

**THE POOR PERFORMANCE OF ENGLISH LANGUAGE AT PRIMARY LEAVING
EXAMINATION, A CASE STUDY OF BUKWO, MOKOYON AND RWANDET
PRIMARY SCHOOLS IN BUKWO TOWN COUNCIL, BUKWO DISTRICT.**

BY

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**A RESEARCH PROPOSAL SUBMITTED TO THE COLLEGE OF EDUCATION IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A
BACHELORS DEGREE OF ARTS WITH EDUCATION IN KAMPALA
INTERNATIONAL UNIVERSITY.**

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NOVEMBER, 2015

DECLARATION

I CHEPKWEMOI PAMELA hereby declare that this research project is my original and has never been published or submitted to any other faculty for the award of a Bachelors degree before.

Signature.....

Date.....

APPROVAL

This is to certify that, this research Project was submitted in partial fulfillment of the requirements of the award of a Bachelor's Degree in Education at Kampala International University under my supervision.

Signature...  Date... 

HON. ESTHER VICTORIA SEMPA

SUPERVISOR

DEDICATION

I dedicate this book to my beloved parents Mr. Cherop Fred Chongeywo and Mrs. Chemos Eunice who have tirelessly sacrificed their resources and finances to ensure that I accomplish my course at the university successfully, to my sisters chemutai lornah,Chelimo cherity,and Cheptoo Constance .my brothers Kiplangat victor, Kissa Emmanuel, Kwemoi Brian and Kiptoo Onesmas, to my beloved daughter Blessing Leiford and my husband Mr. Chemisto Moses for the love and care they showed to me. May God bless them mightly.

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And to all who in diverse ways helped me finish this Project.

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ABSTRACT

This study on the poor performance of English language at primary leaving Examination was carried out in Bukwo, Mokoyon and Rwandet primary schools in Bukwo Town Council, Bukwo District,

Schools were purposively selected while pupils and the teaching force were randomly selected and data was collected by direct interviews, questionnaires to respondents and direct observation

Although limited by time, the results are expected to indicate the extent to which the study areas have been affected by the causes of poor performance of English language at P L E and the results are expected to point out the causes of poor performance of English at P L E in the three primary schools. The need for serious effort/steps by government to avert the situation shall be arrived at after completion of the research.

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LIST OF ACRONYMS AND ABBREVIATIONS

DEO	District Education Officer
FGDS	Focus Group Discussions
UNEB	Uganda National Examinations Board
MOES	Ministry of Education and Sports
QASO	Quality Assurance Standards Officer
PLE	Primary leaving Examination

CHAPTER ONE

1.0 INTRODUCTION

This Chapter will try to give the background of poor performance of English language at primary leaving examinations, the schools involved and how the performance has affected the growth and learning of English as a language. This chapter will also cover statement of the problem, purpose of the study, research questions, and the objectives of study, significance of the study and the conceptual framework.

1.1 Background

Bukwo district is located in Eastern Uganda bordered by Nakapiripirit District in the North, Kapchorwa District from the west and the Republic of Kenya in the East. The District inhabitants are mostly the sabinyas, Babukusu and the Bugisu who have settled around the slopes of Mount Elgon. Kongas County is the only county in Bukwo District where the researcher lives. The main languages spoken is kupsabiny, and the main economic activity practiced is Agriculture because the fertile soils.

Performance is defined as the ability to do something (Oxford advanced learners Dictionary, 1994) this ability is evaluated by the marks and grades that the pupils attain in a test or examination which is done at the end of a topic, term year or education cycle. The scores and the grades that each pupil obtains measure the degree of achievement. The quality of the grade and the number of candidates who pass in various grades determine the level of academic performance in a given class or institution in a given period in a particular examination, be it internal or external.

The issue of English performance at primary leaving examinations has been of concern ever since modern education was introduced. Many countries have come to realize that pupils are the heart of educational process and that without good performance in English, all innovations in education are doomed to failure. There is a wide dissatisfaction with the current situation of schooling in many countries and parents come in for the share of the blame. This is because majority of parents involve their children in garden and other domestic work. This makes pupils

have limited time with their teachers and no time for revision, therefore, affecting their performance. Therefore, all school efforts should be aimed at high quality as far as pupils' learning of English language is concern. Parents as active stakeholders in schools should ensure that they are cooperative, participate fully in school activities, provide children with essential needs, check pupils' work, encourage and enforce good behavior among pupils. Similarly, Kundu and Tutoo (2000) believed, that home background is the most significant primary factor which influences and shapes children's attitudes, personality and behavioral patterns that lead to good performance of English language at primary leaving examinations. Despite the above studies, none had been done in Bukwo, mokoyon and Rwandet primary schools to find out about pupils' poor performance in English language .It is the hope of the researcher that pupils' performance of English language at primary leaving Examination in the three schools should be very good due to its conducive geographical background. According to Maicibi (2005:169), a good environment should be provided by the home if our children in schools must learn English language, if the school administration must be successful and if the school must develop. Maani (1990) observes that pupils' success at primary leaving examination in schools is closely related to their home backgrounds. These include; attitudes of parents towards English language, the children's attitudes and the quality of learners admitted in schools. Could this be true with the case of parents and pupils of Bukwo district in eastern Uganda?.No study has been done in Bukwo district on the same therefore,it has left a gap to investigate the cause of poor performance of pupils in English language. The observation emphasizes the importance of motivation, involvement in learning by learners and involvement of parents in supporting their children's education .Bukwo district has a total of 49 Government aided primary schools, 5 Government Aided secondary schools and 6 Private Secondary schools. All have permanent structures with 418 primary teachers and 34,820 Pupils giving teacher pupil ratio of 1:83 Bukwo (District Education Office, 2013). In the past five years, pupils' performance in English at primary leaving examination has been deteriorating. While a few pupils excel in their examination, the majority of the pupils perform poorly. For instance, in 2013, only 25% of the entire Primary Leaving Examination (PLE) candidates got Division One in English. In 2014 again, only 30 candidates obtained Division One (District Education Office, 2014). In all these years, failure rates have been on the increase. Other than pupils' performance in examination,

there have been persistent complaints from teachers about the commitment and the participation of the pupils of the three schools in English language

