

**STUDENTS' TRUANCY AND EDUCATIONAL ATTAINMENTS IN SELECTED
SECONDARY SCHOOLS IN MAKINDYE DIVISION-KAMPALA DISTRICT**

**BY
SSEKYOGA LAWRENCE
BAE/44303/143/DU**

**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN,
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DECLARATION

I declare, to the best of my knowledge, that this report is by my hard work hence it has never been submitted for any award herein or any other institution of higher education.

Sign: 

SSEKYOGA LAWRENCE

Date: 19/09/2017

APPROVAL

This is to certify that, this research work was supervised and is now ready for submission to the academic board for consideration and approval.

Sign:  _____

MRS. TALIGOLA DEBORAH

Date: 19/9/2017

DEDICATION

I dedicate this Dissertation to my Sponsors; Mrs. & Mrs. Frank Filutze of U.S.A, through **UNBOUND** and the staff of the entire organization more especially SKY Sub-Project for your great contribution in the course of my education. Indeed, you have sponsored me up to this far. May God bless you!

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ACRONYMS

CEODL	-	College of Education, Open, Distance and e-Learning
I.Q	-	Intelligence Quotient
MoES	-	Ministry of Education and Sports
MoEST	-	Ministry of Education, Science and Technology
UESSP	-	Uganda Education Sector Support Programme
USE	-	Universal Secondary Education

ABSTRACT

This research is about how class attendance influences educational attainment. It was guided by four objectives; to assess the people's attitudes towards secondary schools in Makindye division, Kampala capital, to establish the methods used for the retention of secondary schools learners in schools, to identify the role of teachers in influencing students' performance in Makindye division, Kampala District and, to find out the factors that lead to varied academic performance.

The research is mainly concerned about the paradox in the students' academic performance because, it is not automatic that the regularly attending students perform well at the expense of those who attend do not attend regularly

Purposive and stratified sampling was used to select a population of 40 respondents to represent a population of Makindye division

CHAPTER ONE

INTRODUCTION

1.0 Background

School stakeholders play vital role of ensuring that the learners are encouraged to attend regularly, both parents and relatives. In this regard, siblings should also play their part of being good role models by attending school regularly and complete their academics amicably to serve as a motivation for the rest of students. The learners also need to be handled by trained and qualified teachers; one who is equipped with various techniques and knowledge of using appropriate learning/teaching aids, and one who is fully knowledgeable in the handling of the tender learners.

Class attendance is the ratio of being present in class. The assumption is, class attendance should correlate with academic performance. However, this is no longer holding water because students, who may irregularly appear in class, may perform better at the contrary of those who attend classes frequently.

1.1 Statement of the Problem

The researcher targeted to come up with the paradox in performance for the regular attendants and the irregular attendants in secondary schools as may be indicated in the randomly sampled schools. He intended to get findings in the controversies of performance and the factors that could have contributed to such varied performance in the secondary.

1.2 Objectives of the Study

1.2.1 General Objective of the Study

To find out the reasons for the paradox in the academic performance at secondary schools in relation to class attendance.

1.2.2 Specific Objectives of the Study

- i. To assess the people's attitudes towards secondary schools in Makindye division, Kampala capital
- ii. To establish the methods used for the retention of secondary schools learners in schools.
- iii. To identify the role of teachers in influencing students' performance in Makindye division, Kampala capital

- iv. To find out the factors that lead to varied academic performance.

1.3 Research Questions

- i. What are the methods used for the retention of secondary schools learners in schools in Makindye, Kampala capital?
- ii. What are the roles of teachers in children's performance in Makindye, Kampala capital?
- iii. What are the factors that may influence students' academic performance?
- iv. What are the attitudes of respondents towards the effectiveness of government aided schools and USE programme in Makindye division, Kampala capital?

1.4 Scope of the Study

This study was conducted in selected secondary schools Makindye, Kampala capital, to investigate the reasons for the paradox in the academic performance at secondary schools in relation to class attendance. Focus was put on assessing the people's attitudes towards secondary schools; establishing the methods used to retain students in secondary schools; identifying the role of teachers in influencing students' performance, and finding out the factors that lead to students' varied academic performance. The study was carried out from February, 2017 to August, 2017.

1.5 Significance of the Study

The research findings and recommendations will be important to the educators, managers, School Management Committees and parents in ensuring regular class attendance in Secondary schools.

It will be significant in opening up new avenues for policy makers and Non - Governmental Organizations having interest in the children's learning.

Research methods, techniques and instruments established in the current study may be relevant in the future studies targeting other curriculum areas of education.

The parents who are key players in education of the students will be well informed and sensitized on their roles towards achieving the goal of reducing the gap of absenteeism.

It will be significant to teachers to improve and use appropriate teaching methods which can be useful in concepts retention by the students

It will be significant to the educators to consider other factors besides class attendance to produce a responsible student who is modest.

The study will help the research to fulfill the partial requirements for the award of Bachelors of Arts with Education Degree of Kampala International University.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains related literature on the topic being studied. The review is concerned with effect of class attendance to students' academic performance in secondary schools. The chapter highlights on what other writers have discovered to be the causes of the paradox in performance of students in secondary schools and what to do about it.

According to the MoES (May 2003) document - "Every student in secondary School," effective teachers must be trained. According to the Uganda Education Sector Support Programme (UESSP) manual (July, 2005), 56% properly untrained teachers in public schools are causing negative Effect. The Ministry of Education Strategic Plan (2005- 2010) clearly identifies that majority of the secondary teachers have not been trained to the Centre of Education (NACECE, 1999) recommends that teachers be trained for effective delivery of content.

