

**THE EFFECT OF PEER PRESSURE ON ACADEMIC PERFORMANCE OF PUPILS
IN KOLE DISTRICT. A CASE STUDY OF BALA SUB-COUNTY.**

BY

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**A RESEARCH PROJECT SUMMITTED TO THE COLLEGE OF EDUCATION OPEN
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REQUIREMENTS FOR THE AWARD OF BACHELOR OF
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INTERNATIONAL UNIVERSITY**

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DECLARATION

I Angole James declare that this is my original work and has never been presented to any University for any award of a Degree or Diploma.

Signature..........

Date.....10/09/2017.....

APPROVAL

This is to certify that the research work of Angole James entitled "The effects of peer pressure on academic performance of pupils in kole District, A case study of Bala sub-county will be carried out under my supervision and due approval.

Name of the supervisor 

Signature 

Date 

DEDICATION

I dedicate this report to my beloved wife, Mrs. Betty Angole and children, Aceng Miriam, Aguti Hemily Luky, Ekwang Emmanuel and Ogwang Joshua.

My dedication is highly sent to my beloved mother Mr. Doris Odoc(widow) and her children; Poro Geore, Aguti Hellen, Ogwang Samuel, Atim Tom and Owiny Alfred.

May God the Almighty bless them all, Amen.

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Indeed I feel greatly indebted to Mr. Odongo Mike my facilitator and supervisor whose guidance was so precious in making this report a success.

My heartfelt thanks also directed to the Kampala international University students, lecturers, parents and the school administration whose co-operation and honesty forms the basis of information in this proposal.

Finally, I wish to thank Miss. Viola Apio who help me in typesetting and printing this piece of work.

May God reward her abundantly.

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ABSTRACT

The reach report entitled, “peer pressure and academic performance of pupils in Kole District, a case study of Bala sub-county was carried out by Mr. Angole James. Its objectives were: To examine the effects of drunkardness on academic performance of pupils in Kole district, To assess how smoking affects academic performance of pupils in Kole district, To find out how peer pressure affects the academic performance of pupils in Kole district and To find out how early pregnancies affects the academic performance of pupils in Kole district.

A case study design was used. Data was collected from DEO, DIS, headteachers and teachers, pupils, parents, SMC, local leaders and local community. They were purposively randomly sampled. Teacher’s questionnaire (TQ), interview guide(IG) for DEO and DIS and pupil’s questionnaire (PQ) were used to collect data.

Data were collected analyzed using percentage. The findings of the study showed that peer pressure affected academic performance significantly in Kole district. The findings of the study were significant to stakeholders in education on issues of peer influence that affects academic performance of pupils in the district. It is hoped that the study will equip the education stakeholders with information on how to enhance the academic performance of pupils in the district and the country at large.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

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

1.1 Background of the study

A number of variables have been discussed in connection to social interactions among peers in school and academic outcome for over 40 years.

It was noted that a child's peer group influence social and economic development and that these influences begin at the very start of formal education. Influences and motivations for all kinds of children's behavior, including study habits and personal academic development come not only from their peers but also from their parents, teachers and others with whom they come into close contact (Farooq et al 2011).

The sheer amount of time the typical child spends each day with his/her friends, the peer influence on a child can be substantial (Mushtag et al 2012). First, some academics argue that peer effects become more important as time passes, peaking somewhere during adolescence (Okoko, 2012)

At the same time, children must foster positive peer groups early in order to become well adjusted adolescents and adults. Having friends in school allows the child to learn a host of skills, group interaction, conflict resolution and trust building among others.

The predictive power is generally indirect consider for example the case of positive peer relationships. Peer approved leads to a pro-social behavior in many areas of a child's life including academics. This in turn will tend to affect the self esteem of the child, which has other social consequences (Okoko, 2012).

The second issue is more troubling and it was discovered that there is a cultural pattern within the African, American and Latino communities whereby pupils disparage academic achievements because it is perceived as “selling out”(Orodho 2004)

In Uganda, to say that one’s peer group is the most influential factor in academic performance is of no doubt. The extent to which peer groups affects academic performance in quantifiable terms is actually difficult amidst numerous variables, stronger students do have an impact on their peers and actually help improve the overall academic performance. (Farooq et al, 2011).

There are several ways in which peers influence each other. Not all of them are bad. Variables of peer influence include the ethnicity of pupils, the socio economic background of the students family, relationship and group interests. Negatively these groups tend to share low aspiration of going to college or getting certain careers. Peers influence early teens 14 years old and more than twice as likely to engage in risky, self destructive behavior than 18 years old (Ayodo et al, 2012).

On the other hand, many peer groups can cause a positive influence on their friends as well. It is thought that intelligent pupils help their peers bring up their grade. Likewise, Girls with good friends who are considered intelligent tend to do better in school.

There definitely seems to be a pattern in influence hard working students.

This trend of event is not uncommon in Kileleshwa District in general and Bala sub-county in particular

The high school dropout rate is decried by almost all the stakeholders. It is a great concern that this situation which has led to poor standard of education in Bala sub-county might condemn the sub-county to the bottom of Uganda society in aspect if it is not reversed (Ongom 1999).

1.2 Problem statement

Kileleshwa is one of the districts separated from Apac district. Like other districts in Uganda, it is faced with a number of problems amongst which is poor academic performance. It is documented that the district always lags behind in terms of national examinations performance (Uganda national examination Board 2010-2016).

The problem has drastically affected the sustainability of children in schools and general behavior of the community.

A number of children have dropped out of school while others have been married off at tender ages. Many youth have ended into un decent ways of life like; prostitution, drinking, smoking, clubbing and hence leading to high crime rate thereby affecting their performance in schools.

The government has attempted to address this problem through compulsory education at both primary and secondary via Universal Primary Education and Universal Secondary Education. Some organizations have gone ahead to provide bursaries, financial assistance, material and social support to the young ones like: United Nation International children and emergency fund, united states Agency for International development

1.3 Purpose of the study

The purpose of this was to examine the effects of peer pressure on academic performance of pupils in Kole District.

1.4 Objectives of the study

The study was guided by the following objectives

- 1.4.1 To examine the effects of drunkardness on academic performance of pupils in Kole district
- 1.4.2 To assess how smoking affects academic performance of pupils in Kole District.
- 1.4.3 To find out how peer pressure affects the academic performance of pupils in Kole district
- 1.4.4 To find out how early pregnancies affects the academic performance of pupils in Kole district.

1.5 Research question

- 1.5.1 What were the effects of drunkardness on academic performance of pupils in Kole district?
- 1.5.2 What were the effects of Smoking on academic performance of primary schools in Kole district?

1.5.3 To what extent does peer pressure affect the academic performance of pupils in Kileleshwa district?

1.5.4 How do early pregnancies affect academic performance of pupils in Kileleshwa district?

1.6 Scope of the study

Geographical Scope

The study was conducted in Kileleshwa district, Kileleshwa is one of the new districts carved from Nairobi district. Nairobi is located in the Northern Part of Kenya.

Content scope

The study was specifically focus on smoking, early pregnancies, drunkardness and how they affect academic performance of pupils in Kileleshwa district.

Time scope

This covers the period between 2014-2016. This time is specifically chosen because it is the period in which Kileleshwa did worst at primary leaving examination, yet no problem solving strategies have been identified and implemented to address this vice.(UNEB 2014-2015)

1.7 Significance of the study

The study might be useful to a number of stakeholders among which are;

Government

This outcome of the study may be of benefits to the government in that some areas may be identified that may require national action.

School Management;

The management may use the information from this study to address the specific needs of the school.

Parents

Parent may be advised on their weaknesses and hence act accordingly

Local leaders

The local government leaders may find this study important in that it may help them to plan well, act on children who loiter outside schools. In other wards become active partners in reducing indiscipline in the schools.

Policy makers

It may help policy makers to design new policies were need be.

NGOs

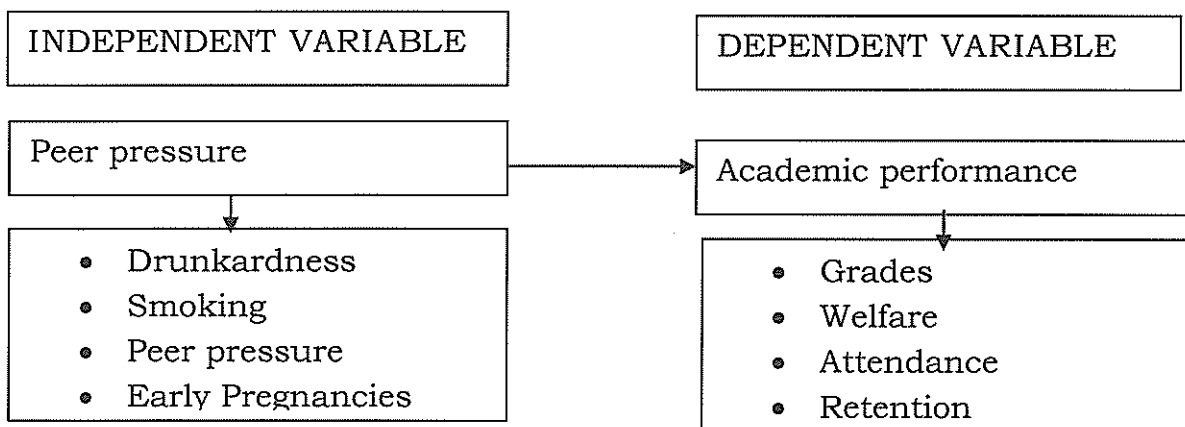
It may help them to identify the gap that requires their concern.