1.2 Problem Statement

The purpose of English language at primary schools is to develop quality of life of the learners so that they can properly serve the society according to their roles and responsibilities as good citizens. To achieve the aim and improve pupils' performance in English language, Primary Teachers' Colleges are to prepare high quality and sufficient teachers to provide quality education in primary schools (Balloon and Podgursky, 1997). The learning process must be guided and controlled; and the learning environment must be conducive and supportive (Skinner, 1945). In other words, learners need to be motivated by their parents in whatever they do. Given this role, Government has deliberately made effort to improve on infrastructure and other educational inputs. Despite this, pupils' performance in English language has been persistently and alarmingly low in the three schools over the years. The performance of pupils in English at primary leaving examinations for the last three years (pupils who passed in Grade one) reveals pass rates of 1.29% in 2012, 0.77% in 2013 and 2.6% in 2014. The percentages of those competent in literacy alone were 20% in 2012, 23% in 2013 and 25.6% in 2014. The low academic achievement of pupils in English is a cause of worry and concern to many stakeholders in the three schools and the other parts of Sebei as it is likely to impact on implementation and achievement of Universal Primary Education. However, to-date, learners' level of performance as far as English is concerned in Bukwo district schools is very low. Therefore against this background, the research seeks to find out the factors behind the poor performance of English language at primary leaving examination, a case study of Bukwo, Mokoyon and Rwandet primary schools in Bukwo district.

1.3 Purpose

The purpose of this study is to find out the factors affecting the performance of English at primary leaving examinations'.

1.4 Objectives

The main objectives of this study are:

1. To assess the effectiveness of curriculum supervision and implementation in BukwoMokoyon and Rwandet primary schools, Bukwo district.
2. To investigate whether there is effective supervision and quality control in Bukwo,Mokoyon and Rwandet primary schools, Bukwo district.
3. To determine possible ways through which the causes of poor performance in English at primary leaving examinations can be mitigated inBukwo,Mokoyon and Rwandet primary schools,Bukwo district.

1.5 Research Questions

This research will answer the following questions:

1. How effective is the supervision and implementation of curriculum and instruction in Bukwo,Mokoyon and Rwandet primary schools in Bukwo district?
2. How effective is the supervision and quality control towards English languageat primary leaving examinations in Bukwo,Mokoyon and Rwandet primary schools in Bukwo district?
3. What are the possible ways through which the causes of poor performance in English language can be mitigated in Bukwo,Mokoyon and Rwandet primary schools,Bukwo district?

1.6 significance

It is hoped that this study will provide valuable insights to the government, head teachers of primary schools, development partners and the communities on the performance of English language at primary leaving examinations. To the head teachers and teachers, the study will act as a self-assessment tool. Head teachers and teachers could benefit from the study in that they are

likely to acquire information to guide them on the need to sharpen their skills in dealing with challenges of poor performance in English language through further training.

It is anticipated that the findings and recommendations of this study will go a long way in generating the much needed information that would be used by various stakeholders in education to improve on the quality of education of their children. Through this study, the assessment will also help pupils think of their own learning and redirect their efforts where necessary and in appropriate direction of needs. The study will help parents, educational managers and administrators, teachers, Ministry of Education and Sports officials and politicians see, recognize and appreciate the need for motivation and motivate their subordinates and children for an improved performance. The study will also furnish policy makers, Ministry of Education and Sports, and politicians with information on parents' roles and their implications on pupils' performance of English; hence giving them a leeway to formulation of better policies regarding parents' roles within the education systems, based on researched information.

It would also help future researchers who have the quest for improving education for all the learners in primary schools in the said areas and Uganda at large. Lastly, the study is expected to add to the existing body of knowledge and act as a stepping-stone for later researchers in similar studies.

1.6 Scope of the study

The study will cover Bukwo, Mokoyon and Rwandet primary schools. In terms of content, the respondents in the study will be chosen from head teachers, teachers in schools and pupils.

1.6.1 Content scope

The study will cover Bukwo, Mokoyon and Rwandet primary schools, Bukwo district Eastern Uganda. In terms of content the respondents in the study will be chosen from schools, and district education office.

