

**AN ASSESSMENT OF FACTORS AFFECTING ACADEMIC
PERFORMANCE IN AGAGO DISTRICT THE
CASE OF PAIMOL SUB COUNTY**

BY

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BED/27312/81/DU-LR

**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE AWARD OF A DEGREE OF BARCHELOR OF
EDUCATION OF KAMPALA INTERNATIONAL UNIVERSITY**


OCTOBER 2011

DEDICATION

I would like to dedicate this piece of work to my late father Mr. Okot Festo whom God did not want him to see me reach this level of education, my mother Lawino Jerodina, my beloved wife Laker Beatrice, my brothers and to my children.

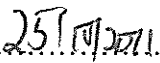
DECLARATION

I do here by declare that, the contents of this field study report are my original work. It has not been submitted else where for any other degree or qualification. Through out work, have acknowledged the secondary sources used in its complication.

Signature: 

ORYEMA FRANCIS OKEMA

Student

Date: 

APPROVAL

This is to certify that this research report by **ORYEMA FRANCIS OKEMA** has been carried out under my supervision. It has been submitted with my approval as a university supervisor

Signature:


Mr. Odong Mike

Date:


ACKNOWLEDGEMENTS

This piece of work has been made possible by the assistance and encouragement of a number of people. With gratitude, I acknowledge the contributions of all my lecturers of Kampala international university for the handful lectures they delivered, more so to Mr. Odongo Mike for his wonderful lectures on research methods that gave me knowledge to carry out this research.

Special acknowledgement goes to my supervisor Mr. Bwonyo Bosco who fatherly, tirelessly and technically advised me through out the period of studies.

My sincere thanks also go to the M.E.O and inspector of schools for their professional support to me during my study period. Not forgetting the head teacher of Akwang S.S and the entire staff of Wipolo soloti primary school I appreciate a lot the cooperation they gave me more especially Oryema Wilson, Ocaya Albino, Olwoch Francis, Ojok San, Odur Semei, Owiny and Adong Mary Filder who greatly helped me.

I also register my sincere thanks to all the head teachers, teachers and pupils of the schools in which I carried my study. All those who read the scripts and made relevant recommendation are greatly acknowledged.

Finally, I am grateful to Mr. Amone Thomas, Komakech Robert who helped me most during my study

My heart felt gratitude goes to my daughter who carefully typed this research report.

EXECUTIVE SUMMARY (ABSTRACT)

This study was carried out to find the cause of poor performance of PLE candidates in Paimol sub county schools. Eight primary schools were selected. Kokil p/s, wilpolo soloti p/s, Paimol p/s, Akwang p/s, Gotatongo p/s, Lokabar p/s, Locum p/s and Omiya pacwa p/s.

The study was guided by the following hypothesis;

- The socio-economics status of the parents is high.
- All pupils are given all the requirements they need in school.
- There is shortage of trained teachers in the school.
- Teachers do use effective methods of teachings in the selected school s.
- Both teachers and children are motivated to learn and perform their duties respectively.

All the related literatures were reviewed .qualitative research design was applied. a cross sectional survey design was used. This geared at finding out the causes of poor academic performance of PLE candidates in the selected schools.

The subjects of the study were; the head teachers, teachers, parents, and pupils. The researcher used questionnaires, interview and observation as instrument of the study. Data was collected and interpreted with the use of tables and percentage.

Findings from the literatures and respondents revealed problems affecting learning in schools as follows:

- The socio-economic statuses of the parents
- Parental attitudes towards education
- Teacher's qualification
- Methods of teaching
- Motivation of both pupils and teachers

- School quality

According to the findings, when the above causes are negative, the academic performance of the pupils will always be poor.

Given the above causes, some recommendations were given:

- a) Parents should ensure that children are provided with all the necessities needed for the children's education.
- b) The head teachers should ensure that there are sufficient scholastic materials, daily routine is followed, should liaise with the area education office to get enough teachers to handle school activities.
- c) The teachers should remind the head teachers from time to time of what is lacking, should combine several methods in one lesson to ensure concrete understanding on the part of the children.
- d) The government should increase U.P. E funds uplift the teachers, ceiling train all licensed teachers.

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CHAPTER ONE

1.0 INTRODUCTION

Agago District is located in the Northern Region of Uganda. It is 333 kilometers north of the capital city of Uganda. Agago is linked to the capital city by good murrumèd roads. The district that borders Agago includes Pader to the west, Abim to the East, Kitgum to the North and Lira to the South. Agago District has favorable and adequate rainfall throughout the year. Average rainfall ranges from 1050mm annually. There are two distinct seasons: Rainy season that runs from March to November, and a dry season that spreads from December to February

According to J.C Ssekamwa, education has two definitions. It is a process by which one generation purposefully transmits culture to the young, to the adults and to the old for their social, cultural and economic benefit of the whole society. Secondly, “education is a conscious process designed to change or bring about behavior patterns of individuals in each society towards desirable worth while ends as perceived by the society or by the leadership of that society”

Education in Uganda was started long since man existed in Uganda. This was the indigenous education system where each tribe in Uganda would teach each member of that society to be helpful to himself/herself, to his or her family, to the rest of the members of the society and the state.

However, with the coming of the missionaries from the western countries, the education system of the indigenous Ugandans changed. The missionaries opened up schools in all the places where they were settled. The early missionaries started all the government aided schools of today. This therefore indicates that the religious people started the education of Uganda. During colonial days (1950s) Education was meant to serve the interest of rich few Ugandans and minority colonialists. Colonial schools such as Nmilyango were built

The introduction of universal primary education has changed many things. Additional facilities have not been put in place. Poor results in primary leaving examinations are indicatives of the

poor facilities in the schools. The poor performance of P.L.E of late has raised a lot of concern among parents and the general public and yet no research has been carried out to investigate the cause of this poor academic performance in Agago district.

In many parts of the country, studies and recommendations about poor performance in schools have been carried out.

Busuulwa [1997] found out that its mainly poor administration, which is the cause of poor academic performance. In support of the above point, Musaazi [1988] noted that school administration is concerned particularly with pupils, teachers, regulations and policies that governed the school education systems. He further commented that the quality of education in schools is another subject to debate and is a general feeling that educational standards of most schools have declined.

Farrant [1986] also observes that many schools exhibit poor performance and no improvement are made. This is because the authorities in education have not provided professional encouragement, guidance and counseling of teachers and above all, they have not tried to encourage community involvement in the school systems.

In support of the above statement, the inspector of schools for Agago District identified some of the followings in March 2010 report.

- ✚ Many schools were full of untrained teacher's thus providing or teaching sub standard lessons.
- ✚ There were many schools with inadequate class rooms and scholastic materials and that; Districts have poor distribution systems of scholastic materials.

Douglas [[1989] also points out that pupils normally perform poorly in school due to lack of teachers' dedication when they are teaching and this is caused by low salaries teachers receive from the Government.

The researcher developed an interest in finding out why primary seven pupils in Paimol Sub County perform poorly in P.L.E. Since the problem of poor performance in primary leaving

examinations is wide spread, the researcher ventured to find its main causes and possible solutions using eight selected schools in Paimol sub county.

