

**AN ASSESSMENT OF FACTORS AFFECTING ACADEMIC PERFORMANCE  
OF PUPILS IN KABERAMAIDO DISTRICT. THE CASE OF  
ALWA SUB COUNTY**

**BY**

**ELELU ODIA NICHODEMOUS**

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF DISTANCE  
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UNIVERSITY,**

**JULY 2017**

## DECLARATION

I ELELU ODIA NICODEMUS hereby declare that, this is my original research proposal and has never been presented to any university or institution for any academic award of bachelors in Education.

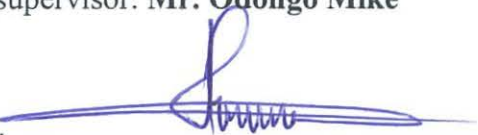
Signe: .....  .....

Date: ..... 29<sup>th</sup> June 2017 .....

## APPROVAL

This piece of work by title an assessment of factors affecting academic performance of pupils in KABERAMAIDO District was carried out under my supervision and it is now ready for the submission to the academic board of Kampala International University for the a word of a bachelor degree in education.

Name of supervisor: **Mr. Odongo Mike**

Signature:  .....

Date: 29/6/2017 .....

## **DEDICATION**

I dedicate this research to my wife and children for their support and patience with me during the time I was engaged at school. May God bless you.

## **ACKNOWLEDGEMENT**

I would like to acknowledge the contributions of the following persons whose roles provided a safe landing for my family. I am even more indebted to my supervisor Mr Odongo Mike for his tireless contributions and guide lines through out this noble cause. Finally I want to appreciate all my lecturers for their positive contributions that I can not enumerate at this time.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter examines the background of the study, problem statement, purpose of the study, objectives of the study, research questions, scope and significance of the study, limitation and conceptual frame work.

#### **1.1 Background to the problem**

After World War 11, the demand for education grew on the basis of two arguments that education was a human right and a form of investment for economic growth (Holmes, 1965:221). After the war, there was World pressure to extend educational opportunity as a human right. The United Nations Charter Article 26 of the universal Declaration of Human Rights maintains that “Everyone has a right to Education”. This means that the entire population is entitled to receive education without discrimination as suggested by Okongo, (1988, 29): all races, ethnic groups, the poor, the rich have opportunities to present themselves to appropriate levels and types of educational institutions.

The UPE policy was introduced in Uganda in 1996- where at first four children from every family were to benefit ( Museveni 1996). Uganda can be said to have achieved if quality, access and equity guide the implementation of UPE and is delivered to the people. Indeed the success of UPE translates itself in the performance of education at other levels beyond primary.

There has been poor performance in mathematics in Kaberamaido District and in Uganda at large compared with other subjects at the end of the year when Primary Leaving Examination results are released (UNEB: 2012-2013). Most candidates happen to get F9 in the column of mathematics. This is attributed to a number of factors that the researcher is interested in investigated under here.



problems. These among others are poor performance, low attitude of pupils in the subject, poor teaching method, absentisms, late coming, dodging of lesson, lack of teaching learned materials, poor interpretative skills.

These problems have been worst in rural schools where most pupils perform poorly in mathematics every year. Due this problem, many children have developed negative attitude towards mathematics in many school in kabertamaido district especially in AlwaSub-County.

However the Government and International community have attended to it by providing workshop, refresher courses organized from time to time to equip head teachers, head of mathematics and math teachers in doing their work.

Despite the above solution, the problem still exists or persists; that is why the researcher intends to study the problems.

### **1.3 Purpose of the study**

The purpose of the study was to assess the factors that affect academic performance in mathematics.

### **1.4 Objectives of the study**

This study was guided by the following objectives;

To examine how parents involvement affect academic performance of pupil in mathematics in Kaberamaido district.

To determine the extent to which absenteeism affect academic performance of pupils in mathematics in Kaberamaido district.

To analyze the effect of learning aid in academic performance of math in Kaberamaido District.

To find out how poor teaching skills affect performance of pupils in mathematics in Kaberamaidodistrict.

### **1.5 Research questions**

How does parental involvement affect the performance of pupils in mathematics?

To what extent do absentisms affect academic performance of pupils in mathematics?

What are the impacts of teaching/learning materials on academic performance of pupils in math?

In which ways do poor teaching skills affect the performance of pupils in mathematics?

### **1.6 Significance of the study**

The study findings may benefit pupils, teachers, parents, local community, future researchers, and the Government through Ministry of Education and sports.

***Pupils:*** They will acquire the skills and technique of manipulating numerical values and arithmetical.

***Teachers:*** Teachers will be updated on the participatory teaching methods which encourage pupils to develop interest in mathematics.

### **The Parents:**

the finding of this study may help the parents by giving small contribution to school as education support funds and provide scholastic materials such as essential math text books, mathematical instruments to children MoES. The government through Ministry of Education will initiate new strategies of troubling mathematics teachers in primary schools and distribute text books to schools.

## **1.7 Scope of the Study**

### **Geographical Scope:**

The study was conducted in Kareramaido District focusing on Alwa sub-county. Kaberamaido is one of the new districts created out of Soroti Districts located in the eastern part of Uganda.

### **Time scope**

The study covers the period between 2013-2014. This period was specifically chosen because it witnessed the time when the government heavily focused on children's welfare through education yet children continue to suffer and the level of academic performance remains alarmingly low.

### **Content scope:**

This specifically focused the use of teaching learning tools, parent involvement, absenteeism and challenges and how such affect academic performance of mathematics in Kaberamaido district.

## **1.8 Limitation of the Study**

The researchers faced a number of challenges. Among other are:

### **Financial constraints:**

This greatly affected the researcher but it was overcome by following the budget which was drawn early by the researcher.

