

**SCHOOL ENVIRONMENT AND PUPILS' ACADEMIC PERFORMANCE**

**IN PRIMARY SCHOOLS IN AGAGO DISTRICT: A**

**CASE STUDY IN ADILANG SUB COUNTY.**

**BY**

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### DECLARATION

I OUMO ISAAC do declare that this research report is my personal work and has never been submitted by any other person to any institution of higher learning for academic award.

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### APPROVAL

This is to certify that this piece of work titled "school environment and pupils' academic performance in Agago district: A case study of Adilang sub county" was conducted under my supervision, duly approved and ready for submission to the College of Education, Open and Distance learning. For the award of a bachelor degree in education- primary

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SIGN:  .....

DATE: 21/7/2017 .....

### **DEDICATION**

This research report is dedicated to papa OKION PETER OUMO, a peasant in kabata parish, Kumi municipality, family members and family friends who saw the value for education. Papa may you live to enjoy the fruits of educating your son.

## ACKNOWLEDGEMENT

I thank the almighty God for giving me wisdom, knowledge, strength, courage, ability and funds for achieving my dream, glory be to his name. Amen

My unreserved thanks goes to the management of Kampala International University for giving me the opportunity to pursue my carrier, and all the teaching staff of Tororo study Centre and in a special way to Dr. Olowo who is my research supervisor for dedicating his time and continued support towards the production of this piece of work. It wouldn't have been easy without you. May the almighty God bless the work of your hands. I will not forget to thank all my family members who supported me financially towards the production of this piece of work. My sincere gratitude goes to all the people who took part in this study especially head teachers, teachers, members of school management committee and the pupils at large. I finally wish to congratulate all friends, Omugen John Bosco, Asiita Solomon John, madam Namsiho, Akurut, Nyaguti Joyce, and many others who have with me during the struggle. May live to serve the nation.

## TABLE OF CONTENT

Declaration.....	i
Approval .....	ii
Dedication.....	iii
Acknowledgement.....	iv
Table of content.....	v
Abbreviations.....	vii
List of tables.....	viii
Abstract .....	ix

## CHAPTER ONE: BACKGROUND OF THE STUDY

1.0 Introduction.....	1
1.1 Statement of the problem.....	7
1.2 Purpose of the study.....	8
1.3 Objectives of the study.....	8
1.4 Research questions.....	8
1.5 Significance of the study.....	9
1.6 Scope of the study.....	9

## CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction.....	11
2.1 environmental factors that affect academic performance of pupils.....	11
2.3 Environmental effect on the academic performance.....	13
2.4 Strategies that can be used to improve on the school environment.....	17

## CHAPTER THREE: MOTHODOLOGY

3.0 introduction .....	19
3.1 Study design .....	19
3.2 Area of study.....	19
3.3 Sampling techniques .....	20
3.4 Research procedure.....	21
3.5 data analysis .....	21



## **CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA.**

Presentation, analysis and interpretation of data.....	22
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## **CHAPTER FIVE: DISCUSSION, CONCLUSION, RECOMMENDATIONS, AREAS OF FURTHER RESEARCH.**

5.1 discusion.....	32
5.2 conclusion.....	34
5.3 recommendations.....	35
5.4 areas of further research.....	35
References .....	36
Appendix I: Questionnaire.....	38
Appendix II: Interview guide .....	39
Appendix III: work plan schedule.....	43
Appendix IV: Budgetary estimate.....	44
Appendix V: Map.....	45
Appendix VI: Introductory letter.....	46

## ACRONYMS/ABBREVIATIONS

LC: local council

UPE: universal Primary Education

HTR: Head teacher

IDP: Internally Displaced people

TV: Television



## LIST OF TABLES

3.1 Respondents by category.....	16
3.2 Age of the respondents.....	18
3.3 Gender of the respondents.....	18
3.4 Marital status of the respondents.....	18
3.5 Educational level of the respondents.....	19
3.6 Employment status of the respondents.....	19
4.1 Rating of academic performance.....	20
4.2 Factors responsible for poor academic performance of pupils.....	20
4. 5 How do environmental factors affect academic performance of pupils?.....	22
4.6 Strategies that can be used to improve academic performance of pupils.....	23

## **ABSTRACT**

The study investigated the school environment and pupils' academic performance in primary schools in Agago district: A case study in Adilang sub-county. With focus on the environmental factors that affect the academic performance of pupils, how the environmental factors affect the academic performance and the strategies that can be used to improve on academic performance. It adopted descriptive research design. Qualitative and quantitative research methods were applied to analyze the findings. 60 respondents took part in the study out of whom 32 were male and 28 female. The number male was seen to be more than female because all head teachers who took part in the study were male. Questionnaires with open ended statements were administered to collect data which was analyzed using frequency tables and percentages. The findings revealed that the following factors were responsible for poor academic performance:-

Lack of mid-day meals, lack of instructional materials, inadequate classrooms, poor teacher-pupil relationship, the study also put it clear that failure of teachers to display instructional materials in classrooms, poor syllabus interpretation by some teachers, under staffing, poor administration by some head teachers and mismanagement funds. The study also put forward how each of the above factors affect the academic performance of learners in primary schools. However the study suggests that provision of mid-day meals, construction of more classrooms, recruitment of more teachers, use of instructional materials during teaching learning process, organizing refresher courses, stepping up support supervision, display of instructional materials in classrooms, apprehending corrupt head teachers, demoting non performing head teachers would help to improve on academic performance in primary schools in Agago district and Adilang sub-county in particular.

## **CHAPTER ONE: GENERAL INTRODUCTION**

### **1.1 .INTRODUCTION**

This chapter focused on the back ground of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, and scope of the study among others.

#### **1.1.1. Background of the study:**

The background of the study was sub divided into three perspectives i.e. historical, contextual conceptual and theoretical.

#### **1.1.2 Historical perspective.**

Environment is all that surrounds man. Sociologists, Psychologists and Educators among others schools of thought define environment as the entire human element that surrounds man in which he lives belongs and interacts.

The school environment, which include the classrooms, libraries, technical workshops, laboratories, teachers' quality, school management, teaching methods, peers, etc. were variables that affected pupils academic achievements (Ajayi 2001 and Oluchuku, 2000). Hence the school environment remains an important area that should have been studied and well managed to enhance pupils' academic performance.

The issue of poor academic performance of pupils in Adilang sub county,Agago district has been of much concern to the Agago district local government, parents, teachers, and even learners themselves. The quality of education not only depends on teachers as reflected in the performance of their duties, but also in effective coordination of the school environment (Ajao 2001)



School environment which include instructional space planning, administrative space planning, circulation space planning, space for convenience planning, accessories planning, the teacher as well as the pupils themselves are essential in the teaching- learning process.

