# AN INVESTIGATION OF PUPILS' EDUCATION AND FISHING ACTIVITIES IN MALERA SUB-COUNTY BUKEDEA DISTRICT

BY

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## DECLARATION

I Apedho Dan Osiras declare that this piece of work is my original work and has never been submitted for the award f a degree in any university or institution of higher learning.

Sign



Date

……..

……..

**APEDHO DAN OSIRAS**

## APPROVAL

This is to certify that this research has been carried out under my supervision and is ready for the submission for examination.

Sign



.....

**OKIROR GEOFFREY**

Date

15.10.2017

## DEDICATION

This research report is dedicated to my beloved children, Ikanisa Ruth, Apedho Moses, Awayo Mariam, Late Opio Zakary, Ikol Abraham, Iloko Jonah, Olinga Abel, Opejo Noah, Amulen Esther and Otukol Bartimaeus.

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## LIST OF ACRONYMS

| | | |
|---|---|---|
| SMC | : | School Management Committee |
| PTA | : | Parents Teachers Association |
| UPE | : | Universal Primary Education |
| FAO | : | Food and Agricultural Organization |
| HIV | : | Human Immune Virus |
| AIDs | : | Acquired Immune Deficiency Syndrome |
| UNICEF | : | United Nations International Children's Energy Fund |
| ILOW | : | International Labour Organization |
| CCT | : | Centre Coordinating Tutor |
| NUSAF | : | Northern Uganda Social Action Fund |
| NGOs | : | Non Government Organization |
| MOES&T | : | Ministry Of Education Sports and Technology |
| IGA | : | Income Generating Activities |
| PLE | : | Primary Leaving Examination |

## ABSTRACT

This study was carried out under the topic "An investigation of pupils' education and fishing activities in Malera sub-county Bukedea district"

Objectives used are (i) To identify reasons why children get involved in fishing activities (ii) To establish the impact of fishing activities in fishing (iii) To find out strategies to overcome challenges caused by fishing.

The research design used in this research are qualitative and quantitative

In gender, the males were easily available during the data collection than the female, In the marital status, 78% of the respondents were found to be married, In their education levels, they considered education to be very important for development.

In conclusion, the reasons why pupils get involved in fishing were got, the impact of fishing activities on pupils education was discovered and the strategies used to overcome the challenges caused by fishing were suggested.

The recommendations of the study are 1. To the government, to provide basic facilities to the school and the areas around fishing grounds. To the pupils, they should show commitment to the education especially on daily attendance. To the parents, SMC and stake holders should initiate and strengthen school programmes. To the district service commission to recruit more teachers to ratio with big enrollment in existing school. To the sub-county local government, NGOs and religious institutions they should sensitize members of the community to appreciate the value of education of their children.

# CHAPTER ONE

## 1.0 Introduction

This chapter presents the background of the studies.

## 1.1. Background

The background is guided by the historical, theoretical, conceptual and contextual perspective

### 1.1.1. Historical perspective

Many countries and people carry out fishing. Some of them are: the Chinese, the Americans, the Swiss, the Greek, the Romans, the Europeans, the Ugandans and many others

Fishing is the activity of catching fish. It is an ancient practice dating back at least 40,000 years. Since 16$^{th}$ century, fish vessels have been able to cross oceans in pursuit of fishing on board. The term fishing may be applied to catching fish and other aquatic animals such as shellfish, cephalopods, echinoderms and crustaceans according to Meijer s and M. Ahmed (2003)

The total number of fishermen and fish farmers is estimated to be 38 million.

Fishers and aquaticulture provide direct and indirect employment to over 500 million people in 2005 the world wide percapita consumption of fish captured from wild fisheries was 14.4 kilograms with an additional 7.4 kilograms harvested from fish farms. This is in reference to FAO statistics.

In Uganda fishing is the second economic activity. Much of the fishing is carried out in Basin Lakes like Lake Victoria, Lake Kyoga, and Lake Bisina.

In Bukedea district, Kidongole sub county my reference of study, fishing is seen to be the major economic activity than other activities. Fishing is carried out in Lake Opeta, Lake Bisina and in the biggest swamp called "Amodingot".

Today there are various methods of fishing or catching fish and some of them are: use of fishing nets, travelers, use of pangas, hooks, baskets and hand fishing.

### 1.1.2. Theoretical Perspective

According to Ray and Lancaster (2004) suggest that the relationship between fishing and learning has its negative effects on other social sector like education.

### 1.1.3. Conceptional Perspective

According to Ray and Lancaster (2004) education is said to be the berock of socio- economic development of every nation.

According to Bartels (2006) education is a right and is not privilege.

According to Meijer S. and M Ahmed (2003) fishing is the activity of catching fish and aquatic animals such as shellfish, cephalopods, echinoderms and crustaceans.

### 1.1.4. Contextual Perspection.

The relationship between fishing and education has its negative effects. Fishing has been considered to be an impact to school going children in Malera sub-county which has killed the learners. This has respectively impacted on the learning of children hence affecting education social sector.

## 1.2 Statement of the problem.

The value of fishing like: for money, to get food, for employment clearly explains why the community and the pupils near water bodies have a negative attitude towards education.

