

**THE BAD EFFECTS OF TEACHING METHODS  
ON PUPILS PERFORMANCE  
IN ENGLISH A CASE STUDY  
OF APAC DISTRICT  
AT ABONGOMOLA  
SUB-COUNTY.**

**BY**

**ODONGO GODFREY  
BED/23413/81/DU-LR.**

**A RESEARCH PROPOSAL SUBMITTED IN  
PARTIAL FOR THE FULFILLMENT OF THE  
REQUIREMENTS OF THE AWARD OF  
BACHELOR DEGREE IN  
EDUCATION OF KAMPALA  
INTERNATIONAL  
UNIVERSITY**

**2011.**

## DECLARATION

I Mr. Odongo Godfrey hereby declare that the content of this research proposal are my original work and have never been presented to any institution for the award of Bachelor in Education Primary.

Signature:.....

Odongo Godfrey

Date: 31/10/2011.....

## DECLARATION

I Mr. Odongo Godfrey hereby declare that the content of this research proposal are my original work and have never been presented to any institution for the award of Bachelor in Education Primary.

Signature:.....  
Odongo Godfrey

Date: 31/10/2011.....

## APPROVAL

This research proposal was done under my guidance and approval of my supervisor.

Supervisor .....

Signature:.....

Date:.....

## **DEDICATION**

This piece of work is dedicated to my beloved wife Mrs. Stella Odongo, my brothers and sisters, my mother Katherine Onyum, my children, Amolo Jane, Akullu Sandra, Alaba Irene, Akite Sharon, Eyo Isaac and Akao Elizabeth who missed my company during the study.

## **ACKNOWLEDGMENT**

First and foremost I would like to thank the Almighty God for keeping me safe and guiding me in the right path during the course.

Secondly, I would like to thank my supervisor Mr.Odongo Mike for the guidance he gave which made me to go through my work. Besides him. I thank my facilitators who gave me knowledge to manage this study.

Special thanks also go to my Headteacher Rev. Sr. Agnes Driciru who persistently assisted me financially, material and granted me permission to move out to carry the study. Therefore I am so grateful for whatever things she did to me.

I would like also to thank my wife Stella for the support she gave me in all aspects during the study.

Finally, I do extend my sincere thanks to all my colleagues, friends, and relatives for each and every assistance they gave to facilitate the production of this study.

## TABLE OF CONTENT

Declaration .....	i
Approval .....	ii
Dedication .....	iii
Acknowledgment.....	iv
Table of Content .....	v
<b>CHAPTER ONE .....</b>	<b>1</b>
1.0 Introduction .....	1
1.1 Background to the study .....	1
1.2 Statement of the Problem .....	3
1.3 The Purpose of the study .....	3
1.4 Objective of the study .....	3
1.5 Research questions .....	4
1.6 The scope of the study .....	4
1.7 Significance of the study .....	4
1.8 Limitation of the study .....	5
1.9 Definition of operational terms .....	6
1.10 Conceptional Frame Work .....	7
<b>CHAPTER TWO .....</b>	<b>9</b>
REVIEW OF RELATED LITERATURE .....	9
2.0 Introduction .....	9
2.1 Theoretical review .....	9

2.2 Actual review of related Literature or Objectives by Objectives .....	14
2.3 Summary of Literature .....	16
<b>CHAPTER THREE .....</b>	<b>17</b>
METHODOLOGY .....	17
3.0 Introduction.....	17
3.1 Research Design .....	17
3.2 Sample population or study population .....	17
3.3 Sampling technique .....	17
3.4 Data collection methods .....	18
3.5 Data Collection Instruments .....	18
3.6 Procedures of data collection.....	18
3.7 Proposed data analysis .....	19
3.8 Data reliability and validity .....	19
3.9 Research gap.....	19
Time Frame .....	20
Budget.....	20
Appendix I .....	21
Questionnaires for Headteachers .....	21
Appendix II .....	22
Interview to teachers .....	22
Appendix III.....	24
Interview guide for the pupils .....	24

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Introduction

This chapter examined the back ground of the study, problem statement, general objectives, specific objectives, research questions, scope of the study, significance of the study, limitations to the study and conceptual framework. .

#### 1.1Background to the study.

Year	Grade scored & Number of candidates									
	D1	D2	D3	C4	C5	C6	P7	P8	F9	Total
2006	-	-	2	5	9	9	10	14	20	69
2007	-	-	-	2	8	7	14	10	23	64
2008	-	-	-	2	2	7	7	11	27	52
2009	-	-	-	-	1	1	2	4	24	32
2010	-	-	-	-	-	1	3	6	30	40

English is taught as a subject right from Primary one to primary seven and this means that competences in English language skills is cumulative, that being the case children should be able to perform well if the cumulative effect has been positive and other factors being equal.

## **1.2 Statement of the Problem.**

The problem of poor academic performance is not limited to a particular area. The problem cuts across board and apac district is not exceptional. This particular suffers a great deal due to poor performance especially in English language. A number of pupils in this area do not perform well in English subject, this has affect spoken English and the entire district.

Although the government has attempted to solve this problem through training of more English teachers, teachers's incentives, sensitization work shops and creativity on the part of the teachers and encouraging pupils to work hard, and provision of text books to schools, the problem still persists. That is why the researcher the intends to examine the effect of teaching skills on the academic performance of pupils in English language.

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

The purpose of this study was to examine the effect of teaching skills on academic performance of pupils in English language in Apac district..

## **1.4 Objectives of the study**

The main objectives of the study are:

- To investigate the effects of real objects as a teaching method on pupils performance in English in primary school.

- To find out how group discussion as a method effect performance of pupils of English in Apac district.
- To examine the effect of child centered method on academic performance of pupils in English language in Apac district..
- To analyse how story telling method affect performance of pupils in English language in Apac district..

### **1.5 Research Questions**

- . What are the effects of real objects on performance of pupils in English in Apac district?
- How does group discussion method affects performance of pupils in English language in Apac district?
- What are the effects of child centered method on performance of pupils in English in Apac district?
- How does story telling method affect performance of pupils in English language in Apac district?

### **1.6 The scope of the study.**

The study is going to be carried to find out the effects of teaching methods on pupils performance in English at Abongomola sub-county, Kwanja county, Apac District in Uganda.

It will also specify teacher and learner challenges in the teaching and learning of English across the grades. It will also focus at competence intervention. The study scope will consider the entire Abongomola sub-county and its thirteen (13) primary schools.

### **1.7 Significance of the Study**

This research will enable the researcher to establish strong ground to address the effects of teaching methods on pupils performance in English in primary schools in Abongomola sub-county.

- The findings of this study will encourage the children to concentrate in their study so that they perform well.
- To inform policy makers especially in regards to language teaching in primary schools in Uganda.
- The findings will point out the roles of parents, communities in trying to reduce the effects of teaching methods on pupils performance in English in primary school.
- The findings will also help teachers, other stakeholders, Non Governmental Organizations (NGOs) and the government to make close supervisions on children's study.

### **1.8 Limitation of the Study.**

The research process is likely to face many problems such as:

- Some Headteachers may fail to comply with the request given by the researchers to release teachers who are expected to be the respondents to the study.
- Failure of some respondents to give clear and true information needed by the researcher.
- Financial problem. This is because the researcher is poor since some of the materials need money to purchase them.

- Inadequate time. The researcher is a government civil servant whereby he will be expected to carry this research besides his normal duty at school.

