

**ACTORS INFLUENCING PERFORMANCE AT NATIONAL PRIMARY EXAMINATIONS  
CASE STUDY OF PRIMARY EDUCATION EXAMINATIONS AT BUPADHENG  
DAY AND BOARDING PRIMARY SCHOOL, NAWANYAGO  
SUB-COUNTY KAMULI DISTRICT-UGANDA**

**BY**

**BUYINZA MARY**

**DPE/18773/71/DU**

**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND  
DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF A DIPLOMA  
IN PRIMARY EDUCATION OF KAMPALA  
INTERNATIONAL UNIVERSITY**

**AUGUST 2009**

## **DECLARATION**

I **BUYINZA MARY, REG. No. DPE/18773/71/DU** declares that the information given in this research report is made by myself and has never been presented by another person, for the Award of a Diploma of Education.

Signature: Buyinza

**BUYINZA MARY**

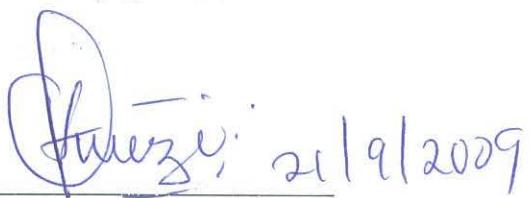
**(STUDENT)**

Date: 22/09/2009

## **APPROVAL**

This is to certify that **BUYINZA MARY, REG. No. DPE/18773/71/DU** has successfully completed his research report under the title "**Factors Influencing Performance at National Primary Examinations: Case Study of Primary Education Examinations at Bupadhengo Day and Boarding Primary School-Nawanyago Sub-county, Kamuli District**" and now is ready for submission with my approval.

Signature:



Muhwezi Joseph

**MR. MUHWEZI JOSEPH**

**(SUPERVISOR)**

Date:

\_\_\_\_\_

## **DEDICATION**

I dedicate this report to my beloved parents, husband, Children and Friends for their enormous support while I studied far from home.

## **ACKNOWLEDGEMENT**

I would like to thank the good Lord for giving me strength and courage to compile this research report because without Him I would not be able to accomplish anything.

Special thanks go to my supervisor, Mr. Muhwezi Joseph who was a good mentor and advisor during the compilation of this work. My appreciation also goes out to the Administration of Kampala International University for their support during this exercise.

Lastly and most importantly, to my family members and friends who have been close to me and supportive in this noble work.

May the Good Lord reward you abundantly.

## **TABLE OF CONTENTS**

DECLARATION.....	i
APPROVAL.....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS .....	v
ABSTRACT.....	viii
CHAPTER ONE .....	1
INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background to the study.....	1
1.2 Statement of the Problem.....	2
1.3 Purpose of the Study .....	3
1.4 Objectives of the Study .....	3
1.5 Research Questions.....	3
1.6 Significance of the Study.....	4
1.7 Scope of the Study .....	4
1.7.1 Geographical Scope of the Study.....	4
1.7.2 Content Scope of the Study.....	5
1.8 Definition of Terms.....	5
CHAPTER TWO .....	6
LITERATURE REVIEW.....	6
2.0 Introduction.....	6

2.1 Teaching and Learning aids/resources and Academic Performance .....	6
2.2 Effect of Absenteeism Due to Lack of School Fees on Academic Performance .....	7
2.3 Effect of Poor Attitudes towards Teachers, School and Studies on Academic Performance .....	7
2.4 Pupils' Entry Behaviour and Academic performance.....	7

<b>CHAPTER THREE .....</b>	<b>9</b>
----------------------------	----------

<b>RESEARCH DESIGN AND METHODOLOGY .....</b>	<b>9</b>
--	----------

3.0 Introduction.....	9
3.1 Research design.....	9
3.2 Population .....	9
3.3 Sample size and selection .....	9
3.4 Research instruments.....	10
3.5 Data Collection.....	11
3.6 Methods of Data Analysis.....	11
3.7 Ethical Considerations.....	11
3.8 Limitations .....	11

<b>CHAPTER FOUR.....</b>	<b>12</b>
--------------------------	-----------

<b>RESEARCH FINDINGS .....</b>	<b>12</b>
--------------------------------	-----------

4.0 Introduction .....	12
4.1 Data Presentation.....	12
4.1.1 Relationship between Teaching and learning Aids/Resources and Performance in PLE .....	12
4.2 Data Interpretation and Analysis .....	15
4.2.1 Results of Table 3 .. ..	15

4.2.2 Results of Table 4 .....	17
4.2.3 Results of Table 5,6,7 .....	18
4.2.4 Results of table 8 .....	21
<b>CHAPTER FIVE.....</b>	<b>23</b>
<b>DISCUSSION, SUMMARY AND RECOMMENDATION .....</b>	<b>23</b>
5.1 Discussion.....	23
5.2 Summary.....	23
5.3 Recommendations.....	24
<b>REFERENCES.....</b>	<b>26</b>
<b>APPENDIX I: LIST OF TABLES .....</b>	<b>27</b>
<b>APPENDIX II: LIST OF FIGURES.....</b>	<b>28</b>
<b>APPENDIX III: QUESTIONNAIRES.....</b>	<b>29</b>
<b>APPENDIX IV: TRANSMITTAL LETTER .....</b>	<b>37</b>

## **ABSTRACT**

The study investigated causes of poor performance Primary Leaving Education at Bupadhengo Day and Boarding Primary School in Kamuli District- Uganda.

It was carried out on the background that performance of students in the school has generally been poor over the years. The study was guided by objectives of the study which included; to determine the effects of lack of teaching and learning aids/resources, absenteeism due to lack of school fees, poor attitudes towards the teachers' school and studies and weak academic entry behaviour on performance.

The study was both descriptive and analytical. The primary data that was used in the research was obtained through questionnaires filled by students' teachers and the school administrators. The 40 student target respondents represented the population of 161 pupil's total.

The study established that there is a scarcity of teaching and learning aids and resources in the school, there has been a high rate of absenteeism due to lack of school fees, the students have been having poor attitudes towards the teachers, school and studies and that many students joining the school had low marks in form seven.