1.8 Limitations

1.8.1 The researcher may face bad weather which may sometimes interfere with carrying out research. The researcher will put on water proof wears like rain court, gumboots as a means of addressing the problem.

1.8.2 There was also problem of lack of funds which may be addressed by looking from available resources and sticking to the budget drawn at the beginning of the research by the researcher.

1.9. Conceptual frame work



Peer pressure as an independent variable is exhibited through smoking, early pregnancies, peer pressure and drunkardness. While academic performance as a dependent variable is shown through grades, welfare, attendance and retention. When smoking, early pregnancies, peer pressure and drunkardness are reduce

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter presents a review of related literature which is done thematically as per study objectives.

It consists of theoretical review and actual review of the problem.

2.1. Theoretical review

Schools seem often to be judged on the kind of children they enroll, rather than on the quality of their teaching or the other facilities they offer. This observation has led many to argue that the background and abilities of a pupils school mate must have an important influence on his/her own achievements at school. Motivated by this, a rich international literature has enrolled to try to model and measure the consequences of social interactions between pupils – so called “peer group effects” spanning the economics, education, sociological and psychological fields.

The issue is a critical one in respect of current education policy which favours expansion of school choice, because choice based on peer group quality can, in theory at least leads to a high degree of sorting across schools along line of prior ability (Epple and Romano, 2000). This will exacerbate educational inequalities if peer group quality has real impacts on personal achievements. An understanding of peer effects is also important because they can mean that education interventions that appear beneficial to the individual pupil may be even more effective when rolled out to the population.

2.2. Theories on drinking and alcoholism

The appearance of psychological theories of drinking and alcoholism is an important event. Perhaps as recently as ten years ago, there were no psychological theory of alcoholism so much as there was an idea that alcoholism was an outcropping of one or another personality type or psychological conflict. This volume presents different psychological elements in alcoholism and theories underlining verity of sources of the motivation to drink

The Auditors Blane and Leonard, (1987) arrange nine bodies of psychological theories and research about drinking and alcoholism into two sections. Traditional approaches and recent theoretical models.

Cappell and Greeky, (2009) review the data on alcohol and tension reduction. As Cappell indicated in early review empirical support for the tension reduction model of drinking is ambiguous and complicated. The complexities include the drinkers expectations about alcohol efficacy in reducing tension and other individual variations in response to alcohol. While tension reduction is more apparent in alcoholic and problem drinking than in normal drinking, over roll in the tension reduction model does not explain much that we want to know about drinking in any form. Instead this first chapter in psychological theory discounts a very popular and wide spread notion of tension reduction benefit of drinking and the roll of tension reduction in alcoholism.

Cox, (2010) updates the status of personality theory although the importance of personality construct has diminish both in the alcoholism field and psychology generally, Cox (2010) indicates that several dimensions of personality have repeatedly appeared to underline problem drinking. For example anti social impulsivity has been strongly implicated in problem drinking and alcoholism among men. Palliation of negative emotional state is somewhat less clearly tight to alcoholism, although it is more important for women's drinking than men's and over all, the concept of personality that emerges in this chapter is more indebted to social learning theory than to Freud " people are motivated to drink alcohol in order to control their positive and negative affective status.

This chapter relies on pharmacological and psychological concept, it claims about people drink are base on human performance research that rarely measures the supposedly operative psychological mechanisms.

Hull(2001) describes his awareness model which maintains that alcohol interferes with the " higher- order cognitive processes related to the encoding of information". Hull proposes the important of drinking motivated by a desire to avoid self awareness. This chapter prevents a series of innovative studies which indicates that alcohol reduces self reference, that highly self

conscious people have distinct response pertains in tasks involving self reference and that search reactions are diminished by drinking. (Lifeprocessprogram.com/book.review.....)

2.3 Actual review of related literature

2.3.1. Drunkardness and academic performance of pupils in Kole district.

According to Waters Etal, (2006.164) alcohol abuse is a chemical substances other than food, air or water that you put into your body to change the way your body or mind works. Ibid, (2006: 173) alcohol abuse is really the misuse of alcohol that can cause damages and lead to serious health risk for an individual.

Wade and Touns (2005:61) alcohol abuse is defined as “ a maladaptive pattern of substances used leading to chemical significant impairment or distress.

According to the study of American's schools and alcohol abuse, (2002), it is reported that the cost associated with drugs, alcohol and tobacco abused add up to 10% or 41 billion to already strained budgets of schools across the nation.

Cason et al, (1996) also stated that the life time prevalence for alcoholism is estimated to be about 13.8%. According to Diagnostic Statistical Manual, fourth edition revised (1) 2000), The pharmacological effects of alcohol abuse cause severe dependence, which is classified as psychiatric disorders.

Studies indicate that alcohol consumption is related to poor academic performance (Durkin, wolf and clirk 1999) substances abuse affects overall students relation rates directly through accidents alcohol related problems and misconduct problematic academic performance.

Sam Mugisha (2008) states that alcohol affects the brains ability of making judgment and decisions .We have anti-social actions committed by drunkardness on people such as rape, urinating in public places, quarrels, murder and having sex with prostitute is due to brain failure to function properly and make sensible and correct judgment.

Alcohol impairs memory by inhibiting the transfer and consolidation of information in long term memory. So alcohol reduces our ability to remember information that we learnt prior to going out for drinks. Perhaps, most importantly your attention span is shorter for periods up to 48 hours after drinking (Cashin J.R, 1996)

According to 2002 National survey on alcohol and health, 36% of teenagers with a “D” grade average reported that they used cigarettes, alcohol or illegal drugs in the past month used declined steadily with improved academic performance (Wecheler 1996)

2.3.2 Smoking and academic performance of pupils in kole district.

According to National Narcotic Intelligence (1994:70), 0.4 billion is spent for alcohol and 51.9 billion for tobacco products of which 95% comes from cigarettes sales. The other 5% accounts for marijuana and two million spent on coffee, tea and tobacco.

According to national institute on drug abuse (2003) heavy marijuana causes negative effects to smokers like learning abilities to students who use marijuana daily, they get lower grades and their general abstract thinking is impaired , it affects the user’s ability to learn and remember for day or even weeks after abstains from smoking.

According to Roosen Z, (2003) workers who smoke marijuana are more likely to experience increased absenteeism, hardness, accidents workers’ compensation claims and job turn over some end up losing their careers and social life is generally endangered.

According to (2002) national survey on alcohol and health, 36% of teenagers with a “D” grade average reported that they used cigarettes, alcohol or illegal drugs in the past months used decline steadily with improved academic performance(Wechler, 1996)

According to the tobacco technical assistance consortium, college students who smoke have higher rates of respiratory infections and asthma as well as a higher incidence of bacterial meningitis especially among freshman living in dorms. Having a serious health complication in colleges could prevents students from being able to do their best in schools.

Teens are more likely to get hooked on cigarettes. If their friends smoke and they feel alienated from school. New research shows that teens who smoke had at least two friends who smoke where more than six times as likely to become intermittent smokers than those whose friends didn’t smoke. (child action, 1999)

2.3.3 Discipline problems and academic performance of pupils in Kole District.

Past research has found that students affected by crimes suffer academically (Mac million and Hagan, et al, 2004). These students also have poorer attendance rates (Ring watt et al, 2003)

It is also noted that criminal activities disrupt the general atmosphere of the schools, negatively affecting staff and the greater community (Henry 2000) . He also points out that school violence is an issue that cannot be nerved properly from a narrow perspective that examine only interpersonal violence.

It is the result of many forces from both within and without the school grounds. Boarder social issues such as poverty, social exclusion and economic inequality are major contributors to school violence (Kramer, 2000) Valevie Wilson et al (2003) revealed that poor conditions of health, Lack of transportation, parents, poor financial condition, inability of parents to provide instructional materials and teachers non commitment to the teaching of subjects also leads to poor academic performance in schools. Harse rules and regulations, corporal punishment.

Truancy among students is caused by school related problems built by school staff, boredom, dislike of teachers and avoidance of tests, all these lead to poor academic performance (Ubogu 2014) . Parents particularly in rural areas keep their children at home for domestic activities on market and community festival days.

This increase students absence from school for safety reasons thus dodging some lessons which lead to poor academic performance (Susan kirk 2003). Absenteeism is more felt among female students than male students, (Emore, 2005) . This is as a result of their involvement in domestic violence by their parents, distance to school, school discipline, family background and school location are among causes of absenteeism among students which lead to poor academic performance.