### **1.9 Definition of Operational terms**

- ***Research***

This is a systematic process of collecting and analyzing information for a specific purpose. It also a systemic attempt to provide answer to questions, solutions to the problems or establish facts.

- ***Researcher***

This is a person carrying out research on a selected topic with the purpose of getting solutions to the problems.

- ***Proposal***

This is a plan to be followed in carrying out the study.

- ***Effects***

The term effects simply means the results which is either good or bad

- ***Teaching***

This is a process of imparting knowledge to the learners.

- ***Method***

This is a way you can use to carry out something effectively.

- ***Performance***

This is how well or bad you do something.

- ***English***

This is a language which belongs to the people of England.

- ***School***

This is a formal institution whereby a specific type of learning takes place.

- *Sub-county*

This is an administrative unit, smaller than a county.

### 1.10 Conceptual Frame work

Below is the conceptional frame work showing the relationship between the effects of teaching methods on pupils performance and standard in Abongomola sub-county.

Independent Variables (I.V)	Dependant Variables (D.V)
<b>Effects of teaching methods</b> <ul style="list-style-type: none"> <li>▪ Automatic promotion</li> <li>▪ Large enrolment of pupils</li> <li>▪ Inadequate T/C AIDS</li> <li>▪ Inadequate space</li> </ul>	<b>Standards</b> <ul style="list-style-type: none"> <li>▪ Poor performance</li> <li>▪ Lack of concentration</li> <li>▪ Irregular class attendance</li> <li>▪ Infectiveness</li> </ul>

- |  |
|--|
| <ul style="list-style-type: none"> <li>▪ Government policy</li> <li>▪ Politics</li> <li>▪ Insurgency or Insecurity</li> </ul> <p>These are intervining variables</p> |
|--|

How to link the Independent Variables and Dependant variables:

- How does automatic promotion cause poor performance?
- How does large enrolment lead to lack of concentration?
- To what extent does inadequate teaching and learning aids bring irregular class attendance?
- To what extent does inadequate space lead to ineffectiveness?

### **Specific Objectives**

1.4.1 To find out the extent to which automatic promotion affects performance?

1.4.2 To examine how large enrolment of pupils affects the performance.

1.4.3 To assess the effects of inadequate learning and teaching aids on performance of the pupils.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

The literature of this study is reviewed under the following items;

- Theoretical review or conceptual frame work.
- Actual review of related literature or objectives by objectives
- Summary of literature.

#### **2.1 Theoretical Review.**

Many investigations of the effects of teaching methods on pupils performance in English in primary schools have been reported;

Studies by Uganda National Examination's Board, report on the work of candidates November (2002), point out that candidates work revealed that some of them had not attained the required competences level in some aspects of the language, for instance; composition, comprehension, tenses, vocabularies , punctuations, parts of speech and so on, to enable them ensure the four skills of language that is; listening, speaking, reading and writing. Therefore teachers should be innovative enough in their teaching of English language.

Teaching of clubs, drama, and debates should be regular activities.

Marshall Otinga Obonyo (2002) MK English Handbook for Primary five to seven, based on Uganda syllabus and UNEB format, confirmed that a pupil writing a composition or an essay has two problems, "what to say and how to say" in a free composition or essay

writing, he or she has to invent the ideas or plans by himself or herself and also find a suitable language for expressing the theme. When a pupil first begins to write a composition or an essay in a foreign language, this double task usually produces compositions or essays which are full of mistakes. It is a burden to the teacher to correct them and this causes discouragement for the child to see the mass correction. Therefore teachers should always try to develop one's vocabulary and also acquire a good command of grammatical structure that is essential for writing a good free composition or an essay.

Picfare Primary English UNEB style test papers volume II for Primary six and seven first published (2004), Designed by Chandramakant Gadhia and Mwesigwa Samuel confirmed that; it has been carefully noted that from year to year, a lot of candidates fail their primary Leaving Examinations English papers, basically due to the following reasons:-

- Poor handwriting and wrong spellings.
- Poor punctuations
- Lack of knowledge in the subject matters.
- Not having enough topical revision materials.
- Answering the questions without following the instructions.
- Not being familiar with the current examinations rubric or rules and questioning technique.
- Failure to have enough examinations practice materials which are based on syllabus and curriculum guidelines for Uganda.

All these reasons make the candidates feel ambushed in the final examinations paper and forced them to produce very shoddy work! Therefore this book tries to:-

- Alleviate the worsening situation of our children's poor performance in English.
- Gives teachers extra topical exercises to curb the scarcity of the teaching materials.
- New Oxford English course (NOEC) books by Fredrick George F (1956-1961) states that; primary one child starts to learn their own language at a very early age and they do not find great difficulty. Although they progress slowly at first until they can use their own language quite fluently and confidently. Therefore the part of difficulty in using English in primary one is because when we start to learn a language later on in school life we try to learn it by rules of "grammar" A little child learns its own language by using it but not by grammar at all. A little child also learns the home language not just by saying but by using it as the child or mothers is doing something. The question which is to be established is how far this affects language performance in the later years does. Therefore teachers should teach children in Primary one easy English words or sentences and some enjoyable rhymes or story telling and learn by repetition. It is very important for us teachers to keep to this simple English and not to trouble the children with harder things. If children learn these simple things in primary one then we shall have laid a very good foundation in English for further progress in the next classes.

Richard J (1994) stated that, another root cause of the problem is that teachers are not assisted by their materials. The materials are not prepared with the level of the available teacher expertise in mind. The teachers need help and the help is not being provided. He

further observed that in most schools that the headteachers have a tendency to locate “weak” teachers to the younger classes.

Curtain H. (1963), advanced that, the child develops cognitively through active involvement with the environment and each new step in development builds on and becomes integrated with the previous steps. Because there of the four stages in development normally occur during primary school years, it is important for language teachers working with children to keep the characteristics of each cognitive stage in mind.

Glover J.A and Roger H. (1987) states that, attention should be paid to how brain works. He summarized six major principles of cognitive psychology as they relate to instructions:-

- Pupils are active processors of information
- Learning is most likely to occur when information is made meaningful to pupils.
- How pupils learn may be more important than what they learn.
- Cognitive processes become automatic with repeated use of word.
- Metacognitive skills can be developed through instructions.
- The most enduring motivation for learning is internal motivation.

Steven H. McDonough, Psychology in Foreign Language Teaching (1981), says that when a child learns a foreign language for example English, he or she has no native speakers of English at hand whom he or she may initiate nor does he or she receive as much social

encouragement as learning L1. Possibly patterns of each speech of L1 are conflict with those of English especially in the early stages. He further says that L2 is acquired after the basis of L1 is well established. However, for the child's learning, it is important to compare the cognitive capacity and cognitive demand. "The older the child the greater capacity for cognitive capacity. "The older the child the greater demands are made on him or her".

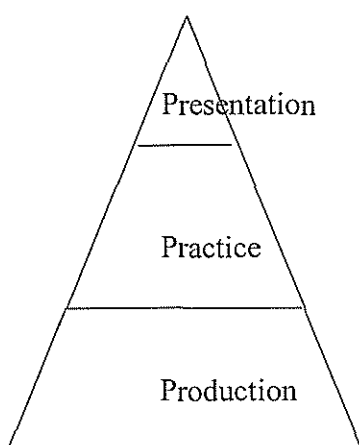
Corder SP. The significance of Learners, errors. International Review of Applied Linguistics (1976), indicated that motivation is perhaps the greatest factor. The early success is most likely to be followed by favourable attitudes at the later stages and with success at the later stages. Nothing succeeds like success! Thus, the content of a primary English course needs to be motivated for pupils to succeed. He further says that good command of grammar or tenses, vocabulary, composition, comprehension, punctuation are lacking and alongside this is the most striking failing in pronunciation.