The extent to which pupils learning could be enhanced depends on their location within the school compound, the structure of their classroom, availability of instructional facilities and accessories. It was believed that a well-planned school would gear towards expected outcome of education that would facilitate good social, political and economic emancipation, effective teaching and learning process and academic performance of the students

Relating this to study to international occurrences are the assertions of Williams, Persuade, and Turner (2008), Quoting Marsden (2005), which reported that safe and orderly classroom environment (aspect of instructional space), school facilities (accessories) were significantly related to learners' academic performance in schools. The three researchers, quoted Glassman (1994), asserting that a comfortable and caring environment among other treatments helped to contribute to pupils' academic performance.

The physical characteristic of the school have a variety of effects on teachers, students, and the learning process. Poor lighting, noise, high level of carbon dioxide in classroom, and inconsistent temperatures, make teaching and learning difficult. Poor maintenance and ineffective ventilation system lead to poor health among learners as well as teachers, which leads to poor academic performance and higher absenteeism rates (Frazier, 2002 Lyon 2001, and Ostend Orff 2001). This factors can adversely affect student behaviors and led to higher levels of frustration among teacher, and poor learning attitude.

Beyond the direct effects that poor facilities have on pupils ability to learn, the combination of poor facilities, which create an uncomfortable and uninviting workplace for teachers, combined with frustrating behavior by pupils including poor concentration and hyperactivity, lethargy, or

apathy, creates stressful set of working conditions for teachers. Because stress and job dissatisfaction are common pre-cursors to lowered teachers enthusiasm, it is possible that the aforementioned characteristics of school facilities have an effect upon the academic performance of pupils.

### **1.1.2 Contextual perspective.**

Previous studies have investigated the relationship of poor school environment including problems with learner –teacher ratio, school location, school population, classroom ventilation, poor lighting in classrooms and inconsistent temperatures in the classroom with learner health problems pupils behavior, and pupils achievement (Crandell&Smaldino, 2000; Davis, 2001; Johnson, 2001; Moore, 2002; Stricherz, 2003; Tanner, 2000). To complement these studies, the present research will examine the aforementioned areas of school environment as it affects pupil performance in Adilang Sub-County.

Kate Woodford et al (2003, P. 409) stated the environment referred to conditions that you live or work in and the way it influences the effectiveness of what you can do, while performance was how well a person, machine etc. does a pieces of work or an activity”.

The environment in Adilang Sub-County had paved way for some pupils to prefer staying in their homes, trading centers and market places during week days like Tuesday when Oliga Market operates to going to school. Many parents blamed the government for failing to put in place laws stopping children from attending market places, provide enough reference books, classrooms, seats and other learning materials

### **1.1.3 Conceptual perspective**

Edward Nduhukire et al (1977, p 83-84) stated that suitable learning environment is one way to facilitate pupils’ performance. They needed a clean, free dust and well ventilated classrooms with windows and be guided by most stakeholder to mind about their welfare like provision of mid-day

meals, enough reference books, classrooms, seats and other learning materials some teachers were being looked as people contributing to pupils' poor performance because they did not adequately prepare teaching/learning materials and displayed them in classrooms but some scholars for example Castle E.B (1999) asserted that teaching aids were used in schools to give meaning towards learning. He farther said that a word description of something was made more real or better by seeing the thing itself. Immoral acts were practiced in nearby trading centers these activities were more active in the evenings whereby people behaved differently and badly as they wish to satisfy their immoral desires.

This did not exclude pupils who involve themselves in such acts and as a result, it affected the academic performance since it does not support them to develop interest in learning. Museveni (2003, p. 12) observed that it was the responsibility of the parent to find school with a Suitable environment for their children and provide them with the mid-day meals together with all other school requirements.

However there are number of factors that responsible for poor academic performance in school in Adilang Sub-County Agago District

### **Poverty**

Many households live below poverty line and find it hard even to provide their children with scholastic materials such as uniform, books, pens etc. this greatly affects academic performance of school children. To add on most, public primary schools do not have libraries instead they have book stores which do not give learner opportunity to research for knowledge on their own. This



makes pupils to depend entirely on what teacher give them whether its' adequate or inadequate that is the order of the day.

Presence of libraries would improve performance to a certain percentage Lack of accommodation. This makes teacher to operate from distant places. This in long run affects the performance of pupils since teachers waste much of the time moving up and down instead of attending to pupils

Poor teacher, pupils' relationship corrupts the academic performance as where shall be no free interaction between learners and their teachers.

Due to failure of most stakeholders to provide suitable learning environment which had led to poor performance in the area, the researcher "was of the view that there could be some other points related to environment and pupils performance in Adilang Sub-County that to be establish.

#### **1.1.4 Theoretical perspective.**

##### **Introduction**

Many learning Theories have been developed over a period of time, though a majority of those now in use have arisen in the last century or so. These theories apply to many different educational learning. Learning Theories are conceptual frame works describing how information is absorbed, processed, and retained during learning. Cognitive, emotional, and environmental influence as well as prior experience, all play apart in how understanding, or a world view, is acquired or change, and knowledge and skills retained. Behaviorists look at learning as an aspect of conditioning and will advocate a system of rewards and targets in education.

Educators who embrace cognitive theory believe that the definition of learning as a change in behavior is too narrow and prefer to study the learner rather than their environment ,and in particular the complexities of human memory. This study is linked to Edward Thorndike's theory of learning; Edward Thorndike is a prominent American psychologist introduced a set of principles

that would come to be known as Thorndike's laws. According to these laws learning is achieved when an individual is able to form an association between a particular stimuli and response. These are known as habits, and can either be encouraged or deterred by external parameters and frequency an individual is exposed to the stimuli and responses. This theory is linked to this study since the academic performance of any child cannot be separated from the home environment in which the child grows up (Fantuzzo et al. 2000). Numerous studies revealed that various factors are responsible for scholastic failures of pupils, such as low socio-economic back ground, students' cognitive abilities, school related factors, environment at home, or support given by parents to their children. The importance school environment into the pupil of primary school today in particular cannot be overemphasized. This is because, school environment has tremendous influence in the quality of education.

Whereas an aggregated measure, such as student body characteristics or private versus public schools may offer power to detect environmental influence on academic performance, this assumes similarly within the aggregate level of analysis (in this case schools), an assumption questioned by some researchers (eg Brofen brenner & Cruotor, 1983 ). So when investigating this variable aggregate across schools, they explored more specific of class room environment.