2.1 Attitude towards Secondary Schools

2.1.1 Negative attitude on the teachers' part

Poor motivation in terms payment

This may happen when the government is lacking money to pay the teachers or the school under pays the staff. According to Piaget (1896-1980) children develop in stages i.e. sensory motor stage 0-2years pre-operational stage 2-7years, concrete operational stage 7-11years and formal operational 12- above. Each of these stages requires a child to perform activities according to his/her stage. Most of the teachers who are poorly paid do not give knowledge and therefore the children are not developed holistically. According to Fontana (1981) how a child develops depends on the people around him. A child learns skills values needed for social living i.e. knowing the difference between right and wrong. The researcher supports Fontana and urges the adults to ensure that the child is reared in a good environment so that the right values are instilled in a child.

Low social status of the teaching profession and lack of recognition of the secondary schools teachers by other stakeholders

There are some stakeholders who are good at undermining the good work done by the secondary schools teachers and because of these, teachers don't pay attention to the needs of the students hence affecting their academic performance.

Discrimination of various forms by the head teachers

Discrimination is any situation in which a group or individual is treated unfavorably based on prejudice, usually against their membership of a socially distinct group or category. Such categories include ethnicity, sex, sexual orientation, religion, socio-economic status, age, training institutions attended and disability. Discrimination applying to the equal availability of employment opportunities, housing, and goods and services is widely legislated against. A few is favored thus technical know who, not by technical knowhow leads many to unspecialized and unskilled jobs hence deteriorating of the performance.

Poor and inadequate provision of teaching/learning resources

Government allocations for education are moderate, on the divisions that make Kampala; over half of the population live in poverty and can contribute little to their children's education.

Handling huge and unmanageable number of learners by a single teacher

A class may be too big for one teacher to handle and this affects the performance of the children in that, most of them do not participate in class.

2.1.2 Negative attitude on the learners' part

Improper transition between home and school (Standard Newspaper Education pull-out 2nd May, 2007)

Poor Teaching methods: Poor teaching methods and approaches (Uganda's Ministry of education strategic plan, 2005-2010 of July, 2005, that 56% of the public secondary schools are handled by untrained teachers whose methods are poor, hence negative Effect on the learners).

Lack of feeding programmes in Secondary schools: Student's academic performance is affected by not having lunch or break at school. Many students drop out of school due to the fact that they don't get lunch at school as

we know that nothing can take place when one is hungry. Many schools don't give children lunch. This was witnessed in some schools, that is to say those which do not provide lunch perform poorly compared to those providing lunch and when parents were interviewed about this, they responded that they prefer schools with ability of providing lunch.

Use of corporal and other forms of punishment: Many school-going children drop out of school due to heavy punishments which are given at school. For example you may find a child who has been given a punishment of digging up an ant hill and what is expected from that child is his/her performance dropping.

Adverse learning environment: Sanitation is defined as matters and methods connected with maintenance of public health. Poor sanitation may lead to Student's performance dropping as they feel that they cannot be in a poor environment thus discouraging students from attending school.

Long distance between home and School: Some schools are far apart from their homes. You may find that a school is about seven miles from where they are staying. Some children are lazy and they can't move those long distances hence end up by dropping out of school.

2.2 Teaching and learning

The teacher should vary his or her teaching methods. Learners learn better through play experimentation, discovery and exploration within the environment in which they are growing. The teacher and parents should encourage them in doing the above.

According to Julia Gitobu (1995) 'Principles and Practices of Home Management Play,' perform an attractive role of encouraging the learners to attend school regularly thus resulting in good coverage of the scheduled work, hence good performance.

Uganda's Ministry of education Strategic Plan (2006-2012) identifies that lack of motivating methods contribute to absenteeism and need to be addressed adequately by having the lower primary schools teachers trained.

2.2.1 Teaching /Learning Resources

Learners learn better in an environment that is rich with teaching/learning resources. Therefore teachers and parents are encouraged to provide a variety of the same (G.P. Oluoch, 1995).

Ministry of Education Science and Technology (MoEST -Uganda) Every Child in School-ensure learners have appropriate learning materials to retain them in school.

Teachers use locally available teaching/learning materials to stimulate the learners, thus controlling absenteeism of the learners who may not wish to miss attending school.

According to Uganda's Ministry of education strategic plan (2005-2012), lack of motivating methods and approaches and appropriate teaching/learning resources is also a factor that has increased absenteeism in Primary schools, hence poor academic performance.

2.2.2 Quality of Manpower

A teacher handling secondary school, class should be trained and qualified. He/she should not impose his or her wishes on unprepared young ones. 'Jean Jacques Rousseau' (1712-1778) 'Participation Training Project' NACECE (1999) Secondary teachers have to be trained for effectiveness, hence high retention of learners thus good academic performance. Also 'Every child at School' by MoEST (2003) effective teachers must be trained.

2.3 Role of teachers on the Academic Performance

The lower secondary schools teacher can assist the children to learn comfortably by being loving, warm and nurturing, building positive self esteem and confidence in children. The secondary teacher should use child centred methods According to NACECE (1999) the teacher should use practical approach/child centred methods. The teacher should provide more activities for the children and the children should be active participants in learning. The lower secondary schools teacher should use plenty of teaching/learning aids to enable children master what they have learnt

According to Piaget (1896-1980) children who are at concrete operational stage should be given a lot of materials to help them acquire various skills. The lower secondary schools teacher should respect and acknowledge each individual differences in children, motivate each child to achieve at his/her own level of ability. The lower secondary schools teacher to understand the children well, know their talents and potentials.