1.2 Statement of the problem

There has been a lot of cry from the parents and general public in Paimol Sub County about poor performance of children in P.L.E, with the introduction of U.P.E, people thought that the situation would improve. This is because the burdens of paying money to school have been removed from parents. With light burden, parents would meet other small school requirements. In addition, scholastic materials have attracted the attention so much so that a greater percentage of U.P.E fund goes to scholastic materials.

The teachers we have on the ground are qualified to handle the primary education efficiently. With all these in places, performance in U.P.E continues to be poor. What therefore are the causes of poor performance in P.L.E in the Sub County of Paimol? The researcher is specifically interested in the effects on the performance of five selected variables namely; the home back ground [socio-economic status] of the family, parental attitude towards education, teachers' qualifications and experience, methods of teaching, motivation of both pupils and teachers and school quality.

1.3 Purpose of the study

The purpose of this study is to investigate the root cause and effect of the poor performance in P.L.E in Paimol Sub County.

1.4 Objectives of the study

- 1.4.1 To examine how lack of instructional materials affect academic performance of Agago District.
- 1.4.2 To find out the extent to which teaching methods affects academic performance of pupils in Agago District.
- 1.4.3 To assess the effects of children background on academic performance in Agago District.
- 1.4.4 To find out the extent to which discipline affects academic performance of pupils of Agago District.

1.5 Research questions

How does lack of instructional materials affects academic performance of pupils of Agago District?

To what extent do the teaching methods affects academic performance of pupils in Agago District?

What are the effects of child background on academic performance in Agago District?

To what extent does discipline affect academic performance of pupils in Agago District?

1.6 The scope of the study

The study is designed and was carried out in Paimol Sub County. It is centered on the factors affecting academic performance in Agago District located in Northern Uganda, Agago is a new

District created from Pader District. The study involved the pupils, teachers, head teachers, and parents and used data from 2006-2010.

1.7 Significance of the study

It is hoped that the findings of this study will be useful in the following ways;

- 1.7.1 It will enable the inspectorate, the national curriculum development center and the entire ministry to lay strategies for promotion of teaching.
- 1.7.2 Through this study, pupils will be able to see their weaknesses and why their academic performance had been poor
- 1.7.3 Teachers through this study will know their weaknesses and as such can request their head teacher for refresher courses so as to equip them with skills to handle their subjects better.
- 1.7.4 It will also act as a yard stick for the teachers to see if they are moving abreast with the pupils
- 1.7.5 The study will provide ground on which to carry further research on some aspects not covered in this study, this is to benefit future researchers.

1.8 LIMITATIONS

This research was carried out in Paimol Sub County Agago District. However the following problems would be faced during the exercise;-

- 1.8.1 There was lack of transport therefore, frequent movements from one place to another were not easily be made
- 1.8.2 The funds for stationeries, meals and paying for the manuscript was a general handicap
- 1.8.3 Some of the respondents were rather reluctant in answering the questionnaires and returning it back

- 1.8.4 Scarcity of related literature on the topic hence increased the expenditure on transport to visit several libraries in various institutions of higher learning.
- 1.8.5 Some respondents seemed uncooperative and be unwilling to release correct and accurate information
- 1.8.6 Time may be a crucial factor, since the researcher may be occupied with revision work and at the same time busy with office work at school, so collecting data in that state of affairs may be a problem

1.9 DEFINITION OF TERMS

The following are the definitions of very important terms;

Learning; is a positive change in behavior or modification in behavioral change, which comes as a result of an encounter with some of the experience?

Motivation; Farrant J.S [1980] defines motivation as the individual's response to the basic need and drives of the body. It is that which cause us to act

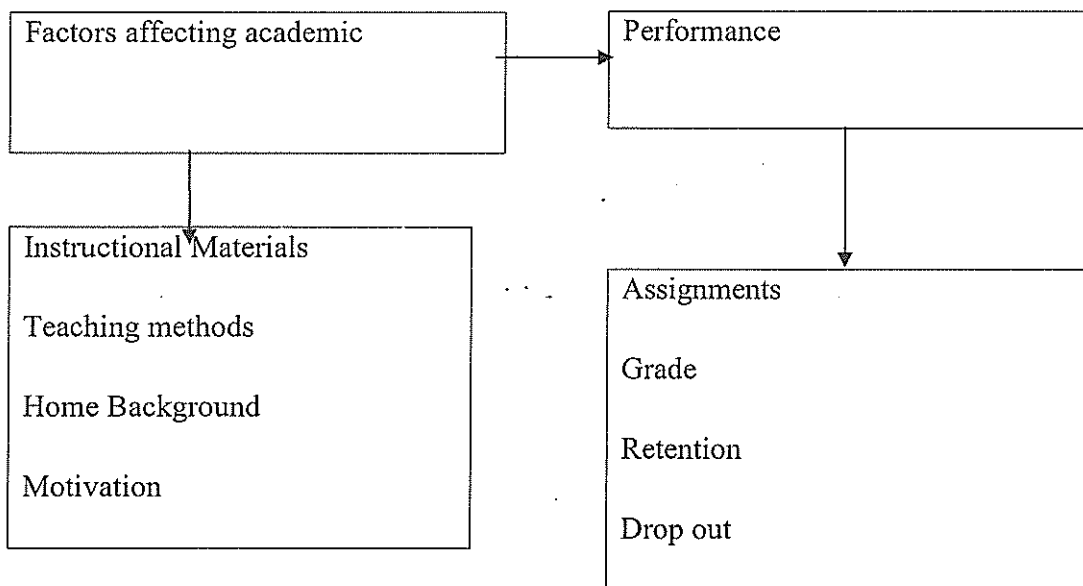
Encouragement to perform

Performance; Grade attained in P.L.E

Conceptual frame work

Independent Variables

Dependent variables



The independent variables are shown above in the factors affecting the academic performance in the dimension of instructional materials, teaching methods, socio-economic background of child and motivation of both teachers and pupils if not handle properly will affect performance of the child, while the dependent variables in the dimension of assessment of the pupils, grade of the pupils, retention of the pupils and drop out of pupils if managed well will improve the

performance of the child. It is believed that performance of the pupils is affected by the ability of the head teacher failing to provide the instructional materials, assessing pupil's socio-economic background and effective motivation of both teachers and pupils.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This particular chapter shall examine the theoretical review and actual review of related literature. This shall be done objectively

2.1 Theoretical review

2.2 Home background, - socio-economic status and performance

Some researches have been done on the home background as a non-intellectual variable affecting academic performance. Here, home background is taken to mean the socio-economic status of the parents of the pupils. This includes the kind of home the pupils do come from, educational level of parents, parents' occupation, family size, birth order of the pupils and the geographical location of the homes of the pupils.

Dave (1963) conducted a study, which involved 60 families with their children. The purpose of study was to identify and measure the environmental factors that are related to educational achievement. The sources were found to be highly correlated with pupil's academic performances. He established that socio-economic status of the parents affect the intelligence of the pupils and directly influences the academic achievement.