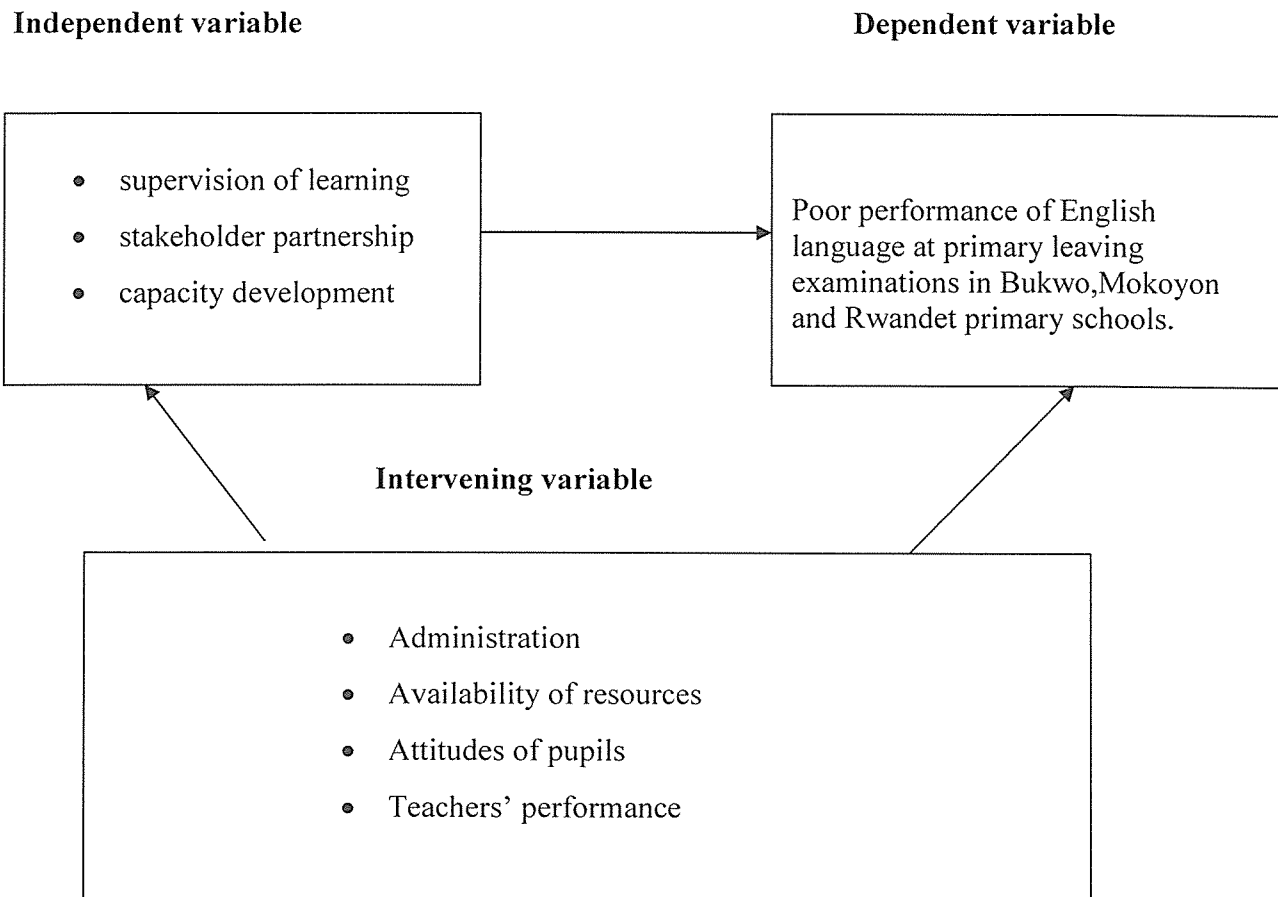
1.6.2 Time scope

The study will cover a period of three years as this period is considered long enough to study the factors affecting the performance of English language at primary leaving Examinations in Bukwo, Mokoyon and Rwandet primary schools district.

1.6.3 Geographical scope

The study will be carried out in Bukwo district in eastern Uganda. . It is named after its main political, administrative and commercial center, Bukwo, where the district headquarters are located. Bukwo District is bordered by Amudat District to the north, the Republic of Kenya to the east and south and Kween District to the west and northwest. Bukwo, where the district headquarters are located is approximately 83 kilometers (52 mi), by road, northeast of Mbale, the nearest large city.

CONCEPTUAL FRAME WORK



Self-constructed 2015

The conceptual framework above suggests that the independent variable is conceptualized as three factors, namely: supervision of learning, stakeholder partnership and capacity development while the dependent variable is the poor performance of English language at primary leaving Examination. The interpretation is that performance of English language at primary leaving examination in Bukwo, Mokoyon and Rwandet primary schools depends on the supervision of learning, stake holder's partnership and capacity development however ,this also depends on a number of intervening variables such as administration, availability of resources, attitudes of pupils and teachers performance.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter will try to address issues to be researched here in this research proposal in comparison to earlier studies that have been written by other scholars contributing to poor performance in English language at primary leaving examinations. The researcher reviews documents and reports from various sources that have to do with issues like: the effectiveness of curriculum supervision and implementation, the adequacy and management of physical and material resources, the attitude of both teachers and pupils, the effectiveness of the supervision and quality control of schools and school community relationship.

The effectiveness of supervision and curriculum implementation in the primary schools

Syllabus coverage determines pupils' performance in examination because, pupils are tested generally from any topic in the syllabus and if any school doesn't cover all the topics in the syllabus, and then it will be at a disadvantage. Proper syllabus coverage will depend on time management in the school by head teacher, teachers and learners. Campbell (1986) observes that effective and efficient management of curriculum and instruction in educational institution is "basic prerequisite for stability and improvement of academic performance". Comber and Keves (1973) stated that "within limits, the more hours allowed for instruction in a subject, the higher the achievements". Similarly at the end of primary school, the more the homework given and corrected, the better the students performance in examinations. This implies that good time management by the teachers would ensure effective syllabus coverage. The current study explored whether this was the case in Bukwo district. Eshiwani (1986) "affirmed the importance and usefulness of providing extra coaching to pupils who are preparing for major national examination". Frequent exposure of learners to test can improve examination performance, promptness in giving and making homework assist in identifying areas of weakness to be improved. When there is low teacher absenteeism and high level of group involvement in planning for curriculum instruction, this can enhance better syllabus coverage. Learning time can be maximized when classroom time is used effectively that's to say when teachers waste less time by starting and ending instructional activities, select curriculum materials which are

appropriate to the learners and when teachers spend more time preparing for the lessons, these preparations raises the quality of instruction and coverage of syllabus within specified time and improves students achievements. Kimani (2002) asserts in his study that “there are three means of monitoring progress in curriculum implementation namely; continuous assessment, mid-term examination and checking learners notebooks”. His study found out that through delegation of duties, head teachers assign heads of department to scrutinize schemes of work and record of work covered by the teachers. However, this study tries to qualify that by looking at professional documents like schemes of work, lessons notes, lesson plans, and records of work, and then the teaching and learning of the subject in question is effective. This is not necessarily the case since all these could be put in place but the use of this document in the teaching and learning process matters a lot. Mtume (2005) carried out a survey “on the roles of head teachers as instructional leaders in private schools in Nakuru dioceses”. The study utilized questionnaires interview guides and observation guides to collect data. His study found out that there were many breaks because of meetings and that the head teachers were notoriously absent from school .The head teacher should support the teachers through lesson observation, professional counseling discussions on professional documents, learners’ participatory assessment methods and provision of feedback to learners. According to Mbithi (1974) “Administration is defined as a formalized system which is intended to control, supervise, plan and make decision about basis of established authority”. Duignan (1986) identified that school leadership are a crucial factor in the success of a school. Duignan mentioned activities that constitute effective leadership by the school principal to include; “setting an atmosphere of order, creating a climate of high expectations of staff and students, encouraging collegial and collaborative relationships and building commitment among students and staff to the school goals”. Furthermore the head teacher has a role of translating educational policies and objectives into programme within the school. The head teacher is also expected to execute administrative function as well as instructional supervision. To carry out his role effectively he should be knowledgeable in managerial skills which would enable him to plan, supervise, control, evaluate and make proper decision. An effective head teacher plays his/her role in six task areas, which includes, pupils personnel, staff personnel, school community relation, provision of physical facilities and financial management.