The teacher promotes desirable health and hygienic habits, nutritious meals and snacks, transmit desirable habits, values, attitudes and norms, Kuslan (1980) calls for understanding of child

development by lower primary schools teachers. The teacher plans activities which encourage the child to touch, taste, smell, hear and see i.e. uses senses.

According to Montessori (1870-1972) children should be guided to discover and explore using their senses. The teacher sets the learning environment (classroom) so as to stimulate child's interest and motivates him/her to explore the world around her/him. According to Erickson's theory if the children's learning environment is unfriendly and not stimulating, the child learns to mistrust and withdraws. The positive experiences develop in a child a good self concept and a feeling of self esteem According to Said et al (1972) the task of the lower secondary schools teacher s enormous. He/she is everything for the child at school children demand love, attention, assistance, guidance and comfort from him.

Lilie (1975) defines a teacher as an instructional expert and stage setter. Since the teacher plays a fundamental role to assist and enable children from varied child rearing categories to learn comfortably and be successful in life, it is the researcher's appeal to the government to appreciate and pay this lower secondary schools teacher some good salary so as to enable him/her implements her roles comfortably and happily.

2.4 Nature and personality

Nature is the innate characteristics of something, tend by its own constitution and distinct from what may be intended. Personality is a set of qualities that make a person (or thing) distinct from another

Maturation: Students can use their age to make a constructive decision which can end up giving him/her good grades. This is however, not automatic because not all students can do it. Some may be old, but with some mental problem or with psychological problems like trauma, may not analyze issues for him/herself without much impendent.

Intelligence quotient: Some students are naturally gifted with the ability to solve problems although have never been taught then before, or may need just a little explanation of something and can modify it to the more standardized way. This means that, a student may be attending once in a while, but can perform better than the rest. Likewise, a student can attend frequently, but end up getting very low marks or even failing.

Jean Piaget (1936) theorized a cognitive development by explaining how a child constructs a mental model of the world. He disagreed with the idea that intelligence was a fixed trait, and regarded cognitive development as a process which occurs due to biological maturation and interaction with the environment.

Genetics: This is a branch of biology that deals with the transmission and variation of inherited characteristics in particular chromosomes.

Some teachers have been reluctant to acknowledge the role of genes in school performance, perhaps because of an aversion to biological explanations - so-called “biological determinism” – and perhaps because of the false impression that if genes matter, teachers don’t. Among other consequences, this has meant an overemphasis on the role of teacher skill and dedication in determining why some students prosper and others struggle.

There is direct evidence from twins that teacher differences are not responsible for much in the way of student differences in literacy. So teachers do matter in that they are the reasons why children know more at the end of the year or even the day. But our teachers are more uniformly effective than many give them credit for. It is believed that, some students perform well as a hereditary behavior.

2.5 Social factors

Environment: It can influence a child’s performance in a way that, student who are surrounded by intellectuals, say the parents and friend also tend to be comprehend concepts due to the exposure they get, and the interactions. John Watson (1913) propounded Behaviorism theory emphasizing the role of environmental factors in influencing behavior, to the near exclusion of innate or inherited factors. This amounts essentially to a focus on learning. The behaviors obtained should be carefully observed and controlled, thus, B.F Skinner (1936) modified the theory by introducing the concept of operant conditioning and shaping

Media: Students who are exposed to constructive media and press programmes are likely to use some of the knowledge from the programmes broadcasted. For example, student who always read newspapers can easily pass well subjects like Divinity, General paper Geography, Economics and History. The same applies to students who follow the programmes explaining state of the nation.

Spiritual: People who are always God fearing may be guided by the supernatural factors to perform well as form of a miracle. When a student is faithful to God, can provide him/her abundantly. However, it is not automatic but God may decide to use someone. In a similar development, some people are guided by their ancestral spirits thus can influence their descendants' academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Here the researcher elaborated step by step of the research design and methodology used to conduct his or her research. The chapter also states clearly the population to be studied, the sample and the sampling procedure to be applied. Here the researcher states the sample frame, the sample size and the research instruments that were used to get the required information.

3.1 Research Design

A quantitative descriptive design was used because of the need to obtain detailed description of absenteeism on academic performance.

3.2 Area and Population of the Study

The area of study is Makindye Division and the study comprises five schools, ten secondary school teachers, ten head teachers, ten parents, children totaling to forty respondents.

3.3 Sample Size and Selection Techniques

Purposively sampling and stratified sampling was used where by secondary schools children and Head teachers were purposively selected, and secondary schools teachers, parents were selected by use of simple random sampling to represent the entire population of Makindye Division.

From the proposed study, 40 respondents were selected to represent the population of Makindye Division. These were as follows 10 lower secondary schools teachers, 10 Head teachers, ten parents, ten secondary schools children.

3.4 Data Collection Instruments

In order to carry out this research effectively, different instruments were employed to collect all the data required. These included among others the following;

3.4.1 Questionnaires

Questionnaires were designed and were used to get primary data; where by respondents were required to answer the questions. All the respondents were given questionnaires.

3.4.2 Structured Interview

Structured interview was used to get or in collecting data and they were built on the Effect of absenteeism on academic performance in primary schools.

3.4.3 Focus Group Discussions

Focus Group Discussions was used to answer opinion question like “how has been the performance of your children? What attitude do you have against secondary school teachers?” However, it was difficult to organize respondents for a meeting. This was solved by making appointments with the respondents.