The qualities of the surrounding and neighborhood such as levels of crime and wealth, have also been found to affect school crime rates and thus students achievement (lee and Madyun, 2009, Duvonan, nishma and graham, 2000). While these students have found crime to adversely affect academics they fail to distinguish between violent and non violent activities.

2.3.4 Early pregnancies and academic performance of pupils in kole District.

Teachers identified effects of absenteeism on students being academic under achievement which increases costs and wastage, difficulty in making friends which could lead to boredom, loss of confidence and engagement in premature sexual activity which could lead to pregnancy resulting into school dropouts and stress among youth careers. (Heather Malchilm etal, 2003) Judging from the number of adolescents who become pregnant yearly approximately 1 million according to the Alan Guttmacher institute (1981). It is warranted that sex education is provided for all students. Early pregnancy puts all students in this situation at risk for dropping out of school. More precisely basic academic skills are more than three times as likely to be parents than those with average or better basic academic skills (pittman, 1986) Moreover, girls who are poorly skilled academically are more likely to continue pregnancy to motherhood and to bear more than one child.

Adolescent pregnancy and subsequently parenting can create major obstacles to any student's achievement in school. Clarke (2005) ascertained that peer pressure is a driving force to teenage pregnancy and that teenage girls are forced to engage in un protected sex for fear of being rejected by the group she belongs to.

Albert (2007) supporting this assertion explained that there are many social factors that push the teens towards falling pregnant and that some girls feel that they only will be accepted as girls once they have been able to prove their fertility all because teenagers don't have much experience in dealing social matters it put them at disadvantageous position or makes them venerable to some socio economic factors which consequently lead to un planned pregnancies and thus ending their school. In addition to peer group influence, poverty, funerals and inadequate knowledge of contraceptive are other causes of teenage pregnancy.

Funeral grounds are centers where many of the young girls start their relationships and where they involved in sexual intercourse with their male counter parts. This is in line with Bandura (1986,1992) cognitive social learning theory which specifically recognizes how people learn from each other through social interaction at different places and through their peers. As one of the girls said, “ we go to the funeral grounds for entertainment and we enjoy ourselves with the boys” (field work, March 2014). The roles given to the girls during funeral celebration may make them think they are matured enough practice sexual activities. When

the girls are asked to choose husbands and play role of a wife during the funeral, it influences them negatively thus making many of them to become pregnant. These young teenagers either stop schooling or find it difficult to progress in education especially after Primary Leaving Examination.

At traditional marriage, girls are sent to the marriage ground to perform some roles. They are to choose men or be among those to be chosen as wife and after that some are chosen to escort the marriage girl to her home where they met other young boys who in turn elope them or otherwise making them unable to continue with studies.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter gives an account on research design, population of the study, sampling, data collection method, data collection tools, procedures for data collection , date analysis, reliability and validity and ethical issues .

3.1 Research Design

The research took a case study design. This is to give an in-depth data about the problem of the study.(Amin 2005) A cross sectional design will also be employed to provide the researcher with diversified data from different category of respondents.

3.2 Population of the study

Table 1 showing selection of respondents and sample

Respondents	Number	Sample
Key informant (DEO, DIS & Headteachers)	10	10
Teachers	30	28
Pupils	40	36
Local leaders	18	14
Local community	20	18
Parents	11	10
School Management Committee	11	10
Total	140	126

(source: krejcie and Morgan... sampling table) (found in Amin 2005)

The study involved District Education Officer (DEO) and District Inspectors of schools (DIS) as key informants. Headteachers, teachers, pupils, chairperson Parent teachers Association and school Management Committee of the sampled schools shall be part of the respondents. Local leaders and local community of the sub-county shall be involved.

3.3 Sampling

Table 2 showing sampling methods

Respondents	sample	Method
Key informant (DEO, DIS & Headteachers)	10	Purposive
Teachers	28	Simple random sampling
Pupils	36	Simple random sampling
Parents	10	Purposive
School Management Committee	10	Purposive
Local leaders	14	Simple random sampling
Local community	18	Simple random sampling
Total	126	

Purposive sampling method will be used for District Education officer and headteachers because they are the key informants and similarly for Parents Teachers Association and School Management Committee. Simple random sampling will be used to select teachers, pupils, local leaders and Local Community.

3.4 Data collection Methods

Interview method was used to collect data from District Education Officer, District Inspector of Schools, Headteachers, Teachers shall be reached using questionnaire, local leaders and Local Community shall be reached through focus group discussion.

3.5 Data Collection Tools

Interview guide shall be administered to District Education Officer, District Inspector of Schools, Headteachers, Parents Teachers Association, School Management Committee and pupils to give them freedom to bring out main issues concerning the study.

Questionnaire shall be administered to teachers, pupils and parents because they have ample time to fill while focus group discussion shall be administered to Local Leaders and local Community.

3.6 Procedure for data collection

When the proposal is completed and approved by the research supervisor, the researcher shall be given an introductory letter from Kampala International University introducing him to the District Education Officer and District Inspector of schools of Kileleshwa District. The Office of the District Education Officer shall issue another letter where possible to introduce the researcher to the field where data will be collected.

3.7 Data analysis

The researcher shall collect data, classify according to respondents and research objectives. The data shall then be presented using tables or graphs and descriptions made. A calculator may be used to get sums and percentage to help reveal the statistic and the information then analyzed.

3.8 Reliability and Validity.

The study was hoped to produce reliable data through the different research methods and tools. Test –retesting shall be employed in Bala parish and the information got shall be compared to ensure reliability. Even if the study is to be done a number of times by other researchers, The result will be constant research information shall be valid; the tools shall measure what they were supposed to measure to produce genuine results.

3.9 Ethical issues

The researcher shall assure the respondents of confidentiality and anonymity. The respondents shall be told that the study shall be used for academic purposes only.

CHAPTER FOUR

PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter shows presentation of response from various categories of respondents. The data are from four themes: Drunkardness and academic performance, smoking and academic performance, discipline problems and academic performance, early pregnancies and academic performance.

The data collected were classified according to the categories of respondents, presented on tables, pie chart and bar graphs.

4.1 Gender

Table 3 showing sex of respondents

SEX	NUMBER	PERCENTAGE
Male	69	54.8%
Female	57	45.2%
Total	126	100.0%

The table above shows that the majority of respondents were males with 54.8 percent

4.2 Marital status of teachers

Table 4 showing the marital status of teachers

STATUS	NUMBER	PERCENTAGE
Married	26	92.9%
Single	02	7.7%
Total	28	100.0%

From the above table, 92.9 percent of the teachers who responded were married and the rest were single

4.3 . Teachers Qualification

Table 5 showing teacher's qualification

QUALIFICATION	NUMBER	PERCENTAGE
Higher degree	00	00.0%
Degree	05	17.9%
Diploma	08	28.6%
Certificate	15	53.6%
Total	28	100%

Form the above table. 53.6% of the teachers who responded hold certificate, 17.9% are Degree holders while the rest are Diploma holders. There was no teacher who holds higher degree.

4.4. Period stayed at school

Table showing the period teachers have stayed at school.

PERIOD	NUMBER	PERCENTAGE
Less than 1 year	03	10.7%
2-4 years	09	32.1%
5-9 years	14	50.0%
Over 10 years	12	7.1%
Total	28	100%

The table shows that 50% of the teachers had stayed at their schools from 5-9 years while those who had stayed for over 10 years were only 7.1%. this implies that the data was given by the right group of teachers.

4.5 Drunkardness and academic performance of pupils in Kole district.

Table 7 showing Responses of teachers

AGREE	NOT SURE	DISAGREE
75%	14.3%	10.7%

Teachers in their response significantly agreed with 75% that drunkardness affects academic performance of pupils in Kole district while 10.7% disagreed with the statement

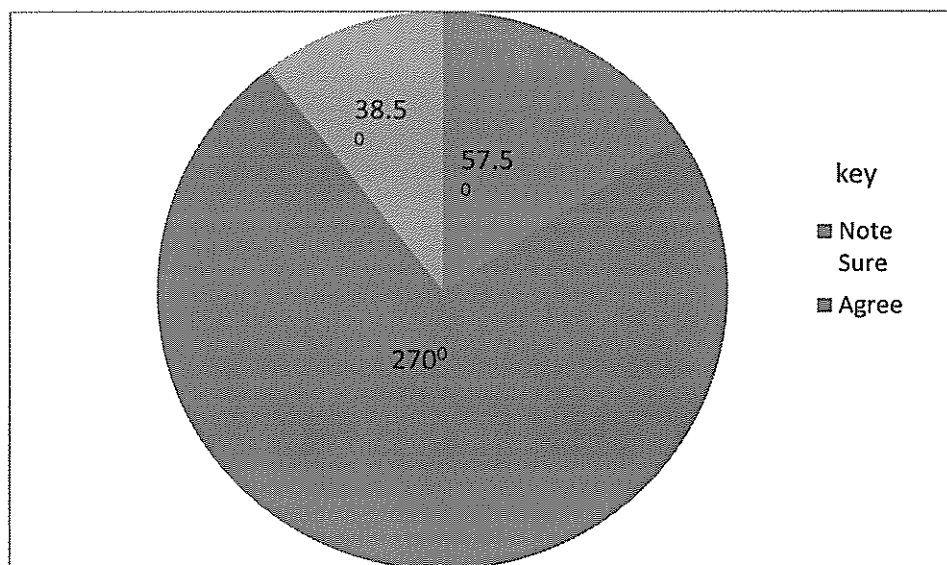


Figure 1 showing response of teachers on drunkardness and academic performance.