Kathuri (1986) “noted that there was a positive strong relationship between the quality of administration, in a particular school and performance in PLE. He maintained that the first aspect

of administration is staff meeting such meeting gives head teacher an opportunity to convey any useful information". Teachers are also expected to air the views on how the school should be managed. The head teacher also does other duties which are important for facilitation of curriculum instruction. Sifuna (1988) asserted "that factors such as lack of clear communication, poor relationships between head teachers, teachers and students, inefficient instructional policies and practices, and leaving parents out of school activities contributes to poor performance in high school". The objective of the researcher was to find out whether the management of curriculum implementation and supervision in the primary schools has any influence on learners' performance in Bukwo district.

The effectiveness of the supervision and quality control of schools

The quality assurance is responsible for the control of the quality of education at all levels throughout the country. This is achieved through inspection, guidance and advice to all schools in the country. Such inspection includes visits to institutions for checking on facilities, equipments, administration and actual teaching by individual member of staff. During such visits, quality assurance and standard officer may give advice to both head teacher and staff on such matter necessary to improve the quality of instruction in the school. Mbithi (1974) identified the overall role of the inspectorate as that of "controlling the quality of education at all levels throughout the country through inspection, guidance and advice to all schools in the country". To this extent then the key role of inspectorate personnel concerns activities which ensure that the supervision of education programmes and resources are carried out efficiently. Among such personnel are the district quality assurance officers. The concern of such personnel would be to make sure that educational administrators perform their roles as expected and that instructional practice is conducted within the reasonable bound of set objective. Inspection and supervision must be carried out periodically so that the standards of education are regularly assessed and controlled. The inspection and supervision reports are meaningless unless they are followed by action. Supervision must be comprehensive in scope and it should be directed towards all factors involved in pupils learning. Supervisor must be more experience than the teachers they supervise; provision should be made to aid school inspectors' easy access to the schools. With little inspection, schools are likely to continue performing poorly. King (1991) observed that with minimal supervision in many areas, it is not surprising that absenteeism is

common and that many teachers try to combine teaching with business interests. However understaffing is great impediment to the QASO to effectively carry out their important role of ensuring quality education. Olembo (1992) mentioned that: “The explosive growth of schools in Kenya led to the number of inspectors being inadequate to the number of schools particularly primary school which are adversely affected by the increasing enrolment”.

The importance of monitoring is for screening facilitators, reviewing materials, monitoring classes to be sure the facilitator shows up, and planning recognition activities for both facilitators and learners who complete the primary level of education. King (1991) identifies what the supervision tools and skills to be used in a functional education programme. According to King, “the following are supervised output, attendance, drop-outs, enrolment, and level of participation, quality of discussions, supply and use of materials and content and quality of participants’ books”. Tools to supervise are: class registers, record books, timetables. There are three priorities for a supervising and assessment system programs: to document the number of learners who participate, to document the number of instructional or contact hours the learners receive, and to measure and document levels of skill in reading, writing gained through participation (King,1991). The government envisions a monitoring system that would engage and, indeed, inspire all stakeholders. Monitoring and assessment would be effective only if each of the stakeholders finds value in it. Learners, instructors, government and other educational players are identified as the primary stakeholders. Learners have an interest in monitoring and assessing their learning and should be full participants in the assessment process. Inspectors have an interest in a system that facilitates teaching and learning and informs instruction and program development. Government has an interest in seeing the learning enhanced and requires reliable ways to measure changes in literacy rates. In most counties, there are inadequate and irregular monitoring of programmes: Monitoring of programmes is a vital ingredient for successful implementation and should be integrated in the programmes plan. Unfortunately, most of the time, this is hardly the case. Adequate funds are not provided and required information about status of programmes is not readily available. “According to Obasi, governments should invigorate adult learning through proper accountable and monitoring measures”. There is therefore need for valid and reliable quantitative and qualitative data to inform our policy-making in adult learning and education. The following objectives should guide the supervision process:(a) investing in a process to develop a set of comparable data indicators supervision (b)

regularly collecting and analyzing data and information on participation and progress in primary education programmes, disaggregated by gender and other factors, to evaluate change over time and to share good practice; and (c) establishing a regular monitoring mechanism to assess the implementation of the programme (Efumbi, 2002).

The interaction between the schools and the community

A school is a community within a wider community. Children come to school from different backgrounds and experiences. The learners and their parents expect the school to mould and shape them to become useful to themselves and society. For the overall development and the success of the school, the school administration should work closely with parents and other stakeholders Wango (2009)”. This is, because the home will influence the children's behavior at school just as the school influences their behavior at home”. Therefore, the school should provide a fertile ground on which the learners mature into wholesome, all- rounded adults replicating a positive home environment for pupils/students to thrive in not only in academics but also psychologically, physically, socially and spiritually. This can be attained where the school provides safety and security, warmth and acceptance, cultivates discipline and instills core values in the learners. While in school and outside of it, the child should feel loved, protected and supported Wanjama (2006. “Neither the child nor the school should be isolated from the wider community and the outside world”. This is because parents, teachers and the local community (leaders, education officers, religious leaders, Non-governmental organizations.) play an important part in the formation of positive school ethics and the moral upbringing of the child. The country has certain values embodied in education philosophy that should be perpetuated by the school. From these wider values, the school derives its own values. These values support the general principles of human integrity including equity of opportunities, personal and social development. The values are important to the personal development of each individual as well as the well- being of the school as part of the wider community. These values should be imminent in the school motto and mission. The school rules and regulations should enhance the values of the community. All members of the school prescribe to and adhere to an acceptance code of conduct. The school is well placed to instill social morals and at the same time support all children including those with special needs, emotional, financial and other difficulties. The school should create a happy positive atmosphere and enhance the pupils/students welfare

services through co-curricular and cultural activities such as games and sports, pastoral programmes, clubs and societies that enable them interact with the local community through public projects e.g. cleaning of markets and tree planting, charity walks to raise funds .

Level of family income and pupils' performance at primary schools

Income means money received over a certain period of time, which can be through payment for work or returns on investments while family income can be referred to the state at which a family receives money over a certain period of time (Oxford Advanced Learners' Dictionary 1994). In this study, level of family income includes money received by father, mother and Guardian. "According to Farrant (1980), children from poor home background usually suffer from serious diseases that lead to their poor performance at schools". In such homes parents are attempted to encourage their children for early marriages which affect their performance. While families with high financial background tend to support their children's education and encourage the importance of education rather than encouraging them for marriages. "Hayman (1980) emphasized the importance of family income on pupils' performance that children born and reared from wealthier homes are better in many aspects of life and have high moral reasoning and better performance compared to children who come from poor home background who face a lot of problems in their education". In a study conducted by Sentamu in Mukono District in 2003 on the influence of family income on pupils' performance at school, it was found out that family income was the determinant of the kind of a school a child attends. This was in concurrence with what Combs (1985) had established in several countries that children from high parents' occupation have far better opportunities of getting into better secondary schools and university than equally bright children of ordinary workers or farmers. The researcher is in total agreement with this assertion because in Uganda, it is generally the children of the rich who flock to the academically better performing schools. "Family income, according to escarce (2003) has positive influence on the education opportunities available to adolescence and on their chances of educational success". This is because richer parents are able to take their children to high-cost schools that generally tend to perform academically better.