Much as its adults, community members to do the fishing, despite the government effort, stake holders and the local council to stop the fishing from the school going children, why have the children continued missing classes?

It is for this reason that the research was carried to investigate the impact of fishing on education of school age going children.

## 1.3 Purpose of the study.

The purpose of the study was to investigate the impact of fishing on education of children in Kidongole sub-county.

## 1.4 Objectives of the Study

To identify the reasons why children get involved in fishing activities.

To establish the impact of fishing activities on education

To find out strategies to overcome challenges caused by fishing.

## 1.5 Research Questions

1. Why do pupils get involved in fishing activities in Kidongole sub-county?
2. Does fishing impact on education in primary schools in Kidongole sub-county?
3. What strategies can be used to overcome challenges caused by fishing in primary schools?

## 1.6 Research Hypothesis

Fishing has never been affected by education and on the other hand, Education has totally been affected as seen in the Primary Seven Primary Leaving Examination performance (PLE)

## 1.7 Scope of the study

### 1.7.1 Geographical scope

This study was carried out in Malera subcounty. The northern part of Malera sub-county is boarded by Nakapirit District. It is boarded by Bukedea sub-county in the south, in the eastern part it is boarded by Sironko district sub-county and in the west its bordered by Kumi district.

The economic activities carried out in these neighbouring sub-counties include agriculture, fishing, cattle rearing, business and poultry keeping.

They are protected by their boundaries of swamps, valleys, forests and government boundaries and demarcations.

### 1.7.2 Theoretical Scope

According to Ray and Lancaster (2004) fishing has created the negative impact on the education of school age going children.

### 1.7.3 Content

Scope in rural areas, children can be found fishing herding, picking and contract farm

In fishing industry high number of children is engaged in work like casting and drawing nets in deep waters.

Fishing is a major factor affecting academic performance because the children who sell fish products after school get stressed up and are not able to do their home work.

The children who are supposed to be at school are found throughout the week working, selling or fishing to earn income for a living.

Less attention is given to how fishing is destroying education attachment whereby the children are involved in economic activities to the neglect of regular school attendance leading to poor performance of pupils in schools.

### 1.7.4 Time scope.

The study was carried for a period of 7 years from 2010 – 2017. This period was considered long enough for the researcher to come up with the truth about this topic of study.

## 1.8 Significance of the study

**To the ministry of education,** this research would help the ministry of Education to ensure that educational services are extended near to fishing communities and building permanent classroom blocks for pupils to study in and teachers' houses.

**To the ministry of local government,** policy makers should enforce strict laws to parents and pupils to ensure that pupils are in schools, not in fishing grounds and put in place penalties to parents who make their children to be absent from school.

**To the NGOs,** since areas near landing sites tend to have poor hygienic conditions, poor accessibility due to bad roads, the results of this research would help the government and non government organizations like Baylor to establish good social services making the communities to benefit.

**To the parents,** on the other hand, this research would encourage parents to carryout fishing on the economic grounds to raise income for school fees of their children and meet better standards of living in the their families.

**To the teachers,** teachers would improve on their methods of administration particularly on how to administer punishment to learners since most of them leave studies due to corporal punishment hence put priority to fishing than learning.

**To the pupils,** the results of the research would be helpful to primary school pupils to have positive attitude to education than fishing since they would be guided and counseled on the importance of education.

**To the future researchers,** the results of this study would be helpful to the future researcher to make a follow up of the objectives stated for further research.

**To the researcher,** this research report helps the researcher in fulfilling the requirement of Kampala International University for the award of a degree.

## CHAPTER TWO

## LITERATURE REVIEW

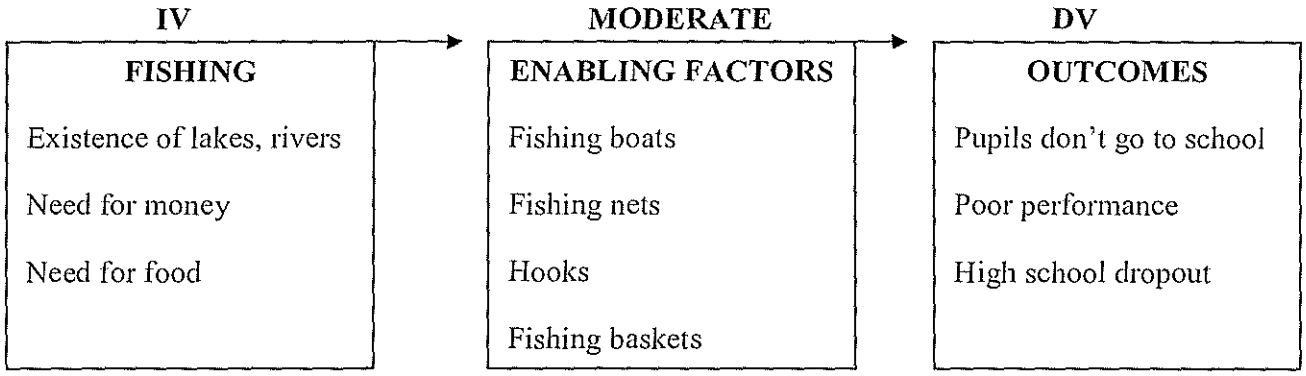
### 2.0 Introduction

This covers the introduction, theoretical reviews, conceptional frame work and related studies.