Table 8 showing responses of key informants (I 17 DISO).

AGREE	NOT SURE	DISAGREE
60%	00%	40%

60% of the key informants agreed with the statement that drunkardness affects academic performance of pupils in Kole while 40% disagree.

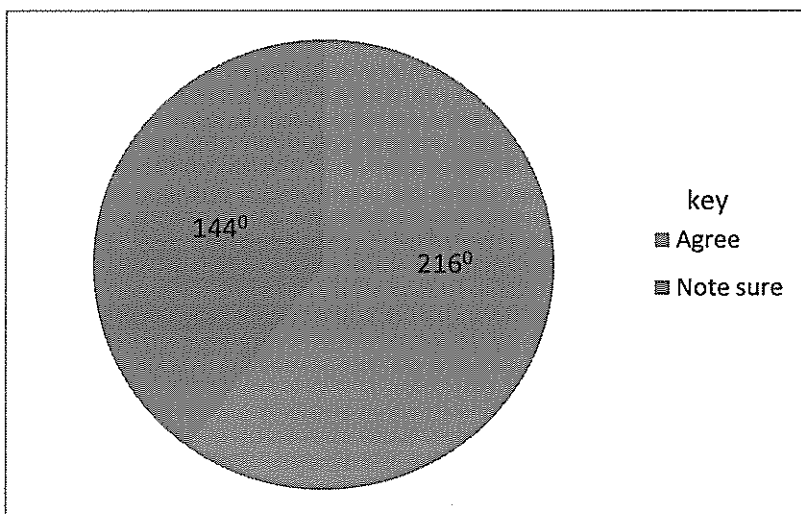


Figure II showing response of key informants (DEO&DISO)

Table 9 showing response of pupils

AGREE	NOT SURE	DISAGREE
77.8%	5.6%	16.7%

77.8% of the pupils significantly agreed with the statement that drunkardness affects performance while 5.6% were not sure.

Table 10 showing response of parent and SMC

AGREE	NOT SURE	DISAGREE
80%	15%	5%

The table above shows that 80% of the sampled parents and SMC agreed with the statement while only 5 parents of them disagreed

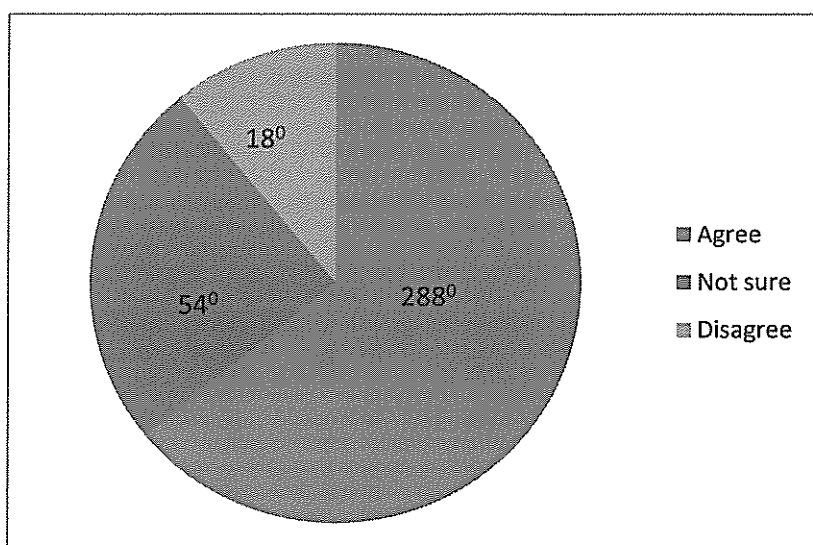


Figure III showing response of parents and SMC

Table II showing responses of local leaders and local community

AGREE	NOT SURE	DISAGREE
81.3%	6.3%	12.5%

From their discussion, 81.3 parents of the local leaders and local community agreed that drunkardness affects performance whereas 6.3 percent were not sure.

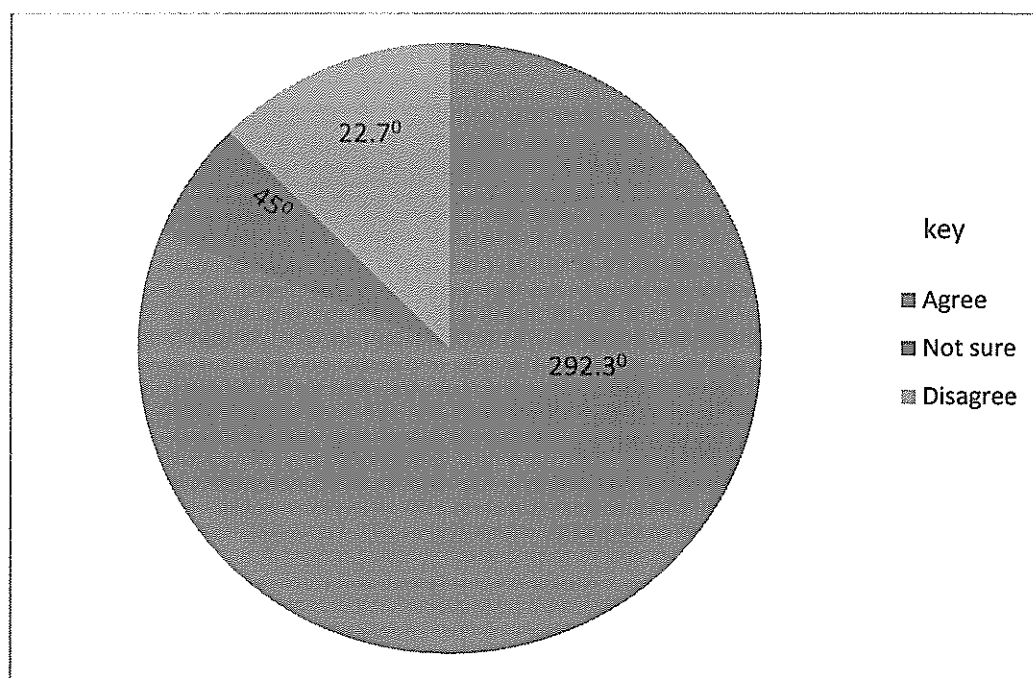


Figure IV showing response of local leaders and local community

4.6. Smoking and academic performance of pupils in Kole district

Table 12 showing response of teachers

AGREE	NOT SURE	DISAGREE
82.1%	3.6%	14.3%

From the table, 82.1% of the teachers agreed that smoking affects academic performance, 14.3% disagree and 3.6% were not sure.

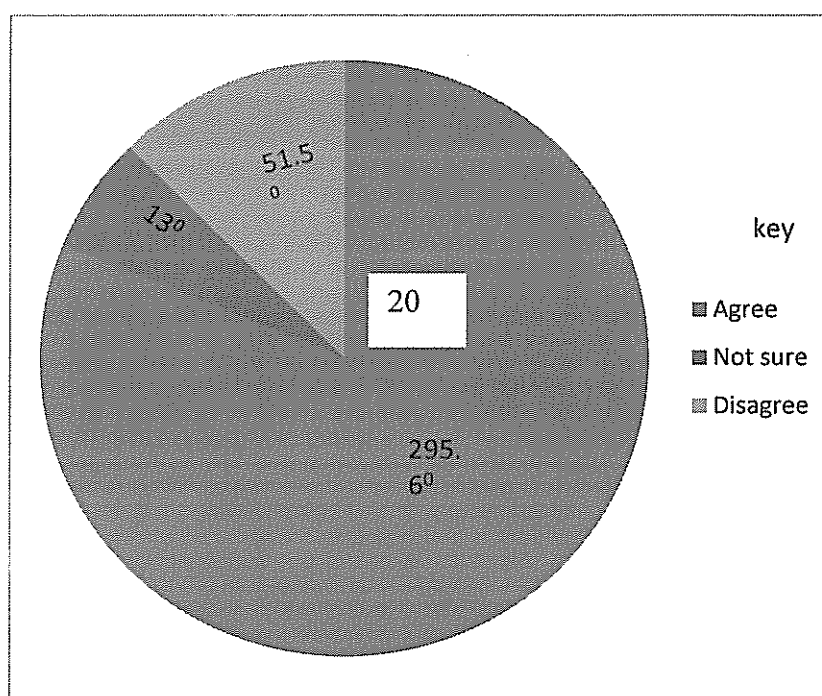


Figure V showing response of teachers

Table 13 showing responses of key informants

AGREE	NOT SURE	DISAGREE
60%	10%	30%

From the table, 60% of the key informants who responded agreed with the statement, 10% were not sure while 30% disagreed.