The study suggest that; there should be improvement on the quality and quantity of teaching and learning aids/resources, parents should make every effort to pay school fees on time, there should be increased guidance and counseling to help change the attitudes of the students towards their teachers, studies, and that although the entry grades of the students the school are low, the leaving grades of most of them are even lower thus a need to address the issue. The findings of this research helped the school administrators, teachers, parents and other policy makers in formulating ways and means of reducing the rate of poor academic performance hence improving the school's performance

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This section deals with the background of study, statement of the problem, purpose of the study, objectives of the study research questions, significance and scope of the study.

#### **1.1 Background to the study**

Education is an important tool of development in any Nation. In any nation, education institutions are supposed to facilitate learning in which the learners acquire the desired knowledge, skills and attitude. This enables the learners to develop a positive change in behaviour and ultimately enable them to become productive citizens in their own country thus enhancing development. To achieve this, the Ugandan government has channeled a considerable amount of resources towards education, the recent efforts of the government being introduction of free primary and secondary education. Despite all those efforts by the government and other stakeholders, some schools have continued to perform very poor in primary leaving examinations. In particular performance in Primary leaving Examination in Bupadhengo Day and Boarding Primary School in Kamuli District has been observed to be poor over many years. This has raised a lot of concern from parents and other stakeholders. In addition to this, there has been a large number of dropouts in the school hence raising more concern.

The continued poor performance in the school prompted the researcher's interest in carrying out this study since many parents in the school consider education as an important investment, which should be helpful in shaping the life of their children.

Bupadhengo Day and Boarding Primary School is situated in Nawanyago Sub-county Kamuli district in Central Uganda. The school is a day/boarding mixed. It has a population of 161 students currently with majority of the pupils being day scholars. Most of the pupils have been performing generally poorly with getting grade III and below. The findings of this research will be useful towards uplifting the standards of performance in the school.

## **1.2 Statement of the Problem**

The performance in Primary Leaving Examinations in Bupadhengo Day and Boarding Primary School over many years has been observed to have generally been poor. The table below gives a summary of the results over a period of 4 years.

**Table 1: Summary of the results over a period of 4 years**

Year	D1	DII	DIII	DIV	V	X	Total
2008	1	3	20	3	9	1	36
2007	00	3	11	20	10	X	44
2006	00	5	15	17	10	X	47
2005	00	6	14	16	9	X	45

Source: Primary data

From the above table of results at least 65% of the PLE candidates in Bupadhengo Day and Boarding Primary School each year have been scoring a DIV.III below for the last 4 years. Besides this, only one student out of 37 candidates that have sat for PLE examinations in Bupadhengo Day and Boarding Primary School has been able to secure a first grade over the same period of 4 years.

Teacher's aim therefore was to investigate what specific factors contribute to poor performance in PLE examinations in Bupadhengo Day and Boarding Primary School in Kamuli district.

### **1.3 Purpose of the Study**

The broad aim of the study was to find out the factors contributing to students' poor performance in PLE in Bupadhengo Day and Boarding Primary School and to come up with lasting solutions to the problem.

### **1.4 Objectives of the Study**

The following were the objectives of the study.

- 1) To determine the effect of scarcity of teaching and learning aids. Resources on performance in PLE in Bupadhengo Day and Boarding Primary School.
- 2) To determine the effect of absenteeism due to lack of school fees on performance of students in PLE in Bupadhengo Day and Boarding Primary School.
- 3) To determine the effect of poor attitudes towards teachers, school and studies on performance in PLE in Bupadhengo Day and Boarding Primary School.
- 4) To determine the effect of poor academic entry behaviour of pupils in Bupadhengo Day and Boarding Primary School on their performance in PLE.

### **1.5 Research Questions**

- 1) What is the effect of teaching and learning aids/resources on performance in PLE in Bupadhengo Day and Boarding Primary School?

- 2) What is the effect of absenteeism due to lack of school fees on performance of students in PLE in Bupadhengo Day and Boarding Primary School?
- 3) What is the effect of poor attitudes towards teachers; the school and studies on performance of pupils in PLE in Bupadhengo Day and Boarding Primary School?
- 4) What is the effect of poor entry behaviour of pupils in Bupadhengo Day and Boarding Primary School on performance in PLE in the school?

## **1.6 Significance of the Study**

This research was expected to come up with detailed information about probable causes of poor performance in PLE in Bupadhengo Day and Boarding Primary School. This would therefore offer ideas on how the problems could be controlled or eradicated. The research was also expected to come up with research findings that could be used by policy makers in formulating policies, which will help the pupils to perform better. It was also expected that the research findings could be used for further research in the same field and help researchers to verify other variables.

## **1.7 Scope of the Study**

The research was expected to be carried out within Bupadhengo Day and Boarding Primary School. The research was expected to involve the pupils, teachers and school administration. Pupils from each of the four classes were involved.

### **1.7.1 Geographical Scope of the Study**

The research took place in Bupadhengo Day and Boarding Primary School in Nawanyago Sub-county in Kamuli district –Uganda.

### **1.7.2 Content Scope of the Study**

The study respondents were pupils, teachers and school administrations in Bupadhengo Day and Boarding Primary School.

### **1.8 Definition of Terms**

#### **Data:**

Information that is organized into a form that can be computerized

#### **Good performance:**

(Pass) ability to attain DIV III and above

#### **Poor Performance:**

(Fail) attaining DIV IV and below

#### **U.C.E:**

Universal Certificate Education

#### **P.L.E:**

Primary Leaving Examinations

#### **Survey:**

A general observation and examination or study of conditions, opinions especially carried out by asking questions.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This section deals with effects of teaching and learning aids/resources absenteeism, poor attitudes and weak entry behaviour on performance.

Similar works to the one the researcher intends to perform have been conducted in the past. That is the issue of the factors that are responsible for academic performance in the national examinations.

It has been a point of agreement that examination results are poor but it has not been equally easy to identify the possible factors behind the poor performance. Many people speculate that teachers are responsible for the poor performance. As a result teachers whose schools perform poorly bear the blunt of what most politicians think is a step towards correcting the mistakes but which may in fact lead to more failures. Before blaming anyone for the poor performance the following question needs to be asked.

“Why are the pupils failing examinations”?

This research intended to answer his question.