### 2.1 Theoretical reviews

According to Ray and Lancaster (2004) fishing has created the negative impact on the education of school age going children.

### 2.2 Conceptional frame work.




**Source:** Researchers own formulation 2017

According to the conceptional frame work above, the fishing with the existence of lakes, rivers, swamps, need for money need for food, is enabled by some factors like the presence of fishing boats, fishing nets, fishing hooks, fishing baskets, Pangas which leads to outcome of pupils absenteeism, poor performance and high school dropout.

### 2.3 Related studies

Under related studies of this research, the content is explained objective after objective as reviewed below.

- Reasons why children get involved in fishing activities.
- The impact of fishing activities on education.
- The strategies to overcome challenges caused by fishing.

### 2.3.1 Why children get involved in fishing activities in Malera sub-county.

The importance of fish as a crucial element in diet especially the diet of infants, young children, the old and the pregnant women is now recognized. In low income countries, stables such as rice, wheat is consumed by the people and they supply the majority of energy and food nutrients. However, some essential nutrients are not found in these stables and if any, in small quantities for example iron, iodine, zinc, vitamin A and Vitamin B. the contribution in the supply of elements can be particularly important. NAGA, world fishing centre quarterly vol. 28 No. 3 and 4 July – December 2005 – 2013.

Kurien J (2004) observed that fish is responsible for fish trade and food security towards understanding relationship between international fish trade, food security and income.

According to Meijar S and M. Ahmed (2003) said there is increasing benefit from local national and regional fish trade. Local and regional fish trade in Africa is already very substantial but it has the potential to expand further and help stimulate markets at multiple levels. Regional cooperation and appropriate national policies can have a major impact in fostering and reinforcing national and regional food security.

Delgado etal (2003) ascertained "fish farming as a low labour solution" for HIV/AIDs affected households. In Malawi, small scale fish ponds offer a valuable addition to local farming system without substantially adding to labour burden.

An option that has been taken up by HIV/AIDs affected households including those headed by widows and orphans. These families show improved nutritional status through fishing and use income from sales to obtain further health services including HIV Aids Care. In recent nutrition study fish has been shown to contain combinations of proteins, vitamins and minerals that help fortify affected persons against the susceptibility to secondary diseases. Improved nutrition also increases the effectiveness on antiretroviral drugs. AIDs orphans groups in Zambia are now following the example of Malawi.

According to FAO (2004), it estimates that fish provides 22% of proteins in take in sub-Saharan Africa. This share however can exceed 50% in the poorest countries (especially where sources of animal proteins are scarce and expensive). In West Africa coastal economies for countries for

instance, where fish has been a central element in local economies for many centuries. The proportion of dietary proteins that comes from fish is extremely high, 47% in Senegal, 62% in Gambia and 63% in Sierraleone and Ghana.

According to UNICEF (2004), they ascertained that fish is a source of "rich food for poor people" that can play an important role in improving Africa's food security and nutritional status. More than 200 million of Africans eat fish regularly. Fresh but more often smoked, dried or even powder fish is a critical source of dietary proteins and micronutrients from many isolated communities in total areas. In their estimation between 15,000 and 20,000 African women die each year (41 – 55 every day) due to sever iron deficiency anemia. Vitamin A deficiency is common in children across the whole continent contributing to the death of more than half a million African children annually.

According to C. Bene and S. Heck (2005) noted that today fish and food security in Africa somehow improving since in Sub-Saharan Africa one of every two people (49%) live on less than a $1a day (world Bank 2004) while in other regions chorionic hunger is receeding in sub-Saharan Africa in both absolute and relative terms. more than one third 34% of the sub-Saharan Africa population is under nourished.

### 2.3 2 The impact of fishing activities in Primary Schools in Malera sub-county school attendance.

According to Enacarta dictionary (2008) attendance can be defined as an instance of being at an event or the practice of regularly going to school, church or other institutions.

School attendance is of at most importance for children to be able to reach their potential and become economically productive and engaged citizens. School attendance is not merely an issue of fairness and quality. It is an issue of fairness and equality to economic and social development.

Ray and Lancaster (2003) school attendance can be "habit farming" in the sense that the more schooling experience a child gets, the less likely he or she would drop out of school. An increase in the households, access to water height and in its possession of assets such as television and

telephone helps to put its children in category of "School only" status with no labour market participation.

North Canyon high school (2003) strongly believes and research supports this that regular attendance is essential for students' success.

In addition, a student best preparation for the aims graduation requirement as well as other standardized tests in regular attendance. This school shares in the motto that "every day counts" belief that the attainment of academic excellence requires attending school on regular basis. The attendance records of school pupils they believe depend on the pupils, parents and school personnel. Parents and school personnel are to excuse pupils for valid reasons.

According to Elding etal (2000), he said that in Ghana especially in rural areas, children can be found working in picking, fishing, herding and contract farm. Labour, fishing, also work as domestic porters, hawkers, miners and quarry workers. These children instead of being in school are found throughout the week working to earn income for living in urban centres streets, children work mainly as truck pushers, porters and sales workers. The fishing industry on Lake Volta has a high number of children engaged in potential hazardous work like casting and drawing nets in deep waters.

