

**SCHOOL FACILITIES ON ACADEMIC PERFORMANCE IN
PRIMARY SCHOOLS: A CASE STUDY OF NYAKABANDE
SUB COUNTY-KISORO DISTRICT**

BY

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DECLARATION

I **KENKUTO SYLVIA** hereby declare that this dissertation is my Original work and has not been presented for the award of Diploma or degree in any other institution or University of learning.

Signed

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KENKUTO SYLVIA

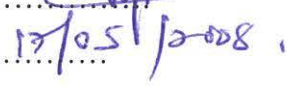
Date: 17/05/2008

APPROVAL

This research has been submitted to the faculty of Education as part of examination with my approval as the supervisor.

NAME: MR.SEMUGENYI FRED

SIGNATURE.....

DATE.....

DEDICATION

I dedicate this dissertation to my mother Mrs. **MUKAMUTARA BEATRICE** and all my Brothers and sisters.

ACKNOWLEDGEMENT

I hereby acknowledge **MR SEMUGENYI FRED**, my supervisor for his continuous advice and consultation he rendered to me throughout this research
May almighty God bless him

I also acknowledge my uncle **Mr. RWIGYEMERA HENRY** and my mum **MRS. MUKAMUTARA BEATRICE** for their financial and material assistance they rendered to me without whom my research would have been a dream. May God bless them.

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ABSTRACT

The research report establishing the impact of school facilities on academic performance in primary schools in Nyakabande sub-county Kisoro district. The objectives of the study were; To establish how facilities affect the performance of pupils in primary schools, To find out the causes of poor facilities in primary schools, To find out how school facilities can be improved. The researcher used these tools in her study:-Questionnaires, Interviews, Observations. The findings of the study were; Many schools which were sampled do not have enough and good facilities and this leads to failure in primary leaving examinations.

CHAPTER ONE

1.0 INTRODUCTION

This chapter included the background to the study, scope of the study, statement of the problem, purpose and the objective of the study, significance of the study, hypothesis and definition of terms.

1.1 BACKGROUND OF THE STUDY

One of the factors affecting the present Primary Schools is limited facilities. Better performance and academic excellent are related to better facilities.

However, limited facilities have made a great decline in all the aspects of passing and this has led to poor performance.

The M.O.E equips both rural and urban Schools with facilities in terms of materials and grants. However, these facilities are not distributed equally among schools. The quality of materials distributed to each school depends on its grade, and enrollment. This affects schools with low grades and enrollment because the higher the grade and the enrollment of a given school, the more the facilities it will be granted. This affects pupil's performance in that pupils in well facilitated schools will perform better than those in poorly facilitated schools.

Nevertheless, even schools with facilities should be supervised and monitored. This in accordance with the results of the intervention of Phillip stoke commission's report of 1925.

It is not only school facilities that affect pupil's performance but also the facilities given to pupils by the parents/guardians. The two equally affect pupil's performance because the absence of one will still have a paramount effect on the performance on the school pupils.

1.2 STATEMENT OF THE PROBLEM

Facilities like text books, enough classrooms, uniforms, pens, to mention but a few tend to differ among schools and many factors are responsible for this, yet they have a great effect on pupil's performance.

The researcher was therefore interested in establishing the effect of facilities on academic performance of pupil's causes of poor facilities, their remedies and thereafter makes recommendations.

1.3 SCOPE OF THE STUDY:

The study was conducted among schools in Gasiza Parish, Nyakabande sub-county Kisoro District.

It focused mainly on pupil's performance in Primary Leaving Examination in relation to the school facilities.

1.4 PURPOSE OF THE STUDY / GENERAL OBJECTIVE

The purpose of this study was to establish whether schools facilities have an impact on pupil's performance and how these facilities can be improved.

1.5 SPECIFIC OBJECTIVES

- To establish how facilities affect the performance of pupils in Primary school
- To find out the causes of poor facilities in Primary Schools
- To find out how school facilities can be improved.

1.6 HYPOTHESIS

Null hypothesis

There is a significant relationship between facilities and academic performance.