#### **2.1 Teaching and Learning aids/resources and Academic Performance**

These have been cited to influence students' academic performance in national examination. Some of the most important teaching and learning Aids /resources are the textbooks. As Maundu (1987) asserts; "...A Good performance demands that every school be equipped with relevant text books..."

An illustration to highlight the importance of textbooks can be taken from mathematics as one of the subjects taught in schools. Students need practice

in the subject in class and also on their own at home and without textbooks their practice is limited and hence their performance.

## **2.2 Effect of Absenteeism Due to Lack of School Fees on Academic Performance**

The main aim of implementation of free primary and secondary education in Uganda was to make education affordable to all. This is because education was found to be very expensive and unaffordable by many Ugandans hence making the national goals of education unachievable. Despite all these efforts through the partial relief to the parents by the government in subsidizing the cost of education, many students still spend a lot of time at home during school days due to lack of school fees. This has been noted to have detrimental effects to the academic performance of pupils in many schools. Some pupils end up spending long durations out of school hence losing greatly. New concepts are taught while they are away and by the time they come back to school they are unable to cope and gradually deteriorate in performance.

## **2.3 Effect of Poor Attitudes towards Teachers, School and Studies on Academic Performance**

Poor attitudes of pupils towards their teachers, school and studies can greatly contribute to poor performance in examination. According to a research carried out by Prime Monitor poor performance in sciences and mathematics was greatly attributed to negative attitudes towards those subjects. Such negative attitudes can affect all the subjects and hence leading to overall poor performance.

## **2.4 Pupils' Entry Behaviour and Academic performance**

It has been observed over many years that the schools that perform best in U.C.E also take the most well performed pupils from the PLE. Similarly the school that have an intake of relatively poor pupils at form seven also perform relatively poorly compared to other schools. There is therefore a relationship

between the entry behaviour of students at form four and final academic performance in any given school. However it is also observed that some pupils come from p.4 with low marks and perform very well while others come with high marks and perform poorly in PLE.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methodology and tools used to collect the relevant data and methods of analyzing data. This helps to investigate factors contributing to poor performance in PLE in Bupadhengo Day and Boarding Primary School in Nawanyago Sub-county Kamuli district.

#### **3.1 Research design**

The research design was conducted using descriptive methods. This is because descriptive method would describe the nature of the problem at hand, which is:- causes of poor performance in P.L.E. A survey of four classes: P.4, P.5, P.6, P.7 was conducted.

#### **3.2 Population**

The research collected information from three groups of people namely: pupils, teachers and administrators.

In each of the four classes ten classes ten students per class filled a questionnaire each. Seven subject teachers filled different questionnaires. A representative of the school administration filled a different questionnaire.

#### **3.3 Sample size and selection**

The school has an overall population of 161 pupils with 58 boys and 103 girls. In this research therefore a total of 40 pupils filled the questionnaires. This number constitutes about 25% of the school population. Ten pupils were selected from each of the four classes from P.4 to P.7. The selection was based

on gender and performance. 14 boys and 26 girls were selected in line with the ratio of boys to girls in the school as shown in the table below;

**Table 2: Gender and Performance**

Gender		P.4	P.5	P.6	P.7
Boys	14	5	3	3	4
Girls	26	5	7	7	6
Total	40	10	10	10	10

Primary data

The number per class were selected in line were selected in the ratio of boys to girls in a class. On performance the numbers were taken per class from three region of the normal Distribution curve: top, middle and bottom.

### **3.4 Research instruments**

The study was conducted through questionnaires. There were three types of questionnaires one for pupils another for teachers and the third one was filled by a school administration's representative. In the students' questionnaire, students stated the problems they encounter in school, outside school, in their homes and any challenges they encounter that possibly interfere with their performance in school. In the second questionnaire seven teachers filled information on what they thought were the causes of poor performance in PLE in the school. Teachers also gave the ratio of textbooks to pupils in their subjects.

In the third questionnaire, the school administration's representative gave information on the staffing of the school, number of teachers required as per the curriculum based establishment, number of teachers per subject in the school, payment of school fees, rate of absenteeism due to school fees, the

social economic background of pupils and their effects on performance of students.

### **3.5 Data Collection**

Since the researcher worked where the research was carried out the researcher therefore personally supplied the pupils, the teachers and school administration's representative with questionnaires. The questionnaires were then later collected after they were filled. All the required information was obtained through the questionnaires and through consultations with teachers and the pupils.

### **3.6 Methods of Data Analysis**

The raw data that was obtained from the respondents was organized and analyzed in terms of percentages for easy reference and pie charts were then drawn. Where sharp contracts were observed between opinions of pupils and those of teachers, further consultations were made to establish the cause.

### **3.7 Ethical Considerations**

The researcher acquired a letter a letter from Kampala international University, Institute of Distant Learning to seek permission to carry out research on the above topic in Bupadhengo Day and Boarding Primary School in Kamuli District – Uganda

Permission was granted by the school headmaster where the researcher carried out the study after getting the authority to go ahead.

### **3.8 Limitations**

The study may have been hindered from being more successful by the refusal of some respondents to affectively respond to some questions.

## **CHAPTER FOUR**

### **RESEARCH FINDINGS**

#### **4.0 Introduction**

This chapter deals with presentation of data that was collected in the research; the data interpretation and the analysis of the data.

#### **4.1 Data Presentation**

##### **4.1.1 Relationship between Teaching and learning Aids/Resources and Performance in PLE**

It was hypothesized that teaching and learning Aids/Resources affect performance in PLE and the results were as shown below in table 3.