3.5 Data Collection Methods

Two methods of data collection were used and these are primary and secondary data collection methods.

3.5.1 Primary data collection method

Data was got from the field by use of questionnaires, observation, and focused group discussion.

3.5.2 Secondary data sources

Text books and other related works of outstanding scholars whether published, magazines, written data sources included published and unpublished documents, agency reports, newspaper articles, Internet sources and so forth were referred.

3.6 Data Collection Procedures

The study required the researcher used an introductory letter from CEODL, Kampala International University which was presented to the various respondents then the researcher introduced himself and the purpose of the study. Guarantee and confidentiality was assured by not asking the respondents name and only those willing to participate would be given questionnaires.

3.7 Data Analysis

Data was analyzed and computed using Microsoft Excel. The information will be summarized into percentages and frequencies.

3.8 Ethical Considerations

The researcher got a letter of introduction from the College of Education, Open, distance and e-learning. This letter was then presented to the respondents who then drafted an agreement to enable the researcher to carry out the study.

3.9 Limitations

The research study was faced by a number of problems and constraints and hence may not adequately meet the intended objectives to the required level.

Financial constraints have limited the researcher from having a thorough research process for instance; undertaking pretexts and piloting studies had to be foregone.

Again data collection and processing was done in bits because the researcher could not raise the required fund in lump sum as he had to find himself.

Problem of distance between the researcher and his supervisor while in the field did impede proper continuous assessment of research, thus research process could only be dictated when it's already late.

The researcher faced a problem of time constraints. The time allocated for the study was not enough for a thorough investigation because the research was conducted with academic urgency in the two years while also the researcher was required to attend to his academic work.

The unwillingness of the respondents also posed a problem to the research study. However, the researcher tried his level best using various research skills and tactics to avoid the problems or at least to reduce their impact on the study.

3.10 Delimitations

This research was facilitated by the following favorable factors:

Since the researcher was a resident of the area, he had accommodation hence less expenditure.

The researcher being a resident was familiar to the people whom he obtained information. The researcher did not find problems in transport because the infrastructure was good.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This study was conducted to investigate out the reasons for the paradox in the students; academic performance at secondary schools in relation to class attendance. The following objectives were set to guide the study;

- i. To assess the people's attitudes towards secondary schools in Makindye division, Kampala capital
- ii. To establish the methods used for the retention of secondary schools learners in schools.
- iii. To identify the role of teachers in influencing students' performance in Makindye division, Kampala capital
- iv. To find out the factors that lead to varied academic performance.

In this section, a core of the study is presented. Data collected from the respondents is analyzed. The discussion is presented in accordance with research questions and objectives of the study.

4.1 Socio-demographic background of the Respondents

4.1.1 Sex

Table 1: Sex of the Respondents

Sex	Frequencies	Percentages
Males	23	58
Females	17	42
Total	40	100

Source: Primary Data 2017

From table 1, it can be established that most of the respondents were 23 and the rest were females with 17.

4.1.2 Age

Table 2: Age of the Respondents

Age	Frequency	Percentages
Below 34	18	45
35-44	15	38
45	7	17
Total	40	100

Source: Primary Data 2017

From the study it was found out that respondents below 34 years were more than with 45% followed by between 35 - 44 with 38% and last 45+ with 17%. Below 34 were more than as these included children.

4.1.3 Marital status

Table 3: Marital status of the Respondents

Marital Status	Frequencies	Percentages
Single	26	65
Married	9	22.5
Divorced	5	12.5
Total	40	100

Source: Primary Data 2017

From the study, it was established that most of the respondents were single with 65% followed by married with 22.5% and divorced with 12.5%. Through the informal interview with the respondents, single were many because they fear commitment as they fresh graduates.

4.1.4 Education level

Table 4: Education level of the Teachers

Education level	Frequencies	Percentages
Certificate in primary education	4	20
Diploma in secondary education	5	25
Bachelors degree in secondary education	7	35
Masters	4	20
Total	20	100

Source: Primary Data 2017

The results indicate that 20% of teachers have certificate in secondary education, 25% have Diploma in secondary education while 35% are graduate teachers. There were also 20% teachers with master's degree.

Most of the teachers (35%) had Bachelors degree in secondary education. This was because the respondents visited were secondary school teachers and, most of them had Bachelors degree.

4.1.5 Occupation

Table 5: Occupation of the Respondents

Occupation	Frequencies	Percentages
Teachers	20	50
Business proprietors	3	7.5
Civil servants	8	20
Students	9	22.5
Total	40	100

Source: Primary Data 2017

From the study it was found out that most of the respondents were teachers with 20 (50%) followed by students with 9 (22.5%), then civil servants with 8 (20%). These included; Social workers, Doctors, Engineers and other professions. Lastly is the business proprietors with 3(7.5).

4.2 Attitude of Teachers towards secondary Schools

Table 6: Attitude of Teachers towards secondary class

Attitude	Frequency	Percentages
Positive	12	60
Negative	8	40
Total	20	100

Source: Primary Data 2017

From table 7, it can be established that most of the teachers have a positive attitude towards secondary schools with 40% and the rest (60%) have a positive effect. The reason for the negative was that students leave primary level when they are “holly” free from any delinquency behavior, but are being corrupted in secondary level.

