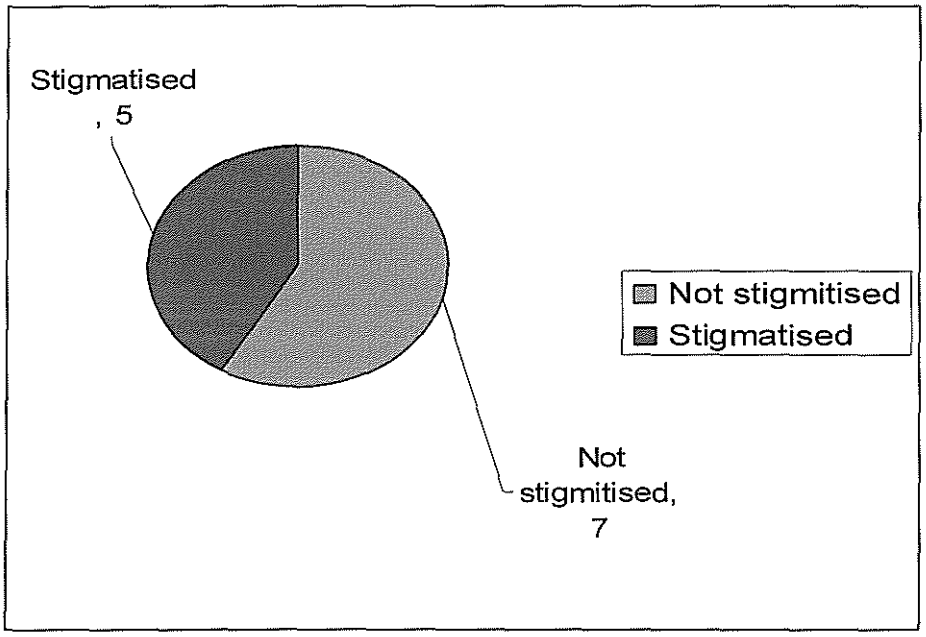
10 = 1 x 10 =10%

This generally shows that orphans do not perform well in academics especially due to poor facilitation accept those who were born good due to heredity.

Qtn 7. Orphans are stigmatized and harassed by their colleagues in class.

Pie chart presents this:

Chart 5:



3 x100

10 = 3 x 10 30%

7 x 100

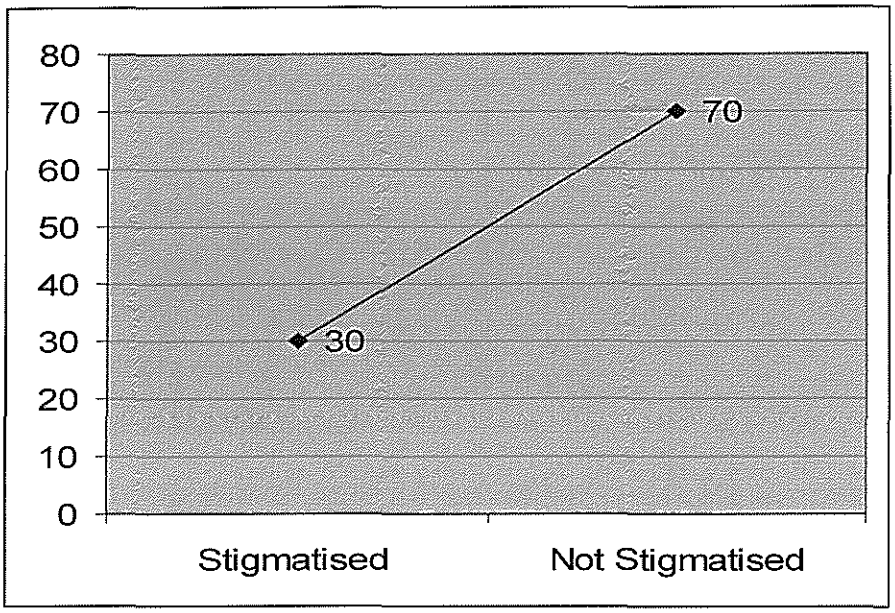
10 = 7 x 10 = 70%

The 30% represents respondents who said orphans are stigmatized in class.

The 70% represents respondents who said orphans are not stigmatized in class.

The frequency polygon below also shows the analysis.