### **Remoteness of some areas:**

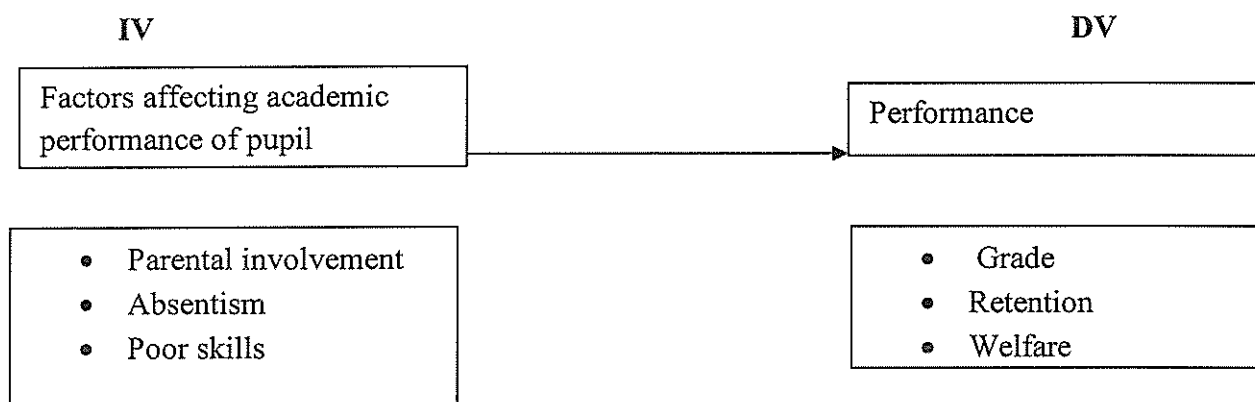
This was handled through the use of *bodaboda* (motor cycle that helped the researcher to traverse a number of areas).

**Bad weather and roads:** rain coat and umbrella was used during rainy season.

**Illiteracy:** the use of local language was greatly used punctuated with interpretation to suit every respondent.

High community expectation among the sample population was handled through thorough explanation of the purpose of the study.

### 1.9 Conceptual frame works.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter examined conceptual review, actual literature review under the factors affecting academic performance of pupils in mathematics. This is analysed objective by objective.

#### **2.1 Conceptual Review**

Mathematics is one of the core subjects in Primary and Tertiary Institutions and is always a challenging subject which needs to be delivered with care. It needs a lot of skills and techniques for it to be liked by pupils and its outcome is seen after examination.

All the four operations i.e. multiplication, division, subtraction and addition needs to be introduced to children with care.

#### **2.2 Actual Literature Review**

Literature from various sources which are relevant to the study will be reviewed under the following themes:-

An assessment of factors affecting academic performance of pupils in mathematics and learning of mathematics.

##### **2.2.1 Parent involvement and academic performance**

The impact of parental involvement in child's growth and development is generally accepted (Sheldon 2003). However, Educators, parent group and policy makers continue to debate the issue of whether or not parent involvement has a beneficial effect on academic achievement of children.

Epstein, Sanders, Simon, Salinas, Jansorn and Voorish(2002) states that; it is important to understand how parent's involvement is defined before conclusions are drawn on the impact of parent's involvement.

In addition, it is important to understand what aspects of parent's involvement have greatest impact and whether the impact is consistent across children's characteristics such as; the social economic status, race and child's grade level, age and gender.

During the past several decades, there have been several numerous studies investigating various aspects of parental involvement and the effect it has on children's learning.

(Coleman Campbell, Hobson MC Portland ME 1960) Involvement studies evaluation of the head start program in the United States focused naturally on outcome related to parent involvement.

(Coleman et al., Duff and Adams, 1981, Henderson, 1987, 1988) Outline the quantitative evidence on the effect of parent involvement on student's achievement has been mixed for instance; researchers have reported effect sizes ranging from positive to negative to no significant differences between experimental and control groups.

Griffith (1996), Heller and Fantuzzo (1993); Henry (1994) and Aubrey (1986) states that, some of the discrepancies across studies can be explained by the nature of data collection and research design e.g. some investigators studied the relationship between parent involvement and a child's school success using direct observation.

Epslein (1987; 1991), Tizard, Schofield and Hewson (1982) states that, potential source of discrepancy in the findings relates to outcomes measured specifically a variety of dependent variables have been reported in studies on parental involvement including reading achievement.

Furthermore, difference in study findings and the conclusion often do not take into account other important factors that can affect the validity of study findings such as reliability of scales and test, controlling for important child's background characteristics such as grades, age, social economic status and controlling for important parent background characteristics social economic status education and training (Reynolds, Welssberg and Kasprow, 1992)

In addition, researchers define parental involvement differently or so broadly that it is difficult to understand how to measure it consistently. E.g. one group of researchers defined parental involvement as parent participation in Educational activities both at school and at home (Christenson, Rounds and Gorney 1992, Epstein 1987). They also suggested that parent involvement is a multi-dimensional and included parents providing a home environment that supports learning, communication between parents and teachers in classroom performance, parent's active attendance at school activities such as P.T.A, parents engagement, parent's participation in school based decision as school committees.

## **2.2 Absenteeism and academic performance of pupils**

A review of existing research shows that there is empirical evidence to support hypothesis that higher absenteeism by teachers contributes to lower pupils' performance. Statistical evidence shows that, students whose teachers miss more days of class have lower scores on state achievement test. Reagen Miller look at the impact of teacher absents on fourth grade test scores in a large urban school and found that ten teachers were absent within a year caused a significant loss in maths achievement. Through there is evidence from one older research study involving 700 new York schools in 1991 which concluded that the absence of teachers were not largely associated with students test performances. The researcher's state in their conclusion that, one should not conclude from this that teacher absenteeism has no impact on student learning.

Our analysis focus on pass rates on a self of standardized tests they thus do not permit one to conclude anything about how teachers' usage of leave days affects students whose academic performance is well above the minimum passing level an exams on how it affects aspects of leaving not measured by the exams" (Ehrenberge et alpg 99) Clot felter et al found that students whose teacher had ten days of absence showed a decline of 1.7 percent of a standard deviation in math and a 0.9 percent decline in less than what was found by (miller, murname, and willett 2007). Their finding have a significance importance to students in Kindergarten through second grade when they are learning the skills needed to be successful readers.