Omona (1997) states that:-

"The provision of books and their educational materials is poorer in lower status families than in high socio-economic families" the type of socio-economic status of a family also determines how hard a student will learn.

Omona (1997) further says that; "children from high socio-economic status aspire to highly related professions than those from low homes" this implies that the farmers are always motivated to work hard to realize their aspirations. While the later with low aspirations eventually hope for other opportunities related to the home activities.

Recent studies have also shown that there is a strong relation between social conditions and children's measured abilities, Musgrave [1979] had this to say;

A high income enables parents to give their children the advantage that money can buy. It is great help to a child to live in pleasant surroundings, be provided with education toys, to go to private school with high staffing ratio, to perceive stimulating experiences such as foreign travel and to have entry in the right circle.

Pai Obanya and Ezewu [1980] investigated on the parental reaction to poor performance and found out that high socio-economic status families tend to show more concern over their children's poor performance at school. And that most of them either teach their children those subjects in which they performed badly or they appoint part time teachers for them.

Even if low socio economic statuses of families are worried over their children's performance, they are always able to meet extra teaching of their children. In the first instance, the parents themselves may not be able to help their children.

Secondly, such families belong to low income group and so they may not be able to afford the appointment of part time teachers. Thus high social economic status families are in position to give more parental help and better motivation to their children than those of low socio economic status.

Manasseh [1996] quoted Odaet [1977] in his investigation on the problems of education in urban areas in Uganda, concluded that pupils with poor socio-economic back ground did not perform well academically in schools.

Opolot [1992] in his research on some factors affecting performance in Art and craft in "O" level final examinations in selected schools in Kumi district, concluded that success in learning a subject by the students relates closely to the learner's socio-economic back ground and that children of high socio and middle class parents have the greater chances of success than those of the blue collar who have the least chances.

Opolot further quoted Rosen [1965] that students who exhibit a high level of motivation tend to come from higher socio-economic status families and that they perform better.

Still on socio-economic status as a factor affecting performance, Arinaitue (1996) in her research on factors affecting “O” level Girls’ academic performance in C.R.E in some secondary schools in kabale district, found out that girls from good home are presented as one who perform better than those from poor families as rich girls have less academic worries and therefore stabilizing on books, while poor girls waste time looking for money from men and subsequently ending up pregnant.

It can be concluded therefore that pupils from rich parents learn better than from poor families because those from rich families can be supported with the basic requirements and create a conducive atmosphere for learning which in turn leads to good performance

2.3 Methods of teaching and performance

Castle [1965] describes ‘‘method’’ as an implication of good teaching principles based on the nature of the children, the nature of the subject and the learning needs of pupils.

Teaching methods are devices that can lead to the successful teaching and learning in the teaching/learning process. If appropriate methods of learning are used effectively and carefully, the child can benefit successfully. But if teachers employ poor methods of teaching, they can retard learning on the side of the learners. A teacher should employ appropriate methods that can lead to a successful learning.

There are so many methods a teacher can use. Silent demonstration, role playing, games and simulation are a few examples of methods that can be used. Callahan et al [1982] urged the teachers to;

Be sure that learning activities seem worthwhile; show pupils how their studying can be useful to them now.

Provide an assortment of activities, material and content that will appeal to the variety of tastes and interest present in class. Find special things for special individuals to do.

Encourage pupils to cooperate with you in the planning of their own learning activities. Above all collect contents that are relevant to their lives and the needs of the community.

In this regards, he was emphasizing the role of a teacher in promoting learning and stimulating pupil’s interest to learn through the application of the appropriate teaching methods.

Grant [1960] holds that in school, a great deal of times is spent on teaching the child facts which he/she has to remember; yet a truly educated child should think for him/herself.

In order to keep abreast with the changes and experiences, children need to be provided with all possible varieties of scientific experiences.

Kaswa [1979; 9] states that, ‘‘let them find out things for themselves right from the beginning’’. a teacher therefore should provide varieties on which children’s ideas and thoughts can work. For example, checking answers and making conclusions such that they can learn how to think.

Kasasa [1997; 5] in her research about causes of poor performance in mathematics at 'O' level in selected schools in Mpigi district, asserted that in mathematics it is usually much more important that teachers find the right sequence for learners, and that the very example which teachers use to promote concepts learning are those other concepts which have already been adequately understood.

According to Adid [1970;65] "the most important single factor influencing learning is what the learner already knows. In developing discipline, one would expect that newer theories that will extend or amend other theories".

As a result, learning will proceed slowly through a sequence or a chain of stimulus response links.

Gagne suggest that, "children learn more on ordered, additive sequence of capabilities each new capability being more advanced than the pre-requisite capabilities on which it is built".

Unfortunately, in actual situations, students tend' to forget old or previously learnt capabilities which makes advancement on more advanced capabilities more difficult.

2.4Instructional Materials/learning aids and performance

Lack or inadequate use of instructional materials has been a burden in many primary schools; therefore teachers are required to be innovative and manipulative in making visual aids arouse the curiosity and desire of pupils to learn more.

Gasel (1997 pg 185) states that a child must be with many learning materials such that they can use them to explore the environment.

When a child or learner sees, touches and use the learning materials it creates permanent retention in them.

Dewey J (1971) says "teachers need to use a lot of learning aids to motivate learners to acquire new ideas to them"

Also Joan Moyo G (1986 pg 96) wrote that the use of visual aids in learning makes children learn better, pictures and drawing can be of help but stories must be carefully selected

The use of visual aids creates better understanding of facts among learners on this point

From this therefore, there is need for teachers to use learning aids/instructional materials to facilitate learning by feeling, seeing, counting and measuring the visual aids.

2.5 Motivation and performance

Webster's third new international Dictionary [1993] defines motivation as, the act or process of stimulating the active interest in a study through appeal to associated interest or by special devices.

In order to have a lively and interesting lesson, both the teacher and the learners need to be motivated. When a teacher is motivated, he/she will in turn help to motivate the learners. This is done first of all when teachers are self motivated in the classroom work that, knows their subject, reading more about it, and always endeavoring to be up to date.

According to Farrant [1980;115];

The teacher may have to supply the motivation.... The motives which affect our learning, may change as the process of learning goes on... the teachers have to notice which motivation that stimulated their children's learning at first, begins to flatter. It is then that they must supply new and more vigorous motives. New and vigorous motives may be supplied by the teacher by awarding encouraging words like good, good trial, try again both in class and in the exercises done.

Farrant goes on further to say that;

Gaining interest in what is to be learned is very important. Motivation is all important for getting children to learn more, once their attention has been captured. Once children want to learn, the battle is half won.

Pupils can gain interest in what is to be learned through actively collecting materials and constructing visual aids to be used in class.

One of the factors that facilitate learning is motivation. On this factor, Obanya [1983;13] says that, "the individual learner needs to be strongly motivated so as to enable him develop strong

desire and interest to learn what he is expected to learn''. In connection to the individual's interest, Matovu [1983;33] emphasizes it when he quoted Dewey that, ''the student's interest affect the amount of knowledge that the learns''.