**Table 3: Effect of lack of teaching and learning aids /resources on KCSE performance**

Type of reference	Number of pupils	Percentage (%)	Number of Teachers	Percentage (%)
Agree	23	57.5	5	71.4
Disagree	17	42.5	2	28.6
Total	40	100	7	100

Primary data

The results obtained were as in table 4

**Table 4: Absenteeism due to lack of school fees and poor performance in PLE**

Type of reference	No. of teachers	%	No. of pupils	%	Response of School administration
Agree	6	85.7	25	62.5	Agree
Disagree	1	14.3	15	37.5	
<b>Total</b>	<b>7</b>	<b>40</b>	<b>40</b>	<b>100</b>	

Primary data

The results obtained are in table 5 below

**Table 5: Poor attitudes towards teachers and performance in PLE**

Type of reference	No. of teachers	Percentage (%)
Agree	4	57.1
Disagree	3	42.9
<b>Total</b>	<b>7</b>	<b>100</b>

Primary data

Table 6: Poor attitude towards the school and performance in PLE

Type of reference	No. of students	Percentage (%)	No of teachers	Percentage (%)
Agree	2	5	6	85.7
Disagree	38	95	1	14.3
Total	40	100	7	100

Primary data

Table of results

Table 7: Poor attitude towards studies and performance in PLE

Type of reference	No. of students	Percentage (%)	No of teachers	Percentage (%)
Agree	22	55	7	100
Disagree	18	45	0	0
Total	40	100	7	100

Primary data

Table of results

Table 8: Weak academic entry behaviour and poor performance in PLE

Type of reference	No. of teachers	Percentage (%)
Agree	6	85.7
Disagree	1	14.3
Total	7	100

Primary data

## **4.2 Data Interpretation and Analysis**

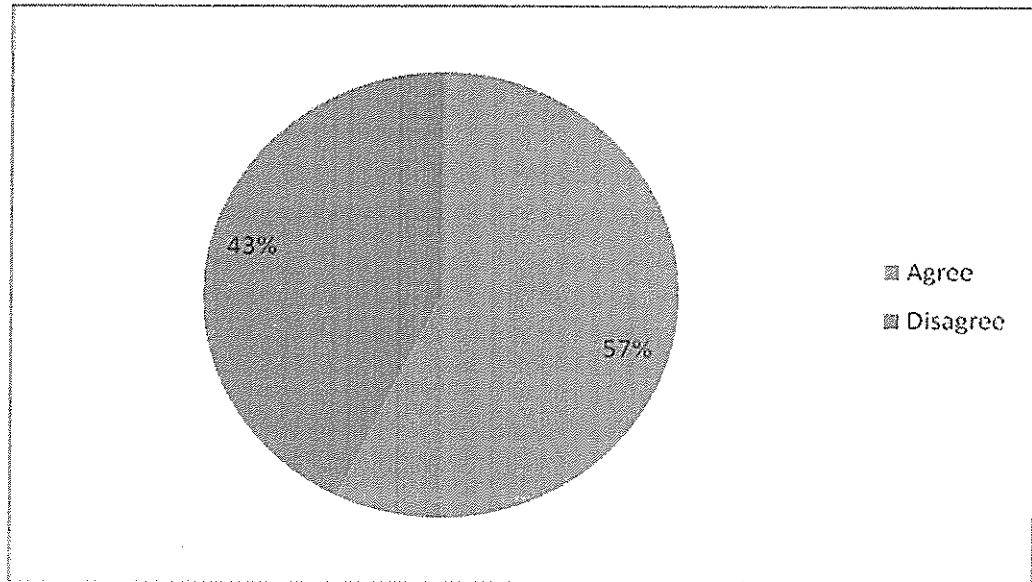
### **4.2.1 Results of Table 3**

From the data in table 3 on effects of lack of teaching and learning aids resources on performance in PLE it was noted that most of the respondents that is 57.5% of the students and 71.4% of the teachers agreed that inadequate teachings and learning/resources contribute to poor performance in PLE. It was most notable that the school does not have a library and that the school currently has only one laboratory handling all the science subjects. The respondents had the view that even this one laboratory is not well equipped.

It was also noted that ratio of textbooks to the pupils is average in the upper classes. While in the lower classes it is below average. The problem is further complicated by the fact that the school has a much higher number of day scholars than boarders most of which go home without textbooks hence limiting their freedom to do exercises on their own at home. The situation is slightly better for the boarders since they can borrow books from their friends hence they have access to the few books available in the school. The school has 67% of the students as day scholars which is about two thirds of the school population. If these day scholars do not have proper access to textbooks this implies that about two thirds of the school always do exercises when they want to. This therefore hinders most students from performing well and ultimately leading to failure. This therefore supports the hypothesis that teaching and learning aids /resources affect PLE performance in the school.

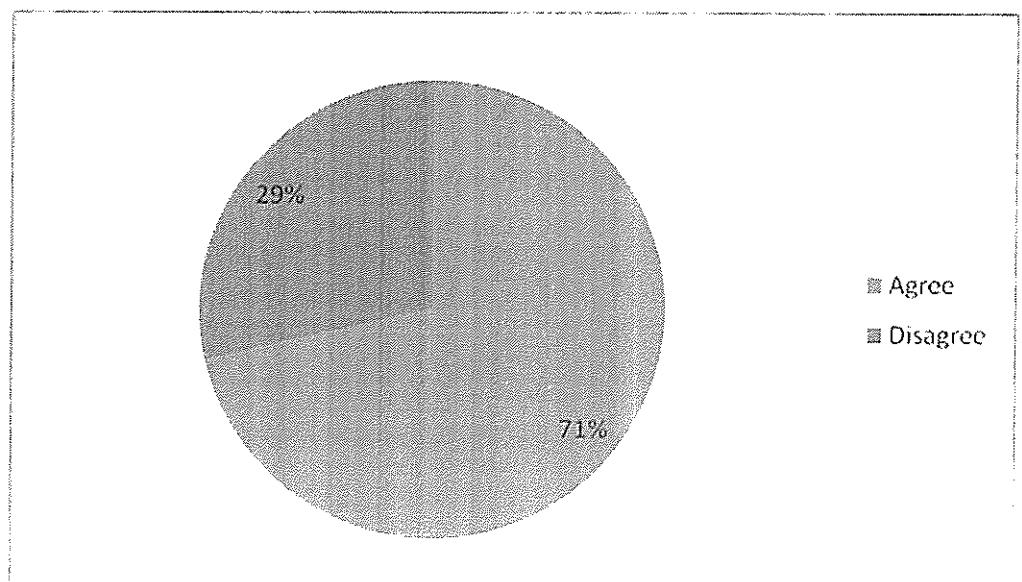
It was also observed that the problem of resources is likely to be more acute in the future due to the rapidly increasing population of the school hence straining the available resources further. The research revealed that the population of the school has grown by nearly 18% within the last two years.