4.2.1 Negative Attitude

Table 7: Negative attitude of Teachers against secondary Classes

Negative Attitude	Frequency	Percentages
Poor payment	2	20
Low recognition and status	1	10
Discrimination	5	50
Inadequate teaching practices	2	20
Total	10	100

Source: Primary Data 2017

Table 8 indicates that most of the teachers suffer from discrimination as it is shown by 50%. 20% were facing the problem of poor payment and inadequate provision of teaching materials and the rest are rarely recognized by other stakeholders.

4.2.2 Negative attitudes on Learners

Table 8: Negative attitudes on learners' part

Attitude	Frequency	Percentages
Poor teaching methods	3	30
Punishments	1	10
Lack of feeding programmes	2	20
Poor sanitation	1	10
Long distances	3	30
Total	10	100

Source: Primary Data 2017

Table 9 shows that poor teaching methods and long distances are the most negative attitudes of learners on primary classes with 30% each followed by lack of feeding programs with 20%, punishments and poor sanitation with 10% each.

4.3 Methods used to retain students in secondary

The study was done to find out whether the secondary teachers were using the practical methods that enabled the child to get the necessary skills, knowledge and values. Here both the teachers and head teachers were interviewed.

Table 9: Methods used

Method	Frequencies	Percentages
Child centered	18	90
Lecture	2	10
Total	10	100

Source: Primary Data 2017

From the table 90% of the secondary teachers used the child centered methods while 10% used lecture method. The 90% of the teachers who used the child-centered methods were trained and appreciated the importance of child-centered methods. Thus it reduces absenteeism hence good academic performance of the students.

4.4 Roles of Teachers in influencing student's performance

Table 10: Roles of Teachers in student's performance

Roles	Frequency	Percentages
Encourage children to read	12	30
Prepare children for exams	10	25
Equip children with necessary materials	5	12.5
Helps children to pass exams	13	32.5
Total	40	100

Source: Primary Data 2017

Table 10 shows that the major role of teachers is to help students pass their exams, followed by encouraging children to read, then by preparing them for equipping children with necessary materials with 32.5%, 30.0%, 25.0% and 12.5% respectively.

4.5 Roles of Parents in student's performance

Through the internal interview with the parents, it was found out that parents have a role of making sure that the child go to school every day, feed the children, encourage them to do homework, buying scholastic materials and among others.

4.6 Low class and Academic performance

4.6.1 Causes of Low class attendance

Table 11: Causes of low class attendance

Causes	Frequency	Percentages
Weak administration	4	10
Lack of school fees	12	30
Long distances	5	12.5
Working	8	20
Punishment	3	7.5
Low teachers' turn-up	2	5.0
Orphanage and divorced parents	6	15
Total	40	100

Source: Primary Data 2017

From table 12, it can be established that the major cause of low class attendance is lack of school fees with 12 (30%) and working with 8 (20%), then orphanage and divorced parents 6 (15%) , followed by long distances with 5(12.5%), weak administration 4 (10%), punishments with 3 (7.5%)and Low teachers' turn-up with 2 (5.0%) respectively.

Poor teaching methods

Some teachers use poor teaching methods that may cause the children to absent themselves from school. They get bored when the teacher is teaching.

Poor structures

Structures for study include building, compound, among others. When these structures are in improper shape, many children are likely to absent themselves when it rains as they fear the falling of school structures.

Long distances

Many schools are located far away from homes where by children have to foot for 6km daily from Monday to Friday. This may lead to a student preferring to absent.

Weak Administration

In some schools, the administration is weak in that they don't take roll-calls, they don't give light punishment to absentees, and this encourages children to absent themselves.

Working

Many students are autonomous, and so have to work to get money, and sponsor themselves. They engage in activities like hawkers, cleaners and marketers.

Low teachers' turn-up

You can't stop a child from being absent when teachers always absent themselves. This also encourages the children to absent themselves as they say that the young ones learn from older people.

Punishments

Students are always entitled to heavy punishments and because of these punishments children decide not to come to school in order to dodge them.

4.6.2 Solutions

Table 12: Solutions to the problems

Solutions	Frequency	Percentages
Elimination of punishments	15	37.5
Establishment of more schools	14	35
Punish absent teachers	7	17.5
Proper teaching methods	4	10
Total	40	100

From table 12, it can be indicated that the major solution to causes of absenteeism is elimination of punishments in school with 37.5%, followed by establishment of more schools, punishing absent teachers and proper teaching methods with 35% 17.5% and 10% respectively.

Elimination of punishments

Heavy punishments or corporal punishments should be eliminated in schools so as to curb absenteeism. They should be substituted with light punishments like sweeping of the classroom for two days instead of caning.

Establishment of more schools

More schools should be established so as to reduce on the long distances traveled by young pupils or children. Teachers who are always absent without a standing reason should be penalized so as to reduce on their absenteeism.

Improve on teaching methods

Proper teaching methods should be encouraged in schools. For example demonstrations should be practiced when teaching a practical subject so as to make the children like the subject and make students research much of the work to improve on their thinking capacity. Once students like it they will not absent themselves from school.

4.6.3 Performance of low class attendants

Table 13: Performance of low class attendants

Performance	Frequency	Percentages
Excellent	4	10
Very good	8	20
Good	5	12.5
Poor	9	22.5
Very poor	12	30
Total	40	100

Source: Primary Data 2017

Table 13 shows the range of performance, the greatest number of low class attendance indicates 12 (30%) performed very poorly followed by poor 9 (22.5%), then good with 5(12.5%), very good with 8(20%) and excellent with 4(10%) respectively.