This indicates that the more one is interested, the more knowledge he learns. Teachers must know that motivation is a fundamental factor to learning. Callahan et al (1982), stresses that learning is also largely a result of motivation. All the learning takes place in relation to some goal.

Kasas (1997:7) in her research about the causes of poor performance in mathematics at "O" level in selected schools in Mpigi district puts it forward that many students have lost interest in mathematics because they are not aware of its applications in employment, adults life and further studies, therefore the teacher has an important role of changing the students attitude towards mathematics for example, by involving them fully through investigations, problem solving and rewarding so as to motivate them.

For the pupils to learn effectively, they should be motivated. Farrant (1980:113) says that:

The engines of human motivation have interest and desire. When these are working at full power in individual remarkable facts of learning can be achieved, it is therefore in a teacher's interest to take trouble seeing those children's interest and appropriate desires are aroused before trying to teach them.

This implies that the teacher should use all avenues (motivation techniques) to arouse the interest and desire in the learner if better learning is to be realized.

With the introduction of the Universal Primary Education, teachers have more work because of the massive enrolment in schools. Although the situation is likely that they are motivated less than before because government abolished all the Parents teachers Association (PTAs), which generated money to complement the teachers salaries, though government increased teachers salaries, its still less than PTA was paying and cannot meet the numerous needs of the teachers. The blanket abolition of PTA levies manifests little or no recognitions of the importance of proper teacher remuneration as key to their motivation and better performance which will in turn improves the pupil's academic performance.

This coupled with delayed or non-payment of salaries has ruined teachers moral to teach effectively and efficiently thus leading to poor academic performance in examination in examinations particularly in primary examinations.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This Chapter details the data to be collected. It gives a detailed description of the methods to be used in realizing the goal of the proposed study and the rationale or the methods used. It goes on to explain how the gathered data will be managed; tabulated, analyzed, up to description writing. It focuses on research design, population of the study, sampling, data collection methods and instruments, procedures for data collection, data analysis, edibility and validity and ethical consideration.

3.1 Research design

For the purpose of achieving the objectives of the study, the researcher is going to use both descriptive and explanatory research designs. Descriptive research design is pre occupied with the establishment of facts obtained on the ground to provide a basis for possible intervention. It requires precision in setting objectives, clarifying the data collection methods, clearly indicating sample size population in advance and justification, and honesty in reporting findings.

Explanatory research design on the other hand, is concerned with establishing the cause-effect relationship among variables. Understanding the cause –effect relationship offers the researcher the opportunity to present plausible solutions to the problems

The researcher also will conduct some interviews to obtain further information.

3.2 Population of the study

The study will focus mainly 8 schools. Out of these, 48 pupils, 42 teachers and 8 head teachers will be selected to be the respondents. A total of 108 respondents will be used for the study so as to reduce the sampling errors in the research. This number is also considered reasonable for obtaining relevant data required for the research. This is summarized in the table below.

Respondents	Total
Key informants (DEO, Inspector of schools, HTs)	10
Teachers	48
Pupils	130
Local Community	40
Parents	30
Total	158

3.3 The table showing the sample size and sample methods

Respondents	Sample size	Methods
Key informants (DEO, Inspector of schools, HTs)	10	Purposive
Teachers	48	Systematic
Pupils	130	Simple random sampling
Local Community	40	Simple random sampling
Parents	30	Random sampling
Total	158	

3.4 Data collection methods

The researcher used the following data collection methods;

Questionnaires, interviews, observations and documentation review

3.5 Questionnaires;

A well structured, self administered questionnaire was organized and distributed to the various respondents from the different primary schools.

The questionnaires were used because it is:

- a. Simple to administer and to understand by the respondents
- b. Useful to obtain attitude from the respondents
- c. Also useful to dig out the background information and the opinion of the respondents

3.6 Interview:

A face-to-face asking of questions and receiving answers will be used. Notes of the answers will be taken in a notebook.

The interview will help the researcher to get information, which could not be obtained, through the questionnaires.

It will also give the respondents opportunity to express their knowledge on the subject in question.

3.7 Observation:

The researcher will be present in the study area to be able to observe some of the strategic issues and asks a few questions. These enable to have a personal assessment of the situation by carefully watching of observable fact. The researcher intends to use observation so as to obtain first hand information and also get the real situation on the ground. This will include things such as classrooms, number of pupils, facilities, staff and general appearance of the school.

3.8 Data analysis

When analyzing data, the researcher will use several inter-related operation that range from data categorization, or grouping, data coding, data editing and tabulation. The researcher will engage in organizing, evaluating, and interpreting the data collected from the fields. Use of tables will be particularly important in analyzing quantitative data. Quantitative data will be analyzed by use of notes made from the field and to make data analysis quicker and easier, the researcher will use computer.

After collecting the questionnaires, they will be scored/graded. A score of one point gave a "yes" or "no" answer. The data will be organized and presented in form of frequency distribution and percentages.

3.9 Procedures for data collection

Procedure for data collection;

The researcher will submit proposal to supervisor for approval

Later from KIU shall be issued to researcher

Later be submitted to CAO where permission shall be granted to the researcher to go to the field to collect data

3.10 Reliability and validity

Research instruments shall be pre-tested of respondents in Muttu parish. Data collected shall be compared to ensure consistency and reliability.

3.11 Ethical consideration

The researcher strictly observed the principles of scientific research. He made sure that he remained non-bias and objective in the process of conducting the entire research. When analyzing data, the researcher will use several inter-related operation that range from data categorization, or grouping, data coding, data editing and tabulation. The researcher will engage in organizing, evaluating, and interpreting the data collected from the fields. Use of tables will be particularly important in analyzing quantitative data. Quantitative data will be analyzed by use of notes made from the field and to make data analysis quicker and easier, the researcher will use computer.

After collecting the questionnaires, they will be scored/graded. A score of one point gave a “eyes” or “no” answer. The data will be organized and presented in form of frequency distribution and percentages.

8.0 BUDGET

S/N	ITEMS	QUANTITY AND UNIT COST	TOTAL
1	Stationary		
	Ream of 4 A paper	1x8000	8000
	Pens	1 dozen x 12	2400
	Box files	1 x 3500	3500
	Notes book	3500	3500
2	Transport	14 times x 2500	21000
3	Typing	70 pages x 400	28000
4	Editing the data	The whole document	30000
5	Printing	70 pages x 400	28000
6	Photocopying and report presentation	70 pages x 50 x 4	14000
7	Meals		
	Break fast	14 x 500	7000
	Lunch	14 x 1000	14000
8	Umbrella	1 x4500	4500
9	Motivation	2 x 14 x 15000	42000
10	Accommodation	14 x 5000	42000
11	Air time	14 x 5000	70000
	TOTAL		358,400=

WORK PLAN

S/N	ACTIVITY	PERIOD
1	Formulation of research topic, aims and objectives	1 week
2	Writing the proposal and submitting for approval	1 week
3	Verifying proposal and making necessary corrections	1 week
4	Getting cleared and obtaining permission to conduct the study	1 week
5	Collecting data from the field	2 weeks
6	Data analysis, report writing and submission.	2 weeks

CHAPTER FOUR

4.0 Introduction

This chapter deals with the analysis of the findings from the questionnaires and interview conducted with the various correspondences

HOME BACKGROUND

The socio-economic status of the parents is believed to have effects on the academic performance of children in school. To confirm this, the researcher gave questionnaires to the pupils of various schools and the feedback is as indicated in the table.