**Figure 1: A pie chart showing students' response on effects of lack of learning and teaching aids.**



Primary data

**Figure 2: Pie chart showing teachers responses on effects of lack of learning and teaching aids**

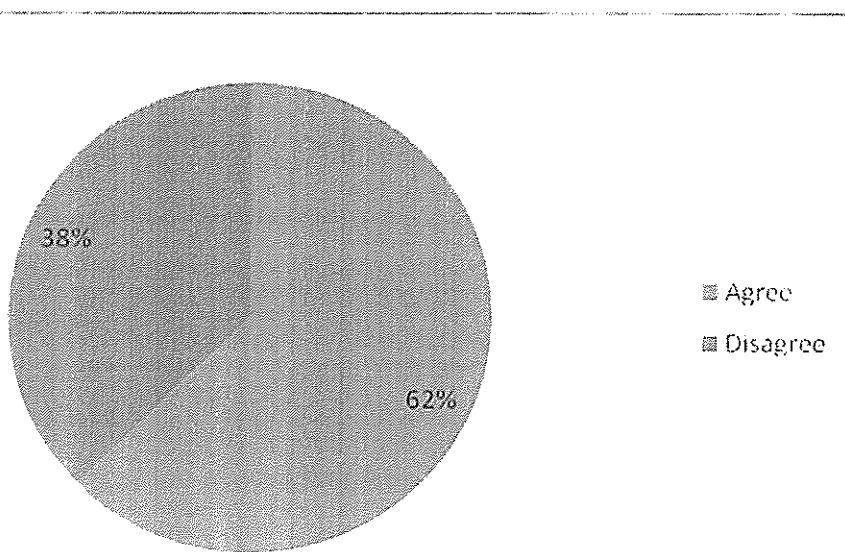


Primary data

#### **4.2.2 Results of Table 4**

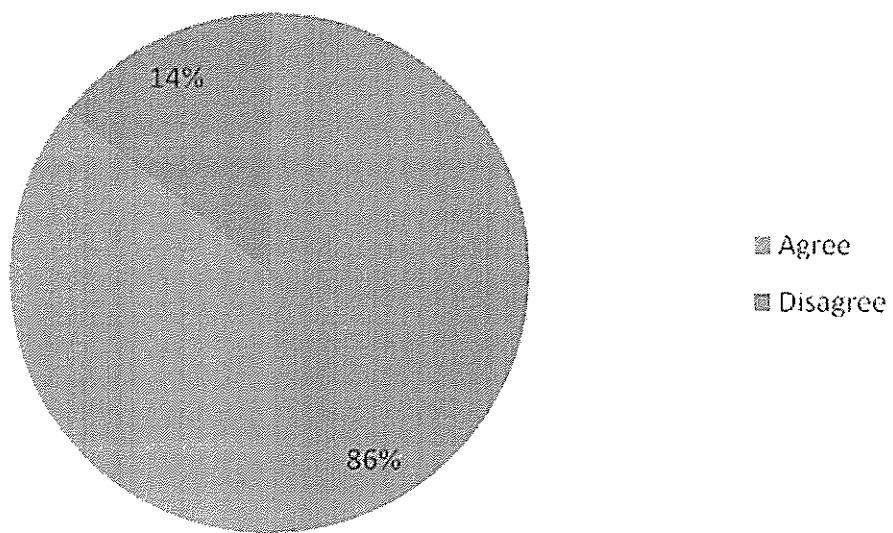
From table 4, 62.5% of the students and 85.5% of the teachers agreed that absenteeism due to lack of school fees contributes to poor performance in PLE in Bupadhengo Day and Boarding Primary School of the students said they are sent home for school fees occasionally. This was further confirmed from the school administration. It was noted that when the students are at home for fees others continue to learn in school covering new concepts in their studies. When their counterparts at home return back to school they are unable and gradually deteriorate in their performance. It was observed that some students are sent home for fees and take as long as a one term out of school. This confirms the hypothesis that absenteeism due to school fees contributes to poor performance in PLE in Bupadhengo Day and Boarding Primary School.

**Figure 3: Pie Chart Showing Student's Respondents on the Effects of absenteeism**



Primary data

**Figure 4: Pie chart showing teachers' responses on the effects of absenteeism**



Primary data

#### **4.2.3 Results of Table 5,6,7**

From table 5, on poor attitudes towards teachers and its effects on academic performance, 57.1% of the respondents- that is the teachers agreed that attitudes towards teachers contributes to poor performance.

From table 6, 85.7% of the teachers agreed that negative attitudes towards the school contribute to poor performance of students. It was observed that many of the students felt that they were brought to the school after failing to get better schools. Such views have been the views of the surrounding community about the school for a long time and have been passed from the community to the pupils for many years. 52.5% of the students said that the school was not the school of their choice. However, 95% of the students said they have come to like the school. This huge and highly significant change of attitudes in the current generation of students in the school can be traced back to the gradual change of attitude of the community towards the school. 57.5% of the students

said that the community surrounding the school currently holds a positive attitude towards the school. This was explained as due to the performance of the school where the school has recorded an improvement over the last two years. Therefore although negative attitudes towards the school were strongly associated with the poor performance, it is worth noting that the attitudes are rapidly changing.