1.7 SIGNIFICANCE OF THE STUDY

The study is significant and justifiable because:

- a) it will help the school stakeholders to ascertain the relation between facilities and academic performance of pupils.
- b) It will provide information about the causes of poor facilities in schools.
- c) It will suggest the possible ways of how facilities in schools can be improved.

1.8 DEFINITION OF TERMS AND ABBREVIATIONS:

- Performance: This refers to the results the pupils score in their exams and P.L.E
- P.L.E: Primary Leaving Examination: this refers to the final examination that every pupil does in Uganda to complete Primary Level to join secondary schools of study. It is done at the seventh year.

- **Facilities:** These refer to materials that are needed for better performance of learners. These include classrooms, furniture, library, laboratory, play grounds, school gardens, uniforms, books, school vans to mention but a few.
- **Head Teacher:** This is a person who heads an institution or a school. He runs and supervises all activities carried out the school by the help of parents and teachers.
- **Teacher:** Some one who imparts and delivers knowledge to the learners. He acts as a guider and a parent to learners.
- **Learner:** Some one who goes to school to acquire knowledge, values and skills from the teachers.
- **Administration:** This refers to a ruling body of the school.
- **Education:** The process of teaching designed to give knowledge and develop skills.

CHAPTER TWO

LITERATURE REVIEW

1.0 INTRODUCTION

This chapter includes related literature on School facilities in Uganda. The chapter also consists of tentative research questions that will guide the researcher while conducting the study and limitations of the study.

2.1 EDUCATION WHITE PAPER ON SCHOOL FACILITIES

According to Uganda Government white paper on education 1992, Government has been fully aware of genuine problems faced by administrators in running institutions of Education due to economic difficulties faced by the Nation and has been making all possible efforts to a meliorate the situations and support educational institutions financially and materially.

It is also a government's intention to increase such support to educational institutions particularly for pedagogical needs, as the economy improves.

Government has been consciously away of the need to rehabilitate the existing schools and Institutions that are at present poorly equipped and lacking equipped buildings and other pedagogical facilities. It agrees with the Education commission that at present it would be wrong to place emphasis on the construction of new classrooms when the existing ones are poor shape. There is therefore a need to mobilize resources for rehabilitation which will enhance effective learning of the pupils. Government has started tackling the problem of rehabilitation of schools in a well planned and systematical manner.

Government white paper on Education Policy review commission Report, (1992) page (25)

According to Government white paper on Education commission review 1992, Government concerns with the commission's view that it is viable to run day primary schools than boarding schools. in a view of limited resources. Increasingly, funds are being directed to non – educational costs, these funds could be more purposely and profitable used for pedagogical needs.

More so, government white paper, (1992) page 55 stresses that there should be a better planned and more equitable distribution of education facilities in terms of school buildings, text books, trained teachers in line with the national goal.

Government white paper, (1992) also stresses that the exercise of rationalization of the allocation of schools per District which is already being undertaken by Ministry of education and sports will be vigorously intensified. In the case of disadvantaged social groups, whenever two schools are established, one of them will be for girls and the other one for boys so as to encourage women's education.

groups, whenever two schools are established, one of them will be for girls and the other one for boys so as to encourage women's education.

Planned expansion of education facilities with a view to attaining and maintaining better performances, the District and urban authorities should be for providing schools and maintaining of physical facilities and equipment in Primary Schools and for supply of clean drinking water.

The Government also emphasizes on providing School facilities and organizational capacity for the provision of a mid – day meal for children. (Government white paper 1992 page: 58)

CHAPTER THREE:

3.0 INTRODUCTION

This chapter was basically concerned with the methods which the researcher employed in order to collect, present, analyze and interpret the data from the field. It included research design, area of the study population, sample selection and size, instruments of data collection and methods of data analysis, and limitations of the study.

3.1 RESEARCH DESIGN:

This study was both qualitative and quantitative in nature. Questionnaires and interview guides were administered to collect relevant information from respondents.