Table 4.1: The socio-Economic statuses of the parents

OCCUPATION	FREQUENCY	PERCENTAGE
TEACHING	16	33.3
PEASANT FARMING	13	27.1
BUSSINESS	8	16.7
CIVIL SERVANTS	7	14.6
OTHER	4	8.3
TOTAL	48	100.0

From the above table, children gave a Variety of occupation in which their parents are engaged in. the table indicates that many children are from poor families. This is true because teachers and peasant farmer constitute 60.4%. Among the civil servants, teachers are paid poorly and farmers depend on crops whose prices are very low.

The business group and other civil servants mayb have some good income, but the business of our upcountry. This is shown by their percentages (31.3%). This is not as high as expected. This could mean that they send their children to most popular school where poor families can not afford fees. This percentage is very small and it can not counter balance with the farmer, teachers and others. This therefore indicates that children from poor families are less privileged in education than children from well-of families.

TEACHERS QUALIFICATIONS

A teacher is a very significant figure in the childs education. He or she is one who facilitates the child's learning. Moulds the childs aspirations. To perform his duties effectively, the teacher must have good training to do the work.

The information ob the teacher's qualification is attained from item 3 in the teachers questionnaires and 7 in the head teachers questionnaires. The information is illustrated in table below;

GRADES	A	K	G	LP	P	L	WS	OP	TOTAL
III	15	10	7	5	8	6	7	9	67
V	2	1	3	2	3	4	2	2	19
Graduate	1	1	0	0	0	0	1	0	3
License	2	1	0	1	2	1	1	2	10
TOTAL	20	13	10	8	13	11	11	13	99

Key

A= Akwang P7 school

K= Kokil P7 school

G= Gotatongo P7 school

LP= Lokapel P7 school

P= Paimol P7 school

L= Locum P7 school

WS= Wipolo P7 school

OP= Omiya pacwa P7 school

The table above indicates that, majority of the teachers are qualified teachers. Now the question which arises is, are these teachers enough to teach and run all activities carried out in school? Item 4, 5 and 6 in the head teachers questionnaires provide the answer to this question, the information is as shown in the table below.

school	No of teachers	Vacant places	ceiling
Akwang P7	20	18	38
Kokil P7	13	5	18
Gotatongo P7	10	-	10
Lokapel P7	8	1	9
Paimol P7	13	5	18
Locum P7	11	1	12
Wipolo P7	11	1	12
Omiya Pacwa P7	13	5	18

The table indicates the number of teachers currently teaching in the selected schools. Also indicates the ceiling of teachers for each school. The interaction with head teachers revealed that

the current teachers in school are not enough to handle all the teaching and other activities in school. They further said, even if the ceiling were to be met, still they would not be enough. This arises from the expanded number of children brought in by UPE programme. Further still, ceiling does not cater for specialized areas in teaching. It is only put in a blanket form of ratio of children to teachers, the ratio of which is too high for effective teaching and learning.

METHODS OF TEACHING

Effective learning depends on the methods of teaching used by teachers. There is a general belief that activity methods stimulate concrete understanding than participatory methods.

In 19 and 20 in pupils questionnaire and item 17 in the teachers questionnaires help us to to understand what methods teachers use.

This is summarized in the below table;

Childrens responses to items 19 and 20

ITEM	Yes		No	
	F	%	F	%
Are you given the chance to exchange ideas with the teachers during lesson?	43	89.6	5	10.4
Do you do other activities in class apart from doing exercises given by the teachers?	17	35.4	31	64.6

According to the table, children are allowed to organize talking in the class. This could arise from discussion method.

Activities that can be organized in class include drawing and labeling maps and diagrams, measuring, weighing and carrying out science practical and others. Responses to items 20 imply that such activities are not done.

Methods used

Methods	Frequency
Group discussion	17
Role play	11
Demonstration	9
Talk and chalk	6
Brain storming	7
Story telling	5
Discovery	4
Observation	2
Field trips	3

According to the table, discussion and role play are the most used methods. Conversation with the teachers reveals that talk and chalk is the dominant method. Discovery and observation methods which serve as basis for concrete understanding are very much used.

MOTIVATION

Two aspects of motivation are considered here, THESE ARE CHILDREN Motivation and teachers motivation.

Motivation is a process in which interests is stimulated. For the childs, motivation should come from both the teacher and the parents. In this study, childrens motivation mainly derives from parents although to some extent, school motivation approach is explored.

Information on children's motivation is tabulated in the table below;

Motivation indicators

ITEM	Yes		No	
	F	%	F	%
Are you sometimes sent away from class because of lack exercise books pens?	27	56.3	21	43.7
Do you sometimes sit in class without writing?	10	20.8	38	79.2
Do you sometimes combine different subjects in one exercise book?	12	25.0	36	75.0
Do you sometimes sent away from school because of no uniforms?	32	6.7	16	33.3
Were you one day sent away from school because your parents failed to pay money wanted by the school?	40	83.3	08	16.7
Do your parents inspect your exercise books?	36	75.0	12	25.0

From the table above, the following can be extracted;

Item 22 asks whether children are sent away from school because of lack exercise books. 56.3% say yes. This means that parents don not supply their children with enough materials.

Items 23 reveals that few children sit in class without writing. This may be because parents buy writing materials when chilred are sent home. This is therefore confirmed by item 24. greater parts of children say they do not combine subjects in one exercise book.

Item 25 investigates whether parents buy uniform as required by the school. The responses from children indicate that many children are always sent home because they do not have uniform.

Schools very often ask for development funds from parents. According to item 26, contribution is agreed upon during general PTA meeting but the parents fail to implement. The result is that many children are sent home to go and collect the money.

The last item (29) in the table shows a possible response from parents. Most parents go over the work given to children in school.

In summary, most requirements neither are nor normally met. One can therefore, conclude that children are not motivated highly by parents.

Children's motivation in schools

The information about pupil's motivation is gathered through items 6, 12-14 and 16-18 of the pupil's questionnaires as seen in the below table

ITEM	YES		NO	
	F	%	F	%
Do you have lunch at school?	10	20.8	38	79.2
Does your head teacher visit your classroom when the teacher is teaching?	23	47.9	25	52.1
Does the head teacher talk to you in assembly?	47	97.9	1	2.1
Are wrong doers beaten during assembly?	38	79.2	10	20.8
Does the school have a library?	44	91.7	4	8.3
Do you borrow books from the library?	33	68.8	15	31.2
Do teachers come late in class?	3	12.5	42	87.5

The table above illustrates that having no lunch in school does not motivate pupils at all. In real practice, the afternoon classes are much affected by hunger.