Woods and Montagno, (1997) studied the impact of teacher absenteeism on student reading scores on the standardized lower test of basic skills. They found that students with teacher who had fewer absence had significantly larger improvements in grade equivalency. They conducted research on third grade students and found that the teacher with the highest number of absence had students with lower standardized test scores, thus concluding that teachers' absenteeism does have a significant negative impact on students achievements. There is a negative correlation between students performances and high teacher absenteeism, stating that the more days a teacher was absent, the more the level of student performance decreased ( Uehara, 1999)

In an interview in the associated press in 2009 Raegen Miller was quoted as saying the professional culture of a school and the relationship between teachers and administrators affect absenteeism. (Zuckerbrod, 2008). Other researchers found evidence that an individual teacher's usage of leave is affected by the behavior of their peers (Bradley, Green, and Leaves, 2007).

In another study, researchers concluded the students in a class room eventually lose the desire to learn when the regular teacher is frequently absent and the delivery of instruction is by an array of substitute teachers (Bruno et al- 2007). Differences in teacher absentism rates across large urban geographical areas threaten the promotion of equity and excellent in the school involved.

### **2.2.3. Teaching learning aids and academic performance of pupils in mathematics**

The impact of motivation of student's academic achievement and learning outcomes in mathematics and effects of using teaching aids in teaching mathematics.

Unfortunately performance of students in mathematics at the end of in structural materials have also been designed and developed to aid mathematics teaching and learning (skemp 1989).



The use of audio visual aids can create a lot o interest and make teaching – learning process more effective when poor academic performance of students in mathematics has been of great concern.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter presents aspects of the study. It took into account the study design, survey population, sampling procedure, data collection and data analysis, reliability and ethical consideration.

#### 3.1 Research design

The study employed both quantitative and Qualitative study. Case study research design was used to gather in-depth information from the respondents (Amin 2005). Cross sectional design was also applied to get information from a section of the community.

#### 3.2 Study population

The study was carried out in Alwa sub-county, which is located in Kaberamaido district in the eastern part of Uganda. The study took place in 2 parishes of the sub-county which includes Oryamo and Palatau

The study populations were both male and female above 10 years of age. This is summarized in table I below.

**Table 1 showing selection of respondents**

Respondents	Number	Sample
Key informants:	10	10
Teachers	30	28
Local community	20	19
Parents	20	19
Pupils	40	36
<b>Total</b>	<b>120</b>	<b>112</b>

### 3.3 Sampling

Table II showing Sampling methods

Respondents	Sample	Method
Key informants:	10	Purposive sampling
Teachers	28	Systematic sampling
Local community	19	Simple random
Parents	19	Simple random
Pupils	36	Simple random
<b>Total</b>	<b>112</b>	

This was purposive in nature; at least 112 participants were selected from the 2 parishes and among people of the area. Key informants were selected through purposive sampling method, teachers were selected through systematic sampling, while pupils, parents and local community were got through simple random sampling method.

### 3.4 Data Collection methods.

In order to obtain data, questionnaires were issued to male and female and teachers and pupils and this was collected after they had completed filling. This took into account those who could read and write and understand English. Records were cross checked for secondary data.

**Interviews:** this was applied on key informants such as DEO, Health officials, head teachers.

Observation method was also used to gather information from visibly seen items.

### 3.5 Instruments

**Questionnaire;** structured and un- structured questionnaires were drawn and used by local community, teachers and pupils.

**FDGs** were used to gather information from local leaders and community. The researcher guided a small group of 5 members into a discussion on factors affecting teaching in Kaberamaado and methods used to disburse the information to the local people.

**Interview guide** was used to reach the key informants. Open ended questions was prepared by the researcher and responses noted by the researcher. This gave in depth information (Amin 2005).

### **3.6 Procedures for data collection**

The researcher was issued with a letter of introduction from KIU by the supervisor. This letter was then submitted to the office of CAO, where the researcher was introduced to the field for data collection.

### **3.7 Data Analysis**

Data was collected, edited and coded. This was then presented through the use of statistical programs such as tables, graphs, pie charts among others. The entered data were validated with the hard copies to ensure accuracy and consistency in response and also to eliminate data entry errors. The data was analyzed with SPSS Data Editor using descriptive and inferential statistics.

### **3.8 Ethical consideration**

The researcher observed all ethical issues relating to the study. confidential and anonymous and was safely handled.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS OF DATA AND DISCUSSION

#### 4.0 Introduction

In this chapter the investigator showed the presentation or interpretation, analysis of data and discussion collected from the sampled population mentioned

#### 4.1. Presentation of data analysis

The table showed that there is high enrolment of pupils in all these schools having the highest enrolment of pupils because it is partly boarding, day school and fairly performing in primary leaving examination among those schools.

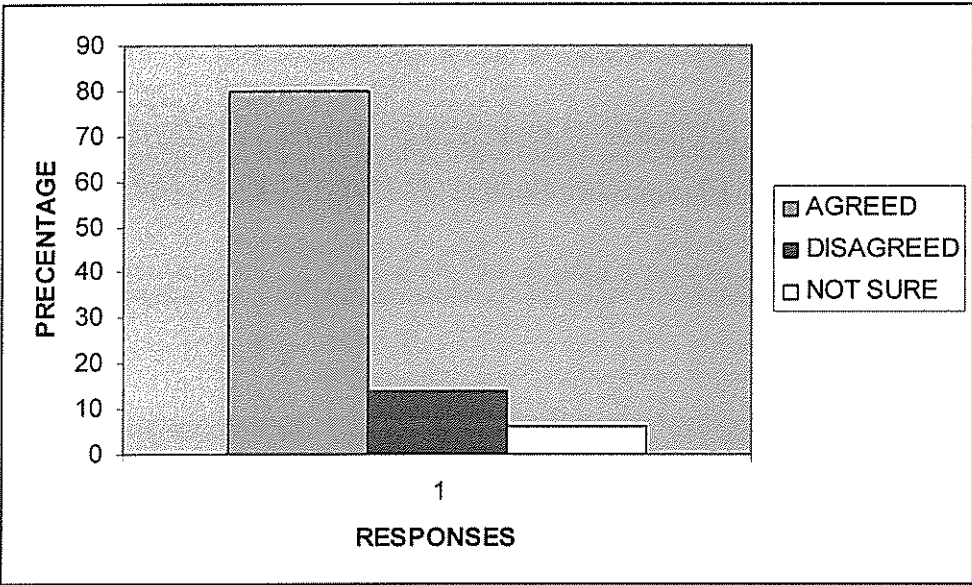
##### 1. Responses on parent involvement

agree	disagree	not sure
80%	14%	6%

When asked whether involvement of parents on school program do affect academic performance of children, 80% of the respondents agreed with the statement, 14% of the respondents disagreed the statement while 6% of the respondents did not give their views on poor performance. Therefore, this means that involving parents in various programs significantly influence performance of pupils in Kaberamaido.

