

**AN INVESTIGATION ON PERFORMANCE OF PUPILS IN PRIMARY
SCHOOLS, A CASE STUDY OF BUKEDEA SUB-COUNTY, UGANDA**

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DECLARATION

"This research report is my original work and has not been presented for a degree or any other academic award in any university or institution of learning".

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APPROVAL

This research report was written under my supervision and has been submitted for the award of the degree of Bachelor of Education primary with my approval as University Supervisor.



.....
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UNIVERSITY SUPERVISOR

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DATE

DEDICATION

I **Apio Priscilla** dedicated this research report to my husband and children for the support, patience, encouragement and understanding.

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Above all, the Almighty God receives the highest appreciation and acknowledgement for sparing my life and for providing me with sufficient energy, time and wisdom to write up this report. I do recognize all their contributions, which have enabled this study attain its current shape.

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ABBREVIATIONS

AEO	Area Educational Officer
UPE	Universal Primary Education
PAF	Poverty Alleviation Fund
PTA	Parents Teachers Association
SES	Socioeconomic Status
SPSS	Statistical Package for Social Sciences
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This Chapter presents the background, problem statement, purpose specific objectives, research questions, scope and the significance of the study.

1.1 Background of the Study

The issue of pupils' performance at schools has been of concern ever since modern education was introduced. Many countries have come to realize that pupils are the heart of educational process and that without good performance; all innovations in education are doomed to failure. There is a wide dissatisfaction with the current situation of schooling in many countries and parents come in for the share of the blame. This is because majority of parents involve their children in garden and other domestic work. This makes pupils have limited time with their teachers and no time for revision, therefore, affecting their performance.

The Uganda Primary School Curriculum (1999) clearly spells out what Primary Education is. It also spells out the broad aims and objectives of Primary Education. The Curriculum in both Volume One and Volume Two was designed to address the National Aim of Education as specifically stated in the Government White Paper on the Education Policy Review Commission Report (1992). Therefore, all school efforts should be aimed at high quality pupils' learning. Parents as active stakeholders in schools should ensure that they are cooperative, participate fully in school activities, provide children with essential needs, check pupils' work, encourage and enforce good behaviour among pupils and to consult with school authorities to foster good performance of their children.

Similarly, Kundu and Tutoo (2000) believed, that home background is the most significant primary factor which influences and shapes children's attitudes, personality and behaviour patterns that lead to good performance at schools. A

study conducted by Mugisha (1991) in some selected schools in Kampala District on causes of pupils' poor performance revealed that attitudes of children and their home background positively or negatively influence their performance in schools. He further pointed out that the home and the school should be accepted as partners to improve pupils' performance. Despite the above studies, none had been done in Bukedea District primary schools to find out about pupils' poor performance. It is the hope of the researcher that pupils' performance in Paidha should be very good

Theoretically, according to Maicibi (2005:169), a good environment should be provided by the home if our children in school must learn, if the school administration must be successful and if the school must develop. Maani (1990) observes that pupils' success at schools is closely related to their home backgrounds. These include; level of education of parents, family income, parents' marital status, and attitudes of parents towards education of their children and the children's attitudes and the quality of learners admitted in school. Could this be true with the case of parents and pupils of Bukedea District schools in Nebbi District, North-western Uganda? No study has been done in Bukedea District on the same therefore it has left a gap to investigate the cause of low performance of pupils in the said area of study.

According to Skinner (1945) "Learning Theory" achievement vary among individuals due to several reasons. Level of performance and aspirations of pupils depend on factors linked to the level of education of parents, family income and marital status of parents. The theory further emphasizes the importance of motivation, involvement in learning by learners and involvement of parents in supporting their children's education. According to Obanya and Ezewu (1988), the higher the status of a family, the more likely it motivates its children to learn and perform better. Skinner (1945) advised that for proper learning to take place, learning experience should be guided and appropriately be controlled. This means, the environment or

the circumstances under which learning occurs should be supportive and conducive enough for effective learning and achievement.

Pupil's performance, defined as, the ability of pupils to do something (Oxford Advanced Learners Dictionary, 1994) while academic performance refers to the quality and quantity of knowledge, skills techniques and positive attitudes, behaviour and philosophy that learners achieve or acquire (Ferguson, 1990). This ability is evaluated by the marks and grades that the pupils attain in a test or examination which is done at the end of a topic, school term, year or education cycle. The scores and grades that each pupil obtains measure the degree of achievement. The quality of the grade and the number of candidates who pass in various grades determine the level of academic performance in a given class or institution in a given period in a particular examination, be it internal or public (Ferguson, 1990).

Bukedea District has eight primary schools: seven government aided and one private school (District Education office, Nebbi, 2008).

In all, the schools have a population of 10,002 pupils and 156 teachers almost all of whom are native people of Nebbi (District Education Office, 2008). In the past five years, pupils' performance in the schools has been deteriorating. While a few pupils excel in their examination, the majority of the pupils perform poorly. For instance, in 2003, only 25% of the entire Primary Leaving Examination (PLE) candidates got Division One. In 2004 again, only 30 candidates obtained Division One. Last year 2007, only 40 candidates managed to get Division One (District Education Office, 2008). In all these years, failure rates have been on the increase. Other than pupils' performance in examinations, there have been persistent complaints from teachers about the commitment and the participation of the pupils of Bukedea District primary schools in their education.