Chart 6:



This therefore indicates that, stigmatization has nothing to do with academic performance like as some say. This study instead found out that non orphan love and care for orphans and that academic performance is affected by several other factors.

Qtn. Are your daily class activities at times in convenienced by death cases which occur in the neighborhood of the schools?

This displayed by the frequency table below.

Table 15:

Category	T ally	Frequency	%
Very much	////\	6	60%
Not much	/	1	10%
Not inconvenienced	/	1	10%
Inconvenienced	//	2	20%
		Ef =10	100

A. 6 X 100

10 = 6 X 10 = 60%

B. 1 X 100

10 = 1 X 10 = 10%

C. 1 x 100

10 = 1 x 10 = 10%

2 x 100

10 = 2 x 10 = 120%

Orphans are guided and counseling daily.

Table 16:

Category	**Tally**	**Frequency**	**%**
A. I agree	//	2	20%
B. I disagree	////	4	40%
C. Rarely	///	3	30%
D. Not many times	/	1	10%
		Ef = 10	100%

A. 2 x 100
10 = 2x10 = 20%

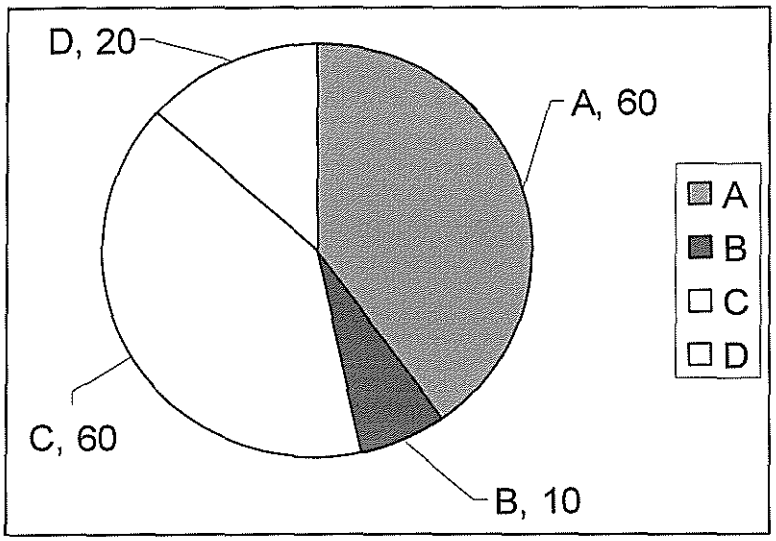
B. 4 X 100 = 4 X 10 = 40%
10

C. 3 x 100
10 = 3 x 10 = 30%

D. 1 X 100
10 = 1 X 10 = 10%

This can also be shown by the pie chart below

Pie chart 7:



A. 6 x 100

10 6 x10 = 60%

B. 1 x 100

10 1 x 10 = 10%

C. 1 X 100

10 = 1 X 10 = 10%

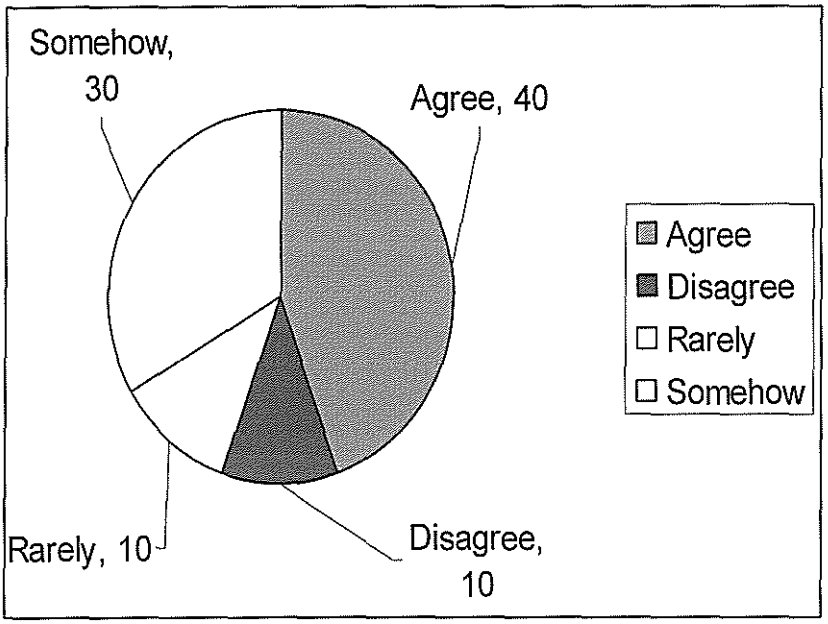
D. 2 x 100

10 = 2 x 10 = 20%

The 60% therefore, shows that classes are inconvenienced by the death cases which occur around the school.