The head teacher address during assembly brings both the school administration and children together. It is during assembly that interest in studies is created in children.

The schools are also doing well to provide libraries from which children can borrow books. This is a great incentive to learning.

Beating children during assembly is however not recommended and welcomed. This actively discourages children's education.

Other than motivating children, teachers must also be motivated to perform their work with commitment. It is the conditions under which teachers are working that includes them work well.

In this study, the information about teacher's motivation is gathered through items 4-8 in the teacher's questionnaire. This information is recorded in the below table;

Distance traveled to school

Distance (km)	F	%
0	15	35.7
1-2	18	42.9
3-4	5	11.9
5+	4	9.5
TOTAL	42	100.0

The above table illustrates that 64.3 % of the teachers do not stay within the school compound. Although 42.9% stay at a not so long distance of 1-2 km, the early morning lessons may be disturbed.

According to the correspondents among the problems affecting teaching and learning in the various schools was stated distance from school. The problem is acute with teachers who travel 4kms and beyond.

On teacher accommodation, the table below can illustrate

ITEM	YES		NO	
	F	%	F	%

Are you provided with accommodation at school?	15	35.7	27	64.3
Do you get accommodation on your own?	22	52.4	20	47.6
Are you residing in your home?	6	14.3	36	85.7
Which of these facilities are missing from your accommodation:-				
Enough bedrooms				
Sitting rooms	27	64.3	25	35.7
Kitchen	6	14.3	36	85.7
toilet	14	33.3	28	66.7
	3	7.1	39	92.9

In the table above, 35.7% of teachers are provided with accommodation at schools. This confirms the figure in the table 4.10 above for those who travel less than 1 km to school.

Teachers themselves obtain most accommodation. This may be the root cause for teachers getting accommodation in which the bed rooms are too small. In some cases, bedrooms may be shared with the kitchen. The reason may be that teachers may opt for relatively cheaper accommodation, which lack essential facilities.

Further information that concerns teachers motivation come from item 10-13 in the head teachers questionnaires. The information is shown in the table below;

Head teachers responses to items 10 – 13

ITEM	YES		NO	
	F	%	F	%
Are there enough teaching and learning materials?	3	42.9	4	57.1
Do your teachers have good accommodation?	1	14.3	6	85.7
Are you teachers paid promptly at the end of the month?	2	28.6	5	71.4

From the above table, it can be learnt that;

Schools in the municipality do not have sufficient teaching materials. This is said to be caused by increased number of children brought by UPE programme.

Head teachers agreed with their teachers that accommodation is poor in general. Some teachers stay with their families where accommodation does not satisfy the need for the family.

Teacher's salaries are low compared to the salaries of others. This in itself is not enough to motivate the teachers. The salaries do not even attract many people to teaching. To make matters worst, the meager salaries are not paid promptly when the month comes to an end.

All these combined to demoralize teachers. The attitude to work efficiently and with commitment is absent.

The distance traveled by children is obtained from item 4 & 5 in the pupils questionnaires. The information is obtained in the table below

Distance traveled by children

DISTANCE IN KMS	FREQUENCY	PERCENTAGE
0	12	25.0
1-2	20	41.6
3-4	8	16.7
5+	8	16.7
TOTAL	48	100.0

According to the above table, only 25% of the children stay within the school compound. 75% have to travel some distances. The most affected children are those who traveled beyond 3km. this implies over 32% of children have difficulties in arriving early in school.

Children's attitudes to learning

We have already seen that interest is the basis for learning. Information about children's attitudes towards learning is gathered from items 7-11 in pupil's questionnaires. The information is found in the table below;

ITEMS	YES		NO	
	F	%	F	%
Do children like all the subjects in the school?	40	83.3	8	16.7
Do you attend your lesson always?	47	97.9	1	2.1
Do you do work given by the class teacher?	47	97.9	1	2.1

The table above indicates that the childrens attitudes to learning are high. This makes teaching easy and interesting.

According to the responses, not all the children like all the subjects. Some donot like mathematics and science, The major reason given is that the subjects are difficult to understand.

The same information about children's attitudes towards learning is gathered from teacher's questionnaire, item 9, 11, and 12. The information got is covered in this table;

Attitudes of children towards learning (teacher's Responses)

ITEMS	YES		NO	
	F	%	F	%
Do children like your subjects?	40	95.2	2	4.8
Are your children willing to learn?	42	100.0	0	0.0
Do your children speak English whenever they are in school?	20	47.6	22	52.4

This appears to be correlation between these two tables. All of them suggest positive attitudes towards learning by children.

Problems affecting learning

In their response to item 16 of the teacher's questionnaire, the teachers outline the following problem that affects teaching and learning in schools in Paimol Sub County. These problems are:-

- Insecurity; the is brought by the insurgency existing in the Northern Uganda especially the karamojong
- Shortage of learning aids
- Over enrolment of pupils

- Distance from the school
- Irregular parents visit to school
- Insufficient number of teachers
- Absenteeism of both teachers and pupils
- Poor teaching methods
- Indiscipline
- Early marriages

There may be more or some hidden problems apart from the above outline, which this study could not expose.

UNEB Results for the past five years.

The trend in this study

The researcher managed to collect PLE results for the selected schools in paimol Sub County for five years. This is from 2008 to 2010. the results are as shown below

PLE results for the last five years

The above table exhibits the PLE results of the selected schools in paimol sub county for the last five years. According to the table, it indicates annual improvement in passes. However, the number of children who score first grades fall within the range of 20 – 12 aggregates thus rendering the children incapable of completing for the popular schools in the country.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

DISCUSSIONS;

In this chapter, discussion is made on the findings in relation to the hypothesis formulated.

The conclusion is drawn from the result of the study. The researcher has also made some recommendations to the stake holders to use in order to improve children's performance in future examinations.

This study is centered on the factors affecting academic performance in Agago district the case study of Paimol Sub County

In table 4.16 exhibits the PLE results of the selected school in Paimol Sub County for the last five years. Although the table indicates annual improvement in passes:-

- The number of children who obtain first division is never impressive.
- The children who score first grades fall within the range of 10 – 12 aggregates

The two points render our children incapable of completing for the popular schools in the country and yet it is these popular schools that send children for further studies. The majority or almost the entire schools whose future may stop here, we must therefore accept that the performance in Primary Leaving Examinations in Paimol Sub County is poor. This leads us to the analysis of poor performance according to the hypothesis formulated.

Hypothesis one

Hypothesis one states that “the socio-economic status of the children's parents are high”

According to Dave (1963), the socio-economic status of a parent has effect on the child intelligence, an intelligence that can be reflected on the academic performance.

Very often, children from poor families are not exposed to rich and varied environment as children from rich families. Rich families do provide their children with materials (books and other materials), which help to develop children's intelligence are not developed fast. The ultimate result which children from poor families perform poorly in academic work

The current study has found out that the majority of children in Paimol Sub County come from poor families. This confirms poor performance in primary Leaving Examinations in Paimol Sub County.