According to District Education Currently, Bukedea District has 49 administrative units composing of four wards (Central, Oturgang, Dwonga and Umua) and 45 villages. There are seven government aided schools namely:

Oturgang Boys, Oturgang Girls, Paidha Demonstration, Mvugu Upper, Mvugu Lower, Nguthe and Cana primary schools and one privately owned school called Paidha Model Primary School. Of the existing secondary schools one is community owned called Paidha Secondary School and another privately owned called Charity College.

There are also nursery schools namely: St. Bakhita, Country Side, Faredu, Triget and Our Lady of Charity nursery schools. Despite this, pupils' performance in primary schools has been persistently and alarmingly low over the years as illustrated in Tale 1.

The low performance has caused worries and concern to many stakeholders in the study area. This is the reason for investigating the said factors.

Bukedea District is located 22 kilometres west of Nebbi Town on Democratic of Congo border. It covers a total land area of 29 square kilometers and is bordered on the south by Democratic Republic of Congo and east, west and north by Paidha Sub-county. The Town Council has hilly relief and has pleasant climate with a mean annual temperature of 22.8oC and an annual rainfall of 1437mm. The soils composed mainly of loamy, sandy and clay textures classified as the most fertile and productive soils within the tropic.

1.2 Statement of the Problem

The purpose of primary education is to develop quality of life of the learners so that they can properly serve the society according to their roles and responsibilities as good citizens. To achieve the aim and improve pupils' performance in primary schools, Primary Teachers' Colleges are to prepare high quality and sufficient teachers to provide quality education in primary schools (Ballon and Podgursky, 1997).

The learning process must be guided and controlled; and the learning environment must be conducive and supportive (Skinner, 1945). In other words, learners need to

be motivated by their parents in whatever they do. Given this role, Government has deliberately made effort to improve on infrastructure and other educational inputs. Despite this, pupils' performance has been persistently and alarmingly low in Bukedea District schools over the years as illustrated in Table 1. The low academic achievement of pupils is a cause of worries and concern to many stakeholders in the Town Council and other parts of Bukedea District as it is likely to impact on implementation and achievement of Universal Primary Education. However, to-date, learners' level of performance in Bukedea District Council schools is very low. The study therefore specifically focused on 12 the elements of: Level of education of parents, level of family income and parents' marital status and pupils' performance in the said area. It was believed by the researcher that if this scenario persists, it means that most of the pupils in primary schools in Bukedea District would fail to progress in their education and their future would be blighted due to low levels of education.

1.3 General Objective

This study was to investigate on the factors affecting the academic performance of pupils in primary schools in Bukedea sub-county, .

1.3.1 Specific objectives of the Study

1. To investigate the influence of level of education of parents on performance of pupils in Bukedea sub-county primary schools.
2. To investigate the influence of family income on performance of pupils in Bukedea sub-county primary schools.
3. To establish the influence of parents marital status on performance of pupils in Bukedea sub-county primary schools.

1.4 Research Questions

1. To what extent does level of education of parents influence performance of pupils in Bukedea sub-county primary schools?

2. To what extent does family income influence performance of pupils in Bukedea sub-county primary schools?
3. To what extent does parents' marital status influence performance of pupils in Bukedea sub-county primary schools?

1.5 Scope of the Study

1.5.1 Geographical Scope

The research study will cover area of Bukedea sub-county, . The two selected Primary Schools (Bukedea and Okunguro primary school).

1.5.2 Content Scope

The study concentrates on the factors affecting the academic performance of pupils in primary schools in Bukedea sub-county,

1.5.3 Time Scope

The study covered a period of 4 months from June to September 2018

1.6 Significance of the Study

1. It may create awareness among parents, teachers, pupils and stakeholders in education to know the factors affecting Girl Child Education.
2. It may also help stakeholders to chat out practical measures to address problems facing Girl Child Education.
3. The findings helped the future researchers to acquire knowledge on how to improve their research skills as this acted as a reference.
4. The research study may add on the existing literature for academicians who are conducting research.
5. The study also may enable the researcher to graduate, since it is the partial fulfillment of the requirements of the award of a bachelors degree.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter examines both theoretical and conceptual frameworks. The chapter also contains the review of related literature.

2.1 Theoretical Framework

The status of a family can have an influence on the performance of its children as observed by Obanya and Ezewu (1988) that the higher the status of a family the more likely it motivates its children to learn and perform better. They looked at this status in three ways: Level of education of parents, level of family income and parents' marital status. They defined education as acquisition of knowledge, skills and attitudes from parents to children. Nabbumba (1994) reports that pupils' performance and aspirations, is linked to level of education of their parents.

Heyman (1980) emphasized the importance of family income that children born and reared from wealthier families do better in all aspects of life and have high moral reasoning and good performance.