CHAPTER THREE

RESEARCH METHODOLOGIES

3.0 INTRODUCTION

This section presents key methodological issues that will be followed to conduct research. Among the areas to be covered include; research design, the scope of the study, the Population of the study, the sample size, sampling techniques and data analysis methods used.

3.1 Research design

This is a case study research .As a case study research; the district bares salient characteristics among others for example a long history of poor performance of over 8 years. This will with no doubt provide the chance to consider impact performance for which there are few districts with this history in Uganda. In order to collect data on the poor performance of English language, a Progressive analysis of performance will be done.

3.2 Population of the study

The population of the study will be drawn from the primary school, pupils, teachers and head teachers, community members, civil society activists, and civic leaders as well as the local leadership at district and sub county.

3.3 Sample size

During the study, the head teachers, teachers, learners and technocrats including the DEO, community development officers, Will be interviewed as key informants. Therefore,3 head teachers, 7 standard teachers, 8 education supervisors from the district and sub county and 200 students are to be interviewed.

3.4Sampling procedures and techniques

A list of schools will be obtained from the district and it is this list that will be used to randomly sample schools that will be chosen. The random sampling method is to be used to avoid bias and reduce the chances of error. Snowball sampling will be to identify key informants that have a wide knowledge and experience in the field of education.

3.5 Data collection methods

This research will employ both quantitative and qualitative methods of data collection, among others include; focus group discussions, interviews, Observation, questionnaire and Documentary review. Forth FGDs and Key Informant interviews were guided by interview schedules that were specifically designed according to the category of respondents in the research.

3.5.1 Questionnaire

A Questionnaire is a set of questions or statements that assesses attitudes, opinions, beliefs, and biographical information (McMillan & Schumacher, 2001). The study will use Questionnaires because of their economy easy to score. The study will use them to collect opinions of head teachers, standard seven class teachers and standard seven pupils on issues relating to factors contributing to poor performance in English language. The questionnaire will be used in this study because it reduces bias that might result from the personal characteristic of the interviewer.

3.5.2 Interview schedule

Interview guides provide flexibility and the ability to probe and clarify responses, they note nonverbal as well as verbal behavior, and they provide high response rates and are adaptable (Macmillan & Schumacher, 2001). Even though interview guides are costly, time consuming, include interview bias, not anonymous and can contain leading questions, it will be used in the study because it will allow direct interaction with the respondents and the collection of in-depth information that the questionnaires may not gather.

3.5.3 Observation

Observational procedures can record naturally occurring behavior and avoid some of the disadvantages associated with the questionnaires and interviews. Even though observation schedules are costly, time consuming, and are usually not anonymous, they will be used in the current study to gather information on teaching / learning activities in a classroom situation by observation. The researcher will look for such things as the tools of work like the pupils' text books and exercise books.

3.5.4 Literature review

This researcher will review literature that will be obtained from the district head offices and Bukwo, Mokoyon and Rwandet primary schools. This literature will include performance reports, project annual reports, project review reports and research reports that had been conducted by the district education officer. This method is chosen because; it is vital in providing background information and facts about projects implemented by the case study organization before primary data could be collected.

3.6 Data analysis techniques:

This research will rely on quantitative and qualitative analysis techniques where all the data collected will be coded and arranged according to the research themes. The Qualitative analysis techniques will be complemented with some statistics that will mainly be obtained from the secondary data that will be obtained through documentary analysis. A few statistics will be obtained from the primary data and will be included in this research.

3.7 Ethical considerations

This research will take into consideration a number of ethical considerations namely.

- (i) Permission will be asked and obtained from relevant authorities in the districts and schools before conducting interviews from the respective schools.
- (ii) Secondly, throughout the research, the researcher will seek consent from the respondents before administering to them the questionnaires and interview guides. Study Agreement will be reached not to record their personal information captured. For example, names of the respondents.
- iii) Clearance will be obtained from the university research coordinator.

3.8 Limitations of the study.

- i. Time will not be enough to fully assess and analyze all the information in journal articles and written report since there will be different books and reports to be used.
- ii. Some respondents will have negative attitude of responding to the questionnaires and others will not return in time and some may not wish to take part in the study.
- iii. The researcher will be constrained by the academic programmes of the university while at the same time doing research.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter shows the results of the study analyzed from raw data as selected from the field. This chapter presents the analysis, interpretation and presentation of the findings/results of the study. It presents the personal data obtained from the respondents that constitute the sample study. The main tools for analysis include explanations, frequency tables and percentage analysis. The questionnaires were designed to obtain information about the factors associated with poor performance of English language at primary leaving examinations in the three Schools.

4.1 Social and Demographic Characteristics

The analysis in this section relates to the gender, age, education and length of residence.

4.1.1 Gender

The gender of the respondents was analysed in order to establish the representation of respondents in terms of gender in the three Schools.

Table 1: Gender of respondents

Gender	Frequency	Percent
Male	91	76.5
Female	28	23.5
Total	119	100.0

Source: field survey 2015

Table 2 shows that 76.5 percent were male and 23.5 percent were female. This reveals a gender bias in terms of representation in the three schools.

4.1.2 Age

The analysis of age was performed in order to establish the representation of members of various age in this research. The results are shown in Table below.

Table 2: Age distribution

Age	Frequency	Percent
25 and below	70	58.8
26-30 years	35	29.4
31-35 years	14	11.8
Total	119	100.0

Source: field survey 2015

The results reveal that 58.8 percent of the respondents were aged 25 years and below, 29.4 percent were 26-30 years and 11.8 percent were 31-35 years. Thus, it can be observed that majority of the respondents were young (below 26 years).