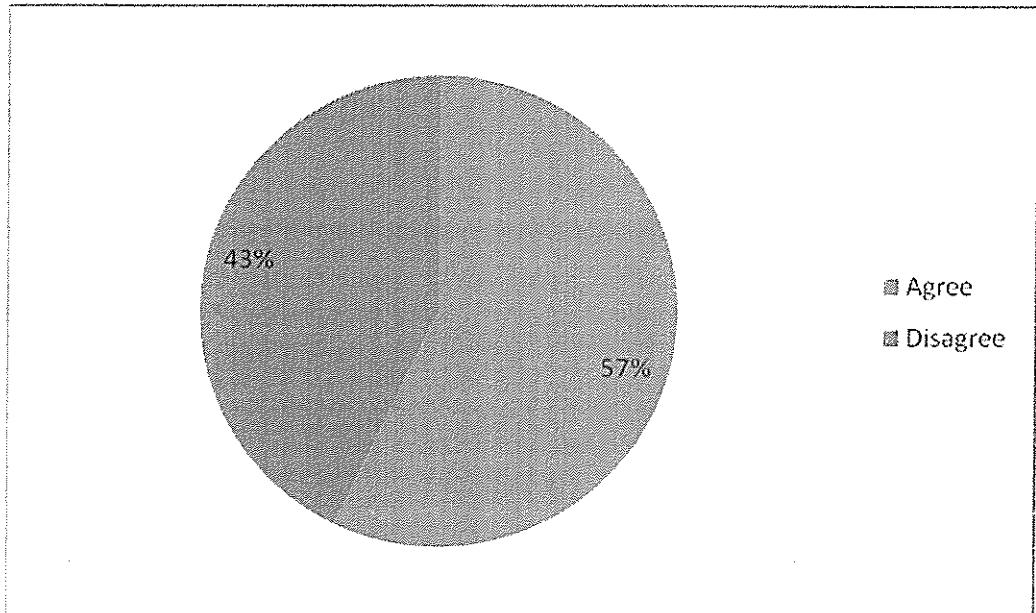
From table 7, 55% of the students agreed that they have a negative view towards some subjects. 100% of the teachers agreed that poor attitudes by the students towards studies and some subjects in particular contribute to poor performance in PLE in Bupadhengo Day and Boarding Primary School. The main reason that was given by the students is that those subjects are viewed as being difficult.

Results of table 5,6 and 7 therefore show that negative attitudes towards teachers, school and studies have been contributing to poor performance in the school.

Teachers also observed that lack of self motivation contributes to poor performance in PLE. The teachers argued that most of the students lack self motivation and therefore have to be pushed by their parents to come to school.

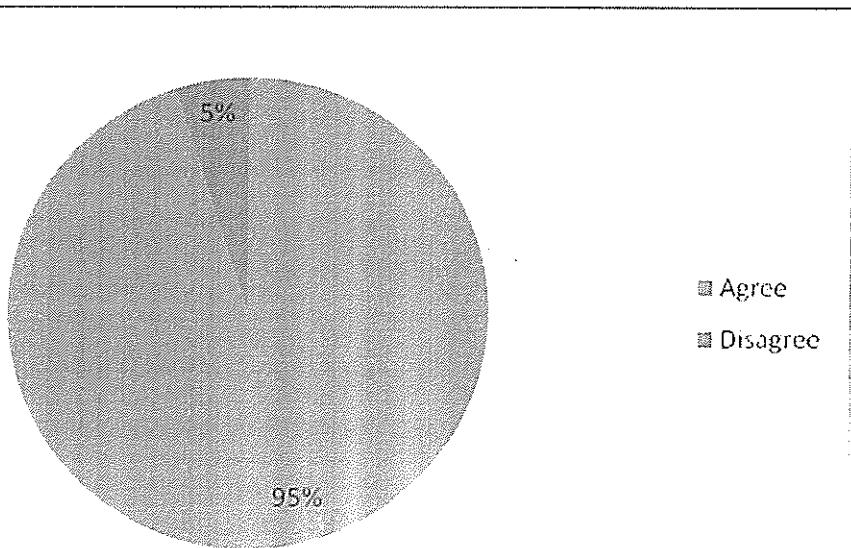
In school again, they have to be pushed by teachers to do assignments, carryout their duties and even be supervised during their private study in school. For this reason, many students end up being in school and following the school routine programme, but benefiting very little from it which ultimately leads to failure.