Ray and Lancaster (2004) ascertained that the involvement of school children in fishing is a major factor affecting academic performance in coastal areas especially in Elmina. Children who sell fish products after school get stressed up and are unable to do their homework hence affecting their performance. It is true that children who do fishing normally tend to show the above characteristics and these affects their academic performance.

According to Ray and Lancaster (2004) suggest that the relationship between fishing and education has its negative effects on other social sector like education. The study is to examine whether a relationship exists between the hours of children's work and school attendance and academic performance. Education is said to be the berock of socio-economic development of every nation. Indeed, no nation can develop without paying need to quality of education of its citizens. There is the saying that goes "the best legacy that any parents can give his or her child is education" if this saying is to go by, then it confirms another saying that goes "Education is not a privilege but a right" according to (Bartels 2006).

If education is to be viewed as a right and not a privilege, much focus should be geared towards activity that should serve as a constraint in the achievement of basic education as aright.

In this document, fishing activity in Malera is seen as a major constraint to pupils enjoying full basic education as their right.

UNICEF (2005) said that the benefit education world has had on fishing industry is of no doubt but less attention is given to how fishing is destroying education attainment in the coastal areas of Ghana especially Elmina. This is where children are involved in economic activities to the neglect of regular school attendance.

According to (ILO) observed that Belize and Sirlanka, for example, boys work longer hours than girls but girls work longer hours on house hold chores. Both sexes have little time to study hence affects their academic performance. Better educated make more efficient use of the non labour time for study. This would help to reduce the damage done to the child's learning by his or her hours.

Ray and Lancaster (2004) ascertained that the occupation of the child has an impact on the child's school performance. Evidence for Philippines is presented to be 63.46% of children employed in the fishing industry Estimate of the fishing during school confirm that Ceterisparibus, children employed in the fishing industry have a lower probability in the trade occupation source. Perkins (2008).

**2.3.3 Strategies to overcome challenges caused by fishing in primary schools.**

According to education reform in Ghana the senior school UNICEF (2005) suggests that addressing communication and learning with technology is very important. Students who are fishing affected often respond positively to computers and computer assisted learning programs. These programs can also make it easier for the classroom teacher to provide appropriate learning activities and cocurricular at a suitable instructional level for students who are fishing affected. The benefits to the students that computer assisted learning programs are repetitive visual and immediate feedback and levels on learning experience.

For students with severe addiction to fishing the computer can open new avenues of learning some peripheral devices make it possible for students to learn words as they are typed into the computer to spell check their work or to use a program that can "speak words"

According to Allan S (1991) he suggest that individualized programming recognizes the needs of the very few students where cognitive disabilities are so significant that they will not benefit from participating in provincial curricular. The students support team develops an IEP with instructional content that is student specific. It should be functionally, developmentally appropriate with curricular domains that include: Academic communication, behaviour, social cognitive, vocational, self management and others.

It must be noted that individualized programming is not a placement description as programming may take place in variety of settings within the school and the community. Some students may benefit from an individualized Programe in which the instruction occurs in the context of the regular classroom.

Slarvin (1987) proposed and implemented homogeneous grouping as a potential solution to meet the needs of the mixed ability classes suggesting that students of different backgrounds and abilities can be gathered in groups of some ability there by facilitating instructions.

This kind of growing is based on the pedagogical principle that the teacher has the advantage of focusing instruction at the level of all the students in the particular group.

Kulik and Kuik, (1982) and Slavin, (1987) carried out mental analysis of studies at the elementary school level finding benefits of within class ability grouping both low ability students and more advanced once place in separated groups benefited from instruction addressed to their levels.

Heterogeneous grouping cooperative learning is gathering children of various abilities in the same groups has been proposed by many researchers as effective strategy to promote a cadmic development of students having diverse background knowledge and abilities.

Brimfield, Masci and Defiroce (2002) believe that all students deserve an academically challenging curriculum. So our goal is to find a way to engage all pupils of mixed ability classroom in the lesson irrespective of their abilities.

The author points out that by creating mixed ability groups, we send the compelling message that everybody is expected to work at the highest level possible as high and low ability students deal with the same challenges.

According to Museveni (2002) putting programs such as Universal Education and feeding of children to improve the quantitative and qualitative nature of education system will attract the fishing addicted to enjoy schooling

# CHAPTER THREE

# METHODOLOGY

## 3.0 Introduction

This search methodology presents the research design, population of the study, sample size and sampling strategies data collection methods data quality control, research instruments, validity and reliability of instruments data gathering procedures, data analysis, Ethical considerations and limitations of the study.

## 3.1 Research Design

The study used exploratory qualitative research design. This was because it is a small study area in nature and involves a small group of respondents. This approach tends to explore social relation of the activities or events and examine the nature of the problem in its natural setting. It would also enable the researcher to obtain data by observing people, listening to them and looking at the documents they produce.

## 3.2 Population of the Study

The study population is ninety (90) respondents in eight (8) schools categorized under; eight (8) Head teachers, sixteen (16) teachers, thirty two (32) pupils, sixteen (16) parents, eight (8) community leaders, eight (8) SMCs and two (2) CCTs.