4.1.3 Level of Education

An analysis of the levels of education was done in bid to establish the composition of members of various works in terms of their highest levels of education. This was because one's educational achievement was generally associated with a positive career outcome and most institutions use level of education as an indicator of one's productivity. The results are shown in table below.

Table 3: Distribution by level of education

Level of Education	Frequency	Percent
Primary	24	20.2
Secondary	18	42.0
College	12	25.2
University	8	12.6

Source: field survey 2015

The results indicate that 20.2 percent had primary education, 42.0 percent had secondary education 25.2 percent had college education while 12.6 percent had university degrees. It can therefore be noted from the results that majority had secondary and college education as their highest levels of education. Uganda like so many other countries in Sub-Saharan Africa subscribes to an elitist education system that provides opportunities for further learning to a few selected students. The legacy of colonial education and the political economy of post independence Uganda have led to an education system that favors the most advantaged students (WachiraKigotho2009).

4.1.4 Length of Residence

The length of residence in Bukwo district for the respondents was sought as it was important in establishing the length of involvement in the education sector and how it had benefited them. The results are shown in Table 4.

Table 4: Distribution by length of residence

Length of Residence	Frequency	Percent
5-6 years	14	11.8
7-8 years	14	11.8
9-10 years	7	5.9
Over 10 years	84	70.6
Total	119	100.0

Source: field survey 2015

The study noted that 11.8 percent had stayed in the area for 5-6 years, 11.8 percent for 7-8 years, 5.9 percent for 9-10 years and 70.6 percent for over 10 years. According to the residents who took part in the survey had stayed in the area for over 10 years.

4.2 Effectiveness of curriculum supervision and implementation of instruction in Bukwo, Mokoyon and Rwandet Primary Schools in Bukwo district.

This section presents findings to the research objective one that is to find out the effectiveness and implementation of curriculum supervision and instruction in the three Primary Schools in Bukwo District. Mudanya (2005) asserts that the role of head teacher among other roles includes the interpretation and management of curriculum programme and instructions, provision of facilities, staffing and maintaining effective community leadership. Teachers on the other hand are important component in management process (Kibui 2009).

First, the researcher sought information from teachers on the preparation and utilization of professional documents and how frequently they utilized them in teaching. The collected data was presented in table form.

Table 5: Teachers responses on the preparation and utilization of professional documents

Responses	Preparation of professional documents		Utilization of professional documents	
	F	%	F	%
All time	8	66	3	25
Rarely	2	17	8	66
Never	2	17	1	9
Total	12	100	12	100

Majority of teachers 8(66%) according to the table prepared the professional documents all the time. However, 17% of the teachers seldom prepared such important documents. it was also evident from the table that 17% of the teachers never prepared the documents. it was unfortunate to note that although majority of teachers in the school prepared documents , majority (66%) really used them in actual teaching. and to compound the problem further, only 25% of teachers used them all the time. in some cases, teachers in some schools never used them in teaching as attested by 9% of teachers. lack of preparation and utilization of professional document which stipulates the time, resources and methods of curriculum implementation may compromise the quality of education leading to poor performance of pupils in primary leaving examination.

Table 6: Teachers responses on the frequency of head teacher's supervision of curriculum implementation

Head teachers frequency of supervision	Head teachers		Teachers	
	f	%	f	%
Daily	8	67	2	17
Weekly	2	17	3	25
Monthly	1	8	3	25
Termly	1	8	14	33
Total	12	100	12	100

Majority of teachers (33%) indicated that head teachers supervised the implementation of the curriculum terms while another 25% of them felt that they did so weekly and monthly respectively. Only 17% of the teachers felt that head teachers supervised the curriculum implementation daily. The system of implementation is then rendered ineffective in this case. If teachers are not supervised properly, then the implementation of the curriculum becomes difficult and there for affecting the implementation itself and finally failure to achieve set objectives likes excelling in exams.

TABLE 7: Head teacher's responses on the frequency of checking professional documents

Professional documents used by teachers	Frequently		Rarely		Never	
	F	%	F	%	F	%
LESSON PLAN	8	66	3	25	1	8
SCHEME OF WORK	3	25	8	60	1	8
RECORD OF WORK	4	33	6	50	2	16
REGISTERS	10	83	1	8	1	8
LESSON NOTES	2	16	4	33	6	50

It's evident from the table that majority of head teachers 8(66%) were very keen on preparation of lesson plans since majority frequently monitored whether teachers had prepared them on time. Furthermore the table shows that 83% of the head teachers frequently checked whether teachers were filling class registers as required. Of great concern to the researcher was of the fact that important documents such as lesson notes and schemes of work got minimal attention from the head teachers. It was noted from the study that head teachers never checked lesson notes prepared by teachers for teaching while 66%, he rarely checked the schemes of work written by the teachers. It was clear that the head teacher's supervisory role was not effective there by impacting negatively on the quality of output and hence poor performance.

4.2.1 Frequency of Checking Teachers' Schemes of work

The responsibility of checking the professional documents like teachers' schemes of work and lesson plans lies in the hands of the head teacher. This may be done in person or he may delegate to the deputy head teacher or the senior teacher. Preparation and use of schemes of work by the teachers enhances sequential teaching and results to improved achievement. The frequency of checking teachers' schemes of work was therefore looked into and all head teachers (100%) indicated that they randomly check the teachers' schemes of work only once a term. This reflects that head teachers do not do any follow up on curriculum implementation during the course of the term. Checking of teachers schemes of work should be done frequently to allow the head teacher monitor curriculum implementation. Lack of this close monitoring could be a factor contributing to poor performance in national examinations.

4.2.2 Frequency of Staff Meetings in a Term

Data obtained shows that majority of the respondents (64.7%) indicated that staff meetings are held twice a term, 19.6% indicated once only in a term and 15.7% indicated that they hold staff meetings more than twice in a term. Few staff meetings may lead to less co-ordination of curriculum implementation. Findings by Kathuri (1986) asserted that the first aspect of administration is staff meetings as they facilitate co-ordination of various activities in the school. This implies that there was less monitoring and reporting of the progress of the schools activities to the teachers and this could be a factor contributing to poor performance in national examinations.

It emerged from this research at Bukwo, Mokoyon and Rwandet Primary Schools that supervision and implementation of curriculum and instruction was fair for teacher's schemes of work and plans as it was being checked and evaluated although supervision was not effective to some extent.