Findings from the literature suggest that variables describing characteristics of a classroom may have detectable environmental effects on school performance /achievement of pupils.

Studies of the classroom variables more often use measures pertaining to individual teacher-pupil and pupil to pupil relationship interaction and relationships, variables that are more directly associated with social aspects of a school environment rather than physical resources. Indeed, several recent studies investigating variables relating to social variables have found significant association. Children's sense of futility versus control over their environment, in addition to other attitudes about the school, appears to be one of the important predictors of achievement, and may provide



a key to one of the mechanisms underlying association found with variables aggregated at higher levels. Even coleman et al (1966 p.319).Report, with its abundance of negative findings, found an association between such students' attitude and achievement: "of all the variables measured in the survey, including all measures of family background and all school variable these attitude showed the strongest relation to achievement"

Parental and teacher attitude also appear to be important. Using a cross-cultural design, Stevenson and lee (1990) investigated achievement differences in Japanese and American children and found evidence for several factors that explain these differences:-

Emphasis on group participation in the class room

Realistic evolution of children by both parents and children.

The underlying assumptions that effort rather than ability controls test scores. These findings though perhaps not replicable on a sample of American children, suggests that school environment cannot be ruled out as a factor that determines the academic achievements of the learners across the globe.

To complement these studies, the present research will investigate on school environmental factors that affect pupil's performance in Agago District, Adilang Sub County.

## **1.2 STATEMENT OF THE PROBLEM**

It was clear that government meets high costs of maintaining universal primary education in schools across the country. Despite huge sums of money that government has invested in primary education. Pupils' quality performance across UPE schools especially in rural and hard to reach areas was worrying government and education stake holders in Uganda. Since the introduction of UPE in 1997, children who were unable to go to school got the opportunity to join primary school in Agago district. But the quality of academic performance of pupils in Adilang Sub-County kept

on deteriorating for a number of years and one would always attribute the poor performance to teachers, yet there were numerous factors that were responsible for poor academic performance of pupils in primary schools, which may include among others:- Learning environment, teacher- related factors, community related factors or even administrative related factors. The researcher therefore wishes to carry out the research to find out the relationship between environment and the pupils' performance in Adilang Sub County.

### **1.3 . PURPOSE OF STUDY**

The purpose of the study was to examine how school environment affected pupils' academic performance in Agago District, Adilang Sub County.

### **1.4 OBJECTIVES OF THE STUDY**

1. To establish environmental factors responsible for poor academic performance in Adilang Sub-County in Agago District
2. To assess the effects of environment on academic performance of pupils
3. Identify strategies for improving environmental factors and academic performance.

### **1.5 RESEARCH QUESTIONS**

The following research questions guided the study:-

1. What are the environmental factors that affect academic performance of pupils?
2. How does school environment affect the academic performance of pupils?
3. What strategies can be used to improve environment and consequently academic performance of pupils?

## **1.6 SIGNIFICANCE OF THE STUDY**

The significance of this study was that it would enable various stakeholders in education to establish the association between the academic performance and the characteristics of the school environment can result from direct environmental influence of the school, or from placement of the children into a particular school environment based on prior ability. Hence each stakeholder plays his or her role on improving school environment for the sake of improving the academic performance of pupils across Agago district and Adilang Sub County in particular

Since the study intended to investigate on environment and pupil's performance in primary schools. It was hoped that when the study was complete, it would benefit:

The school administrators to create a suitable learning environment which would support pupils' academic performance.

The parents would be in position to always guide their children and contribute towards their well-being at school for example providing the mid-day meals to avoid starving and all other school requirements.

## **1.7 SCOPE OF THE STUDY**

The scope was sub-divided into three, i.e geographical scope, content scope and time scope

### **1.7.1 Geographical scope**

The study was be carried out in Agago district in five selected primary schools in Adilang Sub-county, i.e Adilang Kulaka primary school, Adilang Lalal primary school, kanyipa primary school, Cigaciga primary school, Orina primary school among other schools.

### **1.7.2 Content scope**

In terms of content the study focused in investigating environment and pupil's performance in primary schools, the study was guided by the theme assessing the school environmental factors that affect the academic performance of pupils in primary schools, establishing how environment affects pupil's performance; identifying strategies that can be used to improve on school environment for the purpose improving academic performance of pupils.

The study targeted head teachers, teachers, local council one chair persons, school management committee members (smc) and pupils.

### **1.7.3 Time scope**

Upon approval of the research proposal the researcher moved to the field for data collection which was done within the period of three (3) weeks after which raw data was analyzed and subsequently report was written and now ready for submission.



## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0. INTRODUCTION**

This chapter presented a review of related literature. To guide the study, literature was reviewed under the following sub headings:

- What school environmental factors affect academic performance of pupils in primary schools
- How environment does affects academic performance?
- Strategies that can be used to improve on academic performance.

### **2.1. SCHOOL ENVIRONMENTAL EFFECT ON ACADEMIC PERFORMANCE OF PUPILS IN PRIMARY SCHOOLS.**

Academic performance of any child cannot be separated from home environment in which the child grows up (Fantuzzo et al 2000. Numerous studies revealed that various factors are responsible scholastic failure of pupils. However, controversy remains over whether there is relationship between school environment and academic achievement of pupils. Parents who take their children to schools with characteristics associated with high achievement may themselves be more supportive or intelligent (Jenck, 1972) because parents share with their children genes of intelligence. An observed association between school environment and child academic performance may occur because the school variable is correlated. Bank (1996) found that the type of school attended is better prediction of both the occupational history of the pupil than either ability or social back ground. Even. Adilang Sub County has got variant schools with almost similar challenges affecting academic performance of pupils

Arnold (1997), gave anote, if hygiene is poor the illness will be very common in all age groups especially among children hence absenteeism of children from school. Monday (1997) said that, because of the huge number of children, for example some schools have very high enrolment i.e from 200 to more than 500 pupils, suddenly this resulted into general shortage of pit-latrines.

Another factor that seems to responsible for poor academic performance is the poor curricular design. Mlama (2005) FAWE Zambia argues that curricular design is in the hands policy makers.

She observes that it is the role of the politicians to enact and influence relevant and equitable curricular in the educational system of any country. She argues that children drop out of school because of imbalanced curriculum which does not favor children from areas, a factor that would have been put right by politicians. It is quite evident that politicians in Uganda lack political will to improve on academic performance of pupils in the country. The have failed to come up with relevant curriculum that favors both rural and urban school age going children across the country.