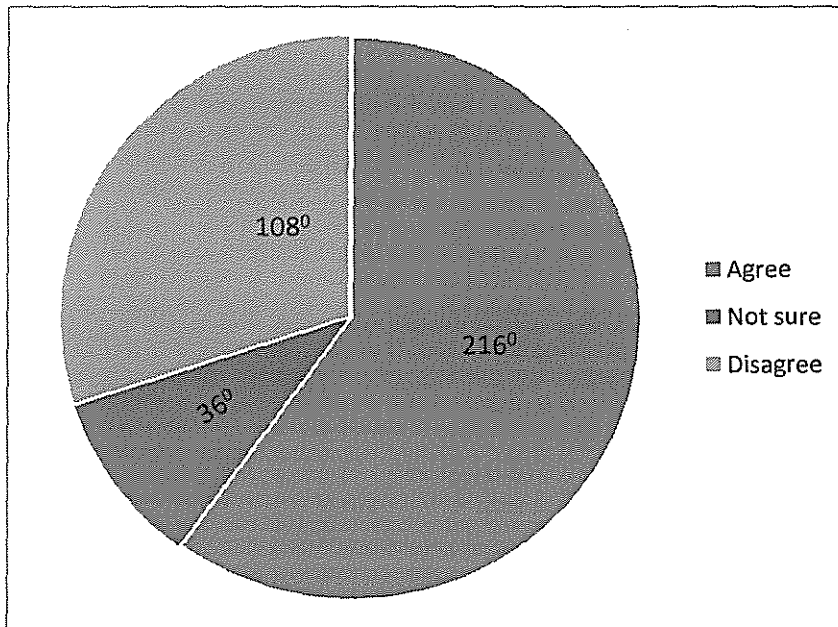


Figure VI showing responses of key informants

Table 14 showing responses of pupils

AGREE	NOT SURE	DISAGREE
86.1%	2.8%	11.1%

Pupils significantly agreed by 86.1% that smoking affects performance, 11.1% disagreed and 2.8% were not sure.

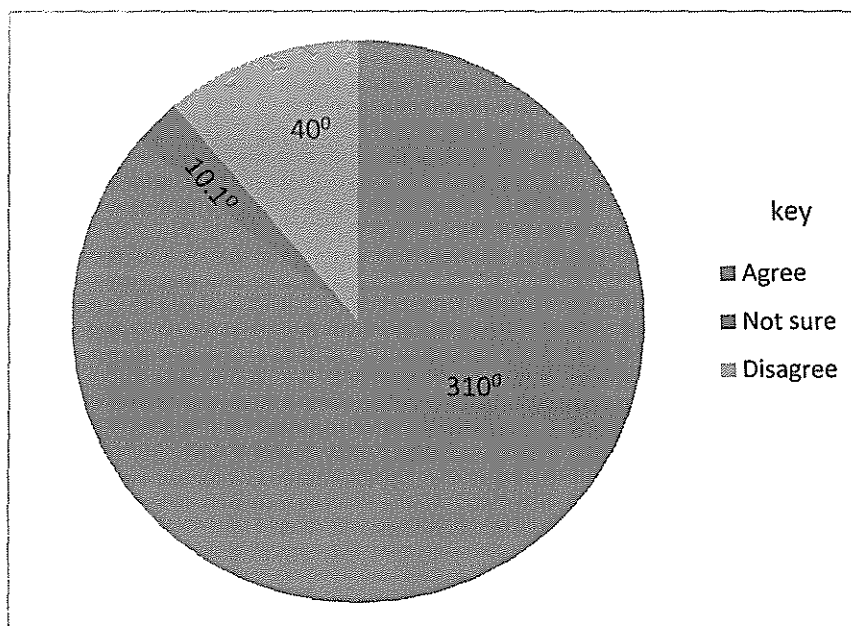


Figure VII showing responses of pupils

Table 15 showing responses of parents and SMC

AGREE	NOT SURE	DISAGREE
85%	00%	15%

85% of the parents and SMC revealed that smoking affects performance, 15% disagreed and none were not sure.

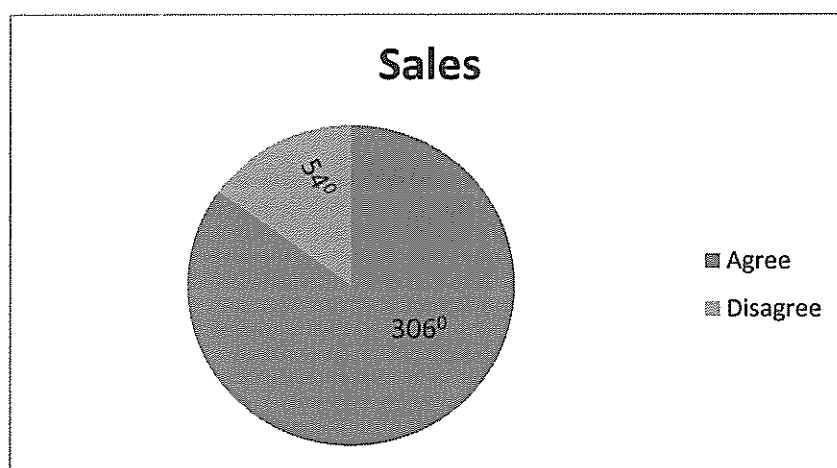


Figure VIII showing responses of parents and SMC

Table 16 showing responses of local leaders and local community.

AGREE	NOT SURE	DISAGREE
87.5%	6.25%	6.25%

From the table above, 87.5% of the local leaders and local community significantly agreed with the statement that smoking affects performance whereas 6.25% of them were not sure and disagreed.

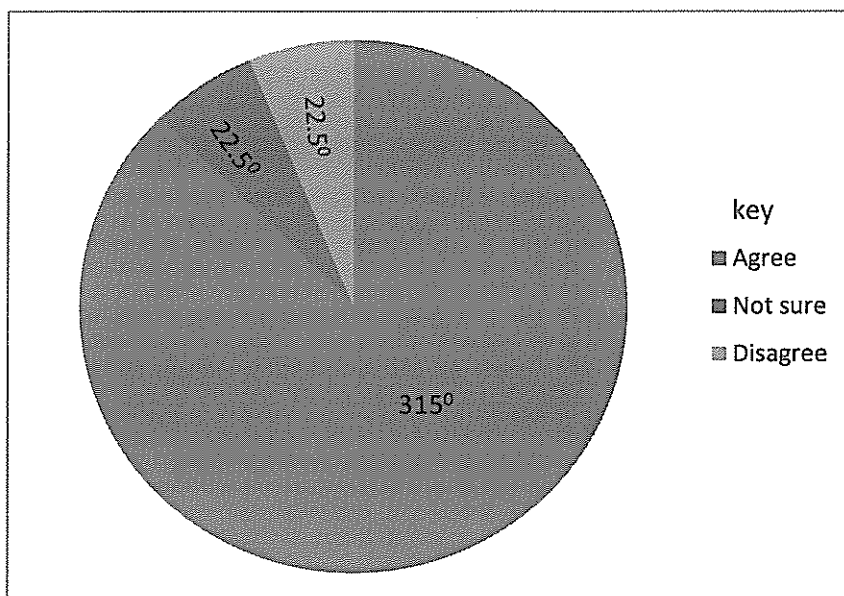


Figure IX showing responses of local leaders and local community

4.7 Peer pressure and academic performance

Table 17 showing responses of teachers

AGREE	NOT SURE	DISAGREE
67.9%	10.7%	21.4%

From the table, it was revealed that 67.9% of the teachers agreed that peer pressure affects academic performance, 21.4% disagreed and 10.7% were not sure as to the effects of peer pressure on academic performance.

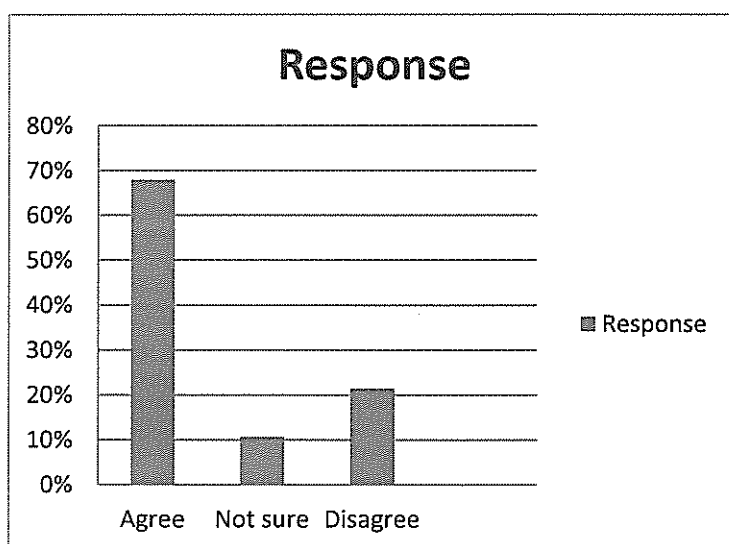


Figure X showing response of teachers on peer pressure on academic performance

Table 18 showing response key informants

AGREE	NOT SURE	DISAGREE
70%	00%	30%

The table shows that 70% of the key informants agreed that peer pressure affects academic performance while 30% disagreed with the statement.