4.6.4 Performance of those who are always present

Table 14: Performance of students who are always present

Performance	Frequencies	Percentage
Excellent	15	37.5
Very good	10	25.0
Good	10	25.0
Poor	5	12.5
Total	40	100

Source: Primary Data 2017

Table 14 from table, it is established that student who are always present perform well with excellent are 15 (37.5%) according to the respondent; followed very good with 10 (25%) then good with still 10 (25%) and lastly poor with 5 (12.5).

Thus, from the two above table, there is a paradox; it is not automatic that all students who attend classes regularly do perform very well, but, also perform poor contrary to the assumption because there were others who also perform well though do not attend regularly

4.6.5 Relationship between low class turn up and Academic Performance

Table 15: Relationship between turn up and Academic Performance

Relationship	Frequencies	Percentage
Positive	27	67.5
Negative	13	32.5
Total	40	100

Source: Primary Data 2017

Table 15 indicates that there is a positive relationship between absenteeism and academic performance as it was represented by 67.5% and the rest 32.5% said that there is a negative relationship.

Through the informal interview with the respondents there is a positive relationship in that once a child is ever absent he or she is most likely to perform badly and vice versa.

4.7 The influence of Nature and personality on academic performance

Table 16 shows the influence of Nature and personality.

Nature and personality	Frequency	Percentage
Maturation	16	40
I.Q(Intelligence quotient)	13	32.5
Genetics	11	27.5
Total	40	100

Source: Primary Data 2017

From the above, it was established that maturation can lead to a good performance according to respondents with 16 (40%), Intelligent quotient with 13 (32.5%) and genetics al traits with 11 (27.5). this shows that, a person is born when knowing something, but is improved when receives instructions.

Maturation: this is the process of becoming adult. Someone who is mature can contemplate on what could be the right decision to make. Students who are somewhat aged can use their ages to solve complexities compared to the young ones. This is because; they use experiential knowledge not only from class, but also outside in the daily life and apply it to their academics.

I.Q: intelligent quotient: intelligence is the capacity of mind, especially to understand principles, truths, facts or meanings, acquire knowledge and apply it to practice the ability to learn and comprehend; quotient is the number resulting from the division of one number by another. Hence, intelligence quotient is the process by which the capacity of mind is divided to apply and comprehend the acquired knowledge. It was found out that some students are naturally gifted with high I.Q compared to others. This helps the student to understand ideas faster.

Genetics: this is a branch of biology that deals with the transmission and variation of inherited characteristics in particular chromosomes. It is believed that, some students perform well as an hereditary behavior.

4.8 The social factors and academic performance of students

Table 17 shows the relationship between social factors and academic performance

Societal factors	Frequency	Percentage
Environment	17	42.5%
Press and Media	11	27.5%
Spirituality	12	30%
Total	40	100

Source: Primary Data 2017

Environment; this is defined as all elements that surround and influence on a particular item of interest. The society where one lives has a great impact on his behaviors. According to Jean Piaget (1896-1980), propounded the behavioral theory which says that one lives as in accordance to the influence of the things/people he interacts with.

Thus, someone who always identifies him/herself with good people in terms of academics is expected to perform well, and the reverse is true on someone who associates with people of less value.

Press and media; this is a system of communication to the mass, in print, audiovisual and audio forms. Some programmes on the media are educative while others can be considered detrimental.

Those who concentrate on educative programmes and indulge their efforts in reading magazines and daily newspapers are informed on what is transpiring in the country, with educative articles. Hence improving someone's reasoning leading to a good performance.

Spirituality is an aspect pertaining to spirit or the soul in relation to supernatural. Spirituality and morality are almost interconnected. A spiritual person is expected to observe values and ethics of his/her religion and the community at large, and is expected to be blessed abundantly with endowments of knowledge to solve problems in his/her way. Thus, a person who dwells him/herself to God is expected to perform better than the one who is a non-believer.

CHAPTER FIVE

SUMMARY OF FINDINGS AND DISCUSSIONS, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

This chapter consists of the summary of the major findings, conclusion and recommendations.

5.1 Summary of Findings and Discussions

5.1.1 Socio-demographic background of the Respondents

From table 1, it can be established that most of the respondents were 23 and the rest were females with 17.

Table 6 showed the Age of the Respondents; from the study it was found out that respondents below 34 years were more than with 45% followed by between 35 - 44 with 38% and last 45+ with 17%. Below 34 were more than as these included children.

From table 3, it was established that marital status of the Respondents, most of the respondents were single with 65% followed by married with 22.5% and divorced with 12.5%. Through the informal interview with the respondents, single were many because they fear commitment as they fresh graduates.

Table 7: Education level of the Teachers, the results indicate that 20% of teachers have certificate in secondary education, 25% have Diploma in secondary education while 35% are graduate teachers. There were also 20% teachers with master's degree.

Most of the teachers (35%) had Bachelors degree in secondary education. This was because the respondents visited were secondary school teachers and, most of them had Bachelors degree.

Table 8 indicated the occupation of the Respondents, from the study it was found out that most of the respondents were teachers with 20 (50%) followed by students with 9 (22.5%), then civil servants with 8 (20%). These included; Social workers, Doctors, Engineers and other professions. Lastly is the business proprietors with 3(7.5).

5.1.2 Attitude of Teachers towards secondary Schools

From table 6, it can be established that most of the teachers have a positive attitude towards secondary schools with 40% and the rest (60%) have a positive effect. The reason for the negative was that students leave primary level when they are “holly” free from any delinquency behavior, but are being corrupted in secondary level.