One cannot rule out the factor of peace and democratic governance as factor that can also affect academic. Challender & Unterhalter (2005) UK observed that peace and democratic governance contribute to good academic performance of pupils and educational development. They observed that good governance at any level is the role of politicians. However, due to laxity and corruption by some politicians, peace and harmony was compromised in northern Uganda for the past two decades a problem that disorganized people hence forcing them go into internally displaced peoples' camps (IDP camps). This adversely hampered education development in the region. Creating room for poor academic performance in Agago district.

## **2.2. HOW ENVIRONMENT AFFECT THE ACADEMIC PERFORMANCE.**

Intelligence is not the only determinant of academic achievement of pupils. Academic achievement of pupils is always associated with the many components of learning environment. According to Bosque and Dore (1998) learning and teaching environment ought to implement six functions: inform, communicate, collaborate, produce, scaffold and manage. They added that conceptually speaking, the learning environment refers to the whole range of components and activities within which learning happens. Based on the Sandburg's (1998), the definition on the functions of learning Environment can be quoted as "Teacher component's role is to provide something between loose guidance and direct instruction. It can be a human agent (present or distant), an intelligent agent, and instruction like some text books provide. This component provides information from the syllabus to task level Pupil's motivation for learning is also generally regarded as one of the most critical determinants, which contributes to the success and quality of any learning outcome (Mitchell, 1992). Research shows that pupil's perceptions of academic competency decline as they advance in school (Eccles, Wigfield, & Schiefele, 1998). Schunk and

Pajares (2000) attribute this decline to various factors, including greater competition, less teacher attention to individual student Progress and stresses associated with school transitions.

Another important determinant, which shouldn't be neglected, is the family. Family is the primary social children for all culture across the region. Rollins and Thomas (1979) found that high parental control were associated with high achievement. Religiosity as an aspect of the family environment is another independent variable possibly influencing academic achievement (Bahr, Hawks, & Wang, 1993). Cassidy and Lynn (1991) explored how family environment impacts motivation and achievement. This means that motivation served as a mediating variable between Home backgrounds achievement. Home Background, personal characteristics and educational attainment. Higher-achieving pupils are likely to have the following characteristics: positive feelings about

their school experiences; attribute their success in high school such things as hard work, self-discipline, organization, ability and high motivation; tend to watch relatively little television Vol. 4, No. 4 International Journal of Business and management during the school week; tend to associate with student who also were successful in school; and avid readers (WEAC, 005). A study by Niebuhr (1995) examined relationships between several variables and student academic achievement.

His findings suggest that the elements of both school climate and family environment have a stronger direct ratings, tests, and examinations (how, 1999). Students were usually more motivated by teachers who cared about student learning and showed enthusiasm. According to Niebuhr (1995) there is no significant effect on their relationship of an individual motivation and its' effect on academic achievement. Another study by Boggiano et. al (1991), regarding differences in gender in motivation , found that females were significantly more extrinsic than males . Males' students' performance accords their interest level more than is in the case for female student. Specifically, female students' academic performance schiefele et. al, (1992). Study done by Hammer (2003) the home environment is as important as what goes on in the school. Important factors include parental involvement in their children's education, how much parents read to young children, how much children are allowed to watch TV and how often learners change schools. Achievement gap is not only about what goes on once students get into the classroom. It's also about what happens to them before and after school. Parents and teachers have crucial role to play to make sure that every learner becomes higher achiever. Parental influence has been identified as an important factor affecting students' academic achievement. Philips (1998) also found that parental education and socio- economic

Status have an influence on learner's achievement. Students with parents who were both college-educated tend to achieve at the highest levels. Income and family size were modestly related to

achievement (Ferguson, 1991). Peng and Wright's (1994) analysis of academic achievement, home environment (including family size) and educational activities concluded that home environment and educational activities explained the greatest amount of variance. Therefore, this paper is designed specifically to study the conception of Bumpuatera learners on facilities that help learning, housing environment, parent's motivation, school and teacher factor on academic.

Research in this area should be increase awareness to concentrate on student's motivation in an effort to increase effective institutional, family Kate Woodford (2003, p 409) states that environment refers to the conditions you live or work in and the way they influence the effectiveness of what one can do or work. For example what the community around does may influence one to behave or perform differently.

Museveni Y.K. (2004, p 23-24), noted that performance in primary schools had deteriorated because most of the pupils stayed on empty stomach. Some of them were given some money or fought hard to get it by themselves to be able buy at least a "chapatti" during lunch time. This might not allow them to concentrate on studies for better performance. In Adilang Sub-County the condition is worth, since the people left camps feeding at school stopped. The parent could not afford to contribute towards the feeding of their children at school. This is attributed to high level of poverty among households. This has forced learners to go on empty stomachs hence losing concentration during class hours. This has created negative impact on academic performance in schools.

Odeke f (2009, p 8), stated that Born Again Churches have done a job in this country despite the fact that some of their members create difficult situation which stopped children from going to school. This kind of environment might not support pupil's performance.

Carasco J (1999,p 8), observed that the stake holders at the grass root had yet failed to fulfill their obligations to enable schools have a conducive environment for pupils quality learning, for example failing to contribute to agreed amount of money for the school requirements. The situation is even worse in Adilang Sub County since most parents believe that Universal Primary Education is free education for all school-going age children. This attitude has made academic performance to always lag behind compared to other parts of the district where parents contribute generously towards the education of their children.

Museveni (2004, P.4) observed that it was the responsibility of the parents to find a school with a suitable environment for his/her children and provide them with daily “mid-day meals” together with all other school requirement which supported pupils to stay in school and perform as expected. Awake (1979, P. 1-19) noted that your attitude towards what you intend to do was very vital. “Do not yield to negative view point” you may not succeed.

Museveni (2004, P.49) stated that helping pupils to participate in school activity might be one way to aid their motivation to learn with ease regardless of the sex. “Gender roles sometime forced children into behaviors” which might not support their performance under a given environment. This has not yielded fruits in Adilang Sub-County since most schools lack playing facilities and equipment, this in the long run affect pupil’s performance.

Mild may international (2002 P.) observed that due to “the impact of HIV/AIDS at house hold level” it might not be helpful in the teaching/learning process since it had become difficult for the members to give any kind of support as far as environment at school was concerned due to “less production and money spent on funeral rites”.



### 2.3. STRATEGIES THAT CAN BE USED TO IMPROVE ON ACADEMIC PERFORMANCE.

It is worth mentioning that intervening at the earliest stage, can lead to student' success. One also has to bear in mind that primary schools operate in different contexts, therefore, there is no one size fits all. Approaches will vary according to the school context.