## 3.3 Population Sample Size / Sampling

Realizing the population is too big to be handled by the researcher, the sample size was thought of as convenient.

To arrive on a sample size, Sloven statistical formulae was used as below\

$$n= \frac{N}{1+Na^2}$$

Where

| | |
|---|---|
| n | = the sample size |
| N | = population of study |
| a | = o.o5 level of significance |

**Table. 3.1. Shows population and sample size of study**

| POPULATION | | | | | | | | COLLECTION OF SAMPLES SIZE | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SCH | HTRS | TRS | PPLS | PARENTS | COM LEADERS | CCT | SMC | HTRS | TRS | PPLS | PARENTS | COM LEADERS | CCT | SMC | TOT |
| A. | 1 | 2 | 4 | 2 | 1 | | 1 | 1 | 2 | 4 | 2 | 1 | | 1 | 11 |
| B. | 1 | 2 | 4 | 2 | 1 | | 1 | 1 | 2 | 4 | 2 | 1 | | 1 | 11 |
| C. | 1 | 2 | 4 | 2 | 1 | | 1 | 1 | 2 | 4 | 2 | 1 | | 1 | 11 |
| D. | 1 | 2 | 4 | 2 | 1 | | 1 | 1 | 2 | 4 | 2 | 1 | | 1 | 11 |
| E. | 1 | 2 | 4 | 2 | 1 | | 1 | 1 | 2 | 4 | 2 | 1 | | 1 | 11 |
| F. | 1 | 2 | 4 | 2 | 1 | | 1 | 1 | 2 | 4 | 2 | 1 | | 1 | 11 |
| G. | 1 | 2 | 4 | 2 | 1 | | 1 | 1 | 2 | 4 | 2 | 1 | | 1 | 11 |
| H. | 1 | 2 | 4 | 2 | 1 | | 1 | 1 | 2 | 4 | 2 | 1 | | 1 | 11 |
| | | | | | | 2 | | | | | | | 2 | | |
| | 08 | 16 | 32 | 16 | 08 | 02 | 08 | 08 | 16 | 32 | 16 | 08 | 02 | 08 | 90 |

### 3.4 Sampling produce

For this study, simple random sampling was used for selecting the sample size. The method is approximate because members were selected without bias.

Head teachers were selected because they are responsible for the schools they head as managers.

Teachers were selected because they are at the central point of study.

Pupils were chosen because they are in one way or the other affected.

Parents were considered because of the role they play as stakeholders in education.

The community leaders were chosen because they are the monitors, supervisors and the eye of the government at school level.

SMC members were considered because they are the school managers.

The CCTs were chosen because they are the supervisors of schools.

### 3.5 Research Instruments

Research instruments are the instruments or tools used for collecting information for example a questionnaire, interview guide.

#### 3.5.1 Questionnaire

This is an instrument administered by the researcher to the respondents who are able to read and write.

The questionnaire should have alternative answer such as strong agreed, agreed, disagree, strongly disagreed, and not sure.

#### 3.5.2 Interview guide.

Interview guide is an instrument with sample questions which help the researcher to get information from the respondents.

It can be open or closed ended in a way that it gives the respondents to give general information or specific information respectively.

### 3.6 Data gathering procedures

Report to the area of research for example the sub-county.

Get research assistant to help in the carrying out of the research.

Start collecting data.

**During,** introduce yourself to the respondents, explain to the respondents why you are carrying out research, tell the respondents that the questionnaire will be collected after five days, and encourage them to answer all questions.

**After,** collect the questionnaire, check the questionnaire to ascertain the questions answered, categorize the questions according to the number of respondents who have answered, and.

Subject the data into statistical treatments.

### 3.7 Quality data control

Quality data control is the quality checked by carrying out the validity and reliability test control.

### 3.7.1 Validity and Reliability

### 3.7.2 Validity

This is the instrument that is used for data collection; it measures what is expected to measure.

It helps the researcher to conduct pretest on the population that was not targeted but in the case study area.

Questionnaire and interview guide are valid and reliable for collecting data from Headteachers, teachers, community leaders, CCTs and SMCs members because they are literate enough to give appropriate response at their own will and time.

Interview guide was used for pupils and to interpret and understand the interview guide and tick appropriate answer.

### 3.7.3 Reliability of Instruments

This is the instrument that was used for data collection.

The instrument was tested to determine whether it would measure the results or findings as those that would be got during time of data collection.

### 3.8 Data analysis.

This is the presentation of the data collected.

The data collected is analyzed and presented quantitatively in descriptive form using tables and percentages from objective to another to summarize the data.

### 3.9 Ethical Considerations

Respondents should not write their names on the questionnaire

Respondents should consent or accept that the information they give is true

Generalization of the findings rather than being specific

### 3.10 Limitations of the study.

Respondents were biased by not giving their right age.

There was no honesty because of fear

The respondents lacked time to meet the researcher

There was unwillingness of the respondents to attend to the researcher

Uncontrolled setting of the research area

**Way of managing the limitations.**

Give assurance that is not effective when the exact age is given is only for research and it is kept confidential.