This is graphically represented as

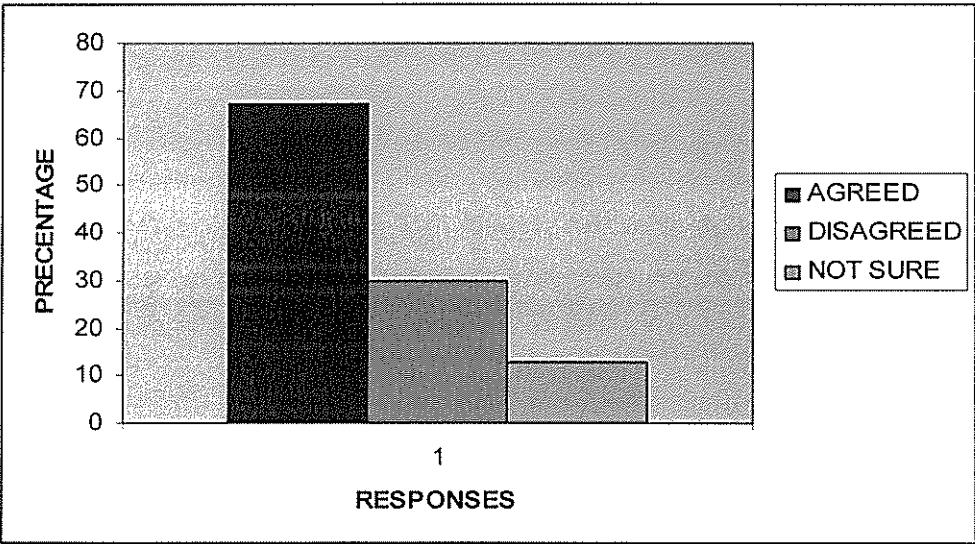
Figure 1 showing responses on parents involvement in schools.



67% of the respondents agreed with the statement that government do not provide enough teaching materials in schools, 30% of the respondents disagreed with the statement. however 13% did not give their sides.

This showed that there is need for government and parents to provide enough support to schools.

Figure 2 showing responses on provision of teaching materials by government.



Concerning teaching skills, 27% of the respondents agreed with the statement that poor teaching skills affect performance of pupils, 60% of the respondents disagreed with the statement, while 13% of the respondents were not sure in their discussions. This implies that poor skills does not really lead to poor performance of pupils but other stronger factors does. This is also graphically represented below:

Figure 3 showing responses on teaching skills.