Driscoll P and Frost D. The teaching of Modern foreign languages in the primary schools, Routledge (1999). Some implication for initial teachers training should be concerned with two elements:-

- Subject knowledge. Ensuring that future teacher's should know and understand enough about what they are to teach and to be able to teach it effectively.
- Subject Application. Ensuring that the future teachers should know and understand enough about how to teach, what they are to teach and to be able to do so effectively.

He further says that a teachers to aim for his or her pupils to progress should have the PPP pyramid which is the classic guide for methodology in teaching new grammar, structures and vocabularies.

The top P of the pyramid is presentation, the second P is practice. Ultimately the aim is to achieve the third P of the Production.



He concluded that planning a lesson is the most important stage if real pupil- centered learning is to take place but no planning of this kind is taking place while the majority of teachers do not fully understand their materials.

## **2.2 Actual review of related literature or objectives by objectives**

### **2.2.1 Automatic promotion and academic standard.**

Automatic promotion came as a result of the introduction of UPE in Uganda Primary Schools, by the policy makers to see that U.P.E policy is a success. The methods employed here is not measured and in the end affects the academic standards of the

weaker learners at all levels of education and eventually leads to drop outs, while energy, time and resources are wasted for nothing.

A researcher is interested in finding out the good methods in teaching and learning of English, proper assessment be carried out and pupils be tested and examined in the final examinations and results be measured according to the performance and only strong pupils be promoted to the next class and the weak ones are allowed to repeat so as to improve on their performance and be promoted later.

#### **2.2.2 Large enrolment of pupils and academic standard.**

U.P.E has enrolled many pupils in school which are not matching with teacher-pupils ratio. Large enrolment does not allow teachers to reach all the individuals to supervise, monitor, help or guide and counsel the weaker learners. Here a teacher may go by the majority who are capable. Therefore a researcher is interested in considering teacher-pupils ratio as one to fifty five (1.55) so as to boost the academic standards and performance of learners in English in primary schools in Abongomola sub-county.

#### **2.2.3 Inadequate teaching and learning aids and education standard.**

The teaching and learning aids are not enough in Uganda primary schools due to large enrolment if you happen to venture or go through many primary schools in Uganda, you will find out that text books, charts are not enough to be used by the learners. This does not allow a teacher to teach as expected and the methods he or she wants to employ may not be used effectively. Therefore a researcher will request the government to equip all

the primary schools with enough teaching and learning materials and teachers to be creative to use the local available materials so as to back the education standards and in performance in primary schools.

#### **2.2.4 Inadequate space on education standard**

Some schools in Uganda up to date do not have enough space ie classrooms and environment at large to accommodate the large enrolment of pupils of U.P.E. This has made learning difficult, force people to squeeze themselves, rival for space in order to sit and write well. A researcher will therefore request the parents, community and government to create or build large classrooms that will accommodate the large enrolment and put all the facilities in them in order to fight the problem of inadequate space which is affecting education standards.

### **2.3 Summary of Literature**

In summary the researcher has researched on the effects of teaching methods on pupils performance in English in Abongomola sub-county on education standards and performance that it was due to automatic promotion, large enrolment, inadequate teaching and learning aids and inadequate space which are existing in Uganda primary schools even up to date.

The researcher therefore will request the government of Uganda and education stakeholders to do every thing possible to fight on the poor methods, and poor performances and education standards as suggested and requested in my opinions laid above as solutions to the problem.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

The methodology constitutes area three of this research proposal and consist of the following; research design, sample population, sample techniques, data collection methods, data collection instruments, procedures in data collection, data analysis, data reliability and validity and research gap.

#### **3.1 Research Design.**

This is a presentation of how data is going to be collected. The choice of a good methodology makes a researcher reach a meaningful findings and conclusion.

#### **3.2 Sample Population or study population.**

The sample population shall be in Apac district at Abongomola sub-county in some five selected primary schools and shall also embrace; headteachers, teachers and pupils as primary scope of information. Other sources of information shall be various documents of results in the schools.

#### **3.3 Sampling Techniques**

The headteachaes and schools for study shall be selected using simple random sampling techniques. Fie schools shall be selected and headteachers of these schools will

participate in the study. Teachers and pupils from the selected schools shall be obtained using stratified sampling techniques.

### **3.4 Data Collection Methods**

The researcher will use interviews, questionnaires and observation methods to collect the data from the headteachers, teachers and pupils from the selected schools.

### **3.5 Data Collection Instruments**

During the study the researcher will use the following tools to gather the required data.

- Questionnaires for headteachers
- Interview guide shall be constructed to provide a self report device for teachers.
- Interview guides for pupils shall also be constructed to enable the researcher contextually elicit response from learners.

### **3.6 Procedures of data collection.**

The researcher will visit or survey the selected schools to:

- Obtain or seek permission from the relevant authorities to allow him conduct the research.
- Administer the questionnaires to the headteachers and in a series conduct interviews for teachers.
- Interviews for pupils shall also simultaneously be conducted.

### **3.7 Proposed data analysis**

The data collected will be organized systematically and logically in categories. Some data will be presented in tables, graphs or percentages will be used in presenting data depending on frequencies from the categories of data.

### **3.8 Data reliability and validity**

The instruments or tools or equipment or time if not enough will affect the researcher's data collection.

### **3.9 Research gap**

The researcher may not reach some areas for further study in the research such as politics, disasters or attitudes towards learning by the communities.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS OF DATA AND DISCUSSION

#### 4.0 . INTRODUCTION

in this chapter the investigator showed the presentation or interpretation, analysis of data and discussion collected from the sampled population mentioned in the previous chapters on automatic promotion, high enrolment and learning materials as per the univsreal primary education on pupils performance were concerned.

#### 4.1. presentation of data analysis

table 1 shows enrolment of pupils in the sampled schools.

	Schools					
CLASS	Abang	Acungi	Abongomola	Abwang	Amorigoga	Total
P.1	103	109	180	74	162	628
P.2	98	136	173	104	154	665
P.3	110	124	208	112	171	725
P.4	147	163	243	132	182	867
P.5	130	156	196	130	159	771
P.6	106	132	148	102	134	622
P.7	45	42	80	36	48	251
TOTAL	739	862	1228	690	1010	4529

The table showed that there is high enrolment of pupils in all these schools having the highest enrolment of pupils because it is partly boarding, day

school and fairly performing in primary leaving examination among those schools.