Encourage them to be honest to help the researcher to get right information for the study

Encourage the respondents to meet and keep time

Set the respondents willing to meet the researcher and give the information by counseling and sensitization

Set the research meeting area which should be known by each respondent.

## CHAPTER FOUR

## DATA ANALYSIS PRESENTATION AND INTRODUCTION

### 4.0 Introduction

The chapter analyzed the information got from the field and set out to present the findings of the study. This was guided by the topic "An investigation of pupils Education and fishing Activities in Malera sub-county Bukedea district.

### Respondents profile

This section described the profiles of respondents in terms of gender, age, marital status, education and qualification. Tables below provide the summary details of the tabulated respondents' characteristics.

**TABLE 4.2 SHOWING THE GENDER OF RESPONDENTS**

| Category of respondents | Frequency | Percentage |
|---|---|---|
| Male | 50 | 56 |
| Female | 40 | 44 |
| **Total** | **90** | **100** |

**Source:** Primary Information 2017

The outcome in table 4.2 shows that the males were the majority of respondents, represented by 56%, whereas the females were found to be represented by 44%. This implies that the males were easily available during the data collection than females.

**TABLE 4.3 SHOWING THE AGES OF RESPONDENTS**

| Category of respondents | Frequency | Percentage |
|---|---|---|
| 20 – 25 | 5 | 6 |
| 26 – 30 | 17 | 19 |
| 31 – 35 | 70 | 22 |
| 36 – 40 | 29 | 32 |
| 41 and above years | 19 | 21 |
| **Total** | **90** | **100** |

Regarding the respondents ages in the table 4.3 above 32% of these were the age grouping of 36 – 40 years, 22% were the age bracket of 31 – 35 years 21% in the age bracket of 41 and above years, 19% were in the age bracket of 26 – 30 years, 6% of the respondents were in the age bracket of 20 -25 years. This implied that the majority of the respondents who were involved in the fishing activities were in the age of 36 – 40 years. Whatever contribution they made was the programme that was.

**TABLE 4.4 SHOWING THE MARITAL STATUS OF RESPONDENTS.**

| **Category of respondents** | **Frequency** | **Percentage** |
|---|---|---|
| Single | 8 | 9 |
| Married | 70 | 78 |
| Widow | 7 | 8 |
| Divorced | 5 | 5 |
| **Total** | **90** | **100** |

**Source:** Primary Information 2017

As far as respondent's marital status is concerned, 9% of the respondents were found to be single, 78% were confirmed to be married, 8% were found to be widowed and 5% divorced. This implied that the married being pushed by the household problems found participating in fishing as the only solution, hence hope for improved life.

**TABLE 4.5. SHOWING EDUCATION LEVELS OF RESPONDENTS**

| **Category of respondents** | **Frequency** | **Percentage** |
|---|---|---|
| Primary | 47 | 52 |
| Secondary | 25 | 28 |
| University | 3 | 3 |
| No of the above | 15 | 17 |
| **Total** | **90** | **100** |

**Source:** primary information 2017

In regards to the level of education, the respondents who those who got secondary education were 28%, followed by University level that constituted to 30% and lastly 15% did not attain

formal education. The implication here was that involving these respondents in development work, guided by formal education led to expected outcome at the end of the period. This is in agreement with the opinion of Farrant (1964) who considers Education to be very important if development is to occur in the in the community.

**TABLE 4.6 SHOWING QUALIFICATIONS OF RESPONDENTS**

| **Category of respondents** | **Frequency** | **Percentage** |
|---|---|---|
| Masters degree | 1 | 1 |
| Degree | 5 | 5 |
| Diploma | 14 | 16 |
| Certificate | 24 | 27 |
| None of the above | 46 | 51 |
| **Total** | **90** | **100** |

**Source**: Primary Information 2017

In line with the qualification level by the respondents, 27% had certificate and they were the majority, followed by diploma holders, constituting to 16%, degree holders constituted to 5%, masters degree only 1% and lastly 51% had no qualification. This therefore implied that in any case of need to employ well qualified population, almost 50% would not be employed due to lack of qualification. This totally in disagreement with Farrant 1964 who considered Education as a key for better activity implementation.

**TABLE 4.7 SHOWING EMPLOYMENT LEVELS OF THE RESPONDENTS**

| **Category of respondents** | **Frequency** | **Percentage** |
|---|---|---|
| Farmer | 51 | 57 |
| Business | 9 | 10 |
| Civil service | 27 | 30 |
| NGO worker | 3 | 3 |
| **Total** | **90** | **100** |

**Source**: Primary Information 2017

Considering the kind of employment by the respondents in the research area, the majority were farmers, constituting to 57%, followed by civil servants constituting to 30%, 10% were involved in business and only 3% of the respondents were found to be working with NGOs. The

implication of this finding was that the source of the house hold income was seen to be agriculture that employs the biggest population in the research area.

**TABLE 4.8.1 PUPILS' INVOLVEMENT IN FISHING ACTIVITIES.**

| Category of respondents | Frequency | Percentage |
|---|---|---|
| Source of food | 50 | 56 |
| Source of income | 28 | 31 |
| Source of employment | 12 | 13 |
| **Total** | **90** | **100** |

**Source:** primary information 2017

The results in table 4.8.1 above how that 56% of the respondents believe that pupils get involved in fishing activities because it is important to them as a source of food, while 31% of the respondents agree that fishing is of the source of income, on the other hand 13% are for self employment. This therefore implied that the children get involved in fishing activities because it is a source of food.