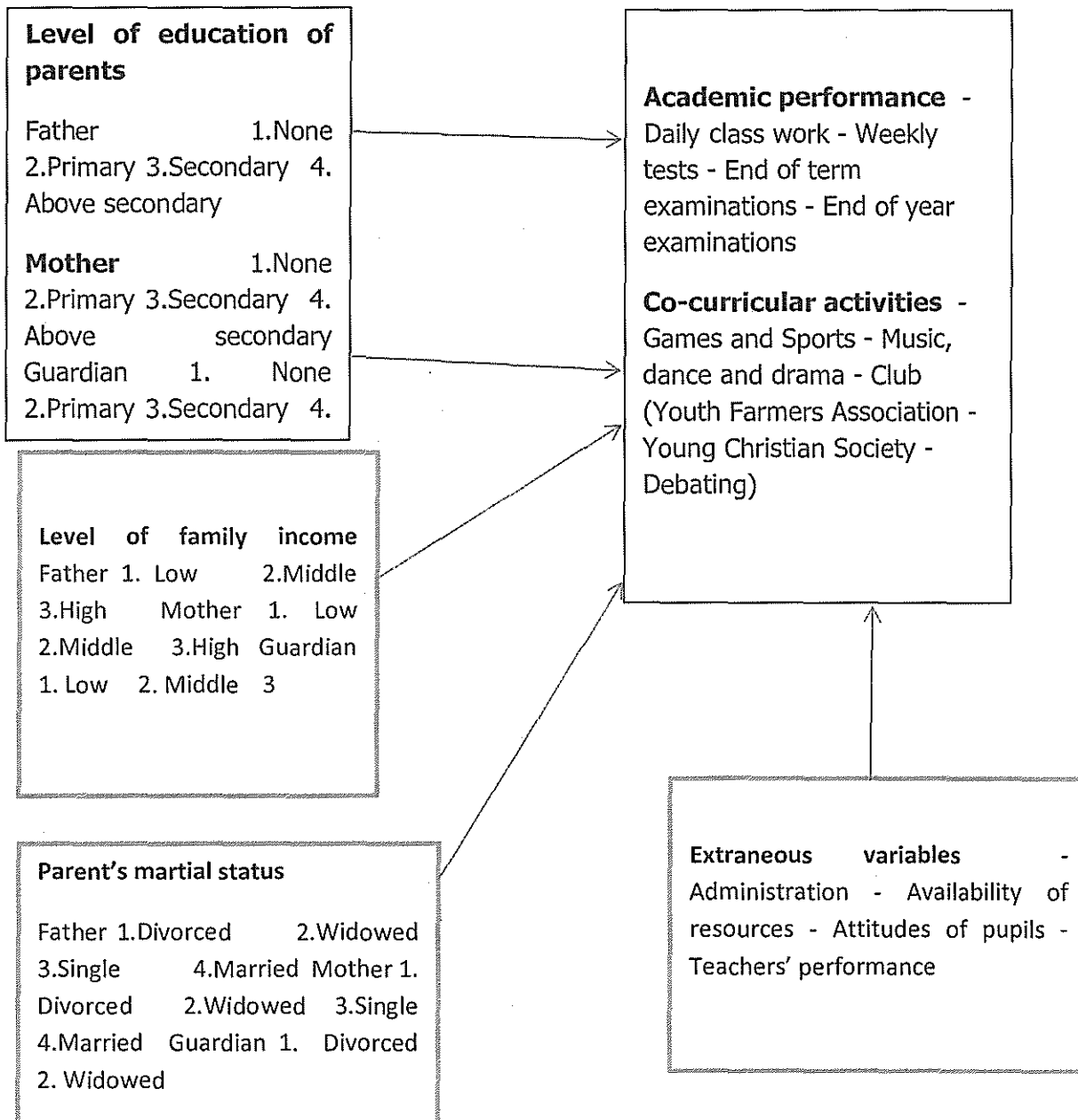
Sentamu (2003) reports that family incomes gives direction of what kind of schools the child will attend. She defined income as money received over a certain period of time, which can be through payment for work or returns on investment. She defines family income as the state at which a family receives money over a certain period of time.

According to Oxford Advanced Learners' Dictionary (1994) marital status refers to the state of being together as a husband and a wife. The state has both positive and negative influence on pupils' performance. For example, in a polygamous family pupils' performance is negatively influenced by low family income because big number of children over burden the parents. Where parents are separated children become targets of mistreatments by their

stepmother, hence, they do not perform well in schools. While those who have stable marriages collectively exercise control over their children's behaviour, children receive enough adult attention, love, sympathy, guidance, security and they are well supported that motivate them to perform better in schools

2.2 Conceptual Framework

The conceptual framework below provides a relationship of the variables in the study.



Conceptual framework relating home-based factors to pupil's performance

The framework in Figure 2.1 suggests that the independent variable is conceptualized as three factors, namely: level of education of parents, level of family income and marital status of parents, which is the dependent variable, "Pupils' performance is conceptualized as academic performance, which refers to the quality and quantity of knowledge, skills and positive attitudes, behaviour and philosophy that students acquire (Ferguson 1990). This includes daily class work, weekly tests, and of term examinations and end of year examinations.

2.3 Related Literature

This section reviews literature related to the respective specific objectives in this research.

2.3.1 Level of education of parents and pupils' performance at school

Many scholars defined education differently; with Odaet and Bbuye (1997) defining it as a process whereby some human being directs and guides the growth and development of some human being towards some end or goal in life. It deals with preparing the right type of environment for the individuals to allow them physically, mentally and spiritually so as to develop harmoniously within themselves and together with their fellow human beings. Level of education of parents

is the degree to which parents have acquired some knowledge, skills, attitudes and values of informal and formal education. The study conducted by Prewittz in Kenya on parents' education showed that parents' level of education is very crucial for the performance of their children because educated parents send their children to school early, in most cases at the age of five to six. Ezewu (1998) pointed out that children who join primary schools at early age also complete their primary education early.

Ezewu (1988) found that educated parents provide adequate learning materials for their children, which stimulate them to learn and perform better in all subjects.