**Figure 5: Pie chart showing teacher's responses on poor attitudes of students towards teachers.**



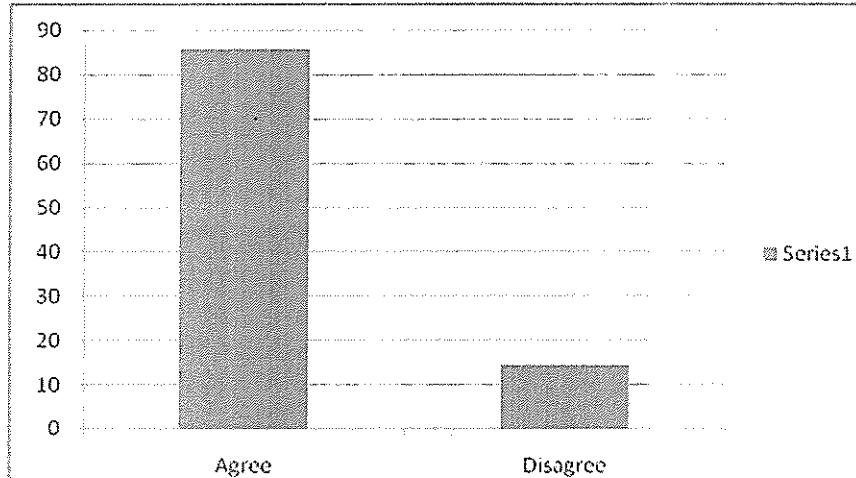
Primary data

**Figure 6: Pie chart showing students' responses on poor attitudes towards the school**



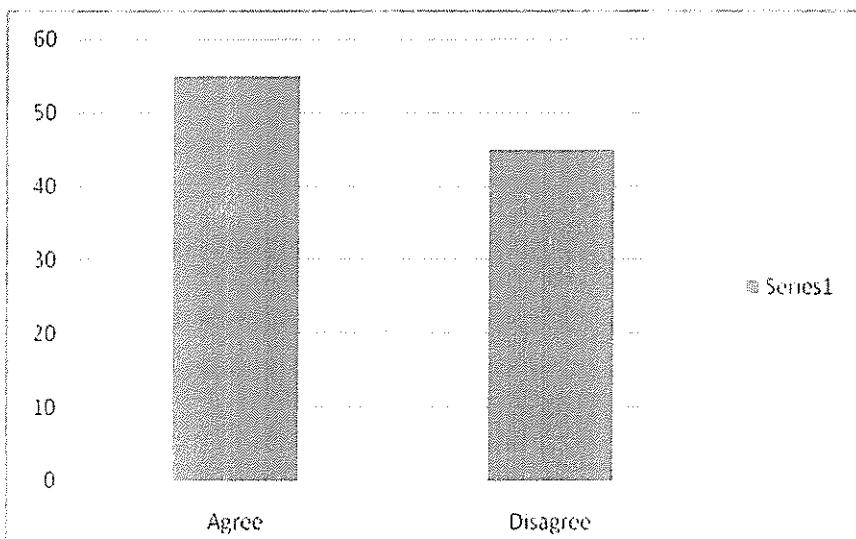
Primary data

**Figure 7: A graph showing teacher's responses on poor attitudes towards the school**



Primary data

**Figure 8: A graph showing students' responses on poor attitudes towards studies**



Primary data

#### 4.2.4 Results of table 8

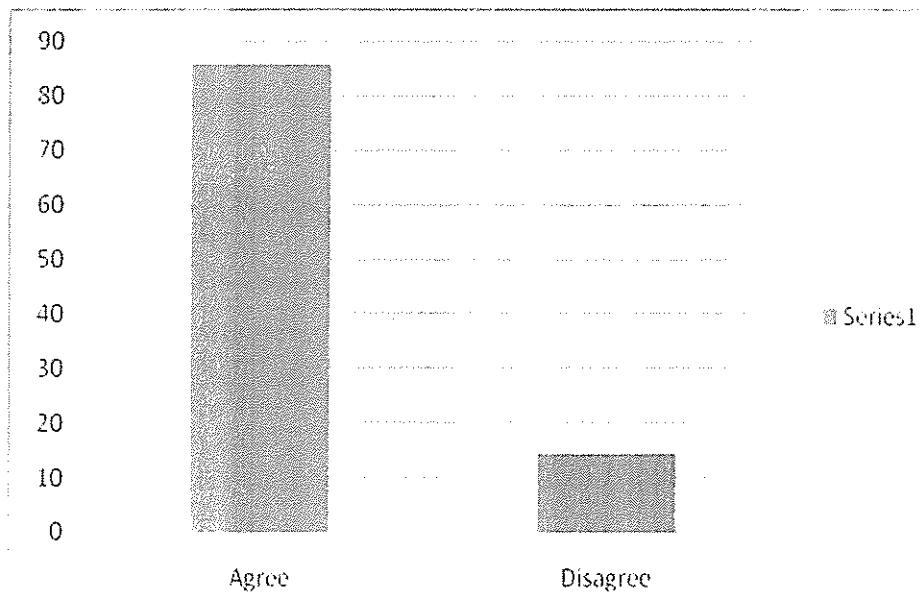
On entry behavior, 85.7% of the respondents that is the teachers agreed that the low entry behaviour the students contributed greatly to the poor performance in PLE in the school. However, the results of table 1 on entry

marks bases on he PLE results revealed that the average entry mean score out of the 40 respondents was 4.95 and an average mean grade III

The striking contrast was that the school has never attained this mean score for the last 4 years in PLE results. The results also show that a much higher percentage of students (65) score grade IV and below in PLE compared to those with an entry behaviour of grade IV and below (55%) PLE marks.

In conclusion, it is clear that the low entry behaviour or pupils in Bupadhengo Day and Boarding Primary School contributes to poor performance in PLE. However, it is also clear that performance of students in the school in PLE is below the average entry behaviour of the students.

**Figure 9: A graph showing teachers responses on weak academic entry behaviour**



Primary data

## **CHAPTER FIVE**

### **DISCUSSION, SUMMARY AND RECOMMENDATION**

#### **5.1 Discussion**

From the data collected and analyzed, the following conclusions were made;

Inadequate teaching and learning aids/resources greatly contribute to the poor performance in PLE in Bupadhengo Day and Boarding Primary School.

Absenteeism due to lack of school fees greatly contributes to poor performance in PLE in the school

Poor attitude towards teachers, school and studies have been strongly contributing to poor performance in PLE in the school. However these attitudes are slowly changing.

There is some relationship between the low entry marks of the pupils into Bupadhengo Day and Boarding Primary School and the poor performance in PLE. However performance of the students in PLE in the school has been far below the average entry grades.

#### **5.2 Summary**

From the research that has been carried out, the research questions were; what are the effects of lack of teaching and learning aids/resources, absenteeism due to lack of school fees, poor attitudes towards teachers, school and studies and low entry behavior on performance in Bupadhengo Day and Boarding Primary School. If these four factors are addressed effectively the performance of the pupils in the school will make a significant improvement.

### **5.3 Recommendations**

Following the findings presented above, the researcher would like to submit that it is not a single factor that contributes to poor performance in PLE in the school. After the research was completed the following recommendations were made;

As far as teaching and learning aids/ resources are concerned, the parents, the local community and the government should pull resources together towards financing development projects such as building a school library, building another laboratory and equipping the current lab oratory and the textbook buying project. Other facilities also need to be expanded to cope with the rapidly increasing population of the school.

The guidance and counseling facilities and services in the school need to be strengthened and brought closer to the individual level of the students to cope with the rapidly increasing needs of the students. Awareness needs to be raised on the availability of these services in the school. A counseling office needs to be established where the students can pop in and get assistance at any time of the day as the need arises. Students need to be encouraged to be more open to their teachers so as to get help in times of need. This will help the pupils to recover their lost self-motivation and make them to work harder in their studies. It will also help the student to remain optimistic and confident as they work hard on their studies despite the increasing challenges that face them daily such as unemployment. Socially economic issues among others.

Parents should make every effort to pay school fees in time to ensure the students remain in school. The government should give more bursaries to the increasing cases of new students and also increase the funding of the free Primary education.

Teachers should help the students to develop positive attitudes towards their subjects. Striving to assist the students to perform better will be one practical

way of breaking the vicious cycle of negative attitudes. The parents and local community should be encouraged to build and portray a good image of the school.

The low entry behaviour should not be used as a platform to justify the failure of students in PLE since as observed, the performance in the school in PLE is far better than the entry behaviour of the students. If all other contributing factors are addressed, students will leave the school with a grade at least equal or higher than the entry grade.

## **REFERENCES**

Armstrong Michael (2006), *A Hand book of Human Resource Management and Practices*, 10<sup>th</sup> edition) Kogan , London.

Babbie, E. (1992)); *The Practice of Social Research (6<sup>th</sup> edition) chapter II California Wadsworth.*

Bermanke, B.S & Frank RH (2001) *Principles of Economics*, New York Mc Graw – Hill.