**TABLE 4.8.2 THE IMPACT OF FISHING ACTIVITY ON PUPILS EDUCATIONS**

| Category of respondents | Frequency | Percentage |
|---|---|---|
| Absenteeism | 45 | 50 |
| Poor performance | 35 | 39 |
| Dropout | 10 | 11 |
| **Total** | **90** | **100** |

**Source:** Primary information 2017

The results in table 4.8.2 above indicate that 50% of the respondents cite out absenteeism is the major impact of fishing to education of children, 39% of them pointed out poor performance due to fishing activity and 11% talked of school dropout as an impact caused by fishing to the education of children. The implication of these findings was that the major impact of fishing to the education of children is absenteeism that causes poor attendance in schools.

**TABLE 4.8.3 SHOWING STRATEGIES THAT CAN BE USED TO OVERCOME THE CHALLENGES CAUSED BY FISHING.**

| **Category of respondents** | **Frequency** | **Percentage** |
|---|---|---|
| Enforcement of strict laws | 48 | 53 |
| Provision of midday meals | 10 | 11 |
| Sensitization of the community | 32 | 36 |
| **Total** | **90** | **100** |

**Source:** primary information 2017

The findings in table 4.8.3 indicate that 53% of the respondents say enforcement of strict laws should be put in a high gear, this was followed by 36% say sensitization of the community member can be used as a strategy to overcome the challenges caused by fishing, 11% say provision of midday meals in this regard, enforcement of strict law against absenteeism was agreed by a big number of respondents as the strong to overcome challenges caused by fishing to the education of children in primary schools.

# CHAPTER FIVE

# FINDINGS, CONCLUSION AND RECOMMENDATIONS

## 5.0 INTRODUCTION

This chapter summarized the study findings presented the conclusion of the study and provided recommendations from the findings.

## 5.1. Findings

The objectives of the study assessed An investigation of Pupils' Education and Fishing Activities in Malera sub-county, Bukedea district – Uganda. It was guided by 3 specific objectives stated as below; (i) why pupils get involved in fishing activities. (ii) The impact of fishing activities on pupils' education. (iii) Strategies that can be used to overcome the challenges caused by fishing.

**Reasons why pupils get involved in fishing**

Considering the reasons of pupils involvement in fishing activities, it was found out that the majority of respondents say that fishing is a source of food constituting to 56%, 31% of the respondents say fishing is a for a source of income while 10% . The respondents constituting to 13% say fishing is for a source employment.

**Impacts of fishing activities on pupils' education.**

The findings on the impact of fishing activities on pupils' education indicate that the majority of respondents constituting to 50% cut out that absenteeism is the major effect of fishing to education of children.39% of the respondents pointed out that poor performance in the effect of caused by fishing while the respondents constituting to 11% say that it's the dropout rate of children hence poor attendance in schools.

**Strategies that can be used to overcome the challenges caused by fishing.**

Regarding the findings on the strategies to overcome the challenges caused by fishing, show that the respondents constituting to 53% say enforcement of strict laws is responsible, the respondents constituting to 36% say sensitization of the community on the other hand, 11% of the respondents suggest the provision of midday meals.

## 5.2. Conclusion

Here, the conclusion to the study findings guided by study objectives and the tested null hypothesis were presented as below;

**The reasons why children get involved in fishing activities.**

Objective (i), it was found out that majority of the respondents constituting of 56% say fishing is a source of food. These respondents were all found to be active in fishing by with average of 50, equivalent to strongly agree.

**The impacts of fishing activities on pupils' education**

Objective (2) was set up to discover the extent to which fishing impacts on pupils' education in the research area. It was found out that absenteeism was rated at the overall average of 50 indicating as high as the interpretation. This implied that the level of fishing activity in the research area was conducted to be average.

**Strategies that can be used to overcome the challenges caused by fishing.**

Objective (3) was setup to whether these are strategies that can be used to overcome the challenges caused by fishing. it concluded that the overall response of respondents stood at average of 48, the interpretation being high is strongly agree depicting the challenges caused by fishing on children's education.

## 5.3. Recommendations

Based on the findings and conclusions of this study, the findings indicate that there has been greater improvement in school infrastructure, including sanitation. However the learning environment in schools was still bad coupled with increasing enrollment due to the policy of Universal Primary Education .the pupil teacher ratio, sanitation and hygiene facilities still leave a lot to be thought of. There is need for the government and other stakeholders to have situation averted.

The government and NGO like Building Africa have done their best to build schools, but the pupils' attendance is still very poor. This means that the quality of education being provided

leaves a gap to be filled. The government, Build Africa and the Ministry of Education Sports and Technology values stakeholders, like the local government should identify the cause and solutions.

The findings revealed that the children participated in fishing to protect the house hold from malnutrition. This kind of situation hence calls for children's contribution in as far as availing the households with a diet for improved health.