The following intervention strategies are suggested by paper to enhance students' performance. The literature conducted by Kurian (2008) reveals that effective management and leadership is an essential characteristic of a successful school. Institution that perform poorly require visionary and innovative manager to turn those institutions into centers of excellence Kurian, (2008). Managers (head teachers) have to seek the assistance and cooperation of the community and business people to improve the quality of education provided in schools. Since Nduhukire EB et al (1997, P.88), stated that creating a "suitable learning environment" was one of the ways, through which pupils could improve on their performance. This could be done if children were provided with the environments which support learning.

Kagan (1982) noted that literacy require "Educational unity" and institutions by a community's efforts as the best kind of approach rather than imposed on the culture as an element which yielded a negative attitude among learners in most primary school.

Hillary Nsambu (2009, P.6) noted that suitable environment and "access to finance for poor" is one way the government used to overcome the problems facing vulnerable group in Uganda. This showed the public "how we could serve them better".

Museveni (2004, P.1 1) stated that showing good example to children is vital because they are good at copying what elders do. This implies teachers should be exemplary in schools to make a good performance as result of an environment create around them.

In-disciplined and non-committed learners pose a challenge, the school management should have management systems to ensure effective teaching and learning and should provide a suitable atmosphere needed for curriculum delivery in the school. This can be done through the monitoring and evaluation of programs implemented at school and also monitoring performance of the teachers and all staff. According to Clark (2001), structural leadership changes should be instituted that allow for meaningful involvement in decision making by pupils, teachers, family members and the community. Supportive communication should take place within these groups.

Clarke (2001) Outlines the actions needed to support such involvement of stake-holders, they are:  
U Formalize participation of students, teacher, family members and community members in site-base decision making teams, school leadership councils strategic planning and school improvement teams.

Development programs to support student personal plan their own learning and the activities support them.

Institute student-led conferences in which the discussion (e.g, students would lead to the discussions about strengths and areas of improvement in the parent/teacher/pupils conference). Provide student government and other leadership forums with opportunities in discussions of substantive issues.

Offer families' significant opportunities to monitor student progress on a regular basis. Encourage family and community members to become involved in curriculum and physical conversations. Meet with families over weekend, at home or accommodate their work schedule

## **CHAPTER THREE: METHODOLOGY.**

### **3.0 Introduction**

In this chapter, the researcher presented the tools that were used to collect and analyze data. This chapter entailed the research design, areas of study, description of the study population, sampling techniques, use of questionnaires as data collection tool, procedure for data collection, data analysis and the limitations faced during research.

### **3.1. RESEARCH DESIGN.**

The study adopted descriptive design and two approaches were used, i.e quantitative and qualitative research approaches. The quantitative approach will deal with collection of large information or data from different respondents. It involved counting and measuring of events performing the statistical analysis of a body of numerical data Smith (1988). Qualitative approach will be used to obtain more realistic feel of the respondents that cannot be experienced in numerical data and statistical analysis used in quantitative approach. It will also provide holistic view of the phenomena under investigation patton (1980).

### **3.2. AREAS OF THE STUDY.**

The study was carried out in Adilang Sub-County, Agago District and in five (5) primary schools. These schools are expected to provide the required data. This area was chosen because most of the schools had bad or poor learning environment in line with pupil's performance in primary schools and they include: AdilangKulaka P/S, AdilangLalal P/S, Ciga-Ciga P/S, Orina P/S and Kanyipa P/S. Odom p/s, Okede p/s, Ajwa p/s,etc.

### **3.3. SAMPLING TECHNIQUE**

Five primary schools were sampled randomly. This technique was chosen because it gave each school in the area equal chance of participating in study.

The respondents were selected, which included five head teachers, 25 teachers, 5 LC's 25 pupils. This was because all of them were expected to have equal chance in participating in this study and also to provide reliable information about the problem.

**Table: 3.1, showing respondents by category and number**

Category	Number	Total
Head teacher	5x1	05
Teacher	5X5	25
LC's	5x1	05
Pupils	5x5	25
<b>Total</b>	<b>5X8</b>	<b>60</b>

*(Data sources. 2017).*

The primary data was obtained through observation, questionnaires and interviews with respondents.

Secondary data was obtained from written document and materials. The researcher target to obtain information from respondents, i.e head teachers records, environmental magazines, newspapers, text books, journals and internets.

### **3.4. INSTRUMENTS OF DATA COLLECTION.**

The main instruments for data collection included:-

Questionnaire with open ended question, this was chosen because it enabled the respondents to express their views freely. Questionnaires were issued and filled in by relevant respondents such

as head teachers, teachers and members of school management committee and Lcs. The questionnaire consisted of statements about the school environment.

Interview guide i.e face to face interaction with the respondents mainly pupils and few members of the school management who were unable to read and write hence given opportunity to take part in the study.

### **3.5. RESEARCH PROCEDURE**

Upon getting approval of the proposal, the researcher got an introductory letter from the college of education open and Distance Learning department of in-service Kampala International University. The researcher thought for permission from authorities of the sampled schools then he administered questionnaires to the respondents. This was done as he visited the individual-sampled schools. The entire exercise was done in a period of at least two weeks to enable the respondents to complete the questionnaire. The researcher collected them and then began the data analysis stage.

### **3.6. DATA ANALYSIS.**

Both quantitative and qualitative analytical techniques were adopted to help in analyzing the data for presentation. Quantitative data was analyzed and presented in form of tables, percentages, simple statistics and qualitative data was analyzed using descriptive analysis to draw conclusions

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 INTRODUCTION

This chapter represents presentation, analysis and interpretation of the data. The data is presented and analyzed objective by objective.

#### 4.1 BACKGROUND INFORMATION

The background information include ages, sex, marital status, and employment status of the respondents.

Table 3.2 Age of the respondents.

Age	Frequency	Percentage%
12-16	20	33
17-21	5	8
22-26	5	8
27-31	15	25
32-36	4	7
37-42	3	5
43-Above	8	14
<b>TOTAL</b>	<b>60</b>	<b>100</b>

(Source: field data 2017)

Table 3.3 above shows that the majority of the respondents were from 12 to 16 years. This could be because the researcher was interested in learners in upper primary who were assumed to be



knowing how to read and write. However the respondents who took part in the study were of the age from 12 year and above.

**Table 3.4 sex of the respondents.**

Sex	Frequency	Percentage %
Male	32	54
Female	28	46
<b>Total</b>	<b>60</b>	<b>100</b>

*(Source: field data 2017)*

According to table 3.4 above both male and female took part in this study but the number of male was more than female i.e male were 32 representing 54% and female were 28 representing 46% . This slight difference could easily be attributed to women attitude of always shying away from responsibility.