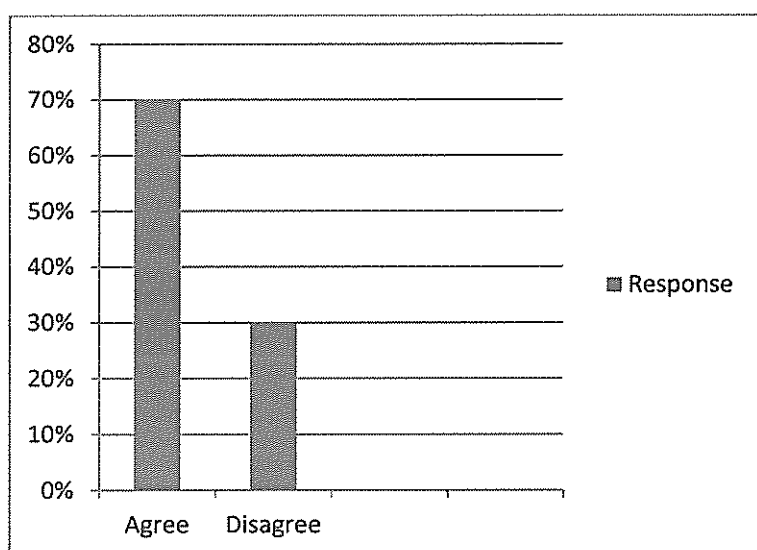


Figure XI showing responses of key informants

Table 19 showing Responses of pupils

AGREE	NOT SURE	DISAGREE
80.6%	5.6%	13.9%

80.6% agreed, 13.9% disagreed and 5.6% were not sure. That implies peer pressure affects academic performance

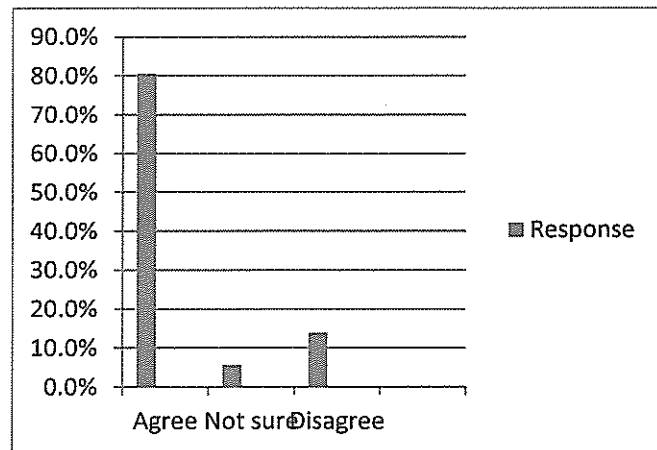


Figure XII showing responses of pupils

Table 20 showing responses of parents and SMC

AGREE	NOT SURE	DISAGREE
70%	20%	10%

70% of the parents and SMC agreed, 20% were not sure and 10% disagreed. I therefore means that peer pressure affects academic performance of pupils.

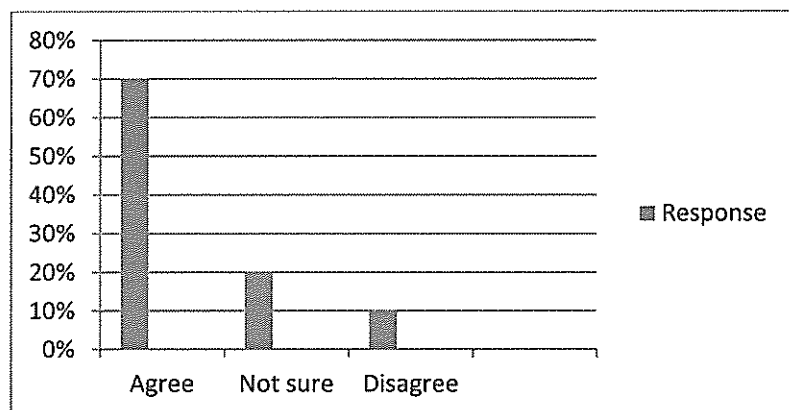


Figure XIII showing responses of parents and SMC

On analysis of the responses by local leaders and local community, it was found that all of them agreed with the statement that peer pressure affects academic performance of pupils.

4.8 Early pregnancies and academic performance

Table 21 showing responses of teachers.

AGREE	NOT SURE	DISAGREE
78.6%	10.7%	10.7%

From the above table, 78.6% of the teachers agreed with the statement, 10.7% were not sure and the same percent disagreed. That means early pregnancies affects academic performance.

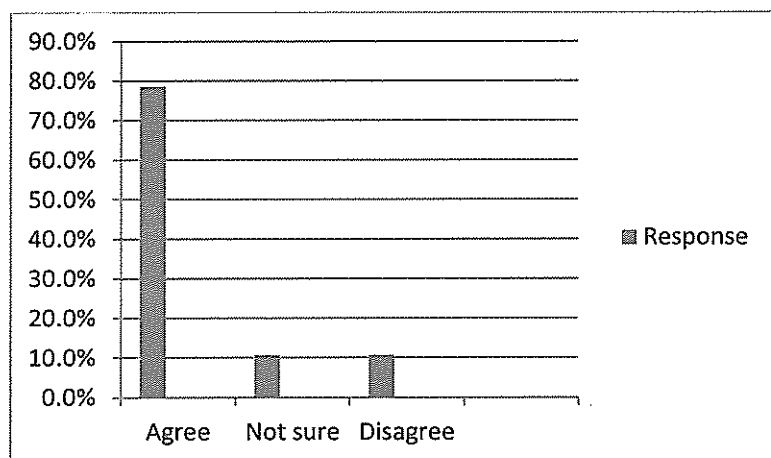
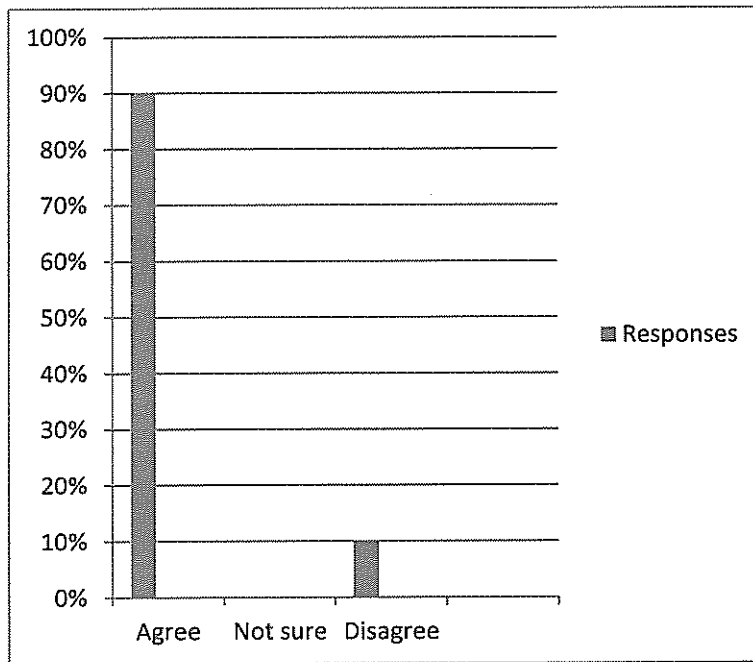


Figure XIV showing responses of teachers on early pregnancies

Table 22 showing responses of key informants

AGREE	NOT SURE	DISAGREE
90%	00%	10%



According to the table above, 90% of the key informants agreed while 10% disagreed implying that early pregnancies affects performance of pupils.

Table 23 showing responses of pupils

AGREE	NOT SURE	DISAGREE
91.7%	5.6%	2.8%

According to the above table, 91.7% of the pupils responded positively that early pregnancies affects performance, 5.6% were not sure while 2.8% disagreed.

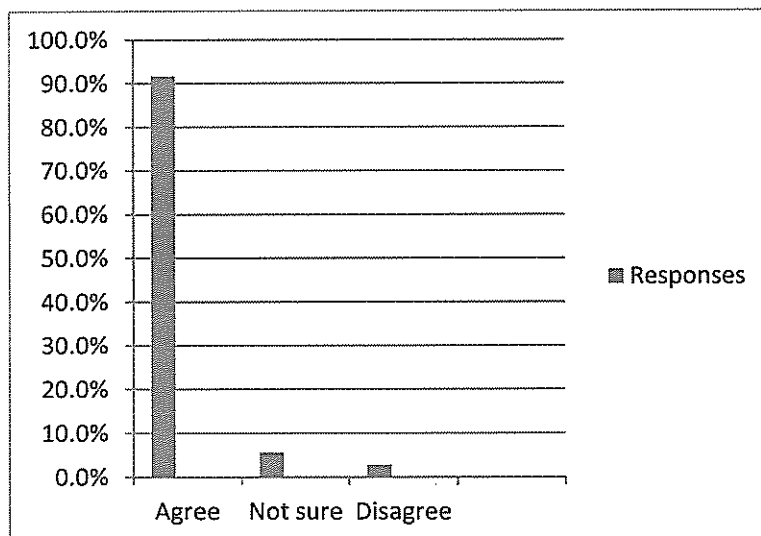


Figure XVI showing responses of pupils on early pregnancies

Table 24 showing responses of parents and SMC on early pregnancies

AGREE	NOT SURE	DISAGREE
90%	5%	5%

The table above shows that 90% of the parents / SMC agreed with the statement that early pregnancies affects performance whereas those who were not sure and disagreed were 5%.