### 1. responses on automatic promotion

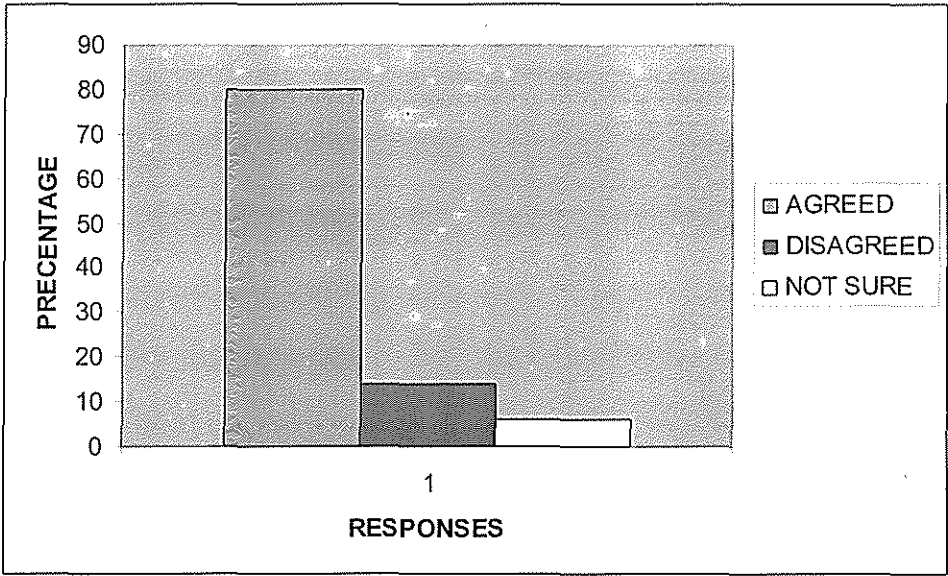
#### a). poor performance

agrec	disagree	not sure
80%	14%	6%

80% of head teachers and teachers agreed with the sttaement that automatic promotion leads to poor poeformance of pupils. 14% of the respondents disagreed the statement while 6% of the respondents did not give their vioews on poor performance. therefore, this means that poor performance of puils comes as a result of autotmatic promotion.

this is graphically represented as

figure 1 showing responses on poor performance.



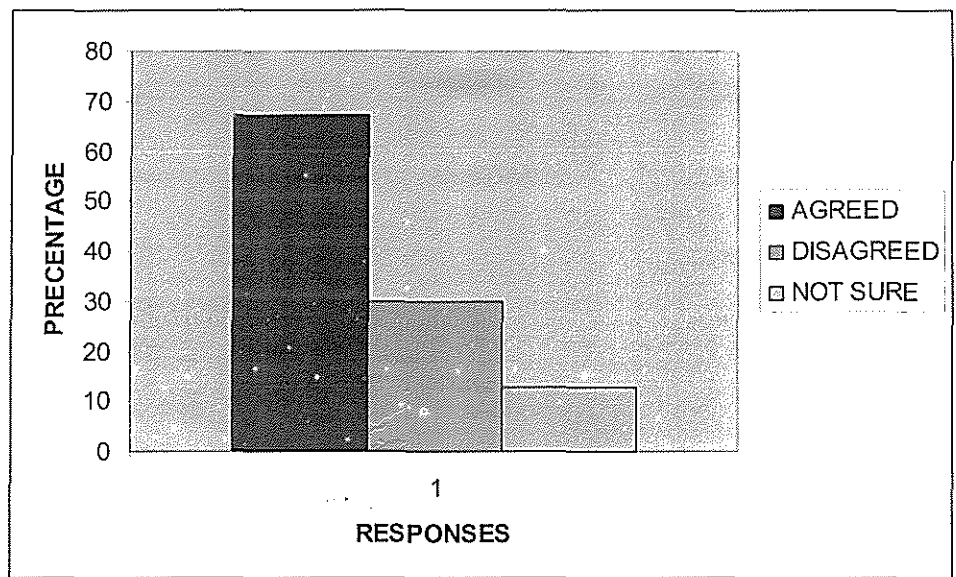
#### b) low academic standard

67% of the respondents agreed with the statement that low academic standards is as a result of automatic promotion, 30% of the respondents disagreed that low academic standards is not just because of automatic promotion however 13% did not give their sides.

This showed that low academic standards is just because of automatic promotion which affects the performance of pupils in English language.

The graph below represents the percentages of respondents.

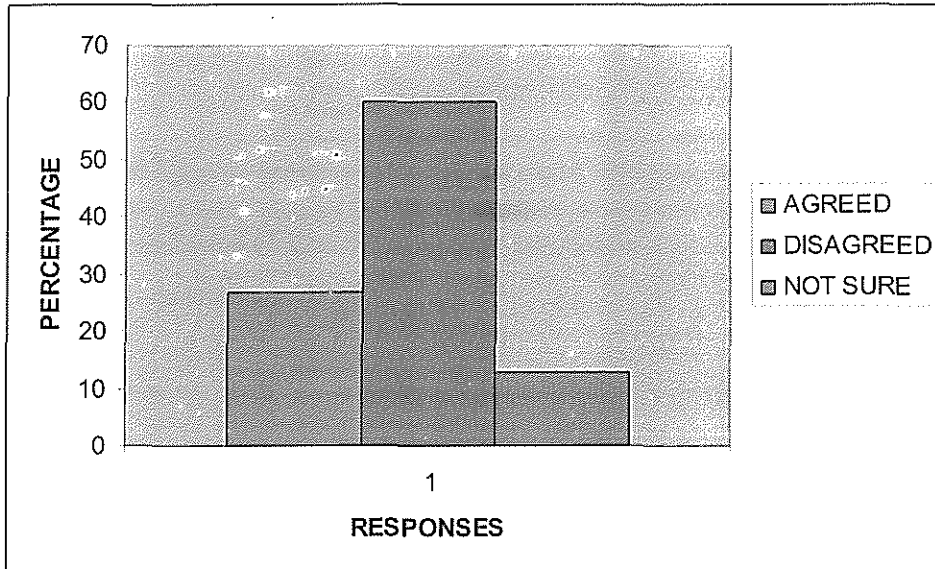
Figure 2 showing responses on low academic standard.



c) 27% of the respondents agreed with the statement that drop out of pupils in automatic promotion is only at p.l.e. due to poor results that can't be admitted to the next level that is secondary and vocational levels. 60% of the respondents disagreed with the statement that drop out does not affect automatic promotion and performance of pupils, while 13% of the respondents were not sure in their discussions. this implied promotion.

This is also graphically represented below:

Figure 3 showing responses on drop out.



## 2. responses on high enrolment

### A) lack of concentration

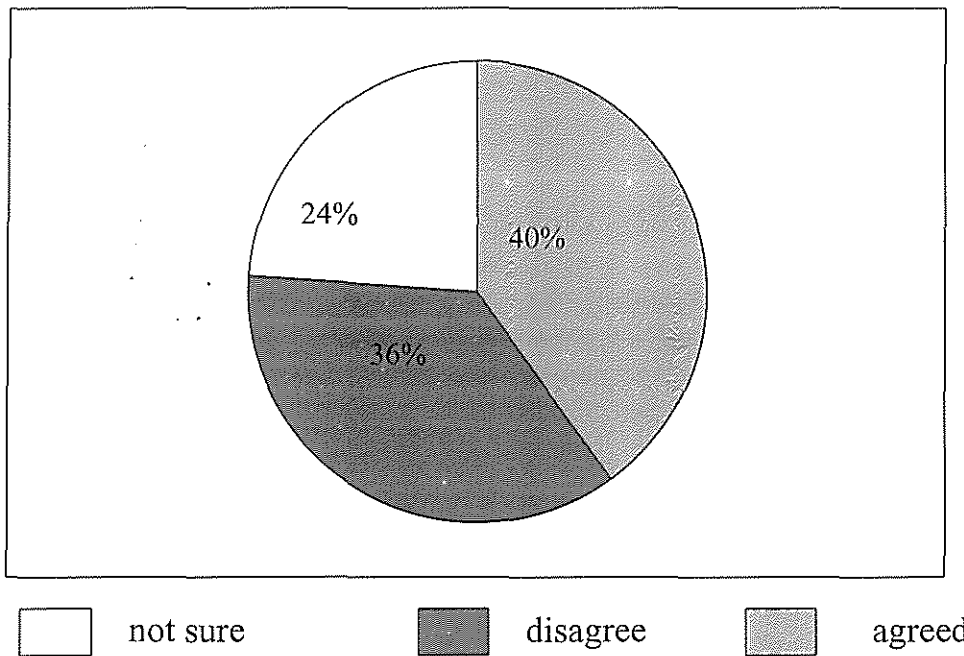
agree	disagree	not sure
40%	36%	24%

40% of the respondents agreed with the statement that lack concentration has come as a result of high enrolment in primary schools because many are not attended to and this makes pupils to relax in studies which affects pupils performance. 30% disagreed with the statement while 24% of the respondents did not show their sides towards this matter