**Table 3.5 marital status of respondents**

Status	Frequency	Percentage %
Single	30	50
Married	25	42
Widowed	2	3
Divorced	3	5
<b>Total</b>	<b>60</b>	<b>100</b>

*(Source: field data 2017)*

Table 3.5 above clearly reveals that respondents of different marital status had an opportunity to take part in this study i.e those who were still single were 30, this shouldn't have caused any worry because none of the learners who took part in the study was expected to be married. This gave

advantage for those who were single to be the majority compared to those who married, widowed and divorced.

**Table 3.6 educational level of the respondents**

Level of education	Frequency	Percentage %
Primary	30	50
'O' level	2	3
'A' level	-	00
College	25	42
University	3	5
None	-	00
<b>TOTAL</b>	<b>60</b>	<b>100</b>

*(Source: field data 2017)*

Table 3.6 above shows that at least every respondents had access to education though their levels vary from primary to university. This gave assurance to the researcher that the data given by respondents was authentic.

**Table 3.7 employment status.**

Status	Frequency	Percentage%
Self employed	00	8
Civil servants	30	50
Peasants	05	42
Others	25	00
<b>TOTAL</b>	<b>60</b>	<b>100</b>

*(Source: field data 2017)*

Table 3.8 above shows that the majority of the respondents were civil servants since teachers and head teachers also took part in the study, the number of others were 25 and probably could be because they were pupils.

**Table 3.9 rating academic performance of the pupils in schools**

Rating	No. of respondents	Percentage %
Excellent	00	0
Very good	04	7
Good	15	28
Fair	10	25
Poor	30	50
Very poor	1	2
<b>TOTAL</b>	<b>60</b>	<b>100</b>

*(Source: field data 2017)*

The table 3.10 above reveals that the responses were given to show the level of academic performance of pupils in primary schools in adilang sub-county. None of the respondents agreed that academic performance is excellent in adilang sub-county although 7% of the respondents agreed that academic performance is very good and 8% agreed that academic performance is good. This gives evidence that academic performance in primary school is wanting.

## 4.2 SCHOOL ENVIRONMENTAL FACTORS RESPONSIBLE FOR POOR ACADEMIC PERFORMANCE OF PUPILS IN PRIMARY SCHOOLS

**Table 4.1 factors responsible for poor academic performance of pupils in primary schools.**

Factor	No of respondents	Percentage %
Lack of mid-day meals	20	31
Inadequate classrooms	5	8
Understaffing	5	8
Poor syllabus interpretation	4	7
Lack of scholastic materials	10	17
Lack of instructional materials	5	8
Poor teachers-pupils relations	6	10
Poor school administration	4	7
Mismanagement of funds	1	2
<b>TOTAL</b>	<b>60</b>	<b>100</b>

*(Source: field data 2017)*

The table 4.1 above shows the responses towards specific factors responsible for academic performance among primary schools. From the findings 31% of the respondents said that lack of mid-day meals is the leading factor responsible for poor academic performance of pupils. Museveni (2003 ,p,12) observed that it was the responsibility of the parent to find a school with a suitable environment for their children and provide them with mid-day meals with all other school requirements. Table 4.2.2 below puts it clear that their completely no feeding program in all primary schools in Adilang sub-county yet it is as good as useless for someone to attend classes with an

empty stomach. Other respondents said that inadequate instructional space and class rooms, understaffing, poor teacher-pupil relationship, lack of instructional materials. Castle E.B (1999) asserted that teaching Aids were in schools meaning towards learning. poor school administration and mismanagement of funds leads to poor academic performance of pupils.

**Table 4.2 Do you have feeding program for teachers and pupils**

Response	Number	Percentage%
Yes	00	00
No	60	100

*(Source: field data 2017)*

According to the above table 100% of the respondents said they do not have a feeding program for both teachers and pupils.

**Table 4.3 what are the contributions of the parents towards education of their children**

RESPONSE	FREQUENCY	PERCENTAGE %
Provision of scholastic materials	20	30
Contribution of P.T.A funds	40	70
<b>TOTAL</b>	60	100

*(Source; field data 2017)*

The table above reveals that parents in adilang sub-county are not doing enough to support the education of their children at school eg only 30% provide scholastic materials to their children, it's very un realistic for a parent to send a child to school without enough books, pens, geometrical instruments and even uniforms



**Table 4.4 Do teachers use instructional materials**

Feed back	Number	Percentage %
Yes	25	42
No	35	58
<b>TOTAL</b>	60	100

*(Source: field data 2017)*

The above table reveals that only 42% of the teachers use instructional materials and 58% of the teachers do not use.

**List of instructional materials commonly used by teachers**

- Text books
- Drawn charts
- Clocks
- Chalk board
- Ruler
- Environment
- Flash cards
- Abaci

### 4.3 HOW DO SCHOOL ENVIRONMENTAL FACTORS AFFECT ACCADEMIC PERFORMANCE OF PUPILS?

#### 4.5 How school environmental factor affect academic performances of pupils in adilang sub-county?

Factor	Effects	Respondents	Percentage %
Lack of scholastic materials	Makes the learners idle in class and not participating during learning process	10	16
Lack of mid-day meals	Makes learner to lose concentration in class	20	31
Inadequate classrooms	Interfere learning during windy and rainy season	5	8
Understaffing	Makes teachers overloaded and hence do not deliver effectively	5	8
Poor syllabus interpretation	This leads to the delivery of wrong concepts to the learners	5	8
Lack of instructional materials	Makes learning meaningless. Since learning is facilitated by all senses i.e seeing, touching, feeling, smelling.	5	8
Poor teachers-pupils relationship	Create gap between teachers and his client	6	10
Poor school administration	Does not build confidence among teachers and learners	4	7
Mismanagement of funds	Promotes corruption and constrains the budget of the school	1	4

(Source: field data 2017)

## STRAGIES THAT CAN BE USED TO IMPROVE ON ACADEMIC PERFORMANCE OF PUPILS IN ADILANG SUBCOUNTY

The 3<sup>rd</sup> objective for this study was to establish strategies that can be used to improve academic performance of pupils in Adilang sub-county. In order to establish this respondents were administered a questionnaire which had statements connected to strategies for improving academic performance and the responses were as in table 4.6 bellow.