The head teachers of Bukwo, Rwandet and mokoyon Primary Schools said that there is a routine support supervision and monitoring done regularly by the district office reinforcing internal supervisions carried out by the head teachers office in conjunction with the heads of department at the school level.

In an interview with the district education officer Bukwo District, he noted that the national curriculum development centre regularly reviews curriculum which is rolled over to all schools through refresher training in the district. He further noted that at the district, there are centers for capacity building for teachers and head teachers under the man ship of a centre coordinating tutor. Bukwo district has two of these centers. He said that at the district level, the inspectors are responsible for supervision of schools to ensure implementation of curriculum and instruction in schools across the district. He said further that the head teachers and their deputies are immediate supervisors as regards curriculum implementation and instructions in their schools.

He went ahead to note that majority of head teachers delegated duty to their deputies in the schools in Bukwo district for checking on learners note books and assessment reports. Though

they held meetings with the teachers for briefing and updates, from this, it is clear that the head teachers do not supervise classroom instructions effectively.

4.3 The causes of poor performance of English language at primary leaving Examination in Bukwo, mokoyon and Rwandet Primary Schools in Bukwo district.

Table 8: Causes of poor performance in English language at primary leaving examination.

Responses	Frequency	Percentage (%)
Lack of professional teachers	1	4
Negative Perception of English as a foreign language by the pupils	5	10
Government policy of teaching the mother tongue`	1	10
Lack of teaching materials	3	8
No debating clubs which could build ones skills	5	10
Absenteeism by both pupils and teachers	2	6
No English clubs which could strengthen it as a subject	3	6
Reluctance of both pupils and teachers	2	7
	3	6
Over drinking by the subject teachers	4	9
Inadequate subject teachers	2	8
Lack of exposure to enough English materials	7	14
Total	50	100

Source: Primary data

The study further indicated the main causes of poor performance of English language at primary leaving Examination in the three Primary Schools. Several reasons were given and the most outstanding was Government policy of teaching mother tongue with 10% of the parents or guardians who are unable to speak English at all. Pupils are influenced by their mother tongues in speaking and writing English hence leading to poor performance of English language at the final Examination.

This percentage was followed by Reluctance of both pupils and teachers, lack of teaching materials like text books and other stationary. Over drinking by the subject teachers as there is poor supervision from the district Education officials, and also Teacher pupils ratio as there is one teacher teaching approximately 150 pupils among other reasons as mentioned in the table above.

4.5 Determining possible ways through which the causes of poor performance in English language at primary leaving examination can be mitigated in the three Primary Schools, Bukwo district.

TABLE 9: solutions to poor performance of English at primary leaving Examination

Responses	Frequency	Percentage (%)
Recruitment of qualified subject teachers	5	10
Need for sensitisation on the benefits of English	2	4
Teachers should put more emphasis in English language than mother tongues	2	4
Government to provide enough teaching materials	9	18
Strict laws on absenteeism	8	16
Motivation on both pupils and teachers	6	12
Regular supervision by the district officials	4	8

Need for more teachers	4	8
Formation of debating clubs in and outside the school	5	10
Frequent testing of pupils	3	6d
Formation of English clubs within the school	3	6
	3	6
Total	50	100

Source: Primary data

To determine possible ways through which the causes of poor performance at PLE can be mitigated in Bukwo, Mokoyon and Rwandet Primary Schools Bukwo district, respondents replied that, more English teachers should be posted to schools to reduce on the gap between teachers and pupils ratio and also provision of further training of teachers by government as there is lack of qualified teachers.

English teacher's salary should also be increased by the government to avoid a hungry and angry teacher teaching pupils, sensitization of both parents and pupils on the benefits of English as a subject and also provision of lunch to children to avoid teachers teaching a hungry child guidance and counselling of children by both parents and teachers, government also provide the DEO with transport facilities to help him /her monitor and supervise the schools and teachers in Bukwo district.

The government should also provide enough learning materials like text books to schools to easy teaching, and also strict supervision of teachers by the DEO to reduce cases of over drinking by teachers.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary, conclusions and recommendations drawn from the findings in connection with the factors contributing to the poor performance of English language at primary leaving Examinations in Bukwo, Mokoyon and Rwandet Primary School, Bukwo district.

5.2 Summary of research findings

The study findings from analyzed data are presented below under the following themes derived from the research questions of the study:

The effectiveness of supervision, implementation of curriculum and instruction in Bukwo, Mokoyon and Rwandet Primary Schools.

The study revealed that majority of teacher's prepared professional documents all the time. However, majority of them rarely used them in actual teaching. In addition, majority of teachers indicated that head teachers supervised the learning /teaching processes in the school. The head teachers said they supervised the implementation of the curriculum by checking teacher's records of work, schemes of work, lesson attendance and performance. The frequencies of supervision were per term, monthly, weekly and daily. In the same study, the head teachers said that handling of the curriculum was not satisfying since teachers were ineffective as they never completed the syllabi. The DEO through the interview cited opening late and closing early as the major causes of poor performance of English at the final Examinations. Reasons for not completing English syllabus are; pupils' and teachers' absenteeism, head teachers felt that teachers rarely marked pupils' books and assignments. In the same study, majority of head teachers said that handling of the curriculum was not satisfying since teachers were ineffective as they never complete the syllabus.

Causes of poor performance of English at primary leaving Examinations

According to this research, the causes of poor performance of English at primary leaving Examination in Bukwo, Mokoyon and Rwandet Primary Schools are; lack of professional teachers with 10 percent of teachers teaching English untrained but just know how to speak to , This percentage was followed by absenteeism of both teachers and pupils with 4%. Over drinking of teachers as there is poor supervision from the district education officials, Laziness by both students and teachers, Poor payment of teachers salary as it has promoted a hungry and angry teacher, Lack of teaching materials to be used for teaching and Teacher pupil ratio as there is one teacher teaching approximately 150 students .

Solutions to poor performance

Finally according to the research on poor performance of English language at PLE in Bukwo, Mokoyon and Rwandet Primary Schools, Bukwo district, respondents replied that more teaching/learning materials should be provided, more qualified teachers should be posted to schools to reduce on the gap between teachers and pupil ratio and provision of further training for teachers by government as there is lack of qualified teachers and many more.

5.3 Conclusion

Based on the findings, several conclusions have been made: First the study noted that internal supervision of curriculum was ineffective since head teachers rarely checked the utilization of professional documents prepared by teachers. Unfortunately, though majority of teachers prepared professional documents, they rarely used them in teaching.