This is also shown by the graph below

Chart 8:



This shows that failure to guide and counsel. Orphans accelerate poor performance in class and not only this but can eventually lead to school drop out.

Qtn 10. Poor facilitation of pupils affects my class duties.

Table 17:

Category	**Tally**	**Frequency**	**%**
1. agree	////	4	40%
2. I disagree	/	1	10%
3 . some how	///	3	30%
4. Rarely	//	2	20%
		Ef = 10	100%

4 x 100 =

10 = 4 x 10 = 40%

1 x 100

10 = 1 x 10 = 10%

3 x 100

10 = 3 x 10 = 30%

2 x 100

10 = 2 x 10 = 20%

Therefore the 40% accepted that lack of sufficient facilities by pupils in class affects learning and poor performance in academic part

The information above is also presented by the pie chart as shown below.

4 x 100

10 = 4 x 10 = 40%

1 x 100

10 = 1 x 10 = 10%

3 x 100

10 = 3 x 10 = 30%

2 x 100

10 =2 x 10 =20%

It therefore necessitates a strong call for all care givers, guardians, the government, Non government organizations (NGO) and whoever is touched by this responsibility to make up, support and value the education for the orphans with the understanding that the stand without meaningful education of the young regardless of sex, family situation, tribe to mention but a few.

Parent's questionnaire

The researcher had another category of respondents i.e. "the parents" which he used in such of information in solving the mistery in the face.

He only used five parents who were given a questionnaire to fill and the statistics in progress show the data collected.

Note: That each was given a set of seven (7) questions to answer.

Question1

Are you caring for any orphan?

Table 18:

Subject	**Tally**	**Frequency**	**%**
Yes	~~////~~	5	50%
No	0	0	00%
		Ef = 5	50%

A = 5 x 100

10 = 5 x 10 = 50%

All the five subjects presented it

B 0 x 100

10 0%

Question 2.

How many times have you assessed the academic progress of the orphan you live with?

The data collected from the question above is analyzed by the frequency table below.

Table 19:

	Subject	Tally	Frequency	%
A	Always	/	1	10%
B	I don't	//	2	20%
C	Few times	/	1	10%
D	Do not get time	/	1	10%
			Ef = 5	50%

A= 1 x 100

5 = 1 x10 = 10%

B= 2 x 100

5 = 2 x 10 = 20%

C= 1 x100

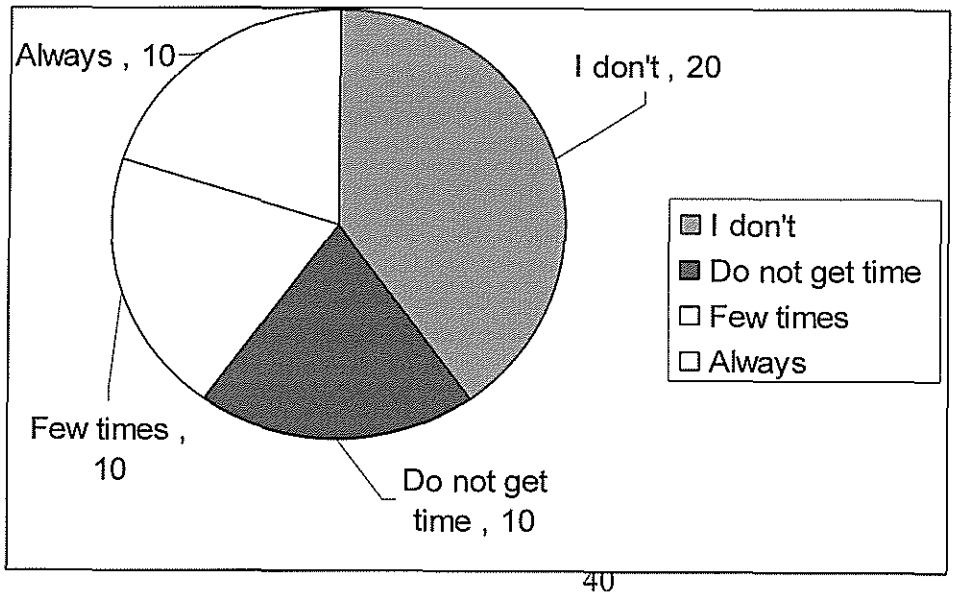
5 = 1 x 10 = 10%

D= 1 x 100

5 = 1 X 10 = 10%

The pie chart below also smartly shows this data analysis

Chart 9:



A= 1 x 100

10 = 1 x 10 = 10%

B= 2 x 100

10 = 2 x 10 = 20%

C= 1 x 100

10 = 1 x 10 = 10%

This indicates that the biggest percentage of parents showed that they don't hand time to assess academic part of their orphans. The orphans therefore lack direction and motivation which at times lead to dropping out of school or keep on doing things any how.

Question 3

Orphans I live with carry packed lunch with them to school.

The data collected is shown by the frequency table below.

Table 20:

Subject	**Tally**	**Frequency**	**%**
A it is true	//	2	20%
B it is false	///	3	30%
		Ef =5	50%

A = $^{2}/_{5}$ x 100

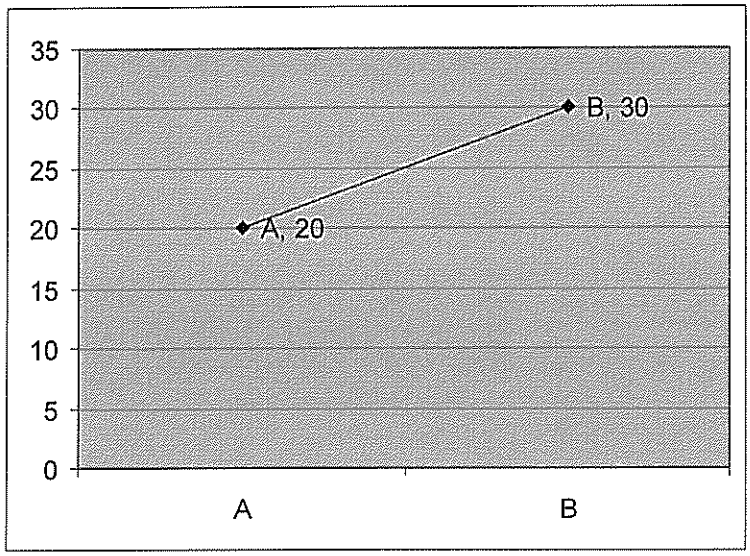
= 2 x 10 = 20%

B = $^{3}/_{5}$ x 100

= 3 x 10 = 30%

The graph below also presents the data

Chart 10:



The finding shows that pupils especially the orphans do not take their lunch. They learn on empty stomachs which affects their ability to perceive academic materials in class. This in turn affects performance when time for exams come.

Question 4

Children under my care are provided with fuel stationary and time at home to deal with academic work.

Table 21:

Subject	**Tally**	**Frequency**	**%**
1. 1 agree	/	1	10%
2. I disagree	////	4	40%
		Ef =5	50%

1. $^{1}/_{5}$ x 100

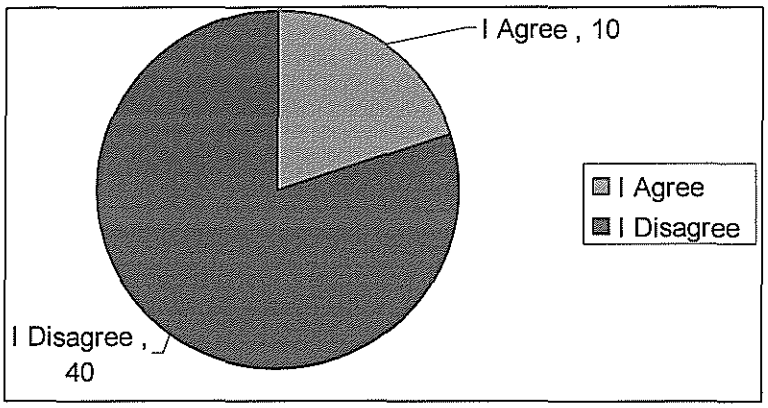
1 x 10 = 10%

2. $^{4}/_{5}$ x 100

= 4 x 10 = 40%

Alternatively, the data can be presented in a pie chart as like below.