**TABLE 4.6 STRAGIES THAT CAN BE USED TO IMPROVE ON ACADEMIC PERFORMANCE OF PUPILS IN ADILANG SUBCOUNTY**

STRATEGY	FRE- QUENCY	PERCENT- AGE
Use of instructional materials during teaching	8	14
Display of instructional materials	5	8
Provision of mid-day meals	20	34
Sensitization of parents	4	7
Organizing refresher courses	5	8
Recruiting more teachers	4	7
Construction of more class rooms	1	2
Apprehending corrupt head teachers	3	5
Demotion of non performing head teachers	6	10
Guidance and cancelling	4	7
<b>TOTAL</b>	<b>60</b>	<b>100</b>

(Source: field data 2017)

Table 4.7 above shows strategies that can be used to improve on academic performance of pupils in primary schools. According to that table 8 respondents representing 14% believe that use of instructional materials would gradually improve performance of pupils, this is in line with Castle E.B (1999) who assert that teaching Aids were used in schools to give meaning to learning. He further added that a word description of something was made real by seeing the thing itself. Of course a good teacher should after using the instructional materials should always display them, this was emphasized by 5 respondents representing 8% who said display of instructional materials would be another way strategy of improving academic performance. As if that was not enough 20 respondents who were a majority representing 34% are on a view that Provision of mid-day meals would help to improve pupils academic performance in all primary schools, their view is in support to museveni (2003) who observed that it was the responsibility of a parent to provide packed lunch for their children. 4 respondents representing 7% suggested that, Sensitization of parents would assist, indeed parents need to be sensitized on their role as far as the education of their children is concerned. 5 respondents representing 8% contributed that Organizing refresher courses for teachers, this needs to be done urgently because you cannot expect much from a teacher who has challenges in interpreting the syllabus. 4 respondents representing 7% said recruiting more teachers, the contribution of this respondents shouldn't be taken for granted because for any organization to function effectively there must be enough man power. So the authority concerned should recruit more teachers for effective service delivery in primary schools. However Construction of more class rooms, apprehending corrupt head teachers, demotion of non performing head teachers should not be left unattended to. Finally Guidance and counselling would in one way or the other help to improve on academic performance of pupils as put by some respondents.



## **CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATIONS.**

### **5.0 INTRODUCTION**

This chapter present the discussion, conclusion and recommendations of the researcher.

### **5.1 DISCUSSION**

In the study all categories of people took part in regard to sex/ gender, age, material status, educational level, employment status. The study was dominated by male according to the table 4.1.2 which indicated that male were 54% compared to female who were only 46%, this shows that gender was taken as serious matter in this study. Poor academic performance affects both male and female and table 4.1.6 clearly brought out the level of academic performance in primary school in Adilang sub-county. In this table respondents were asked to rate the performance of pupils in their individual schools and honestly 50% of the respondents admitted that the level of performance was poor. This makes any individual to believe that there could be a serious issue affecting academic performance of learners.

The findings indicated in the table 4.1.7 brought out the school environmental factors that affect the academic performance of pupils

The findings revealed that lack of mid-day meal was the leading factors affecting the academic performance of learners. This mostly affects after noon lessons when learners attend classes with empty stomachs just like any other human being no learning will take place though teaching goes on. This is not in line with museveni (2003) who observed that it was responsibility of parent to find a school to with a suitable environment for his/her children and provide them with pocket meal together with all other scholastic materials.



The study also showed that inadequate class also contribute to poor academic performance of pupil this is agreement with Marsden(2005) who reported that safe and orderly class, environment(aspect of instructional space), school facilities were significantly related to learners academic performance in school.

The researcher quoted glassman (1994) asserting that a comfortable and caring environment among others treatments help to contribute to academic performance absence of classroom greatly affecting learning especially during rainy seasons

The study added that under staffing in all school has in one way contributed to poor academic performance of pupils. For learning to take place there much be someone (teacher) to help the learner, this is combined with poor accommodation which creates uncomfortable and uniting working condition for teachers.

The researcher also found that poor syllabus interpretation seems to be causing poor academic performance this is supported by 7% of the respondents in table4.1.7. mlama (2005) FAWE Zambia also argues that curricular is in the hands of policy makers. She observe that it is the role of the politicians to react and influence relevant and curricular in the educational system of any country she also child perform poorly and drop out of school because of imbalance curriculum and failures of teachers to interpret the curriculum. How much do you think how much you think a child can benefit from a teacher who is unable to interpret the syllabus?

Regarding use and displays of instructional material, the study found that some of the schools completely lacked instructional materials as stated by 8% of the respondents yet instructional materials are meant to give meaning to learning.

Poor teachers-pupils relationship caught the attention of the researcher 10% of the respondents put it clear the poor teacher-pupil relationship exist among teachers and their learners as a result little business is done in class and hence poor results in performance.

Poor school administration. Administration is the process of working together with individuals or groups of people so as to achieve the organization goals and objectives. 7% of the respondents acknowledge that poor administration is of the cause of poor performance in primary schools in Agago district. Yes this cannot be ruled out because good administration tends towards achievement.

## **5.2 CONCLUSION**

Conclusively the study has found that there are several school environmental factors that are responsible for pupils' academic performance in Adilang Sub County. They range from;

Lack of mid-day meals, Inadequate class rooms, Under staffing, Poor syllabus interpretation by some teachers, Lack of scholastic materials, failure of teachers to display instructional materials, Poor teacher-pupils relationship, Poor school administration, Mismanagement of funds were among other factor that were causing poor academic performance.

This indicates that a lot more is still needed so as to address the problem of poor academic performance in primary schools in Adilang sub-county.

### 5.3 RECOMMENDATIONS

To address the problem of poor academic performance in primary schools, the researcher put forward the following recommendation;

The government must take up the responsibility of feeding all school age going children in Adilang sub-county.

All stake holders should embark on sensitizing the parents on their roles and responsibilities.

Sub-county authorities should organize for education exchange visit.

Teachers should be creative and exploit the local environment in order to provide a wide variety of instructional materials for learners to develop ability to understand

The ministry of education should organize refresher courses to orientate teachers on syllabus interpretation

The district education officer should work hand in hand with inspectorate to step up support supervision to address issues related to administration.

The ministry of education should increase staff-ceiling for all schools.

Non performing head teachers should be demoted.

Corrupt head teachers should be apprehended

If all the above recommendations are implemented the researcher is hope full that good academic achievement can be realized in Adilang Sub-county.

#### **5.4 AREAS OF FURTHER RESEARCH**

To complement this study the researcher proposes the following areas for further research:-

1. Classroom environment and academic performance
2. Automatic promotion and academic performance of pupils in primary schools
3. Home environment and academic performance of pupils
4. Family economic background and academic performance of pupils



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**APPENDIX I:  
QUESTIONNAIRE A**

**QUESTIONNAIRE FOR RESPONDENTS**

I am Oumo Isaac, a student of Kampala International University pursuing a Bachelor's Degree in primary education in the college of education Open and Distance Learning. Therefore in your capacity you are requested to fill these questionnaire with honesty and own opinion since it is for academic purpose and it shall be treated with confidentiality.