Therefore, this implied that lack of concentration is generally the major factors which comes as a result of high enrolment.

This is represented on a pie chart as

Figure 1. Showing response on lack of concentration.



#### B) poor assessment

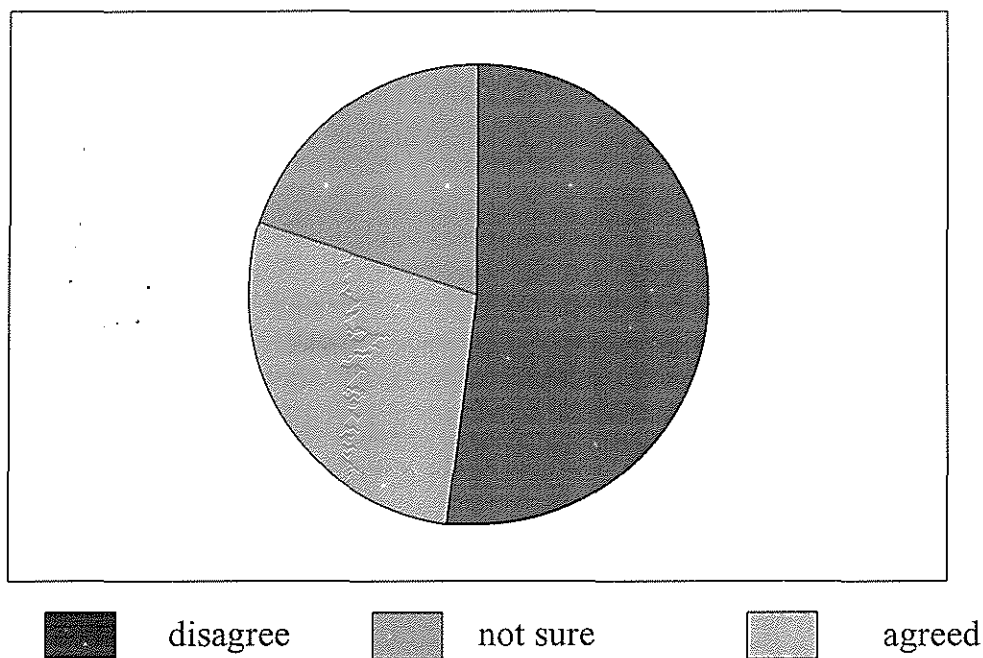
agree	disagree	not sure
28%	52%	20%

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

this implied that poor assessment does not affect pupils performance as far as high enrolment is concern.

this is representation a pie chart as:-

figure showing Reponses on poor assessment.



### C) indiscipline

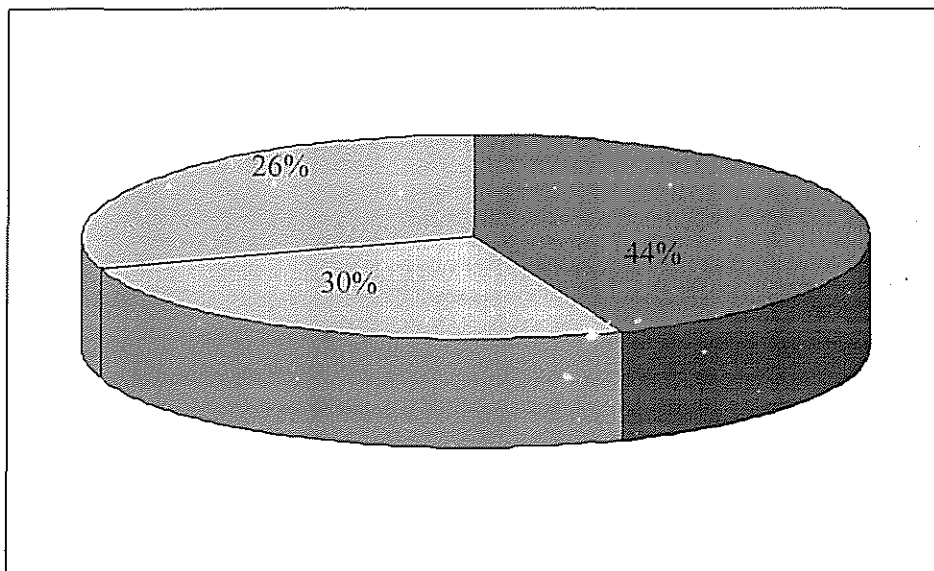
agree	disagree	not sure
44%	30%	26%

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

This makes most pupils not being guided and counseled, 30% of the respondents disagreed the statement while 26% of the respondents were not sure of what to give in this response of indiscipline. this implied that indiscipline of pupils in school is just because of high enrolment which affects performance.

This is represented on a pie chart as:

Figure 3 showing responses on indiscipline of pupils.



Disagreed
  not sure
  agreed

### 3. Responses on learning materials

#### a) poor attention of pupils

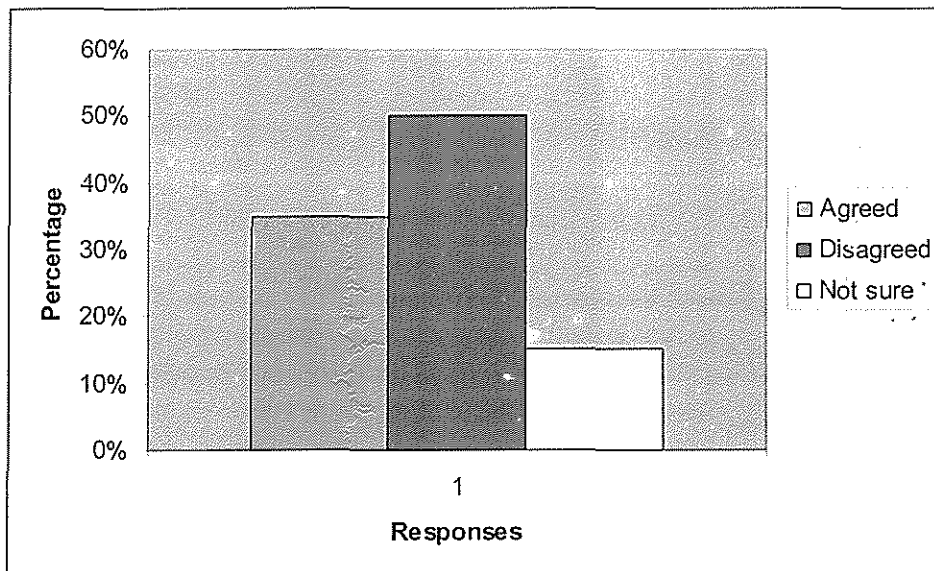
Agree	disagree	Not sure
35%	50%	15%

35% of the respondents agreed with the statement that poor attention affect performance of pupils as far as learning materials are to be used. 50% disagreed that poor attention of pupils is not because o flack of learning materials while 15% of the respondents had no side and support.