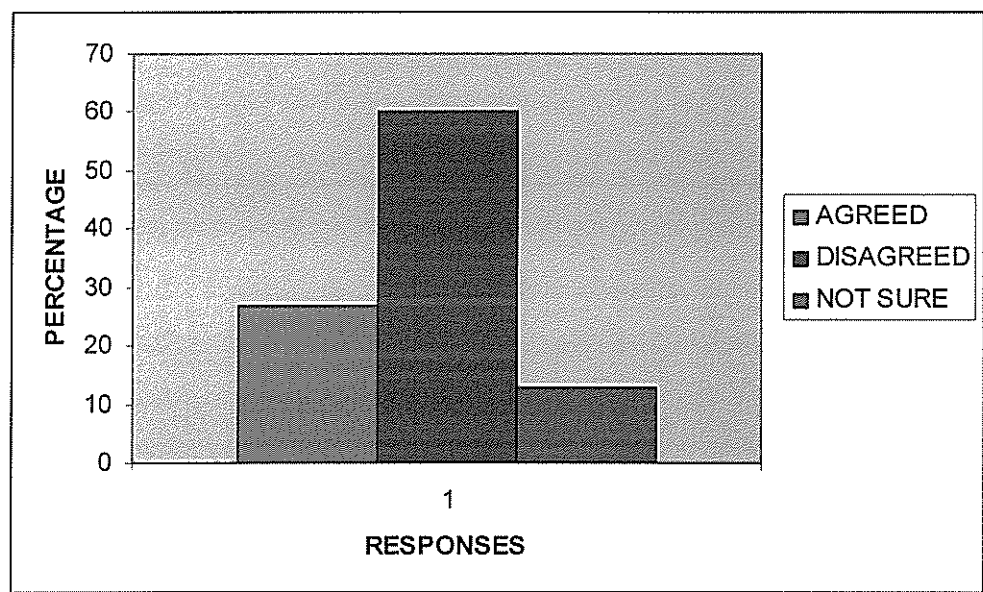


Table 6 showing concentration of pupils in class and performance

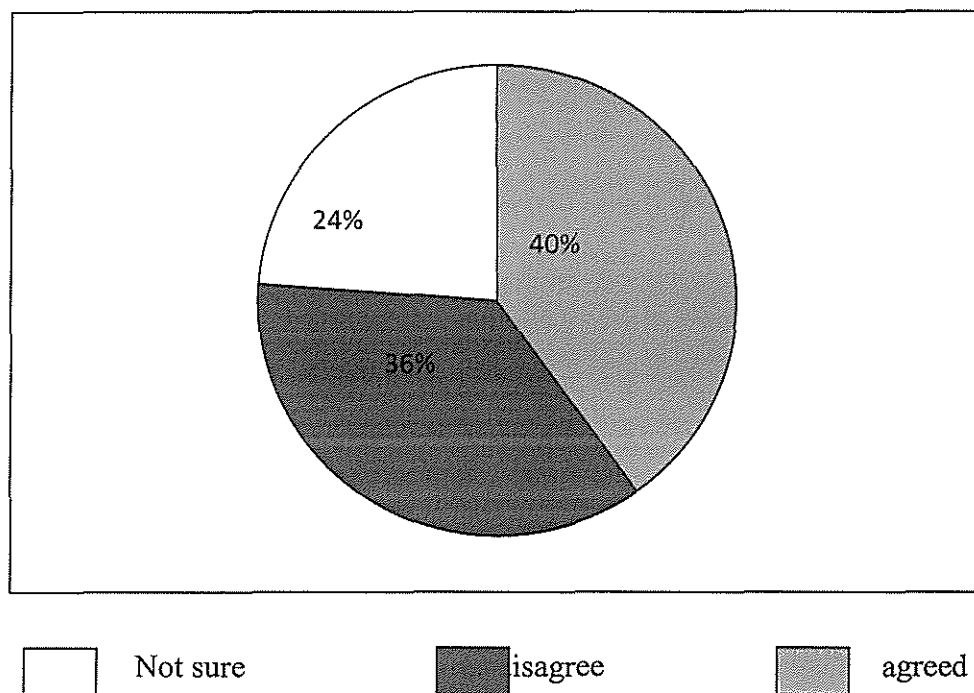
agree	disagree	not sure
40%	36%	24%

The respondents were asked as to whether concentration in class affects performance, 40% of the respondents agreed with the statement contending children relax in studies which affects pupils performance. 30% disagreed with the statement while 24% of the respondents did not show their sides towards this matter

Therefore, this implies that lack of concentration of pupils easily affect performance of children in Kaberamaido district..

This is represented on a pie chart as

Figure 1. Showing response on lack of concentration.



#### A) poor assessment

agree	disagree	not sure
28%	52%	20%

28% agreed with the statement that poor assessment of pupils is because of high enrolment which does not affect pupils performance. 52% of the respondents disagreed that poor assessment of pupils is not because of high enrolment in primary schools while 20% did not show their sides.



This implies that poor assessment does not affect pupils performance as far as high enrolment is concern.

This is representation a pie chart as:-

Figure showing Reponses on poor assessment.

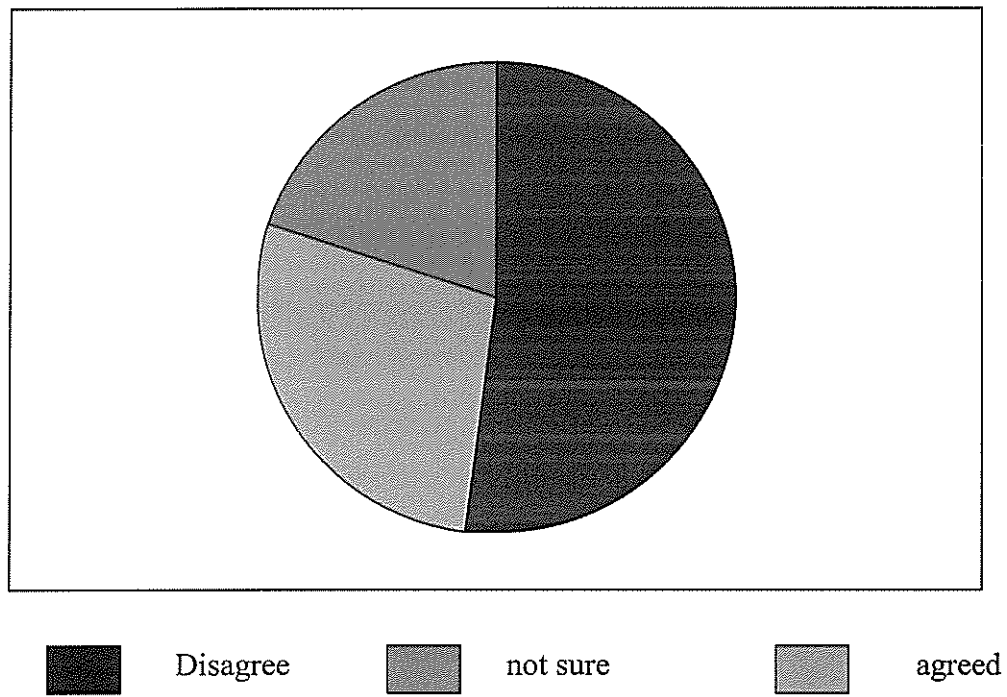


table 5

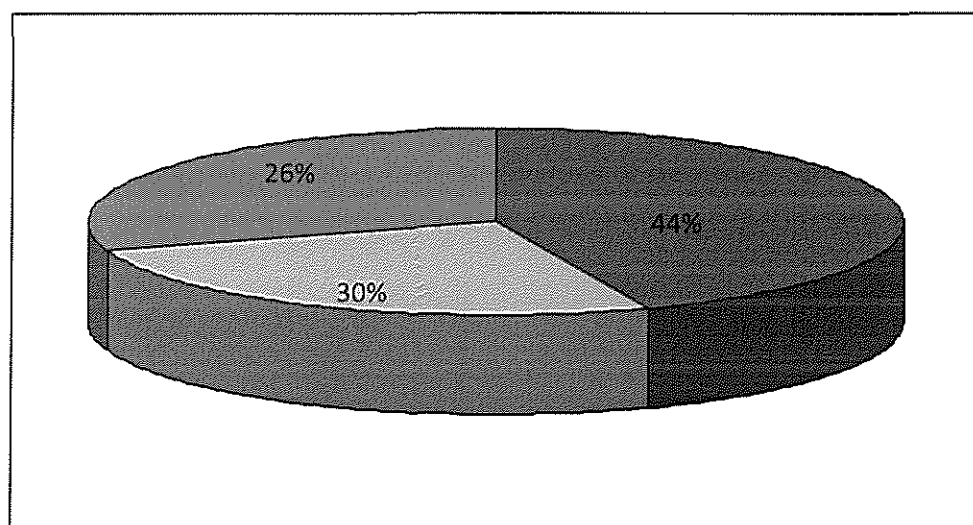
agree	disagree	not sure
44%	30%	26%

44% of the respondents agreed with the statement that indiscipline of pupils in primary schools is because of high enrolment which over weighed teachers and affects the performance.