**BACKGROUND INFORMATION (please tick where applicable)**

A. Age bracket: 12-16      17-21      22-26      27-31      32-36      37-42      43  
< a      ☐      ☐      ☐      ☐      ☐      ☐      ☐

B. Sex:      male      female  
         ☐      ☐

C. Marital status: single      married      widowed      divorced  
         ☐      ☐      ☐      ☐

D. Educational level: primary      O'Level      A' level      University      college  
none      ☐      ☐      ☐      ☐      ☐  
☐

E. Occupation      self-employed      civil servant      peasant  
         ☐      ☐      ☐      ☐

If others specify .....

**SECTION II: ENVIRONMENTAL FACTORS AFFECTING ACADEMIC PERFORMANCE OF PUPILS.**

1. How do you rate the academic performance of pupils in this school? (TICK WHERE APPLICABLE)

Excellent      ☐

Very good      ☐

Good      ☐

Fair ☐

Poor ☐

Very poor ☐

2. If your response in 1 is fair, poor, very poor, could there be factors responsible poor academic performance of pupils in this school.

YES ☐

NO ☐

3. If yes mention them:-

I. ....  
II. ....  
III. ....  
IV. ....

4. Do you have the feeding program for teachers and learner at school?

YES ☐

NO ☐

5. What are the contributions of parents towards education of their children?

i).....  
ii).....  
iii).....  
iv).....

6. Do teachers often use teaching learning Aids when conducting lessons?

YES ☐

NO ☐

If yes, list some of the Aids used.

I).....  
ii).....  
iii).....  
iv).....

**SECTION III: HOW ENVIRONMENTAL FACTORS AFFECT ACADEMIC PERFORMANCE OF LEARNERS.**

7. Dose school environment affect academic performance of pupils?

YES ☐

NO ☐

How does school environment affect academic performance of pupils?

- i).....  
ii).....  
iii).....  
iv).....

**SECTION III.**

**STRATEGIES FOR IMPROVING SCHOOL ENVIRONMENT AND PUPILS' ACADEMIC PERFORMANCE.**

8. Are you aware of strategies that can be put in place to improve on academic performance of pupils?

YES ☐

NO ☐

If yes suggest some of them:-

- i).....  
ii).....  
iii).....  
iv).....

## APPENDIX II:

### INTERVIEW GUIDE FOR SCHOOL MANAGEMENT COMMITTEE & LCs QUESTIONNAIRE FOR RESPONDENTS

I am Oumo Isaac a student of Kampala International University pursuing a Bachelor's Degree in primary education in the college of education Open and Distance Learning. Therefore in your capacity you are requested to take part in this study with honesty and own opinion since it is for academic purpose and it shall be treated with confidentiality.

#### BACKGROUND INFORMATION (please tick where applicable)

A. Age Bracket:      12-16      17-21      22-26      27-31      32-36      37-42

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

43 < above ☐

B. Sex:      Male      Female  
☐      ☐

C. Marital status:      Single      Married      Widowed      Divorced  
☐      ☐      ☐      ☐

D. Educational level:      Primary      O' Level      A' level      University      college  
none      ☐      ☐      ☐      ☐      ☐  
☐

E. Occupation      Self-employed      Civil servant      Peasant  
☐      ☐      ☐      ☐

If others specify.....

1. How do you rate the academic performance of your school?

Excellent      ☐

Very good      ☐

Good      ☐

Fair      ☐



Poor

☐

Very poor

☐

2. Government provides all school requirements to all school going age children and parents do not have any role to play towards education of their children. Do you agree with this statement

YES

☐

NO

☐

- (b) If what support should parents give towards the education of their children?

3. Does the school have a feeding program at school?

YES or NO

- (b) If no does this affect academic performance of pupils?

How?

4. How often do you monitor the performance of pupils in the schools?

- (b) What are some of the school environmental factors that hinder academic performance of pupils?

- 5 How do those factors affect academic performance of pupils?

6. In your own opinion what steps should be taken to improve on school environment so as to improve on academic performance of pupils?

### APPENDIX III.

#### WORK PLAN SCHEDULE

ACTIVITY	RESOURCES	TIME FRAME	RESPONSIBLE PERSON	INDICATOR
Proposal writing	Pens Paper	May	Researcher	Hand written work
Type setting	Funds	May	Typist researcher	Typed work
Approval of proposal	Pens Funds	May	Supervisor	Approved work
Introductory letter	Paper	May	Director	Letter
Testing instruments	Pens Questionnaires	June	Respondents Researcher	Tested instruments
Data collection	Pens Questionnaires Refreshment	June	Researcher Respondents	Data
Report writing	Pens Paper	June	Researcher	Report
Type setting	Funds	June	Typist Researcher	Typed work
Approval of report	Funds	July	Supervisor	Approved work
Binding the book	Funds	July	Service provider	Bound book
Submission of the book	Funds	August	Researcher Supervisor	Book

## APPENDIX IV

### BUDGETARY ESTIMATE

s/no	Item	Quantity	Unit cost	Amount
1	Facilitation research supervisor	1	100,000	100,000
2	Transport		250,000	250,000
3	Flash disk	1	30,000	30,000
4	Typing		50,000	50,000
5	Photocopying		10,000	10,000
6	Air time		25,000	25,000
7	Ruled paper	¼	6000	6000
8	Binding	4	20,000	80,000
9	Others		100,000	100,000
	<b>Grand Total</b>			<b>651,000</b>

## APPENDIX VII



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3<sup>rd</sup> February 2017

TO WHOM IT MAY CONCERN:

REG. NO. 1161-07174-04851

Dear Sir/Madam,

**Re: Research/Project:**

The above named is our student in the College of Open Education and Distance Learning (COEDL), pursuing a Bachelor of **Education-science-Primary**

He wishes to carry out research in your Organisation on:

**School Environment and Pupils Academic Performance in Agago District Case Study in**  
**Adilang Sub-county**

The research is a requirement for the Award of a Bachelors degree in **Education-Primary**

Any assistance accorded to him regarding research will be highly appreciated.

Yours Faithfully,

Womuzumbu Moses  
BRANCH DIRECTOR – 0782572505  
**KIU- TORORO STUDY CENTRE**



## APPENDIX V

# MAP OF ADILANG SUB-COUNTY, AGAGO DISTRICT-UGANDA