These parents are concerned over their children's education/performance, which sometimes makes them coach their children themselves or appoint part-time teachers for them. They send their children to the best nursery and primary schools which serves as sure gateways to secondary and university education which in turn leads to higher educational qualification to occupy higher positions in societies. Owen (1999) in her study exploring beliefs about academic achievement studied the relationship between parents' educational attainment and found that the educational attainment of parents have a relationship with educational achievement of their children.

According to Sentamu (2003), the educational attainment of parents determines the kind of schools to which their children go to. Such schools are near in kind to the ones their parents attended. This tends to lay a foundation for better performance of their children while at school. Considine and Zappala (2002) in their study in Australia on the influence of education disadvantages in the academic performance of school found that families where parents are educated foster a higher level of achievement in their children because of providing psychological support for their children. Combs (1985) found that virtually all nations, children of high parents on education have far better chances of getting into better secondary schools and universities than equally bright children of ordinary workers or farmers. In other words, the highly educated parents tend to provide a more conducive learning environment that propels their children to go to schools and succeed.

Maani (1990) and Mugisha (1991) who both attempted to analyze the relationship between children's performance at school and the level of their parents' education established that the more educated the parents are, the better the children's performance at school. Mugisha actually did his study on the primary school pupils in Kampala (Uganda) which also belongs to the same education system like in Bukedea District Council. According to Nabbumba (1988), parents' level of

education influences pupils' performance in the sense that educated parents value education and they tend to encourage their own children to value and actively engage in receiving education. In a study conducted in Kenya by Obanya and Ezewu (1988) it was found that the higher the levels of education of parents, the more likely it motivates children to learn and perform better. Kundu and Tuto (2000) found that home background has a significant influence on the achievement of children at school because educated parents tend to offer more psychological, social and financial support to their children, thus giving them the opportunity to excel in their studies.

2.3.2 Level of family income and pupils' performance at primary schools

Income means money received over a certain period of time, which can be through payment for work or returns on investments while family income can be referred to the state at which a family receives money over a certain period of time (Oxford Advanced Learners' Dictionary 1994). In this study, level of family income includes money received by father, mother and Guardian. According to Farrant (1980), children from poor home background usually suffer from serious diseases that lead to their poor performance at schools. In such homes parents are attempted to encourage their children for early marriages which affect their performance. While families with high financial background tend to support their children's education and encourage the importance of education rather than encouraging them for marriages. Heyman (1980) emphasized the importance of family income on pupils' performance that children born and reared from wealthier homes do better in many aspects of life and have high moral reasoning and better performance compared to children who come from poor home background who face a lot of problems in their education.

In a study conducted by Sentamu in Mukono District in 2003 on the influence of family income on pupils' performance at school, it was found that family income was the determinant of the kind of a school a child attends. This was in congruence with

what Combs (1985) had established in several countries that children from high parents' occupation have far better opportunities of getting into better secondary schools and university than equally bright children of ordinary workers or farmers. The researcher is in total agreement with this assertion because in Uganda, it is generally the children of the rich who flock to the academically better performing schools. Family income, according to Escarce (2003) has positive influence on the education opportunities available to adolescence and on their chances of educational success. This is because richer parents are able to take their children to high-cost schools that generally tend to perform academically better.

2.3.3 Parents Marital Status and pupils' performance at school

Marital status refers to the state of being together as a husband and a wife (Oxford Advanced Learners' Dictionary 1994). This state has both positive and negative effects on pupils' performance at school, depending on the organization of each family member. Kasirye (1995:11) observed that polygamous and extended families where income is low influence pupils' performance in a sense that big numbered of children over burden the parents, therefore, they fail to support their children's education adequately. He further observed that in homes where parents are quarrelsome, children are neglected hence affects their performance both in school and at home. The fact that no study has been carried out in the said schools has left a gap for the researcher to investigate the effect of marital status of parents on the performance of the pupils.

Baron and others (1991), Mbuti (1969) and Malaga (1981) pointed out that marriage is a bond that unites two families; two clans, even more, a bond that introduces families into another. Once the full contract of marriage is broken it creates a great scar in the community and it is likely to be traumatic for the couple's children. According to Hethengton (1979) as cited by Laura (1989), divorced parents exercise

less control over their children. Medrich et al 1982 as cited by Laura (1989), further said, children from single parent families receive less adult attention, affection, love, sympathy, guidance and security and they are emotionally disturbed. Bhati (1998) stressed that there is a link between parents' marital status and pupils' performance. For instance lack of cordial understanding in a family causes instability, lack of control in children's behaviour also influence performance.

According to Gentlement and Markowitz (1974) they looked at separation of parents as a destructive event in a family, which affects performance in all aspects of life. United States Census Bureau (1988), Michael and Sheila (1989) found that level of parents' marital status actually influences pupils' performance at school. But in Bukedea District primary schools no study has been conducted on the said problem to find out whether it has its effects on the performance of pupils. Penny (2001) found that parents' marital status actually has effects on pupils' performance. She emphasized that children living with their stepmothers are targets of misdirected emotion and mistreatments while children from stable families tend to perform far better in schools.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the study design, study population, sample and sampling techniques, data collection methods, instruments, validity, reliability, procedure and finally data analysis techniques.

3.1 Research Design

The researcher used a cross-sectional survey design because the study intended to pick only some representative sample elements of the cross-section of the population. The study was cross-sectional because it was conducted across participants over a short period of time and it did not necessitate the researcher to make follow-ups of the participants. The survey was also preferred because it allowed the researcher get detailed inspection of the influence of home-based factors on the performance of pupils in primary schools Bukedea Sub county. Quantitative and qualitative approaches were adopted. The former enhanced the understanding of the meaning of numbers, while the latter later gave precise and testable expression to qualitative ideas.