This implied that poor attention of pupils has not come as a result of lack learning materials which affect performance of pupils.

This is graphically represented below:-

Figure 1. showing responses on poor attention of pupils



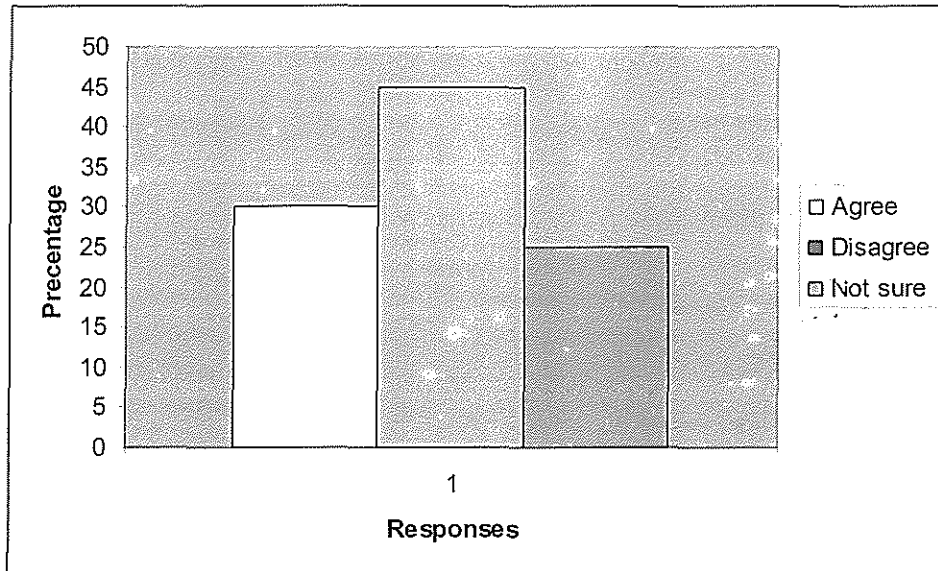
#### **b) POOR TIME MANAGEMENT**

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

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

This is represented graphically as

**Figure 2 showing responses on poor time management.**



### c) INEFFECTIVENESS IN PUPILS.

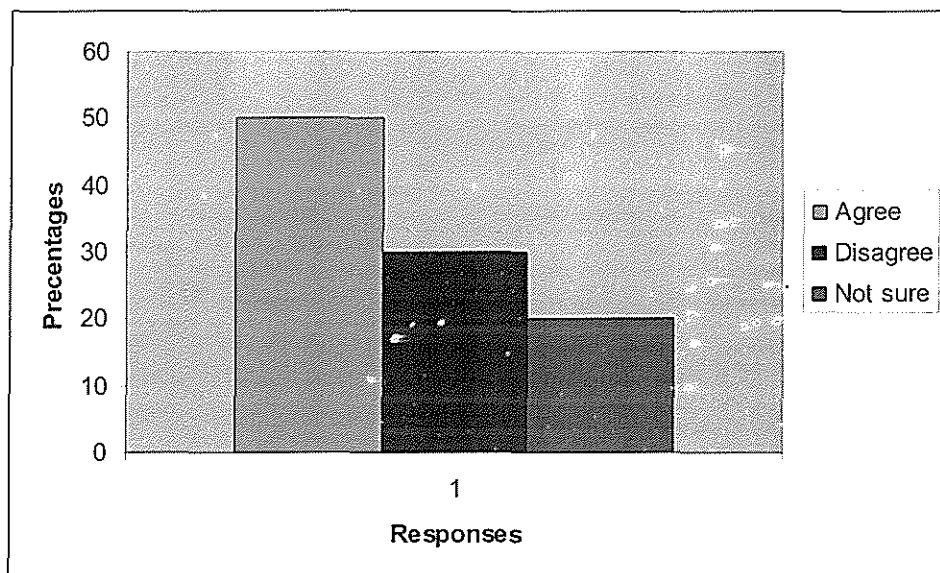
Agree	Disagree	Not sure
50%	30%	20%

50% of the respondents agreed with the statements that lack of materials bring ineffectiveness in pupils which affects the performance of pupils. 30% disagreed with the statement that ineffectiveness in pupils is not because of lack of learning materials while 20% were quite.

This implied that ineffectiveness in pupils has a result of lack of learning materials affects performance of pupils

The graph below represents it as:-

Figure 3 showing responses on ineffectiveness in pupils.



4. Responses suggested as solution on automatic promotion, high enrolment and inadequate learning materials

a. Automatic promotion

Agree	Disagree	Not sure
73%	20%	7%

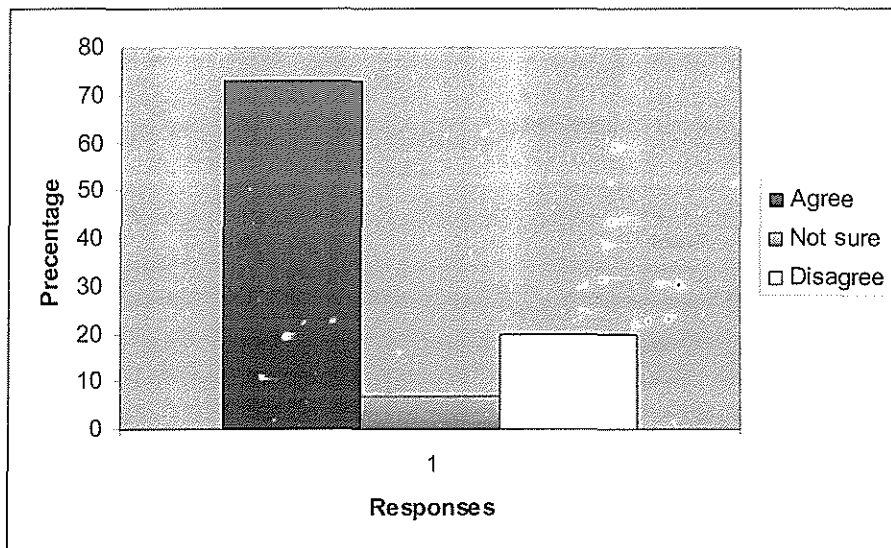
73% of the respondents agreed with the statement that automatic promotion should be stopped because it affects the performance of pupils in all levels and classes respectively.

20% of the respondents disagreed that statement while 7% of the respondents did not show side.

Therefore, this showed that automatic promotion given by the government on U.P.E policy should be revised.