Chart 11:



1 x 100

5 = 1 x 10 = 10%

4 x 100

5 = 4 x 10 = 40%

Question 5

Is there any organization or group of people giving you support in caring children you live with?

The researcher used the frequency table to present and analyze the data.

Table 22:

Subject		**Frequency**	%
I: Yes	//	2	20%
II: No	///	3	30%
		Ef = 5	50%

I: 2 x 100

5 = 2 x 10 = 20%

II: 3 X 100

5 3 X 10 = 30%

The summery:

The finding therefore shows that many orphans lack help by certain people or organizations and that very few as shown by 20% out of 50% are only helped. This marginalizes their academic endevour in class.

My intervention therefore is that the government needs to mind much lobby for Non governmental organization that can come here to assist these needy children.

Question 6.

What attitudes do you observe in the orphans you live with in as education

Table 23:

Subject	**Tally**	**Frequency**	**%**
1. encouraged	0	0	00%
2. do not have courage	~~////~~	5	50%
3. fairly courageous	0	0	00%
Very encouraged	0	0	50%
		Ef = 50	

Summary

- No respondent said orphans he lives with are encouraged in education activities.
- All the respondents showed that orphans under their care do not have courage in education.
- No one said orphans are fairly courageous in education activities.
- No one said orphans are very encouraged.

My own thinking is that, these children who do not have their parents do not have hope about their future. They are full of desparacy due to the fact that they don't have who to advise and counsel them and to give them that lost hope that, life goes on despite the fact that there is death. They need to be told that many people have become successfully even after their parents' death and that the only way to out is to persue a meaningful education.

Question 7

How often do you visit to school to see the learning of the pupils you live with?

The frequency was used to show this data analysis.

Table 24:

Subjects	**Tally**	**Frequency**	%
A: Many times	/	1	10%
B: Three times	///	3	30%
C: Do not go there	1	1	10%
D: Some times	0	0	00%
		Ef = 5	50%

A = $^{1}/_{5}$ x 100

= 1 x 10 = 10%

B = $^{3}/_{5}$ x 100

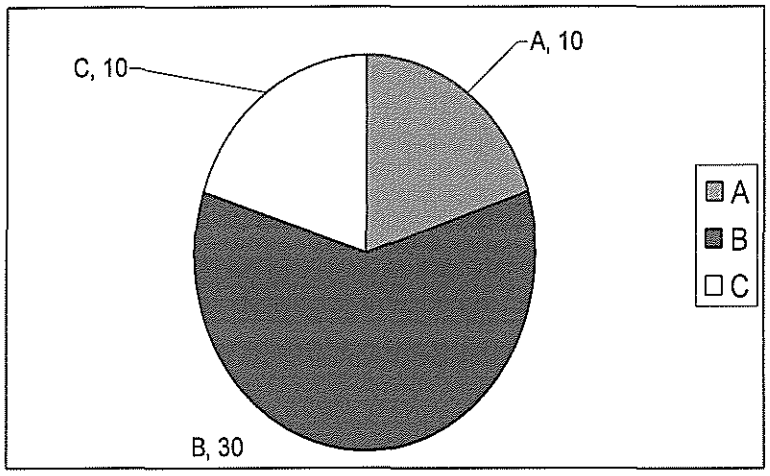
= 3 x 10 = 30%

C = $^{1}/_{5}$ x 100

= 1 x 10 = 10%

The analysis was also shown on the pie chart below

Chart 12



The percentage that shows parents visit schools to look at the performance of orphans under their care is only 10%

The percentage (30%) shows parents who visit the orphans at least three times a year

The percentage (10%) shows parents who do not spare time to visit their orphan in schools.

The percentage for those parents who sometimes visit their orphans was not had.

CHAPTER FIVE

5.1 DISCUSSION OF RESULTS, CONCLUSIONS AND RECOMENDATIONS

The study was intended to determine the impact of HIV/AIDS on academic performance of pupils in school. This specific objectives was achieved because, the findings clearly expaused that HIV/AIDS epidemic has taken its roots everywhere not only here in Uganda but also in all countries of this planet.

It has been discovered that students even in the primary section are a ware of HIV/AIDS young/ as they are and what it encompasses, more especially, the way it is spread, its harmful effects, and how they can get rid of it.