3.2 Population

The study was conducted in all the eight primary schools namely: Bukedea and Okunguro primary schools. The study population composed of two headteachers, 100 teachers, 300 parents and 500 pupils of primary six and seven. The total population was 902 (headteachers' records) physical visit to the headteachers' offices.

3.3 Sampling Design

The researcher adopted a random sampling method and grouped the population into the departments. The researcher, undersigned the samples in such a way that they are a representative samples, by critically looking at the sampling methods, procedure and size to use.

3.4 Sampling Procedure

An introduction letter was obtained from the University and presented the Head Teachers of those schools as mentioned in the background and to seek permission to carry out research. Follow ups were made until permission was granted. Appointments were made with targeted respondents and distributed of questionnaires to the concerned respondents.

Table 3: Study sample size from the eight primary schools

Category of Population	Parent Population	Sample	Sampling Technique
Headteachers	8	8	Purposive Sampling
Teachers	156	40	Purposive Sampling
Pupils	1429	276	Purposive Sampling
Parents	567	80	Purposive Sampling
Grand Total	2160	404	Purposive Sampling

Note: R.V. Krejcie and D.W. Morgan (1970) Determining Sample Size for Research Activities Educational and Psychological Measurement, 30, 608, Sage Publishers.

Purposive sampling technique was used to select headteachers and teachers because they were few and were the experts in the education industry (Amia 2005). The total number of headteachers and teachers was 164. Parents and pupils were also purposively selected because the researcher believed that they were the right people who could give the right information about the pupils and parents. The researcher had in mind that they had information she required (Amia, 2005:142).

From the population of eight headteachers, 156 teachers, 1429 pupils and 567 parents that made up the total of 2,160 from two primary schools only 404 respondents were sampled to reduce cost, time and effort. The sampling was done in such a way that different categories of respondents were represented in the sample. The sample was large enough to enable generalization of results.

3.5 Sample Size

The sample size of 50 respondents was selected as mentioned below: -

Table 3.1: Sample Size

Respondent	Population	Sample size
Female Pupils	60	26
Teachers	15	07
Parents	30	07
Head teachers	4	04
School Management / PTA	6	06
Total	100	50

Source: *Survey Data*

3.6 Data Collection Sources

Data will be collected from Primary and Secondary sources. However, the emphasis will be put on Primary Data.

Primary Source: Primary data was the main source of data. Data was collected using the methods as explained. Interviewing which may be unstructured was used to enable the researcher pro-respondents for more information. Self ministered questionnaires were used to collect data from various respondents chosen from the population.

Secondary Source: Secondary source involves information from related factors affecting girl child in . Relevant text books, journals, periodicals, newspapers and Internet will be used. Desk data will be collected from the two primary schools while the field data will largely be collected by use of questionnaires.

3.7 Instruments

Questionnaires, survey interviews, non participation observation and nominal group discussion were the methods used to collect data from the respondents. Questionnaires were preferred because of number of respondents, cost and the nature of the topic which had both quantitative and qualitative data (Kothari, 2004)

self-administered were also preferred because they were easy to fill by the participants.

They kept the respondents on the subject, they were respectively objective and were fairly easy to make frequent counts and it was the easiest means of reaching respondents and obtaining desired information in the limited time available. Interviews were used as they allowed pursuance of in-depth information around the topic; they were also used as follow-ups to certain respondents to confirm pupils' performance in classes and past results. Nominal group discussion was preferred because it helped the researcher to come up with agreed position and conclusions with respect to the influence of the said home-based factors on pupils' performance in primary schools in Bukedea Sub county.

Interviews, At least eight headteachers, 40 teachers and 80 parents were interviewed to provide information on the impact of home-based factors on the performance of pupils in primary schools in Bukedea Sub county. Interviews were preferred because they allowedpursuance of in-depth information around the topic and were useful as follow-ups to certain respondents and to further investigate their responses and serve the purpose of triangulation (Amia 2005).

Non-participation Observation

The researcher carried out observation of lessons in each primary school and assessed pupils' performance in daily class work. Relevant school records like, Primary Leaving Examination results, end of term results and end of year results were also consulted and thoroughly observed to obtain information on pupils' performance.

Nominal Group Discussion

This was used to obtain information from 20 parents as a group who helped the researcher come up with agreed position and conclusions with respect to the influence of level of parents' education, level of family income and parents' marital status on pupils' performance in primary schools in BukedeaSubcounty. The researcher intended that the finding be in agreement with that of the group (Amia2005).

3.8 Validity

Accuracy of information was ensured by the use of relevant instruments. The questionnaires were subjected to the scrutiny of the supervisors and their recommendations were used to finally formulate instruments that had the ability to obtain the expected relevant data.

Headteachers, teachers and parents were interviewed to obtain data on how level of education of parents, level of family income and parents' marital status influence pupils' performance in schools in . A group of parents were engaged in nominal group discussion and some relevant documents were consulted to obtain information on pupils' performance. After designing the questionnaires, they were subjected to rating and Content Validity

Index (CVI) were computed using the following formula:

$$\text{Average of CVI} = \frac{\text{No of items rated valid}}{\text{All items in the questionnaires}}$$

The CVI for the questionnaires for pupils was 7.0624 which was equal to 0.7 the recommended validity (Amia 2005). Hence, the questionnaires were considered valid for data collection.