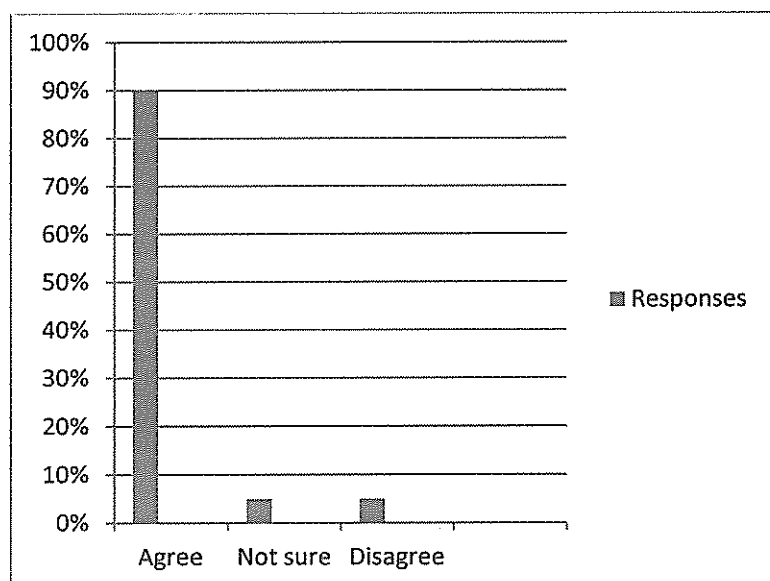


Figure XVII showing responses of parents/ SMC of early pregnancies on performance

Table 25 showing response of local leaders and local community of early pregnancies on performance

AGREE	NOT SURE	DISAGREE
93.8%	3.1%	3.1%

The table shows that 93.8% of the local leaders and local community agreed with the statement whereas those who were not sure and disagreed were 3.1%.

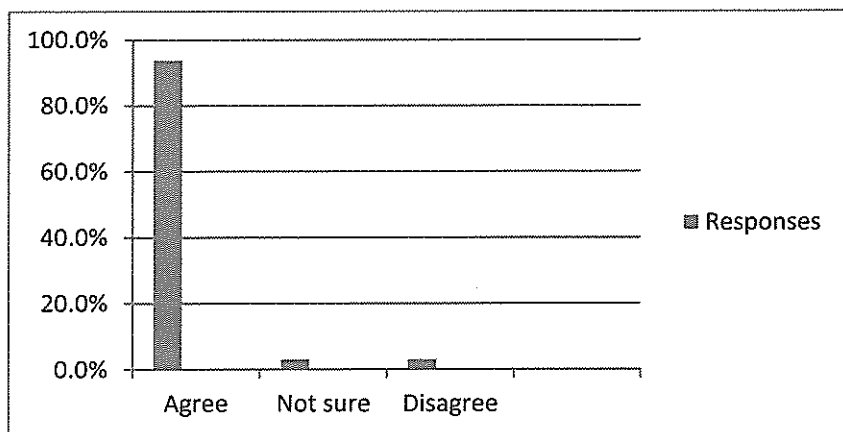


Figure XVIII showing response of local leaders and local community

CHAPTER FIVE

SUMMARY DISCUSSION AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the study findings were discussed and conclusions drawn according to objectives, recommendations for actions by various stakeholders were laid down under the themes below:-

- Drunkardness and academic performance
- Discipline problems and academic performance
- Early pregnancies and academic performance

5.1 Discussions

5.1.1 *Drunkardness and academic performance.*

When the data collected were presented on tables and analyzed, the following were significantly revealed; 75 percent of the teachers, 60 percent of the key informants, 77.8 percent of the pupils, 80 percent of the parents /SMC and 81.3 percent of the local leaders and local community agreed that drunkardness affects academic performance negatively.

According to the study conducted by Durkin, Wolf and Clark (1999), substance abuse affects overall students' relation rates directly through accidents, alcohol related problems and misconduct problematic academic performance.

Likewise, Sam Mugisha (2008) states that alcohol affects the brain ability of making judgment and decisions. Alcohol impairs memory by inhibiting the transfer and consolidation of information into long-term memory. Alcohol has been proven to reduce the ability to remember information learnt prior to taking it. Conversely, the student's attention span is lowered by 48 hours after drinking.

Drunkardness is known to be one of the causes of domestic violence in the family. The violence of which could lead to divorce leaving the family under a single parent who is stressed and very aggressive to any other demanding responsibilities from his/her family members. This puts children of school –age at a disadvantage because most of their educational needs would be suppressed hence affecting the academic performance. On a

similar note, pupil who grouped him/herself with others who are drunkards suffer the consequences of taking alcoholic drinks for instance feeling dizzy, sleepy and worse of all, absenting from school. In such a situation, the peers suffer from retarded academic performance and that might even lead to dropouts, early marriages or truancy among the school pupils.

In summary, drunkardness among peers is undoubtedly affecting academic performance of pupils as compared to other responses.

5.1.2 Smoking and academic performance.

Upon analyzing the data, 82.1 percent of the teachers, 60 percent of the key informants, 86.1 percent of the pupils, 85 percent of the parents and SMC, 87.5 percent of the local leaders/local community agreed that smoking affects academic performance.

A similar finding was revealed by National Institute on drug abuse (2003) that heavy marijuana causes negative effects to smokers like in learning abilities to students who smoke marijuana daily. Marijuana, opium and other strong narcotics are known abstract thinking, impair memory, all of which are factors that lead to poor academic performance.

One of the effects of smoking marijuana which is uncommon to adults but common in young ones is illusion that is having the view of some image or objects which is not really in existence. Smoking is known to suppress the brain functioning and ability to learn or recall facts already learnt. So a pupil who indulges him/herself in such act might end up not concentrating in studies therefore performing poorly in academics.

Roosen .Z (2203) in his study revealed that workers who smoke marijuana are more likely to experience increased absenteeism, harness, accidents, workers' compensation claims and job turnover and some end up losing their careers and their social life is generally endangered. Similarly, pupil who smoke experienced increased absenteeism, accidents that might rose from unconsciousness and lots of study interest. Pupils who smoke always form a going and have smoking place sin lonely places and nearby bushes ground the school or along the way to school. They become addicted and missed lessons after smoking in fear of being identified by smell or their anti-social behavior.

Peers smoke because their friends smoke and this habit is developed from school, such peers become intermittent smokers than those whose friends didn't smoke. All these lower academic performance. However, some respondents disagreed but with less significant percentages that could not revert the statement peer pressure.

5.1.3 Discipline problems and academic performance.

When the data collected were presented and analyzed, the following were highlighted, 67.9 percent of the teachers, 70 percent of the key informants, 80.6 percent of the pupils, 70 percent of the parents and SMC agreed that peer pressure affects academic performance of pupils in Kileleshwa district.

Peer group influence, inadequate knowledge of contraceptives and social gatherings such as funeral ceremonies, marriage ceremonies were raised as factors contributed by peers and leading towards early pregnancy of teenagers in the district.

On average, 72.1 percent of the respondents explained that the influence of peer pressure (friends) encouraged them to take boyfriends and to some extent engage in sexual contacts. Adolescents interact freely with their peers than their parents when it comes to discussion of sexual activities. They share information better with peers than their parents; they share a lot of information including 'love and romantic charts. A peer who had no boy friend or girl friend or never had sex becomes a misfit in the group and that forces a lot of young girls in the district to pick up boyfriends which put them at risk of becoming pregnant at an early stage of their lives.

Clake (2005) ascertained that peer pressure is a driving force to teenage pregnancy and that teenage girls are forced to engage in unprotected sex for fear of being rejected by the group she belongs to. Albert (2007) supporting this assertion explained that there are many social factors that push the teens towards falling off school. Some girls focus more of their attention on outward appearance other than on their ³³ academic issues. They spend most of their time preparing to compete on hair styling, figuring their bodies and going out for parties and concerts where they get exposed to so many risky activities that put their studies into disrepute. In addition to peer group influence, poverty, emotional development, family neglect, ignorance and sex desire were some of the causes of poor academic performance.

5.1.4 Early pregnancies and academic performance

When the data under the above theme were presented on tables and graphs, analysis were made and major findings revealed thus; 78.6 percent of the teachers, 90 percent of the key informants, 91.7 percent of the pupils, 90 percent of the parents /SMC and 93.8 percent of the local leaders and local community agreed that early leaders and local community agreed that early pregnancies affect academic performance.