Table 7 indicated that most of the teachers suffer from discrimination as it is shown by 50%. 20% were facing the problem of poor payment and inadequate provision of teaching materials and the rest are rarely recognized by other stakeholders.

Table 8: Negative attitudes on learners’ part, it showed that, poor teaching methods and long distances are the most negative attitudes of learners on primary classes with 30% each followed by lack of feeding programs with 20%, punishments and poor sanitation with 10% each also.

5.1.3 Methods used to retain students in secondary

The study was done to find out whether the secondary teachers were using the practical methods that enabled the child to get the necessary skills, knowledge and values. Here, both the teachers and head teachers were interviewed.

Table 9 showed 90% of the secondary teachers used the child centered methods while 10% used lecture method. The 90% of the teachers who used the child-centered methods were trained and appreciated the importance of child-centered methods. Thus it reduces absenteeism hence good academic performance of the students.

Table 10 shows that the major role of teachers is to help students pass their exams, followed by encouraging children to read, then by preparing them for equipping children with necessary materials with 32.5%, 30.0%, 25.0% and 12.5% respectively.

Roles of Parents in student’s performance; Through the internal interview with the parents; it was found out that parents have a role of making sure that the child go to school every day, feed the children, encourage them to do homework, buying scholastic materials and among others.

5.1.4 Causes of Low class attendance

Table 11 indicated the causes of low class attendance; From the table, it can be established that the major cause of low class attendance is lack of school fees with 12 (30%) and working with 8

(20%), then orphanage and divorced parents 6 (15%) , followed by long distances with 5(12.5%), weak administration 4 (10%), punishments with 3 (7.5%)and Low teachers' turn-up with 2 (5.0%) respectively.

Poor teaching methods

Some teachers use poor teaching methods that may cause the children to absent themselves from school. They get bored when the teacher is teaching.

Poor structures

Structures for study include building, compound, among others. When these structures are in improper shape, many children are likely to absent themselves when it rains as they fear the falling of school structures.

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Many schools are located far away from homes where by children have to foot for 6km daily from Monday to Friday. This may lead to a student preferring to absent.

Weak Administration

In some schools, the administration is weak in that they don't take roll-calls, they don't give light punishment to absentees, and this encourages children to absent themselves.

Working

Many students are autonomous, and so have to work to get money, and sponsor themselves. They engage in activities like hawkers, cleaners and marketers.

Low teachers' turn-up

You can't stop a child from being absent when teachers always absent themselves. This also encourages the children to absent themselves as they say that the young ones learn from older people.

Punishments

Students are always entitled to heavy punishments and because of these punishments children decide not to come to school in order to dodge them.

5.1.5 Solutions to the problems

From the table 12, it can be indicated that the major solution to causes of absenteeism is elimination of punishments in school with 37.5%, followed by establishment of more schools, punishing absent teachers and proper teaching methods with 35% 17.5% and 10% respectively.

Elimination of punishments

Heavy punishments or corporal punishments should be eliminated in schools so as to curb absenteeism. They should be substituted with light punishments like sweeping of the classroom for two days instead of caning.

Establishment of more schools

More schools should be established so as to reduce on the long distances traveled by young pupils or children. Teachers who are always absent without a standing reason should be penalized so as to reduce on their absenteeism.

Improve on teaching methods

Proper teaching methods should be introduced in schools. For example demonstrations should be practiced when teaching a practical subject so as to make the children like the subject. Once students like it they will not absent themselves from school. Table 13: Performance of low class attendants

It however shows the range of performance, the greatest number of low class attendance indicates 12 (30%) performed very poorly followed by poor 9 (22.5%), then good with 5(12.5%), very good with 8(20%) and excellent with 4(10%) respectively. Table 14: Performance of students who are always present

From the table, it was established that student who are always present perform well with excellent are 15 (37.5%) according to the respondent; followed very good with 10 (25%) then good with still 10 (25%) and lastly poor with 5 (12.5).

Thus, from the two above table, there is a paradox; it is not automatic that all students who attend classes regularly do perform very well, but, also perform poor contrary to the assumption because there were others who also perform well though do not attend regularly.

Table 15 indicates that there is a positive relationship between absenteeism and academic performance as it was represented by 67.5% and the rest 32.5% said that there is a negative relationship.

Through the informal interview with the respondents there is a positive relationship in that once a child is ever absent he or she is most likely to perform badly and vice versa. Table 16 shows the influence of Nature and personality

It was established that maturation can lead to a good performance according to respondents with 16 (40%), Intelligent quotient with 13 (32.5%) and genetics al traits with 11 (27.5). this shows that, a person is born when knowing something, but is improved when receives instructions.

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Genetics: this is a branch of biology that deals with the transmission and variation of inherited characteristics in particular chromosomes. It is believed that, some students perform well as a hereditary behavior.

5.1.7 The relationship between social factors and academic performance

Table 17 shows the relationship between social factors and academic performance, the social aspects included;

Environment; this is defined as all elements that surround and influence on a particular item of interest. The society where one lives has a great impact on his behaviors. According to Jean

Piaget (1896-1980), propounded the behavioral theory which says that one lives as in accordance to the influence of the things/people he interacts with.

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Spirituality is an aspect pertaining to spirit or the soul in relation to supernatural. Spirituality and morality are almost interconnected. A spiritual person is expected to observe values and ethics of his/her religion and the community at large, and is expected to be blessed abundantly with endowments of knowledge to solve problems in his/her way. Thus, a person who dwells him/herself to God is expected to perform better than the one who is a non-believer.