3.9 Reliability

The questionnaires were pre-tested in two selected schools (Bukedea and Okoulga primary school) outside Bukedea sub county that ensured reliability. The sample was 268. It helped to ensure consistency and dependability of the research instruments and their ability to tap data that answered to the objectives of the study. Raw data from the instruments were subjected to a reliability analysis from which Cronbach's co-efficient alpha was systematically and consistently computed using the following formula

3.10 Data Processing and Analysis

Data processing and analysis involved interpretation of information collected by use of computer through data processing in greater depth presented data was in form of reports, tables and graphical forms. Questionnaires were designed and self administered questions were filled by respondents. The researcher also carried out formal and informal interviews with selected staff.

CHAPTER FOUR

PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.0 Introduction

This chapter presents and discusses the findings of the researcher obtained through the application of the methodology reflected in chapter three. The presentation, interpretation and discussions are based on the objectives of the study.

4.1 Response Rate

General information comprised data on the sex of the respondents, age, class, school and responsibilities at school as per Section A of the questionnaire -

4.1.1 Personal Characteristics

In order to explain the factors affecting the academic performance of pupils in primary schools, some information on socio-economics characteristics of the respondents was deemed necessary because, it provides a basis and means of interpreting the collected data. The characteristics in this research were gender and age bracket for Students and gender, age bracket, education qualification / level, marital status, and employment contract for teacher and parents.

Table 4.1: Gender of Respondents

Sex	Frequency	Percentage
Male	146	52.9
Female	130	47.1
Total	276	100.0

Source: *Primary Data*

Table 4.1 illustrates that out of the total of 276 respondents, the male students had the highest representation of about 53% and the female had 47%. Actually, according to the District Education Officer Bukedea(2007) female pupils slightly outnumber the male pupils. The highest number of male respondents would mean that there might have been some form of bias in the selection of respondents by the researcher or the boys were more cooperative.

4.1.2 Respondents by age

Table 4.2: Respondents by age

Age	Frequency	Percentage	Cumulative Percentage
Below 13 years	67	24.3	24.3
13 – 14 years	111	40.2	64.5
Above 14 years	98	35.5	100.0
Total	276	100.0	

Source: *Primary Data*

Table 4.2 illustrates that the highest percentage of respondents, 40% were aged between 13 – 14 years. About 36% of the respondents were aged above 14 years and the least number of respondents (less than 21%) were below 13 years meaning that respondents between 13 – 14 age groups are more honest than those of 13 years and above 14 years old, or children between 13 – 14 years are more knowledgeable than those above 14 and those below 13 years old or they might be more cooperative.

4.1.3 Educational Qualifications

Table 4.3: Educational Qualifications

TEACHER AND PARENTS		
Qualifications	No. of Respondents	Percentage
Masters	2	8.3%
First Degree	15	62.5%
Diploma	4	16.7%
Professional	3	12.5%
Total	24	100

Source: Primary Data

Out of the 24 teachers and parents (respondents) who were interviewed, 2 (8.3%) were Master Degree holders and they were female students, 15 (62.5%) first degree, 4 (16.7%) diploma holders and 3 (12.5%) professionals. The table shows that most of the teachers and Parents were educated. This is an example to those young children because if not educated there is no room for them than dropping out ending up married, getting pregnant unexpectedly leading to death trying to abort.

4.1.4 Marital Status

Table 4.4: Marital Status.

TEACHER AND PARENTS		
Qualifications	No. of Respondents	Percentage
Single	10	41.7%
Married	12	50%
Divorced	2	8.3%
Total	24	100

Source: Primary Data

The findings above shows 10 with 41.7% were singles, 12 with 50% are married, 2 with 8.3%. This means that most of teachers and parents are married, they can

guide well the students by telling them the problems of getting married at an early stage and many others as mentioned in the limitations in chapter three.

4.1.5 Type of Employment Contract

Table 4.5: Employment Contract

TEACHER AND PARENTS		
Years	No. of Respondents	Percentage
Part time	2	8.3%
Full time	10	41.7%
Permanent	7	29.2%
Probation	5	20.8%
Total	24	100

Source: *Primary Data.*

The research findings show that most of the teachers and parents (respondents) in those schools 41.7% are on full time employment contract, 29.2% were on permanent contract, 20.8% are on probation and 8.3% were employed on a part time contract.

This implies that at least the number of parents / teachers who are on full time higher than those who are on permanent contract. It is still revealed that there are some respondents who are not confirmed yet (probation) but it will depend on their performance so that that are granted with neither full time nor permanent contract and there are few on part time employment contract.

4.2 Description of the dependent variable: pupils' performance

This Section describes the dependent variable (pupils' performance), which in this study was conceptualized to mean academic performance and performance in co-curricular activities respectively.

4.2.1 Academic performance

In this study, academic performance was conceptualized in terms of four questions prompting each respondent to do self-rating in terms of performance in daily class work, weekly tests, end of term and end of year examinations. The scale used had a one representing "poor", two representing "fair", three representing "good" and four representing "very good". Table 4.6 gives descriptive statistics on the same.

Table 4.6: Descriptive statistics on academic performance

Indicator of Academic Performance	Frequency	Mean	Standard Deviation
Daily Class Work	276	3.01	.791
Weekly Tests	276	2.78	.641
End of Term Examinations	276	2.97	.705
End of Year Examinations	276	3.21	.766

Source: *Primary Data.*

Table 4.6 suggests that pupils performed highest in daily class work, followed by end of year examinations, third was in end of term examinations. Pupils performed lowest in weekly tests. Considering the means reflected, the respondents overall rated themselves as performing well. To get an overall picture of how pupils rated themselves in the area of academic performance, all items in Table 4.6 were aggregated in one index (Academic) with the descriptive statistics in Table 4.7.