This makes most pupils not being guided and counseled, 30% of the respondents disagreed the statement while 26% of the respondents were not sure of what to give in this response of

indiscipline. this implied that indiscipline of pupils in school is just because of high enrolment which affects performance. This is represented on a pie chart as:

Figure 3 showing responses on indiscipline of pupils.



Disagreed
  not sure
  agreed

## 2. Responses on learning materials

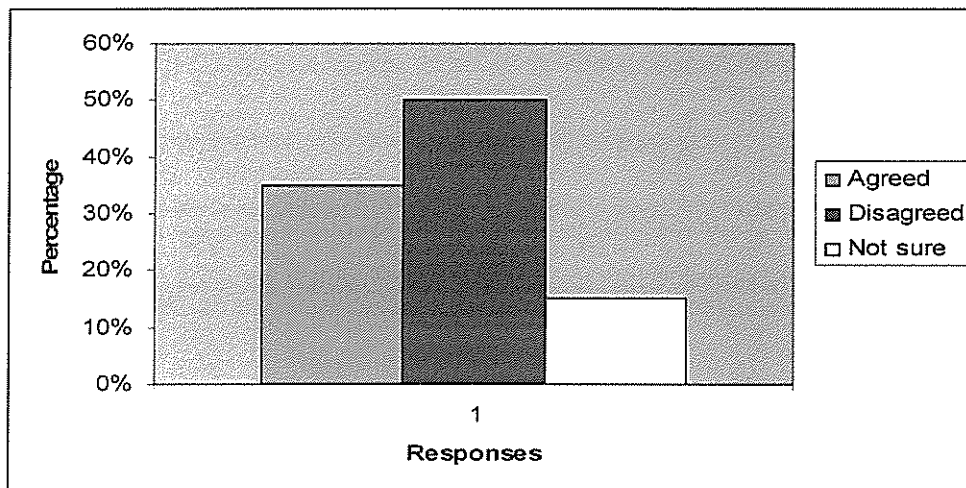
Table 7 showing Response on training of teachers

Agree	disagree	Not sure
35%	50%	15%

When asked as to whether teachers have acquired the required training, 35% of the respondents agreed with the statement, 50% disagreed while, 15% of the respondents did not show sides. By implication many of the teachers in Kaberamaido do not have the required training. This is enough evidence to poor performance of pupils in Kaberamaido.

This is graphically represented below:-

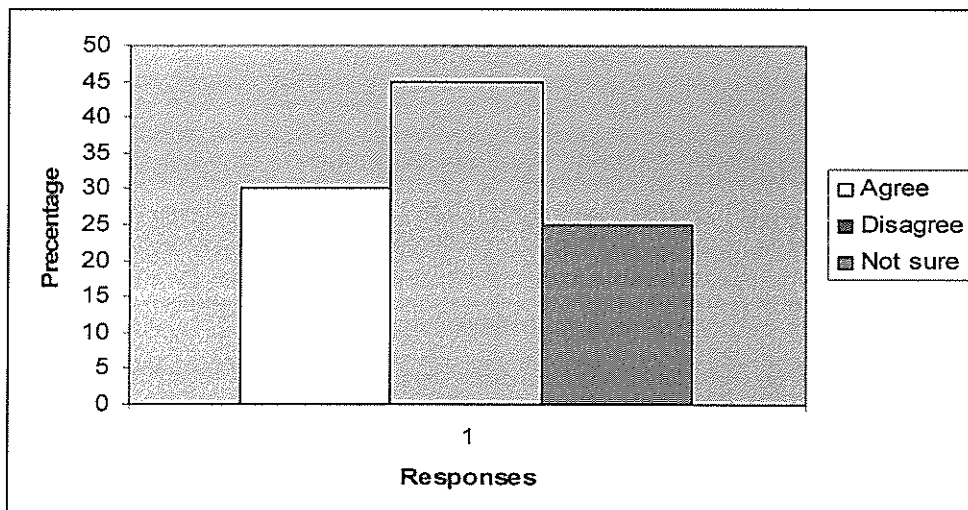
Figure 8. showing responses on training of teachers.



When asked about time management, 45% of the respondents disagreed with the statement that poor time management does not come as lack of learning materials which affect pupils performance in schools. 30% however, agreed with the statement while 25% did not show sides.

Hence poor time management is not because of lack of learning materials which affects pupils performance. This is represented graphically as

Figure 8 showing responses on poor time management.



### Response on absenteeism

Agree	Disagree	Not sure
50%	30%	20%

Respondents were asked whether absenteeism affect performance, 50% of the respondents agreed with the statements, 30% disagreed with the statement and 20% of the respondents were not sure.

This implies that absenteeism of both pupils and teachers significantly affect performance of children thus poor performance. This can be graphically presented as below fig 9

Figure 9 showing responses on absenteeism.