Much as there was support by the government through UPE grants to relieve the parents the burden of fees, the income levels of the communities have fallen below the poverty line. Under such situation, achieving life in its fulfillers may not be possible. The recommendation level is that the government should plan to extend income generating activities to promote income growth (IGA).

The government should make clear to the stakeholders on the benefits of education like UPE grants to schools, managing human resource (teachers) hence poor rating of performance in PLE results in schools. The sub-county local government NGOs and the religious intuitions in the area should sensitize members of the community to appreciate the value of education of their children.

The district service commission should recruit more teachers to ratio with the big environment in the existing schools.

Pupils themselves should show their commitment to education for example daily attendance and attention in classes for better performance.

Parents and SMC and stake holders should initiate and strengthen school feeding programmes to boost children's attendance and performance.

The government should construct additional classrooms and more schools in areas which need them since they are inadequate in the district.

Government should provide primary schools with adequate furniture like desks atleast for each class and with a range of the ratio suggested in national standard.

Government should improve on the teachers housing conditions by constructing staff houses under NUSAF.

The government and other NGOs should provide basic health facilities to schools and areas around the fishing grounds since these places tend to have poor hygiene conditions and diseases

5.4 Areas for future research

This study suggests that further research should be done on an investigation of pupils education and fishing activities among the communities in Malera sub-county Bukedea district – Uganda. Kidongole sub-county in Bukedea District - Uganda

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## APPENDICES

### APPENDIX I: THE QUESTIONNAIRE

### QUESTIONNAIRE FOR HEADTEACHERS TEACHERS, PUPILS, SMC, PTA, CCTS, PARENTS AND COMMUNITY LEADERS.

Dear respondent

I am Apedho Dan Osiras as student in Kampala International University carrying out a study on an investigation of pupils' education and fishing activities in selected eight (8) primary schools in Kidongole subcounty – Bukedea district.

You have been identified to take part in this study because of the role you play in education.

The information you give will be kept confidential and used for education purpose only

**Respondent profile**

**School**

| | | |
|---|---|---|
| Gender | Male | |
| | Female | |
| | | |
| Age | 20 – 25 | |
| | 26 – 30 | |
| | 31 – 35 | |
| | 36 – 40 | |
| | 41 and above | |
| | | |
| Marital status | Single | |
| | Married | |
| | Divorced | |
| | Widowed | |
| | | |
| Education level | Primary | |
| | Secondary | |

| | | |
|---|---|---|
| | University | |
| | None | |
| | | |
| Qualification | Master degree | |
| | Degree | |
| | Diploma | |
| | Certificate | |
| | None | |
| | | |
| Employment | Farmer | |
| | Business | |
| | Civil service | |
| | NGO worker | |

**Use the key below to fill in section I, II and III by ticking appropriate box**

Key

SA - Strongly agreed

A - Agreed

D - Disagreed

SD - Strongly disagreed

NS - Not sure

**SECTION I**

**WHY DO PUPILS GET INVOLVED IN FISHING ACTIVITIES**

| ISSUE | SA | A | D | SD | NS | FREQUENCY | PERCENTAGE |
|---|---|---|---|---|---|---|---|
| To get food | | | | | | | |
| To get money | | | | | | | |
| To get employment | | | | | | | |
| **Total** | | | | | | | |

**SECTION II**

**WHAT ARE THE IMPACTS OF FISHING ACTIVITIES ON EDUCATION OF PUPILS?**

| ISSUE | SA | A | D | SD | NS | FREQUENCY | PERCENTAGE |
|---|---|---|---|---|---|---|---|
| Absenteeism | | | | | | | |
| Poor performance | | | | | | | |
| Dropout | | | | | | | |
| **Total** | | | | | | | |

**SECTION III**

**WHAT STRATEGIES CAN BE USED TO OVERCOME THE CHALLENGES CAUSED BY FISHING?**

| ISSUE | SA | A | D | SD | NS | FREQ | PERCENTAGE |
|---|---|---|---|---|---|---|---|
| Enforcement of strict laws | | | | | | | |
| Provide midday meals | | | | | | | |
| Sensitization of the community | | | | | | | |
| **Total** | | | | | | | |

## APPENDIX II: INTERVIEW GUIDE

1. Why do children get involved in fishing activities in primary schools in Kidongole sub-county?

2. What are the impacts of fishing activities on education of children?

3. What strategies can be used to cover come the challenges caused by fishing?

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**College of Education Open and Distance Learning**

Date: 7th February, 2017

TOPIC: AN INVESTIGATION OF PUPILS EDUCATION AND FISHING ACTIVITIES IN MALERA SUBCOUNT BUKEDEA DISTRICT

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TO WHOM IT MAY CONCERN:

APEDHO DAN OSIRAS REG.NO 1162-07174-03619

Dear Sir/Madam,

**Re: Research/Project:**

The above named is our student in the College of Education, Open and Distance Learning (CEODL) pursing a Bachelor of EDUCATION

He/She wishes to carry out Research in your school/organization.
Research is a requirement for the award of a Bachelor of EDUCATION

Any assistance accorded him/her will be highly appreciated.

Thank you.

Womuzumbu Moses
**Branch Director – Mob: 0782572505**

- Highly recommended to carry on with research data Collection on the identified school

DISTRICT EDUCATION OFFICE

18/08/2017