Odaet (1977) in his study on problems of education in urban areas established that pupils from poor socio-economic background did not perform well academically in school. This finding supports the finding of the current study in Paimol Sub County. The hypothesis is therefore rejected.

Hypothesis three

Hypothesis three states that, “ there is shortage of trained teachers in school”

The quality of education in any community depends on the type of teachers engaged to do work in the school.

Odaet (1997) states that “ill-prepared teachers are no able to cope with the task of teaching”

It is the teachers who facilitates the learning and creates conducive learning environment. The teachers must therefore, have undergone training.

We believe training puts a teacher in good position to:

- Understand the children he/she teaches
- Create learning interest in the children
- Provide conducive learning environments
- Handle subject matter effectively and efficiently

All these help to uplift children’s teaching interests whose positive effect can be reflected in good performance academically.

Shortage of such trained teachers may affect the performance since the few available teachers are not able to handle the whole work efficiently.

The current study reveals that the majority of teachers who are in selected schools are highly qualified for the level of education.

The majority problem is sufficient number of trained teachers

All the head teachers have expressed need in the increase in the number of trained teachers. They added that even if the ceilings were to be met, still teachers would not be enough to handle the school work effectively.

The case of insufficient number of trained teachers in schools was confirmed by Education Policy Review Commission Report (1989). It stated that Uganda has not been able to produce the necessary number of trained teachers.

Hypothesis three is therefore accepted. With the shortage of teaching staff coupled with the increased number of children brought in by UPE programme, teaching has become sufficient. The result is seen in the poor performance in PLE.

Hypothesis Four

This hypothesis says “Teachers do use effectively methods of teaching in the selected schools).

Effective methods are those which encourage;-

- i. Concrete understanding on the part of children of the materials taught
- ii. Longer retention of materials taught and learnt.
- iii. Transfer of acknowledge to new and real situation

These are the methods, which are generalized as activity methods

Children must be involved in activities during the lesson.

Callahan (1982) urged teachers:-

- a. to use learning activities which are worth while.
- b. To provide assortment of activities and learning materials
- c. To collect contents that are relevant to children’s lives and needs of the society.

Kasawa (1976) said that children should be encouraged to find out things by themselves.

The current study indicates that:-

- i. Teachers allow organized talking during the lessons. This is supported by responses from teachers that they group discussion and role play methods

- ii. Children do not do varieties of activities apart from exercise given. This means activities like drawing and labeling, performing experiments, mathematical activities such as measuring and selling and observing are not included in the method.

The teacher's responses confirmed that discovery and observations are less used and yet they provide the bases for concrete understanding.

Hypothesis four cannot be accepted fully since more of the effective methods are not much used. The fact partly contributes to poor performance in academic struggle.

Hypothesis five

It states that "both children and teachers are motivated to learn and perform their duties respectively"

Motivation stimulates interest.

Children are motivated when;-

- a) They can understand the learning materials passed on them
- b) They participate in the learning process
- c) Their body requirements are met
- d) They supplied with the learning materials

A child who is motivated becomes so much interested in her/his schoolwork.

The end result will be good performance in school

A teacher who is motivated;-

- i. Becomes so much interested in his/her work. He or she does the work without or with very little supervision
- ii. Becomes uneasy when he/she misses her/his work.

iii. He/she is creative

A teacher is motivated in many ways:-

- a. The remuneration should be able to sustain him and his family
- b. His or her payments should be regular
- c. The basic needs should be met
 - Food available in the house
 - A good accommodation and others
- d. the teaching environment should be good
 - Enough scholastic materials.
 - Teaching aids made available

When the remunerations is insufficient, the teacher feels cheated within the community. The case is worsened when the little pay doesnot come in time. Late payment always suffocates plans.

When the teacher basic needs are not met, the teacher will not be interested in schoolwork's and will be uncreative.

When the teaching environment is not conducive, the teacher will also develop negative attitude towards teaching.

All these forces interact to produce poor academic performance.

The information gathered from the study indicates that childrens interests in learning have been encouraged by:-

- Head teacher addressing them in assembly during which many good things are said.
- Provision of library from where story books can be borrowed and read.

- Teachers encourage them to speak English all the time
- At the sometimes negative motivation occurs because they are not provided with lunch.

Although children are interested in learning, their mental capacities get affected by their having no lunch at school. This coupled with long distance from school, affects their school performance.

Considering the issues of teachers, it is revealed that:-

- a. Teachers do not have accommodation. Most teachers look for their accommodation which results in teachers getting accommodation, which is not enough for their families.
- b. Scholastics materials are insufficient. The ratio of students to maths and English Text books are high. Visual aids are not enough. This affects teacher's delivery during lessons.
- c. Teachers are poorly paid for their services. This affects their economic base. It affects education of their children.

CONCLUSIONS

From the discussion presented above, the following conclusions and be drawn:

- a. There has been poor performance in primary leaving examination in Paimol Sub County.
- b. The majority of children in Paimol Sub County come from poor parents/families
- c. Children's are not fully provided with writing materials
- d. Majority of children don not have lunch at school
- e. Parents are not willing to support development of their primary schools
- f. Most teachers employed in Paimol sub county primary schools have relevant qualifications for the levels of education. Most of them are grade III and grade V teachers.
- g. There is shortage of trained teachers in Paimol sub county primary schools
- h. Teachers don't explore deeply into the activity methods. The most popular method used is talk and chalk.
- i. Children are not motivated enough.
- j. Teachers don't have proper accommodation. Most of them look for their own accommodation, which may prove too small for the families
- k. Teachers are poorly remunerated and the pay doesn't come in time.
- l. Scholastic materials in all the primary schools in Paimol Sub County are not sufficient.
- m. The insurgency in the northern region has affected education in the area to the extent that examinations at all levels of education have been affected.

RECOMMENDATIONS

Following the research findings as well as the discussion and conclusions made, the following recommendations are forwarded to the stakeholders of the schools;

TO PARENTS

In order to improve the education of children in the sub county and thereafter the performance in primary leaving examinations, the parents are asked to do the following:-

- a. They should ensure that children are provided with enough writing materials. This will ensure that children are active in their classes and are not sent home from time to time.
- b. The parents must see into it that children are not overloaded with work at home. Instead parents should encourage them to do their home work.
- c. Similarly, parents should provide their children with uniform so that children feel that they belong to the community around them.
- d. Parents should also embark on project activity, which may bring income because such income can support children in their education.
- e. Parents should support development in their schools. They should provide their teachers with good accommodation. This is likely to creat positive feelings in teachers and makes them perform duties as required.
- f. Parents should make regular visits to their schools. This enables them to understand the situation in which their schools are. It also helps them to get information which they are lacking.
- g. Parents should ensure that children go to school and also attend classes.

TO TEACHERS:

- a. The head teachers should ensure that the scholastic materials are sufficient. This information is obtained from teachers in the school.
- b. The head teachers should ensure that daily routine is followed. This ensures that school activities are attended.
- c. He/she should also ensure that hc/she liaise with area education office to get enough teachers to handle school activities
- d. The head teacher should provide other facilities such as toilets, playing grounds, water, and others which make teaching and learning easy and enjoyable.
- e. The head teacher must also ensure that children get lunch in the school. This can improve learning in school.