4.3 Performance in co-curricular activities

In this study, performance in co-curricular activities was conceptualized in terms of five questions prompting each respondent pupil to do self-rating in terms of performance in games and sports; music, dance and drama; Young Farmers' Association; Young Christian Society and Debating Club. Table 4.7 shows descriptive statistics resulting there from.

Table 4.8: Descriptive statistics on performance in co-curricular activities

Indicator of Activities Performance	Frequency	Mean	Standard Deviation
Games and Sports	276	2.83	.883
Music, dance and drama	276	2.90	.845
Young Farmers' Association	276	2.57	.979
Young Christian Society	276	2.76	2.76

Source: *Primary Data.*

Table 4.8 suggests that pupils' performance in co-curricular activities was fairly good (all means between 2.5 and 3). To get an overall picture of how pupils rated themselves with regard to performance in co-curricular activities, all items in Table 4.8 were aggregated in one index (Co-curricular) with the descriptive statistics in Table 4.9.

4.4 Variation of dependent variable with background variables

This Section deals with how the dependent variable (pupils' performance) varies with sex, age, class, school and responsibility at school respectively.

4.4.1 Variation of pupils' performance with sex

The study was interested in whether pupils' performance varied with sex. Table 4.1 shows pertinent descriptive statistics and T-test results.

Table 4.11: Descriptive statistics and T-test results on how pupils' performance varied with sex

Sex	Frequency	Mean	Standard Deviation	T-test	Significant
Male	146	2.95	0.46	2.325	.021
Female	130	2.81	0.50		

Source: *Primary Data.*

Means in Table 4.11 suggest that males were better than females at pupils' performance. This is supported by t-value of 2.325 and its calculated significant

value of 0.021 (less than $\alpha = 0.05$). So the conclusion was that there was significant difference in pupils' performance with males beating female pupils at the five-percent level of significance.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This Chapter presents the discussion, conclusions, recommendations and areas for further research. The first Section demonstrates discussion according to the objectives and hypotheses of the study; the second Section advances conclusions drawn from the discussion. The third Section gives recommendations drawn from the conclusions. The fourth Section puts forward possible areas for further research.

5.1 Discussion

5.1.1 Level of Education of Parents and Pupils

The first objective of this study was to investigate the influence of level of education of parents on pupils' performance in primary schools in Bukedea sub county. The parents' level of education was looked at in term of highest level of education which was divided into: No education, primary education, secondary education and above secondary education. The hypothesis was accepted indicating that level of education of parents had positive influence on pupils' performance in primary schools in Bukedea District Council. The positive relationship meant that improvement in parents' level of education, for instance, led to improvement in pupils' performance in primary schools.

5.1.2 Level of family income and pupils' performance at school

The second objective was to investigate the influence of level of family income on pupils' performance in primary schools in Bukedea sub county. The second hypothesis which stated level of family income has positive influence on pupils performance was rejected implying that pupils' performance was not significantly influenced by level of income of parents. This finding contradicted with that of Farrant (1998) that family income actually influences pupils' performance in schools. This could be to the fact that most parents in the study area generally have equal income. They are equally poor or rich, thus the difference in the pupils' performance cannot be attributed to the difference in the level of income of parents.

5.1.3 Parents' Marital Status and Pupils' Performance

The third objective was to establish the influence of parents' marital status on pupils' performance in primary schools in Bukedea subcounty. The data collected from questionnaires, interviews and nominal group discussion revealed that there was no significant relationship between level of parents' marital status and pupils' performance in the said schools. This finding contradicted with that of Sheila (1989) and Peny (2001) which found that level of parents' marital status actually influence pupils' performance at schools. This therefore, implied that the difference in performance of pupils in the said area cannot be attributed to the difference in the level of parents' marital status.

5.2 Conclusions

Based on the findings and discussions, the following conclusions were drawn:

First, level of education of parents led to low performance of pupils in primary schools in Bukedea subcounty.

Secondly, level of income of parents had nothing to do with pupils' performance in primary schools in Bukedea sub county.

Thirdly, parents' marital status had no significant influence on pupils' performance in primary schools in Bukedea sub county. Despite an increase in the proportion of girl's enrolment, girl lag behind boys in education, possibly due to some of the problems they face at school and scared of performance.

5.3 Recommendations

There is need to improve on level of education of parents in Bukedea sub county so as to improve pupils' performance in schools.

The Government should put high regards for the Ministry of Education and Sports with its potential headquarters on districts. This will induce the schools as well as students to reveal and advise them selves in any situation, this will help to retain a relationship between parents, teachers and students.

The management should also try to know its students and know where they are, what they like and what they want. This will help it to design time tables and activities that are acceptable. The administration should also use the required language and messages in the desired quality services and health appeals so as to reduce accidents which are caused of drop outs.

All School should be well established and the education services offered need to be maintained well and should be easily identifiable to the public. This will help in attracting new students and in the long run they can be retained.

Programmes / co-curricular activities should be geared at creating awareness in the mind of students. Proper selection of the development activities should be designed to suit the schools requirements / needs.

The Administration / management of those schools should also employ the SWOT analysis (Strength, Weakness, Opportunities and Threats) and also understand the studying environment of the students. This will help them to know in case there are some environmental factors which will lead to some students drop out.