5.2 Recommendations

There was need to sensitize the community so that the highly academic achievers could be interested in teaching in the secondary schools.

Therefore the lower secondary, teacher should ensure that there was a feeding programme in the school, sensitize the parents on the importance of providing basic needs to their children. The parents should provide the basic needs to the child. Despite the many socio economic activities parents should spare sometime for guiding and counseling their children. The secondary teacher should appreciate his/her role in the development of the child, use variety of teaching/learning aids; child centered methods and creates a conducive learning environment for the child.

The secondary teachers should handle each child with love because of their varied environment i.e. the orphans, the gifted, the handicapped etc. Parents, teachers and the community should

ensure that children's environment is socially acceptable i.e. free from drunkard people and any form of misconduct because students learn by observation and imitation.

The school should provide psychosocial activities to students for instance; guidance and counseling to encourage students comfort students in their daily struggles to succeed.

The schools should establish incentives to students who are academically performing, but facing financial constraints.

There is a need to encourage students to ensure that they live in a good environment that prepares students academically, morally and spiritually to suit to the levels of academic excellence.

The schools should provide press and media platforms to the students to be informed on what is transpiring in the society. This will help them deal with questions of general knowledge and current affairs of the country.

5.3 Conclusion

Through the study it was found out that there is a paradox in the performance between low class attendants and regular class attendants. However, leaving other factors constant, it can be also established that low class attendants exhibit pitiful performance as compared to regular class attendants though it was not automatic that every regular attendant performs well and irregular attendants perform poorly.

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APPENDICES

APPENDIX A: WORKPLAN

March, 2017	2 nd week	Development of proposal
	4 th week	Approval
June, 2017	3 rd & 4 th weeks	Collection of data
August, 2017	1 st & 2 nd week	Presentation, analysis of data collected
September, 2017	2 nd week	Submission

**APPENDIX B: QUESTIONNAIRES TO THE PARENTS, TEACHERS, HEAD-
TEACHER AND LEARNERS**

Dear Respondent,

I am a student of Kampala International University, in my final year. I am carrying out a research study on the topic; **“Students’ truancy and educational attainments in selected secondary schools in Makindye Division-Kampala District”**

The purpose of this study is to collect data on the topic. Your response will be treated with confidentiality and the information obtained is strictly for education purposes.

Instruction:

This section concerns you, please tick the most appropriate boxes of your choice and fill in the space provided

SECTION A: PERSONAL DATA

1. Sex: (a) Male ☐ (b) Female ☐
2. Age of the Respondent: (a) Below 34 ☐ (b) 35 -44 ☐ (c) 45+ ☐
3. Marital status: (a) Married ☐ (b) Single ☐ d) Divorced ☐
4. Education background:
 - (a) Certificate ☐
 - (b) Diploma ☐
 - (c) Bachelors Degree ☐
 - (d) Masters Degree ☐
5. Occupation of the respondent ☐

- (a) Civil Servant ☐
- (b) Teacher ☐
- (c) Business Proprietor ☐

SECTION B: ATTITUDE TOWARDS SECONDARY EDUCATION

6. What do you understand by the term Education?

.....

.....

7. What is your occupation?

- (a) Teacher ☐
- (b) Parent ☐
- (c) Parent representative ☐
- (d) Head teacher ☐

8. Are your services as a secondary school teacher being delivered as they are supposed to be?

- (a) Yes ☐ (b) No ☐ (c) Confidential ☐

9. (i) What is your attitude towards secondary education?

- (a) Positive (b) Negative

(ii) If positive, then why?

- (a) Enough teaching materials ☐
- (b) Recognized ☐
- (c) Good remuneration ☐

(iii) If negative, then tick the appropriate

- (a) Poor payment ☐
- (b) Low recognition ☐
- (c) Discrimination ☐

10. Negative attitudes by the learners

- a) Poor teaching methods ☐
- b) Punishments ☐
- c) Lack of reading programme ☐
- d) Long distances ☐
- e) Poor sanitation ☐
- f) Lack of enough motivation ☐

SECTION C: METHODS USED IN TEACHING

11. Which method do you use during teaching?

- (a) Lecture ☐
- (b) Child centered ☐

12. Do children appreciate when teaching using that method mentioned?

- (a) Yes ☐
- (b) No ☐

If Yes, how?

If No, why?

13. What should be done to improve the academic performance?

.....

14. What is the role of the teacher?

- (a) Encourage children to read ☐
- (b) Preparing children for exams ☐
- (c) Equipping children with necessary materials ☐
- (d) Helping children to pass exams ☐

(e) Motivate learners

☐

SECTION D: ABSENTEEISM

15. What is the major cause of low class attendance?

(a) Weak administration ☐

(b) Child labour ☐

(c) Long distances ☐

(d) Punishments ☐

(e) Absenteeism of teachers ☐

(f) Orphanage ☐

16. What are the solutions to the above causes?

(a) Elimination of punishment ☐

(b) Establish more schools ☐

(c) Punishment absent teachers ☐

(d) Proper teaching methods ☐

17. How are the performances of the absentees

(a) Excellent ☐

(b) Very good ☐

(c) Good ☐

(d) Bad ☐

(e) Very bad ☐

18. Performance of those who are always present

(a) Excellent ☐

(b) Very Good ☐

19. What is the relationship between class attendance and academic performance?

(a) Positive ☐

(b) Negative ☐

20. What are your recommendations in improving class attendance among students?

.....

.....

.....

THANK YOU VERY MUCH FOR YOUR COOPERATION