Teachers must also contribute in the following ways:-

1. in case of shortage of teaching materials, teachers should improvise using the local materials
2. The teachers should remind the head teachers of what is lacking from time to time.
3. When teaching, teachers should combine several methods in one lesson to ensure concrete understanding on the part of children.
4. They should provide relevant activities to the lesson.
5. Teachers should also relate their teachings to real situations. Children become interested when they see the usefulness of what they are learning.
6. Teachers should interact with parents to harmonize their contributions towards child's development and progress.

TO GOVERNMENT:

The Government has a vital role towards improving the Childs learning. The Government is urged:-

1. To increase the UPE funds. As it stands, the funds are sufficient to cater for all the activities, which are supposed to fulfill.
2. The area of operation with UPE funds should be extended to include teacher's quarters. Good classrooms and sufficient scholastic materials cannot work without teachers.
3. The government should uplift the ceiling. The ratio should be 1 teacher: 40 children. With this ratio, the teacher can pay special attention to the weak children.
4. The government should train all license teachers. The case of untrained teachers will have been eradicated and the shortage of teachers will have been fought.

TO RESEARCHERS

The results of the current study may stimulate other researchers to take research work concerning children's learning.

Rigorous research can be made on the following topics.

1. the effect of parents behavior on the child's performance in school.
2. the relation between teachers duties and the academic performance of the child

APPENDIX 1 - INTRODUCTORY LETTER

KAMPALA INTERNATIONAL UNIVERSITY

DEPARTMENT OF DISTANCE LEARNING EDUCATION

Dear respondent.

Re: Research on “The assessment on the poor performance of PLE candidates in Paimol sub county Agago District

The above research is being carried out in selected primary schools in Paimol Sub County.

You have been selected to assist in the research by providing the required information. I therefore, request you to respond to the questions attached herein.

The information you give will be treated with maximum confidentiality and will not in any way account against you. The result of this study will assist those concerned to look for the possible solutions to the problems.

Your cooperation will be highly appreciated.

Yours truly,

ORYEMA FRANCIS OKEMA

Researcher.

APPENDIX II - SAMPLE OF THE QUESTIONNAIRES FOR THE PUPILS

1. How old are you? Years old.
2. Is your school Day or Boarding (tick one).
3. Is the school mixed, boys only or girls only (tick one)
4. Where do you live, in town or village? (Tick one).
5. How far do you walk to school? km
6. Do you have lunch in school? Yes or No (Tick one)
7. Do you like all the subjects in school? Yes or No (Tick one)
8. If no, write down those, which you do not like.
 - i.
 - ii.
 - iii.
 - iv.
9. Give reasons why you do not like these subjects.
 - 1) They are difficult to understand.
 - 2) Teachers do not teach them well.
 - 3) Other people say that they are difficult subjects.
 - 4) Teachers do not like them.
10. Do you attend your class always? Yes or No (tick one).
11. Do you do the work given by the class teacher? Yes or No (tick one).

12. Does the head teacher visit your classroom when the teacher is teaching? Yes or No (Tick one)
13. Does the head teacher talk to you in the assembly? Yes or No (Tick one)
14. Are wrong doers beaten during assembly? Yes or No (Tick one).
15. Do teachers punish you when you do not speak English? Yes or No (Tick one)
16. Does the school have a library? Yes or No (Tick One).
17. Do you borrow story books from the library? Yes or No (tick one)
18. Do teachers come late in class? Yes or No (Tick one)
19. Are you given chance to exchange ideas with the teacher during lessons? Yes or No (Tick one).
20. Do you do activities in class apart from doing exercise given by the teachers during the lesson? Yes or No (Tick one).
21. What is your parent's occupation?
22. Are you sometimes sent away from class because of lack of exercise books & pens? Yes or No (Tick one)
23. Do you some times sit in class without writing? Yes or No (tick one)
24. Do you sometime combine different subject in one exercise book? Yes or No (Tick one)
25. Are you some times sent away from school because of no uniform? Yes or No (tick one)
26. Were you sometimes sent away from school because your parents failed to pay money wanted by the school? Yes or No (Tick one)
27. How often do your parents visit school? Not at all, seldom, very often (Tick one)
28. How often do your parents attend PTA general meeting?

I. Seldom go

II. Very often go

III. Do not go

29. Do your parents inspect your exercise books? Yes or No (Tick one)

30. Are you able to read your books when you are at home? Yes or No (Tick one)

31. If no, the reasons are;-

a. There is no electricity

b. I do not have hurricane lamp

c. There is no time because I do not work at home

d. I leave my books at school

e. My parents locks my books in the cupboard (Tick the correct ones)

Thank you very much

APPENDIX III - RESEARCH QUESTIONNAIRES FOR THE TEACHERS

1. Name of the school
2. status:
 - a. Day or Boarding (tick one)
 - b. Girls only, Boys only or mixed (tick one)
3. Your highest qualification (tick one)
 - a. Grade III
 - b. Grade V
 - c. Graduate
 - d. "O" level
 - e. "A" level
4. How far do stay from school? km
5. Are you provided with accommodation at the school? Yes or No (tick one)
6. Do you get accommodation on your own? Yes or No (tick One)
7. are you residing in your home? Yes or No (tick one)
8. Which of the facilities are missing from your accommodation? (Tick those missing)
 - a. Enough bed rooms
 - b. Sitting room
 - c. Kitchen
 - d. Toilet

9. Do children like your subjects? Yes or No

10. If no, why
.....
.....

11. Are your children willing to learn? Yes or No (Tick one)

12. Do they speak English whenever they are in school? Yes or No (Tick one)

13. Are your children provided with enough exercise books, pens and other materials required for effective learning by their parents? (Yes or No)

14. Are there enough teaching and learning aids in the school? Yes or No

15. Does the head teacher willingly respond to teacher's request? Yes or No

16. Enumerate what affects children's learning in your school?

.....
.....
.....
.....

17. What activity methods do you apply?

.....
.....
.....
.....

Thank you very much

APPENDIX IV - QUESTIONNAIRES FOR THE HEAD TEACHERS

1. What is the name of your school?
2. Location of the school: urban or rural (Tick one)
3. status of the school
 - a) Day or Boarding (Tick one)
 - b) Boys, Girls or mixed (tick one)
4. What is staff ceiling?
5. Can the ceiling suffice the demand of the school? Yes or No (Tick one)
6. How many teachers are teaching physically in the school?
7. Give the level of teachers qualification:

Grade	No of Teachers
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III

V

Graduate

License

8. Please supply evidence of "O" level performance of your teachers in maths and English.

SCORE	MATHS	ENGLISH
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Distinction

Credit

Pass

APPENDIX V - BIBLIOGRAPHY

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UNEB Newsletter Vol. No. 1 Jan 2008

UNEB Newsletter Vol. No. 4 2007