3.2 AREA AND POPULATION OF THE STUDY

The study was conducted among four primary schools in Nyakabande S/county. The schools were Kagera primary school, Gikoro P/school, Mutolere Primary school and Chuho P/school. The representative sample was picked from the above population and the results from this sample was inferred on the study population of the Primary Schools in Nyakabande Sub County – Kisoro District

3.3 SAMPLE SELECTION AND SIZE

A total of 60 respondents were interviewed from the four schools chosen basing on their foundation bodies, School status/grade and their bodies

Foe each of these schools, a Head teacher, 6 teachers and 8 pupils were selected at random and interviewed.

3.4 DATA SOURCE

Data was collected from the following sources:

3.4.1 PRIMARY DATA

This is original data which has not been published. The researcher would collect this data from the respondents through the interview guides and questionnaires. Also physical observation was used to collect primary data.

3.4.2 SECONDARY DATA

This is the data that is in literature form that has been recorded by other people. The researcher would get this secondary information from the records of Primary schools in question.

3.5 METHODS OF DATA COLLECTION

The researcher used the following methods and instruments for data collection.

3.5.1 QUESTIONNAIRE:

The researcher prepared questionnaires comprising of short – answer questions. The questionnaire were then administered by the researcher to get accurate responses from the respondents

3.5.2 INTERVIEWS:

The researcher also conducted interviews through face-to-face interactions with respondents. More view and opinions were solicited to supplement the data collected from the questionnaires. The researcher could create rapport to the respondent that motivated them to freely express themselves so that enough data could be collected.

3.6 RESEARCH PROCEDURE:

The researcher first prepared and submitted a research proposal to be approved by the responsible authority. Then the researcher got an introductory letter that introduce her to conduct a research in the four selected schools. The researcher then administered the questionnaires and interview guides for all the sampled categories. The respondents were then assured of confidentiality. Data collection was conducted freely to get adequate data that would lead to complete correlated interpretations. The collected data was then taken for analysis

3.7 DATA PROCESSING AND ANNALYSIS:

In data processing, questionnaires and interview results were grouped and the data logically presented in order to be grouped according to the frequency methods and techniques. This led to descriptive analysis and interpretation of the data and hypothetical questions while numerical data, which the researcher obtained, was analysed using percentages, tables and graphs. This helped the researcher to clearly reach the representative interpretations that made her arrive at logical conclusions. The data collected was processed and analysed by use of frequency tables, percentages and graphics.

3.8 LIMITATION OF THE STUDY:

The following problems were faced by the researchers during the study

- Financial problems.
- Limited time.
- Some questionnaires are not being returned.
- Transport problems.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

4.0 INTRODUCTION: This chapter includes sex, age, background of respondents. It also includes the results of the study, data analysis and interpretation.

4.1 SEX AND AGE BACKGROUND OF RESPONDENTS:

To avoid bias, the researcher interviewed both female and male respondents with different ages.

4.1.1 TABLE 1 SHOWING THE SEX OF THE RESPONDENTS AND THEIR FREQUENCY:

Sex	Frequency
Male	36
Female	24

Table 1 above shows the male respondents were slightly more than female respondents in the ratio 3:2

4.1.2 AGES OF RESPONDENTS:

As shown in fig 1 below, most respondents ages were between 11-21 and 33-43 age limits.