The researcher found out that the AIDS epidermic has greatly hampered academic programmes in school. Many children were left in orphanage state and this has affected their ability to perform in academic aspect.

The findings show that these orphans however much they are adopted by some merciful people, are not well facilitated for education they do not feed very well and very few guardians are there to advise assess, and follow their orphans for a better education, not only and counseling services.

Failure to have all required learning facilities has meant low standards in performance. And not turning up daily for class has meant that these orphans keep behind others and don't move at the same pace with their colleagues.

Most orphans have been found to be overwhelmed by disparacy which affects their visions for the future and as a result, they fail to have the courage to plan especially for their education.

It has been found that many death cases occur daily in the neighbourhood of learning places (schools) this has meant that, schools have to close and go to attend burial ceremonies especially when the diseased has been a parent of the school or closely attached to the school. This has inconvenienced studies more especially interfering with school time table. That is one of the factors that normally affect syllabus is not covered, pupils in the end perform poorly.

It has been discovered that those children who are already victims of AIDS do not fully concentrate for studies. They are on and off depending on changes in their health, when pain comes up they fail to go to school and when they get some relief, they go back to school. This very fact has spearheaded poor academic performance among those children living in orphanage.

Also, the study has determined that many orphans are not taken up by (NGO) N on government Organizations for assistance. It has been found that the NGOs available have certain weakness especially in the mode of selection of the orphans to help. This has meant that those orphans adopted by the rich and important persons have benefited leaving the helpless to suffer. In line with this, the AIDS assistance that comes from outside countries is used smuggled and used by big men in the government. That Aid does not reach where it is supposed to go.

Also the study has determined other factors that have affected the pupils' performance in schools. These are given below as lack of good

remuneration of teachers, insufficient learning facilities in schools, and failure of the parents to co-operate with teachers to plan for pupils' academic progress.

The government has been found not to have addressed problems of HIV/AIDS in employed professional counselors in schools and give them wages so that they can help in guiding and counseling services.

The work is just left to senior meant and senior women teachers who do not have time for such services as they are ever in class handling academic parts only.

It should have arranged for the meals in schools to help even those who do not take some meals due to their bad state, benefit.

It should have planned for special opportunities for orphans to enjoy in a bide to obliter that loss of hope (desparacy) and which can give them hope that they can happily live even when they don't have parents. These could be like free clothes, books, mathematical sets, shoes and many others to boost morale and motivate the orphans for learning.

5.2 Conclusions

The conclusion would therefore be that all the stakeholders of education programmes, school administrators, teachers, District Education Officers, (MOES) Ministry of Education and Sports, government, to all intervene and learn that among other factors comforting academic standards in schools, HIV/AIDS has taken the greater impact. This would help us to plan to what would save apathy this situation for the betterment of education programmes and maintenance of good health standards in this country.

We need them that, the situation of all the above counterparts working independently and the total lack of joint efforts will not help in subduing problems created by HIV/AIDS in Uganda and elsewhere.
NOTE: That HIV scandal has not only affected education but also other departments in this country.

Unless there is full realization that the epidemic is determining development in all aspects, this universe with perish indefinitely.

5.3 Recommendations

As someone who has extensively studied HIV/AIDS and its impact on academic performance of pupils in schools, I would personally, recommend for joint effort from all of us the Ugandans especially all the education stakeholders to see to it that HIV/AIDS is fought and won and in case of failure to win it, we devise means of blocking its impacts for the good of our country.

Also I recommend for various organizations both government, NGO and vest to assist children especially the orphans who lost their parents.

This state of orphans unable to get all required facilities for school would be observed by whoever picks the concern in an attempt to enforce a meaningful learning of our children for a bright future generation.

The government of Uganda must address all problems caused poor academic performance in our schools and not only to give it a try but to ensure that these problems are fully subdued for there is great need for good and meaningful education. *"EDUCATION IS THE VITAL KEY TOWARDS A PERSON'S PROMOTION AND OVER-ALL PROGRESS"*

I also recommend that education managers especially the class room teachers who take the biggest burden to value are a class who need a promising enumeration. This would boost their morale at work and serving as a motivation to enforce good teaching and learning situations.

This is because we discovered that poor performance is not alone associated with HIV/AIDS but also to a series of factors including poor teacher remunerations.

The government can recruit professional counseling services guidance and counseling services to clients especially orphans for a clean living and good direction for future careers.