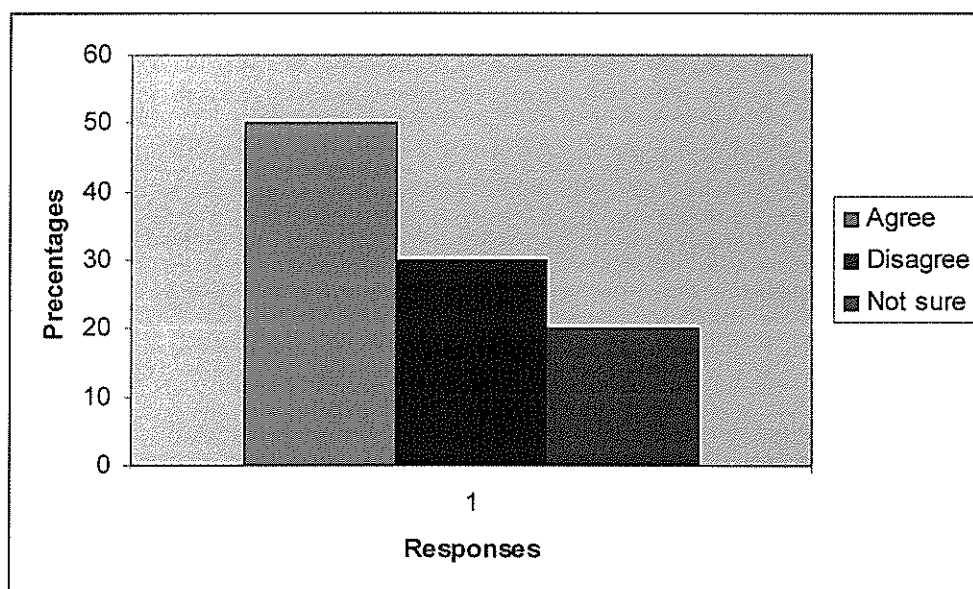


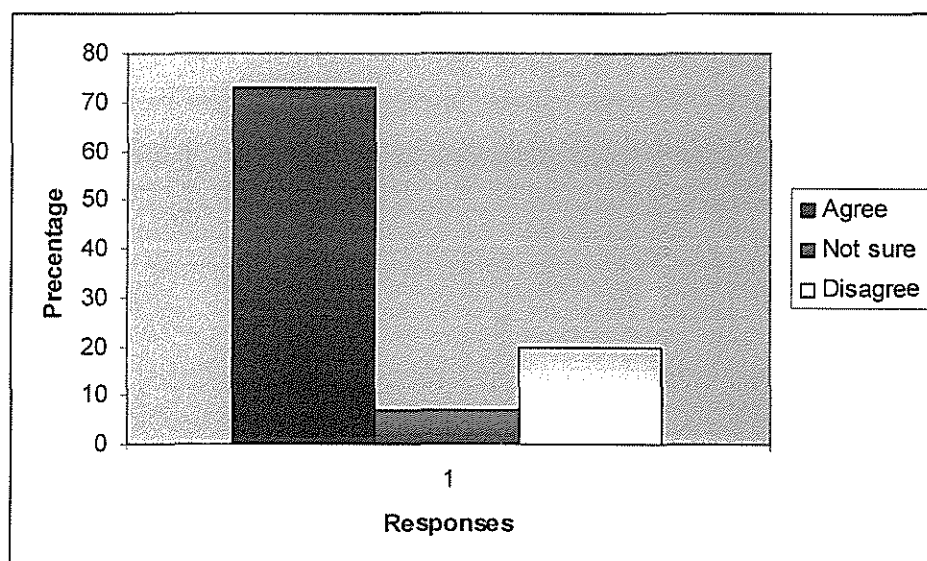
Table 10 Response on teachers pay

Agree	Disagree	Not sure
73%	20%	7%

When asked whether absenteeism of teachers is related to salary payment, 73% of the respondents agreed with the statement arguing that teachers are paid little salaries therefore teachers take time home setting other activities right that can earn them additional income. 20% of the respondents however disagreed that statement while 7% of the respondents did not show side.

This implies that salary payment plays a big role in rewarding teachers thus leading performance. It is graphically represented as:-

Figure 10 showing responses on salary and absenteeism



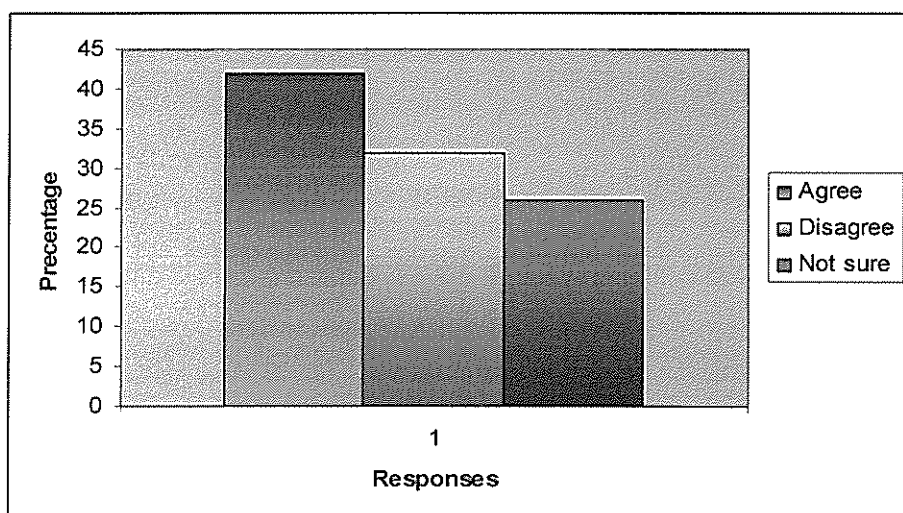
### Responses on high enrolment

Agree	Disagree	Not sure
42%	32%	26%

42% of the respondents agreed with the statements that learning materials affect pupils performance. 32% disagreed with the statement that high enrolment does not while 26% of the respondents were not interested in giving their views.

Therefore, this implies that high enrolment in U.P.E schools affect the performance of pupils and teacher – pupils ration should be reduced if performance is to be improved. Graphically this is represented as:-

Figure 11 showing responses on high enrolment.