It is graphically represented as;-

Figure 1 showing responses on automatic promotion



b. Responses on high enrolment

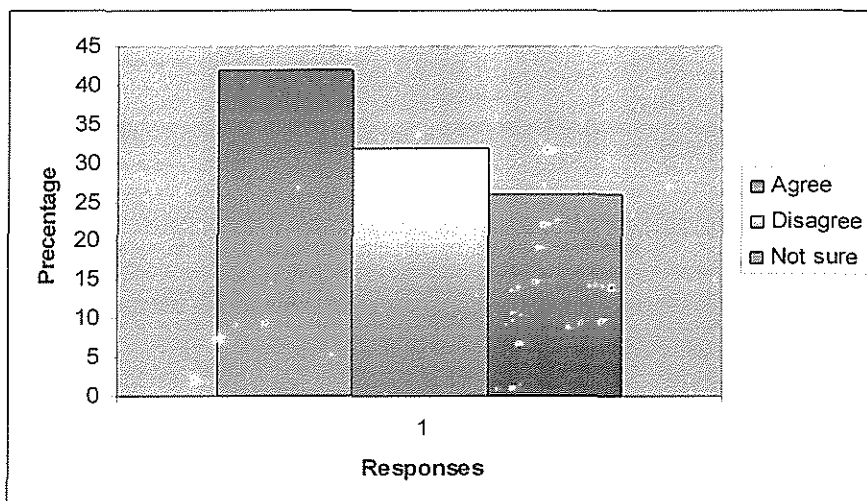
Agree	Disagree	Not sure
42%	32%	26%

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

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

This is graphically represented as;-

Figure 1 showing responses on high enrolment.



### c. Responses on learning materials

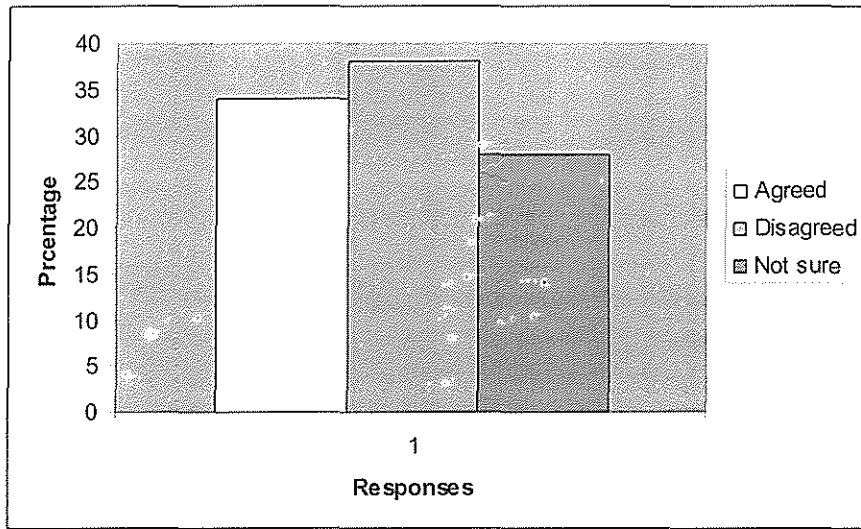
Agree	Disagree	Not sure
34%	38%	28%

34% of the respondents agreed with the statements that learning materials affect pupils performance. 38% however disagreed with the statement while 28% did not show sides.

This implied that lack of learning materials does not affect pupils performance in English language

This is graphically represented as:-

Figure 3 showing responses on learning



## DISCUSSION

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

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

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

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

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

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

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

On the other hand, lack of learning materials encountered by teachers during the teaching and learning process in English was sighted because some teachers failed to cater pupils with enough learning materials and thereafter making learners have a continuous failure towards this subject. However, the problems can be minimized by training more teachers, sensitizing parents, enrolment per class be reduced to a manageable number of teachers and government supply schools with adequate

learning materials and facilities to meet the needs of children with different categories.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.0. INTRODUCTION

This study aimed at finding the performance of pupils in English in primary schools as universal primary education is concern. The information were gathered from head teacher, teachers and pupils. Therefore, in this chapter, the findings have major issues, which are summarized, concluded, and then some of the recommendation are given on how to improve in English performance in primary schools at Abongomola sub county.

#### 5.1. SUMMARY

There is still automatic promotion of pupils to the next class in these sampled schools bringing poor performance at P.L.E. however, teachers and parents are being sensitized to work hard so that they help their pupils to perform well. Some teachers have started to attend workshops and refreshers courses organized by the district and government to have quality education in Uganda

Besides automatic promotion, there is also high enrolment of pupils in these sampled schools. Here parents, teachers, other stakeholders, Non-governmental organizations (NGOs) and government are struggling to build more class rooms, supply funds to schools and train more teachers

to reduce teachers work load in school to improve on the performance of pupils.

Much as English is being a foreign language in Uganda which leads to increase in poor performance in pupils scattered in different classes. This calls for more teachers, parents, stakeholders and government to revise on the Universal Primary Education policy to help learners learn and perform well in class.

## **5.2. CONCLUSION**

Having got the general study finding presented in chapter four on Universal Primary Education policy and performance of pupils in English in schools.

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

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

Teachers and parents should accept to change behaviors against automatic promotion by creating developing friendly relationship with

the children in order to teach, assess and examine pupils properly so as to improve on pupils performance in English language.

### **5.3. RECOMMENDATION**

After carrying out the research on the Universal Primary Education policy and performance of pupils in English language in Apac district at Abongomola sub county, the following recommendations were arrived at to improve on English performance.

Teachers, parents, stakeholders and ministry of education and sports should be fully responsible on the promotion of pupils to the next class not just automatic promotion, which brings poor performance at the end.

Teacher-pupil ratio should be reduced so as to enable teachers cater for every learner in the class as high enrolment in U.P.E schools are concern.

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

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

The school should come up with a programme to sensitize and create relationship between parents and teachers to ensure that children participate fully in English both indoor and outdoor.

It is also recommended that, there should be adjustment in curriculum design to help teachers modify their methods, approaches and techniques of teaching high enrolment in primary schools.

Above all, the researcher recommends and suggests that, in future there should be more research carried out why pupils performance in English vary from one region to another in government schools much as Universal Primary Education is concerned.

## REFERENCE

1. Corder SP. The significance of Learners, errors. International review of applied linguistics (1976)
2. Curtain H. (1963), lanugae and children – making the match Longman.
3. Driscoll P and frost D. the teaching of modern foreign languages in the primary schools, Routledge (1999)
4. Glover J.A and Roger H. (1987) Educational psychology: principle and applications.
5. Marshall Otinga Obonyo (2002) MK English hand book for primary five to seven based on Uganda syllabus and UNEB format.
6. Fredrick George F(1956-1961) new oxford English course (NOEC) book one and two
7. Uganda National Examination Board report on work of candidates November (2002)
8. Chandramkant Godhia and Mwesigwa Samuel (2004) Picfare primary English UNEB style test papers volume II for primary six and seven.

## BACK GORUND INFORMATION

### 1. Gender

Male

☐

Female

☐

### 2. Age brackets

18 – 24

☐

25 - 32

☐

33 - 40

☐

41 – 50

☐

50 - +

☐

### 3. Martial status

Married

☐

Single

☐

Widow

☐

Widower

☐

## APPENDIX I

Interview guide for key informants (Headteachers, DEO and other stakeholders).

1. what are the success of Universal Primary Education (UPE).
2. what are the weakness or problems you are experiencing in UPE policy in your school ?
3. what innovations have you got in UPE policy
4. mention some challenges of government policy on automatic promotion

5. according to your opinion, how can we improve on good performance of learners in English language in primary schools
6. give some reasons why poor performance in English has come as a result of introducing Universal Primary Education
7. how does learning materials effects the performance of pupils in your school
8. How does high enrolment affect the learning process and academic performance of learners in your school?
9. If UPE policy is to continue and stay for good, what do you think could be the negative effects on primary education in Uganda's future ?
- 10.what are the general views of teachers, parents and other stakeholders towards this policy of UPE in your school and Uganda at large?