Adolescent pregnancy and subsequent parenting can create major obstacles to any students school achievement. Clarke (2005) ascertained that peer pressure is a driving force to teenage pregnancy and that teenage girls are forced to engage in unprotected sex fear of being rejected by the group he/she belongs to that situation is a learning not only among school girls but every too young girls who have dropped out of school. They discussed such issues at their peer groups and got lured into practicing it then.

In a similar study, Albert (2007) explained that there are many social factors that push the teens towards falling pregnant and that some girls feel that they only will be accepted as girls once they have been able to prove their fertility all because teenagers doubt have much expenses in handling social matters that puts them at a disadvantageous position nor makes them vulnerable to some socio-economic factors which consequently lead to unplanned pregnancies thus ending their schooling.

5.2 Conclusions

Having analyzed and discussed various findings, the researcher drew the following conclusion;-

- Drunkardness was noted as one of the major factors leading to poor academic performance.
- Smoking of all kinds was revealed be affecting academic performance.
- Ignorance, sex desire and family neglect affects academic performance.
- A good number of school girls are getting pregnant before completing primary cycle.
- Some parents have neglected their family and children and never minds about what ever thing a child does.
- Some girls influenced by environment, and peers into bad behaviors.

- Some girls are very excited and admire seeing some of their peers with their babies

5.3 Recommendation

On completion of the study, the researcher recommended practical steps to be undertaken to address the menace of peer pressure on academic performance. These were done objective by objective.

5.3.1 Drunkardness and academic performance.

Government;-

- The government should put more restriction on the sale of alcoholic drinks to young ones.
- Put a ban on discos that last for long hours and days
- Serious legal steps should be taken against drunkard teachers

Parents:

- Not send their young children to buy alcoholic drinks for them.
- Avoid exposing alcoholic drinks at the reach of children.

Policy makers:

- Enforce the law on the sale and time of drinking by adults and that no alcoholic drinks should be carried home
- Community be highly sensitized on alcoholism

5.3.2 Smoking & academic performance.

Government:

- The growing of tobacco and narcotic plants should be banned and those involved be given alternative business.
- The law on public smoking be enforced to reduce intermittent smoking children.

Policy makers:

- Back up the enforcement of the law that inhibits public smoking that has a great influence in peers.
- Carryout massive sensitization on smoking

Parents:

- Avoid smoking in the presence of the young ones are dropping cigarette glitters openly
- Stop the growing of tobacco, marijuana, cocaine etc

5.3.3 *Peer pressure and academic performance*

Government:

- Ban the use of cell phones by school students
- Inculcate basic life skills to school students through incorporating them into the school curriculum.

Policy makers:

- Involving youths in entrepreneur activities
- Youths be made aware of the consequences of indulging in anti-social behaviors

Parents:

- Talk to their children openly and freely about growth and development.
- Point out and discuss freely the challenges of growth and development and how to overcome them.

5.3.4 *Early pregnancy & Academic performance.*

Government:

- Freely avail contraceptives in the form of condoms, birth control pills and so on to learners at school and the correct way of using them.

Policy makers

- Enact a by-law that debar school girls who gets pregnant from school not to resume studies so as to reduce cases of early pregnancies among girls.

Parents:

- Be close and hard on their girls, checking on their movements, friends and advice accordingly.

- Tell their girls the dangers of early pregnancy and the benefits of abstaining from sexual contacts.

5.3.5 Further research:

The researcher recommended that further study could be carried out in the following topics:-

- (i) A comparison between girls and boys academic performance.
- (ii) The impact of girls dropout on the economic development of a place.

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APPENDIX A

QUESTIONNAIRES FOR TEACHERS

I am Angole James, a student of Kampala International University (KIU) currently carrying out a study on peer pressure and academic performance. The purpose of this is to request you to provide your views on the areas identified by ticking the appropriate boxes/ answers.

All responses shall be handled confidentially.

A: BACKGROUND INFORMATION (tick whichever applicable)

SEX: Male ☐ Female ☐

MARITAL STATUS: Married ☐ Single ☐ Widow ☐ Others ☐

QUALIFICATION: Certificate ☐ Diploma ☐ Degree ☐ Higher degree ☐ Others ☐

DURATION AT THE SCHOOL: Less than 1 year ☐ 2-4 yrs ☐ 5-9yrs ☐ Over ☐
10yrs

SECTION B:

Drunkardness and academic performance

	Agree	Disagree	Not sure
Alcohol abuse causes mental disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drunkardness affects academic performance of pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most children in Kileleshwa District do take Alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most children from Alcoholic families are poor performers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most pupils drink as a result of peer grouping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Smoking and academic performance

	Agree	Disagree	Not sure
Smoking in schools promote indiscipline of pupils			
Smoking Marijuana affects thinking capacity of pupils and hence leads to poor performance			
pupils smoke as a result of peer pressure			
smoking significantly affects pupils performance in schools			
Teachers are in full control of pupils discipline			

Peer pressure and academic performance

	Agree	Disagree	Not sure
Indiscipline leads to poor academic performance among peers			
Most schools don't have strong disciplinary body that handles pupil's behaviors at school			
Parents are directly involved in the disciplinary measures of their children at school			
Pairing up in erotic love affairs is a serious cause of indiscipline among peers			
Most pupils are aware of the effects of dodging lessons			

Early pregnancies and academic performance

	Agree	Disagree	Not sure
Most girls attract early pregnancy as a result of the groups they involve themselves in			
Most children from poor families drop out of school compared to level to do facilities			
Parent's failure to nature their children is responsible for early pregnancies of pupils			
Government policy against corporal punishment contributes to pupils dropout			
Pupils engage in early sex due to exploration			

APPENDIX B
INTERVIEW GUIDE FOR DEO, DIS

1. i) In your opinion, how does drunkardness affects academic performance of pupils?
 - ii) Comment on the view that most teachers in Kole district are drunkards.
 - iii) What policy guideline do you have on drinking in your district?
2. i) What in your understanding are the reasons for smoking both by pupils and staffs?
 - ii) It is argued that peer pressure is responsible for various pupils misconduct what is your view on that?
3. i) What forms of indiscipline are exhibited by pupils at school?
 - ii) How does indiscipline affect the academic performance of pupils at school?
 - iii) What are the causes of indiscipline among these children?
 - iv) What strategies do you have at schools to address the vice of indiscipline?
4. i) Comment on the view that most pupils drop out of schools due to pregnancies.
 - ii) Mention factors that may favor early pregnancies of young ones
 - iii) what can be done to reduce this vice?
5. What is the government doing to ensure there is improvement in performance in Kole district?
6. Comment on the relationship between peer pressure and academic performance of pupils in Kole district.

APPENDIX C
QUESTIONNAIRES FOR PUPILS

I am Angole James, a student of Kampala International University (KIU) currently carrying out a study on peer pressure and academic performance. The purpose of this is to request you to provide your views on the areas identified by ticking the appropriate boxes/ answers.

All responses shall be handled confidentially.

SECTION A

SEX: Boy ☐ Girl ☐ Class ☐

SECTION B:

Drunkardness and academic performance

	Yes	No	Not sure
Do your teachers come to class when they are drunk?			
Do your parents take alcohol?			
Is it true that most children in Kileleshwa take alcohol?			
Children from families that take alcohol do not perform well in class			
Most pupils drink as a result of peer pressure			
Is drinking good?			
Does drinking affect performance of pupils?			

Smoking and academic performance

	Yes	No	Not sure
Does your father smoke cigarettes?			
Do your teachers smoke at school?			
Many children in my school smoke			
Teachers are always disciplines			
Children who drink and smoke at schools			
Do you have prefects disciplinary committee at school?			
Does your headteacher talk about indiscipline at school?			
Can smoking affect the performance of pupils?			

Peer pressure and academic performance

	Yes	No	Not sure
Children who are indiscipline do not perform well in class			
Do your parents beat you because of indiscipline?			
Are there pupils who are boy or girl lovers at school?			
Is it true that some pupils dodge lessons?			
Do you have teachers for counseling and guidance at school?			

Early pregnancies and academic performance

	Yes	No	Not sure
Do girls sometimes get pregnant from school?			
Are there teachers who propose love affairs to female pupils?			
Some pupils have bad groups in school .			
Is it true that your parents want you to get married?			
Do you always receive visitors from outside your school who talk to you about discipline?			
Do you always receive inspectors of school?			

APPENDIX D

RESEARCH BUDGET ESTIMATE

S/N	ACTIVITY / ITEM	UNIT COST	AMOUNT
01	Stationeries:		
	1 ream of papers	15,000	15,000=
	05 pens	5,000	2,500
	01 foot ruler	1,000	1,000
2	Typesetting	-	100,000
3	Printing	-	50,000
4	Photocopying	-	30,000
5	Binding 3 books	20,000	60,000
6	Transport	-	200,000
7	Meals	-	60,000
8	Supervision	-	200,000
9	Contingency	-	100,000
Total		-	818,500

**SKETCH MAP OF KOLE DISTRICT SHOWING SUB-COUNTIES AND THE
PRIMARY SCHOOLS IN BALA SUB-COUNTY**