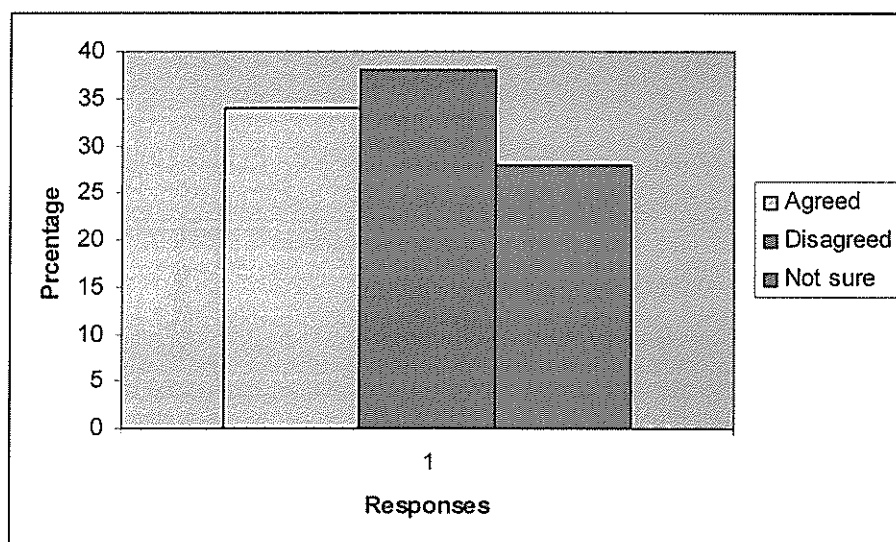
### Responses on learning materials

Agree	Disagree	Not sure
34%	38%	28%

When asked whether lack of teaching materials does not affect performance, 34% of the respondents agreed with the statements that learning materials affect pupils' performance. 38% however disagreed with the statement while 28% did not show sides.

This implied that lack of learning materials does not affect pupils performance of pupils in Kaberamaido district. This is graphically represented as:-

Figure 13 showing responses on learning



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1 Discussion

The finding on Universal Primary Education policy and performance of pupils in English showed that most pupils do not perform well in English as a result of the following reasons:

Automatic promotion. This policy came after the introduction of UPE with the aim that all primary school going age should complete the primary cycle. This policy never viewed at the performance of learners who are in each class and forgot the weaker learners who are examined together with the stronger learners. And worst of all, primary leaving examinations are set without any consideration of automatic promotion of the weaker and stronger pupils.

It was also found out that, both teachers and head teachers have experienced high enrolment of pupils in government primary schools which are not reflected with teacher – pupil ratio. This has made most pupils not attended too. Teachers look at this as an extra burden given to them.

It was also found out that as a result of high enrolment, this leads to inadequate learning materials which cause lack of concentration, ineffectiveness, irregular attendance, poor performance, indiscipline to mention but a few in English language as recorded in those sampled schools.

Suggested solutions to improve on automatic promotion, high enrolment and inadequate learning materials on pupils performance in English are:-

Automatic promotion of pupils to the next class, the respondents suggested that a child needs to be taught well, assessed and examined properly before he or she is promoted to the next class. The promotion should be on merits, the weaker learners should be advised to repeat and be promoted later after performing better.



Another suggestion was on high enrolment which made it difficult for teachers to move easily in class to assess pupils effectively. Therefore, the respondents suggested that teacher-pupil ratio should be reduced if performance in English is to get improved.

On the other hand, lack of learning materials encountered by teachers during the teaching and learning process in English was sighted because some teachers failed to cater pupils with enough learning materials and thereafter making learners have a continuous failure towards this subject.

However, the problems can be minimized by training more teachers, sensitizing parents, enrolment per class be reduced to a manageable number of teachers and government supply schools with adequate learning materials and facilities to meet the needs of children with different categories.

The further reveals that absenteeism of the learners and teachers more especially need not be under looked, this factor affects the performance of children.

## **5.2. Conclusion**

School management should accept high enrolment in schools as a result of the increasing population in Uganda today but should advocate for more class rooms and teachers to suit for the teacher-pupil ratio in schools if learning is to take place effectively.

Parents involvement proved effective and important. Teachers should also be able to create a conducive learning environment by using local available materials and providing adequate instructional learning materials and plan for the better methods of teaching.

Teachers and parents should accept to change behaviors against automatic promotion by creating developing friendly relationship with the children in order to teach, assess and examine pupils properly so as to improve on pupil's performance.

Training of teachers can lead to improvement of pupils performance and skills.Emphasis should be put on them to ease teaching in schools.

### **5.3. Recommendation**

Involvement of different stakeholders including ministry of education and sports on the promotion of pupils to the next class not just automatic promotion, which brings poor performance at the end. Parents on the one hand should be incorporated in schools programs so as to build transparency and accountability.

Funds should be provided to schools to buy learning materials, other facilities and to motivate teachers in order to boost the moral of teachers in improving pupils performance in primary schools in Uganda at large.

Ministry of education should train more teachers to cater for high enrolment. This can be done by organizing in-service programme, workshops, seminars, refreshers courses for teachers to guide and counsel parents and pupils on their performance.

There seems to be numerous factors affecting performance of pupils in not only Kaberamaido district but others as well. The government need to train, sensitized and provide adequate teaching learning materials to schools.

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## APPENDIX I: QUESTIONNAIRES

Tick the most appropriate answer

Key A= Agree, N.S = Not sure D.A = Disagree

### INVOLVEMENT OF PARENTS

NO	QUESTION	A	N.S	D.A
1	Involvement of parents in school programs leads to improved performance			
2	Parents are always called to schools to help the school in the management of pupils			
3	Parents are in support of automatic promotion			
4	Parents always pay for their children fees in time			
5	the policy of Universal Primary Education (UPE) affects teaching skills and promotes laziness on teachers			

### TEACHING SKILLSAND PERFORMANCE

NO	QUESTION	A	N.S	D.A
1	Teaching involves serious skills for children to perform well.			
2	All mathematics teachers have skills for teaching			
3	Children are always assessed by teachers			
4	Teaching skills significantly affect performance of pupils.			
5	Over enrolment in primary schools is one of the major effects of performance?			

**LEARNING MATERIALS AND PERFORMANCE.**

NO	QUESTION	A	N.S	D.A
1	there are enough teaching and learning materials in this school			
2	teachers always provide children with adequate learning materials			
3	Lack of learning materials affects the performance of pupils			
5	All schools have enough learning materials.			

**ABSENTEESM AND PERFORMANCE.**

NO	QUESTION	A	N.S	D.A
1	there are enough teachers and learning materials in this school			
2	teachers always report to school early			
3	Teachers report to school late because of poor salary payment			
5	Teachers are paid well by government			