## APPENDIX II

### INTERVIEW TO TEACHERS

#### Instruction

Tick the most appropriate answer

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

#### (i) AUTOMATIC PROMOTION AND PERFORMANCE

NO	QUESTION	A	N.S	D.A
1	Is the policy of automatic promotion highly welcome in your school?			
2	Does automatic promotion promotes laziness and skill innovation of pupils/			
3	Does automatic promotion affect performance of pupils			
4	Do the policy of automatic promotion allow pupils to relax and concentrate on important issues?			
5	True the policy of Universal Primary Education (UPE) affects teaching skills and promotes laziness on teachers			

#### (ii) HIGH ENROLMENT AND PERFORMANCE

NO	QUESTION	A	N.S	D.A
1	Do you think that high enrolment affects teaching and learning process in class.			
2	Does high enrolment affects academics performance on pupils?			
3	Do you think high enrolment in class affects the			

	discipline of learners?			
4	Is it true that high enrolment affects the concentration of learners and leads to laziness of shy and slow learners?			
5	Over enrolment in primary schools is one of the major effects of performance?			

**(iii) LEARNING MATERIALS AND PERFORMANCE.**

NO	QUESTION	A	N.S	D.A
1	Is it true that there are enough teaching and learning materials in this school			
2	Are teachers always provided with adequate learning materials			
3	Do learning materials affects the performance of pupils			
4	Is it true that learning materials affect concentration of learners in your school?			
5	Do you think that it is only learning materials which is bringing materials which is bringing ineffectiveness in pupils performance?			

### APPENDIX III

#### (INTERVIEW GUIDE FOR THE PUPILS)

#### INSTRUCTION

Tick the best answers in any o the two given

1. Are you taught English regularly in your class?

Yes

☐

No

☐

2. Do you strongly practice English speaking and writing competition in your school?

Yes

☐

No

☐

3. Do you really have enough English teachers in your school?

Yes

☐

No

☐

4. Is it true that those English teachers teach English well in your school?

Yes

☐

No

☐

5. Do your teacher motivate you during the teaching and learning process in English?

Yes

☐

No

☐

6. Do you have effective English club in your school?

Yes

☐

No

☐

7. Are these enough teaching and learning materials for English in your school like text books

Yes ☐

No ☐

8. Are the number of pupils in your class more than fifty five and handled by only one English teacher?

Yes ☐

No ☐

9. Is it true that English is the worst subject done in your school?

Yes ☐

No ☐

10. Do your teachers always guide and counsel pupils about the general performance in English in your school?

Yes ☐

No ☐

### TIME FAME

Activity	Duration	Period	Remarks
Identifying topic	One week	March 2011	
Proposal writing	Two months	April-May 2011	
Submission of the proposal	Two weeks	June 2011	
Preparation of the instruments	Two weeks	July 2011	
Data collection	Two weeks	July 2011	
Data analysis	Two weeks	August 2011	
Report writing	One month	September 2011	
Submission f the final report			

### BUDGET

Item	Quantity	Amount
Duplicating paper	3 reams @ 15,000=	45,000=
Duplicating ink	2 tubes @ 15,000=	30,000=
Stencils	2 Packets @ 5,000=	10,000=
Typesetting	50 sheets @ 1,000=	50,000=
Binding	3 copies @ 5,000=	15,000=
Pens and markers	1 packet @ 5,000=	5,000=
Transport	10 days	50,000=
Meals	10 days	20,000=
Contingency		30,000=
<b>Grand Total</b>		<b>255,000=</b>

## APPENDIX I

### QUESTIONNAIRES FOR HEADTEACHERS

#### INSTRUCTION

Tick the best answer for each of the question given below:

1. The biggest reason as to why poor performance in English is on the increase is that Headteachers have become reluctant in supervising English teachers.

Yes ☐

No. ☐

2. Have you ever discussed with your teachers on the appropriate methods of teaching English in your school?

Yes ☐

No. ☐

3. Do you agree that headteachers participate most on the effects of teaching methods on pupils performance in English?

Yes ☐

No. ☐

4. Reducing and stopping poor performance in primary schools is completely impossible

Yes ☐

No. ☐

5. Poor Performance in English is a total result of drop out of pupils in primary schools

Yes ☐

No. ☐

6. Is it true that headteachers should be punished heavily in this problem?

Yes ☐

No. ☐

## APPENDIX II

### INTERVIEW TO TEACHERS

#### INSTRUCTION

Tick the most appropriate answer

1. Only children in rural schools are the one experiencing poor performance in English  
Agree ☐ Disagree ☐ Strongly disagree ☐ strongly agree ☐
2. Is it true that poor performance in English has come as a result of the introduction of Universal Primary Education (U.P.E)?  
Agree ☐ Disagree ☐ Strongly disagree ☐ strongly agree ☐
3. Do you support the statement that, "children don't perform well in English because they are not taught well by the English teachers?"  
Agree ☐ Disagree ☐ Strongly disagree ☐ strongly agree ☐
4. Over enrolment in primary schools is one of the major effect on performance in primary schools?  
Agree ☐ Disagree ☐ Strongly disagree ☐ strongly agree ☐
5. In poor reading culture the major effect of teaching methods on pupils performance in English?  
Agree ☐ Disagree ☐ Strongly disagree ☐ strongly agree ☐
6. Is it because English is a foreign language, that is why most pupils don't perform well in it?  
Agree ☐ Disagree ☐ Strongly disagree ☐ strongly agree ☐
7. Do you agree that some teachers can't teach English well in primary schools?  
Agree ☐ Disagree ☐ Strongly disagree ☐ strongly agree ☐

8. Poor distribution of teachers is among the effects of teaching methods on pupils performance in English.

Agree ☐ Disagree ☐ Strongly disagree ☐ strongly agree ☐

9. Do you heavily support that poor motivation of teachers is the results of poor performance in English?

Agree ☐ Disagree ☐ Strongly disagree ☐ strongly agree ☐

10. According to your opinion, can English club increase good performance in English in primary schools?

Agree ☐ Disagree ☐ Strongly disagree ☐ strongly agree ☐

### APPENDIX III

#### INTERVIEW GUIDE FOR THE PUPILS

##### INSTRUCTION

Tick the best answer in any of the two given.

1. Are you taught English regularly in y our class?  
Yes ☐ No ☐
2. Do you strongly practice English speaking and writing competition in your school?  
Yes ☐ No ☐
3. Do you really have enough English teachers in your school?  
Yes ☐ No ☐
4. Is it true that those English teachers teach English well in your school?  
Yes ☐ No ☐
5. Do your teacher motivate you during the teaching and learning process in English club in your school?  
Yes ☐ No ☐
6. Do you have effective English club in your school?  
Yes ☐ No ☐
7. Is it true that English is the worst subject done in y our school?  
Yes ☐ No ☐
8. Is it true that English is the worst subject done in your school?  
Yes ☐ No ☐
9. Do pupils always sit down to discuss the best methods of teaching English in your school?  
Yes ☐ No ☐
10. Do your teachers always guide and counsel pupils about the general performance in English in your school?  
Yes ☐ No ☐