Further, External supervision of curriculum was thus ineffective since the quality assurance officers did not manage constant supervision of the school.

5.4 Recommendations

The research made the following recommendations based on the findings from the Study:

- i. The study noted that the three Primary Schools suffer from acute shortages of English teachers and this leads to poor performance of English in the final Examinations.

The study recommends that to close this gap, teachers should be employed in the school either by the government or through the parents' initiative. Provision of quality education calls for the participation of all the stake-holders. This should include parents who should be ready to share the cost of Education.

ii. Although majority of schools have physical teaching and learning resources, they are not adequate. The study recommends that Bukwo, Mokoyon and Rwandet Primary Schools should initiate income generating activities to raise funds to supplement English resources donated by the UPE programmes.

iii. The study noted that internal supervision of curriculum was ineffective since the head teachers rarely checked the utilization of professional documents prepared by teachers. Further, the study recommends that external and internal supervision of curriculum should be intensified in the school.

5.5 Suggestions for further studies

The study realised that there are many factors contributing to poor performance of English at PLE in Bukwo, Mokoyon and Rwandet Primary Schools. It is suggested therefore that another study be carried out to determine possible factors contributing to poor performance of students in English in public secondary schools in Bukwo district.

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APPENDICES

APPENDIX 1 QUESTIONNAIRE

(i) For residents

Dear Respondent,

I am **CHEPKWEMOI PAMELA** a student at Kampala International University conducting my final year research study. This study is a partial requirement for the award of Bachelor's Degree of education in Kampala International University. This is a study intended to assess the poor performance of English language at primary leaving Examinations, a case study of Bukwo, Mokoyon and Rwandet Primary Schools in Bukwo Town Council, Bukwo district

Please render your assistance by answering the following questions as honestly as possible. The data you provide will be treated with utmost confidentiality and used only and only for the purpose of this study.

Thank you very much.

1. What is your gender?

Male

Female

2. What is your age?

25 years or below

26-30 years

31-35 years

36-40 years

41-45 years

3. What is your highest level of education?

Primary

Secondary

College

University

4. How long have you been a resident of this community?

5-6 years

7-8 years

9-10 years

over 10 years

5. Who do you think is responsible for the improvement of English Performance in primary schools? Give reasons

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6. What do you think are some of the major problems that hinder pupils' performance of English at primary leaving Examination?

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7. Comment on the co-curricular activities of primary schools in Bukwo district?

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(ii) Questionnaire for class teachers

The information given will be kept in strict confidentiality. However the usefulness of the information will depend solely on your honesty.

PART 1 – Demographic Data

Please respond to each question by ticking against the appropriate information as applies to you.

1. Please indicate your gender Male ☐ Female ☐
2. How long have you taught in this school? Below 3 years ☐ 4-6 years ☐
7- 9 years ☐ above 9 years ☐
3. Please indicate your highest academic qualification Degree ☐ Diploma ☐
S 1 ☐ P 1 ☐ P 2 ☐ graduate

Part 11 Management of Curriculum and Instruction in the Primary Schools

4. How often do you prepare professional documents?
Rarely ☐ Never ☐ All the time ☐
5. Do you frequently utilize the professional documents in teaching?
Yes ☐ no ☐
6. How do you assess pupils in class?
Tests ☐ class exercises ☐ quizzes ☐ term examinations ☐
7. In your opinion what factors have led to the poor performance of English in your school at PLE?
8. Indicate how often you use the following teaching /learning strategies

Strategy	Frequently	Not often
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Small Group

Lecture

Question and Answer

Dramatization

9. a) Does the head teacher supervise teaching/learning activities in your school?

Yes [] no []

b) If your answer is yes on question 9, how often does the head teacher

Supervise your work? Daily [] Weekly [] Monthly []

Termly [] Not at all []

Part III; the Adequacy of the Teaching/Learning Resources

10. Indicate the Adequacy of the following resources;

Classrooms Adequate [] Not adequate []

Desks Adequate [] Not adequate []

Chalkboards Adequate [] Not adequate []

Textbooks Adequate [] Not adequate []

Exercise books Adequate [] Not adequate []

Teaching aids Adequate [] Not adequate []

Part IV How does the attitudes of pupils towards learning English affect their performance at PLE

11. Do your pupils show willingness to learn English?

Yes [] No []

APPENDIX 2:

INTERVIEW GUIDE FOR THE DEO, PRIMARY HEAD TEACHERS, ON FACTORS AFFECTING THE PERFORMANCE OF ENGLISH AT PRIMARY LEAVING EXAMINATION IN SCHOOLS OF BUKWO DISTRICT.

Section A: Background information

1. Your age

2. Your gender:

3. Name of your school

4. Years of service in the current school

8. What are your views about the performance of English in your school?

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9. What do you think are some of the factors that have led to the current state of pupils' performance in English in your school?

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10. What are the possible ways through which the causes of poor performance of English can be mitigated in Bukwo, Mokoyon and Rwandet Primary Schools, Bukwo district?

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11. How effective is the supervision and implementation of curriculum and instruction in Bukwo, Mokoyon and Rwandet Primary Schools in Bukwo district?

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12. How effective is the supervision and quality control in Bukwo,Mokoyon and Rwandet Primary Schools in Bukwo district?

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13. Comment on the co-curricular activities of primary schools in Bukwo district?

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APPENDIX 3

**NOMINAL GROUP DISCUSSION GUIDE FOR PARENTS AND COMMUNITY ON
THE FACTORS AFFECTING THE PERFORMANCE OF ENGLISH AT PLE IN
BUKWO TOWN COUNCIL PRIMARY SCHOOLS**

Section A: Background information

14. What is your
occupation?.....
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Section B.1: Level of education of
parents.....
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15. What is your highest level of
education?.....
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Section B.2: Level of family
income.....
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16. What major economic activities do you carry out?

(iv).....

(v)

(vi).....

17. What are your views about the performance of English at PLE in primary schools in Bukwo district?

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18. What are some of the major problems that hinder pupils’ performance of English in schools?

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19. What should parents do to minimize some of these problems?

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Section c.2: Co-curricular activities

20. Comment on the co-curricular activities of primary schools in Bukwo district?

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21. What contributions should parents make to improve the co curricular activities in these schools?

- (i)
- (ii)
- (iii)

THE END
THANK YOU