Students need to know the practical part of what is said in regard to what the schools are offering to them. This therefore, can only be achieved through physical contact between the teacher and parents and the respective students improve their knowledge thus a benefits and accessibility will lead to a good standard and high performance.

5.4 Recommended Areas for Further Research

The results of this research revealed that family income and parents' marital status did not have any effect on pupils' performance in Bukedea Sub county schools. Therefore, more research should be done on the followings:

1. Effect of petty trades on pupils' performance in Bukedea Sub county primary schools.

2. Parents' participation towards improvement of pupils' performance in Bukedea Sub county schools. The Ministry of Education and Sports handout (2007), girls themselves due to unfriendly school environment. This is brought about the lack of adequate sanitation and good hygiene a school hence leading to dropping out of students.

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APPENDICES

APPENDIX I

QUESTIONNAIRES FOR THE ADMINISTRATION

Dear Respondent,

I am a student of Kampala International University, undertaking a Bachelor of Education doing a research entitled, "*An investigations on academic performance in Bukedea Sub-County, .*"

You have been deliberately chosen to respond to questions in this questionnaire because of your valuable information you can provide concerning the survey. Kindly spare for me few minutes of your precious time to respond to the questions as correctly as you can. I therefore, ask you to spare me some time and fill this questionnaire. The information given is purely for academic purposes and will be treated with confidentiality.

Thank you.

APPENDIX II

INSTRUCTIONS

Some questions require ticking the appropriate response while others require filling in.

SECTION A: PERSONAL DATA.

1. Name:(Optional).
2. Gender:
a) Male b) Female
3. Age bracket
a) 20 – 25 yrs b) 26 – 35 yrs
c) 35 – 45 yrs d) 46 and above
4. Educational Qualification / Level
a) Master b) First Degree
c) Diploma d) Professional
5. What is your Marital Status?
a) Married b) Single
c) Divorced d) Widowed / Widower
6. Type of employment contract
a) Part – time b) Full – time
c) Permanent d) Specified contract time
e) Probation

APPENDIX III

Section B: Independent Variable: Home-based Factors

For the following sub-sections, use the rating scale below to supply appropriate facts about your parents' status. Tick on the digit that gives the most objective and accurate rating.

Sub-section B.1: Level of Education of Parents

- 1.1 Father: 1. None 2. Primary 3. Secondary 4. Above secondary
- 1.2 Mother: 1. None 2. Primary 3. Secondary 4. Above secondary
- 1.3 Guardian: 1. None 2. Primary 3. Secondary 4. Above secondary

Sub-section B.2: Level of Family Income

- 2.1 Father: 1. Low 2. Middle 3. High
- 2.2 Mother: 1. Low 2. Middle 3. High
- 2.3 Guardian: 1. Low 2. Middle 3. High

Section B.3: Parents' Marital Status

- 3.1 Father: 1. Divorced 2. Widowed 3. Single 4. Married
- 3.2 Mother: 1. Divorced 2. Widowed 3. Single 4. Married
- 3.1 Guardian: 1. Divorced 2. Widowed 3. Single 4. Married

Section C: Dependent Variable; Pupils' Performance

Please tick (·) the number of the correct response that you feel is appropriate about your performance. Use the rating scale provided.

Sub-section C.1: Academic Performance

- 1.1 Daily class work: 1. Poor 2. Fair 3. Good 4. Very good
- 1.2 Weekly tests: 1. Poor 2. Fair 3. Good 4. Very good
- 1.3 End of term examinations: 1. Poor 2. Fair 3. Good 4. Very good
- 1.4 End of year examinations: 1. Poor 2. Fair 3. Good 4. Very good

Sub-section C.2: Co-curricular Activities

- 2.1 Games and Sports: 1. Poor 2. Fair 3. Good 4. Very good
- 2.2 Music, Dance and Drama: 1. Poor 2. Fair 3. Good 4. Very good

2.3 Young Farmers' Association: 1. Poor 2. Fair 3. Good 4. Very good

2.4 Young Christians Society: 1. Poor 2. Fair 3. Good 4. Very good

2.5 debating Club: 1. Poor 2. Fair 3. Good 4. Very good

Thank you for your cooperation.

APPENDIX B

**INTERVIEW GUIDE FOR PRIMARY SCHOOL HEADTEACHER ON
FACTORS AFFECTING THE PERFORMANCE OF PUPILS IN PRIMARY
SCHOOLS IN BUKEDEA SUBCOUNTY**

Section A: Background Information

- 1. Years of working experience as a headteacher
- 2. Years of service in the current school

Section B.1: Level of education of parents

- 3. What is your opinion about the level of education of the majority of the parents of this school?
-

Section B.2: Level of income of parents

- 4. What is your opinion about the level of income of the majority of the parents of this school?
-
-

Section B.3: Parents' Marital Status

- 6. Comment on the marital status of the majority of the parents of this school.
-
- 7. What influence does the marital status of the parents have on the performance of the pupils in your school?
-
-

Section C.1: Academic Performance

- 8. What is your view about the academic performance of the pupils in your school?
-
-
- 9. What do you think are some of the factors that have led to the current state of pupils' performance in your school?

.....
.....
Section C.2: Co-curricular Activities

10. Give comments the co-curricular activities in your school.

.....
.....
.....
.....
11. What should parents do to improve on the pupils' performance in your school?

(i)

(ii)

(iii)

Thank you for your cooperation.