The parents, guardians and all care-givers can always visit schools of learning to look at the performance of the children they live with whether orphans or non orphans. They need also to always follow their children for learning activities even when they are at homes over the holidays

Finally but not final I must argue the school administrators in conjunction with parents body to fight ruthlessly the habit of absenteeism to stop. This has been seen as one that wastes learners' time in academic activities and an agent of little work done in the term or year session.

NOTE: That the observation, consideration and implementation of all the suggestions in the researcher's sight of view must drive us to our destination, which is require standard of education and operating parallel to all blocks of education

APPENDIX 1 Report work plan

No.	Activity	Time frame
1	Submission of draft proposal	May 2008
2	Field work data collection	July 2008
3	Report work –data analysis, Edition and compiling	August-September 2008
4	Submission of first draft dissertation	September 2008
5	Submission of final dissertation	September 2008

APPENDIX 2

Proposed budget estimates

No.	ITEM	TOTAL COST
1	Stationary	5000
	Pens and pencils	18000
	Paper	5000
	Exercise books	1000
	Rulers	
2		
	Field work expenses	30000
	Transport	50000
	Meals	20000
	Accommodation	10000
	Refreshments	
	Secretarial service	60000
	Type setting	60000
	Printing	30000
	Photocopying	40000
	Binding	
	Air time	50000
	TOTAL COST	**379,000**

REFERENCES

Bagarukayo H. (AMREF) 1991- The study of HIV/ AIDS among primary pupils of Kabale District.

Byangire MA (1992) The knowledge and attitudes to HIV/AIDS shown by Uganda schools.

National AIDS information and documentation centre (NADIC) 1996 – HIV/AIDS Clipping.

National AIDS information and documentation centre 1993-1994 –The impact of social support clubs on HIV/AIDS counseling and Testing.

Salaam –Uganda Red Cross Society –Kampala (1992) –The impact of AIDS on social and economic affair of orphans in Uganda.

The researcher referred himself to the documents of the information about HIV/AIDS already in place by researchers and organizations targeting a successful study about the problem.

The Uganda National Policy (2005) office of the president Uganda AIDS commission.

Uganda country report on AIDS (2003-05) support to orphans and other vulnerable children (OVC)

Part C: the pupil's questionnaire

Name NATUKUNDA SHILAH

Age 13

Class P.5.A

(Tick what you think is correct)

1. Do you have your parents?

I have mother only [✓]

I have my father only [ ]

I don't have any parents [ ]

I have father and mother [ ]

2. Do you Guardians give you basic facilities for school? (Tick the correct box)

A. He/she tries [✓]

B. He/ she doesn't [ ]

C. He/she gives me enough [ ]

D. He/she care not [ ]

3. Do you attend your classes daily? (circle the correct answer)

Rarely [ ]

Some time [ ]

Always [✓]

Three times a week [ ]

4. How do you perform during exam in you class? (circle the write answer)

A. averagely

B. above average ✓

C. below average

D. very poorly

5. Are you beaten in class when you perform poorly (Tick the right box)

Yes [✓]

No [ ]

PART D: PARENTS' QUESTIONNAIRE

(May you, please answer with honesty)

Name: .....

Age.....

Sex.....

1. Are you caring for any orphan?

Yes [✓]

No [ ]

2. How many times have you assessed his/ her academic progress?(Tick what is right)

1. Always ✓
2. I don't
3. Few times
4. Do not get time for it

3. Children I live with carry packed lack with their to school.

It is true [✓]

It is false [ ]

4. Children under my care are provided fuel stationary and time at home to deal with academic work.

I agree [✓]

I disagree [ ]

5. Is there any organization of group of people giving you support in caring for children you live with?

Yes [✓]

No [ ]

APPENDICES

APPENDIX 1: QUESTIONNAIRES

PART A: TEACHERS' QUESTIONNAIRE

(Tick where applicable)

Section A: Biographic data

Name: .....

Age: .....

SEX

Male ☐

Female ☐

SECTION B

1. Do you have orphan pupils in you class?

.....

2. Many orphans in my class lost their parents by:

Malaria ☐

Accident ☐

AIDS ☐

T.B ☐

3. Do orphans who lost their parents by HIV/Aids attend your class daily?

Yes ☐

No ☐

4. orphans are found of absenteeism non orphans (tick the right box)

True ☐

False ☐