Camille. W., Elizabeth. L., Mary M., (1992); *Psychology*, 4<sup>th</sup> edition, New York, McGraw-Hill. Inc.

Dessier G. *Human resource Management*, (7<sup>th</sup> edition) Prentice Hall India MC Graw Hill.

Kenya Government, (1979), *Manual for Heads of Secondary Schools*, First edition, Nairobi, Jomo, Kenyatta Foundation.

Maundu (1987), *Family Background and Student Achievement in PLE.*

Peter Silsil, (2005), *Guidance and counseling*, second edition, Nairobi, Shrend Publishers.

William (1976). *Self Concept and School Achievements* New Jersey, Eagle Wood Cliffe.

## **APPENDIX I: LIST OF TABLES**

Table 1: Summary of the results over a period of 4 years.....	2
Table 2: Gender and Performance.....	10
Table 3: Effect of lack of teaching and learning aids /resources on KCSE performance .....	12
Table 4: Absenteeism due to lack of school fees and poor performance in PLE.....	13
Table 5: Poor attitudes towards teachers and performance in PLE.....	13
Table 6: Poor attitude towards the school and performance in PLE .....	14
Table 7: Poor attitude towards studies and performance in PLE.....	14
Table 8: Weak academic entry behaviour and poor performance in PLE.....	14

## **APPENDIX II: LIST OF FIGURES**

Figure 1: A pie chart showing students' response on effects of lack of learning and teaching aids.....	16
Figure 2: Pie chart showing teachers responses on effects of lack of learning and teaching aids.....	16
Figure 3: Pie Chart Showing Student's Respondents on the Effects of absenteeism.....	17
Figure 4: Pie chart showing teachers' responses on the effects of absenteeism .....	18
Figure 5: Pie chart showing teacher's responses on poor attitudes of students towards teachers. ....	20
Figure 6: Pie chart showing students' responses on poor attitudes towards the school .....	20
Figure 7: A graph showing teacher's responses on poor attitudes towards the school.	21
Figure 8: A graph showing students' responses on poor attitudes towards studies.....	21
Figure 9: A graph showing teachers responses on weak academic entry behaviour .....	22

## **APPENDIX III: QUESTIONNAIRES**

### **TEACHERS QUESTIONNAIRE**

#### **Part A**

I am a student at Kampala International University carrying out a research on causes of poor performance in PLE in Bupadhengo Day and Boarding Primary School. The information obtained will be treated confidentially. Do not write your name on this paper. Please answer the questions as honestly as possible.

1. In which class are you?.....
  
2. Are you a boarder or day scholar?
  - a) Boarder
  - b) Day scholar
  
3. How far is your home from school?
  - a) 1-5
  - b) 6-10
  - c) 11-15
  - d) 16 -20
  - e) Above
  
4. What was your entry mark in P.3?
  
5. What was your overall mean grade last term?.....
  
6. What is your father's /guardians; level of education?
  - a) Did not attend school

b) Below P.7

c) Below S.4

d) Below S.6

e) Below Diploma

f) University

g) Others (specify).....

7. Indicate your mother's /guardian's level of education

a) Did not attend school.

b) Belo p7 level

c\_) S.4 level

d) S.6 level

e) Certificate level

f) University

g) Others (specify).....

8. What is your father's /guardians' occupation?

a) Employed

b) Unemployed

c) Others (specify).....

9. What is your mother's /guardians' occupation?

a) Employed

b) Unemployed

c) Others (specify).....

10. Who pays your school fees?

a) Father

b) Mother

c) Brother

d) Sister

e) Guardian

11. How often are you sent home for school fees?

a) Very often

b) Occasionally

c) Very rarely

d) Never

12. Does lack of school fees affect your performance?

a) Yes

b) No

13. Do your parents/guardians provide you with textbooks?

a) Yes

b) No

14. What problems do you face in your school that affects your performance?  
.....

15. What other problems do you face outside the school that possibly affects your performance?

.....

16. Do you consult the guidance and counseling minister/mistress in the school?

a) Yes

b) No

17. What do you consider to have influenced the student's poor performance in PLE in your school?

18. Do you think the rate of unemployment affects your motivation to learn?

a) Yes

b) No

19. Are you sometimes forced by circumstances to engage in some paid jobs outside school in order raise your school fees?

a) Yes

b) No

20. Do you feel self motivated in your studies?

a) Yes

b) No

21. What factors make you feel de-motivated to learn in your school?

.....

22. Is your current school your school of choice?

a) Yes

b) No

23. Do you like your school?

a) Yes

b) No

24. If your answer in 23 above is no give your reason

.....

25. Do you like all the subjects you are taking?

a) Yes

b) No

26. Give a reason for your answer in 25 above

.....

27. What kind of attitude does the community you come from have towards your school?

a) Positive

b) Negative

28. How has the attitude of your community influenced your attitude towards your school?

.....

29. Are there some social factors in your home or in your community that hinders you from performing better in school?

.....

30. If your answer in 29 above is yes specify.

.....

31. Do you think you would perform better in your studies if more guidance and counseling were offered to you in the school?

a) Yes

b) No

32. What factors do you think make many students in your school to perform poorly?

.....

33. How often do you discuss your performance with your parents/guardians?

a) Often

b) Rarely

c) Never

## **SCHOOL ADMINISTRATION QUESTIONNAIRE**

I am a student at Kampala International University carrying out a research on causes of poor performance in PLE in Bupadhengo Primary School. The information obtained will be related confidentially. Do not write your name on this paper. Please answer the questions as honestly as possible.

1. What is the total population of students in the school?

a) Boys \_\_\_\_\_

b) Girls \_\_\_\_\_

c) Total \_\_\_\_\_

2. How many teachers does the school require as per curriculum-based establishment?

.....  
.....

3. How many teachers are currently teaching in the school?

.....  
.....

4. Are the physical facilities in the school adequate for the current population of students in the school?

.....  
.....

5. What are the possible causes of poor performance for most students in the school?

.....  
.....

6. Does the social economic background of the students in the school affect their performance in school (please specify)?

.....  
.....

7. Does absenteeism due to school fees affect the performance of pupils in the school?

.....  
.....