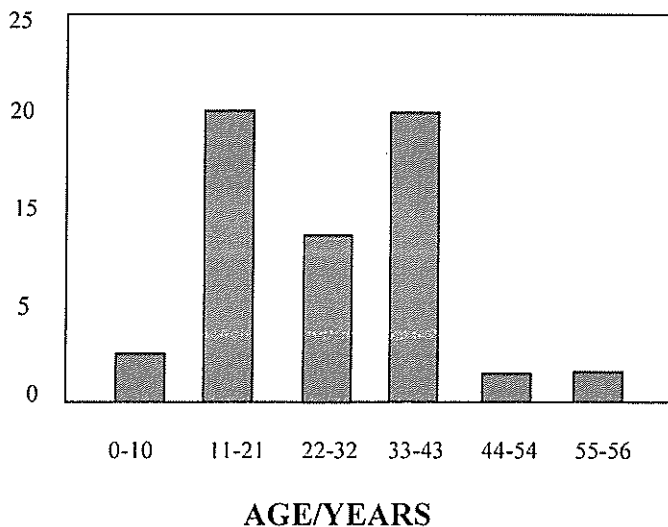


Fig 1 showing the age frequency of respondents

4.2 RESULTS.

4.2.1 Effects of school facilities on academic performance.

On how school facilities affect pupils performance, the researcher targeted head teachers and teachers. The researcher made face to face interviews with the respondents and also administered questionnaires guides. The researcher also referred to pupils results from school records for the last two years in order to compare pupils performance at PLE with school facilities. It was found out that the availability of facilities in a given school to big extent improves pupils performance. For schools which were not well equipped with facilities, it was found out that the performance of pupils was relatively not good. Table 2 showing pupils' level of performance from four sampled schools in relation to the availability of resources.

School	Facilitaties	Pupils' performance
Mutolere Primary School	Enough and Good	Good
Kagera Primary School	Enough and Good	Good
Chuhu Primary School	Not Enough and Fair	Fair
Gikoro Primary School	Not Enough and Fair	Fair

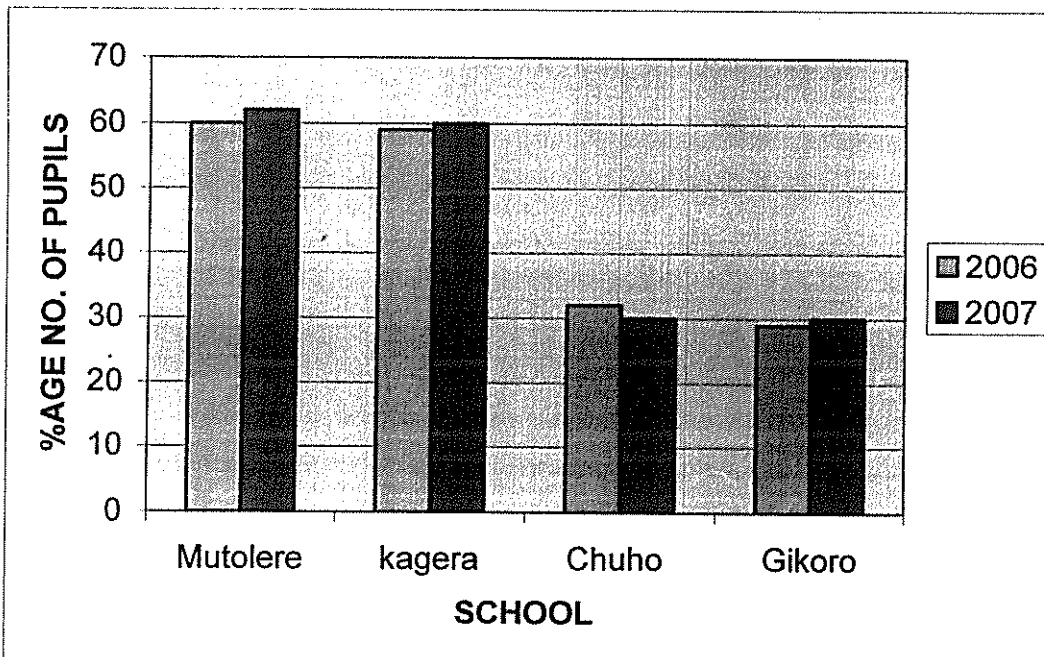


Fig 2: Showing the %age number of students who passed with grade II and I for years 2006 and 2007 for the four sampled schools.

From table 2 and fig 2 above, it is clearly shown that schools with good facilities perform better than schools with poor facilities.

Considering Mutolere and Kagera primary schools, pupils perform well due to the fact that the schools have better facilities like enough classrooms, well stocked library and many other learning /teaching aids.

4.2.2 Cause of poor facilities in primary school

During the research study it was found that several factors account for poor facilities in schools among which include poor Government quality, incompetent school administrators, low school enrollment, school location/site and the remoteness of the school.

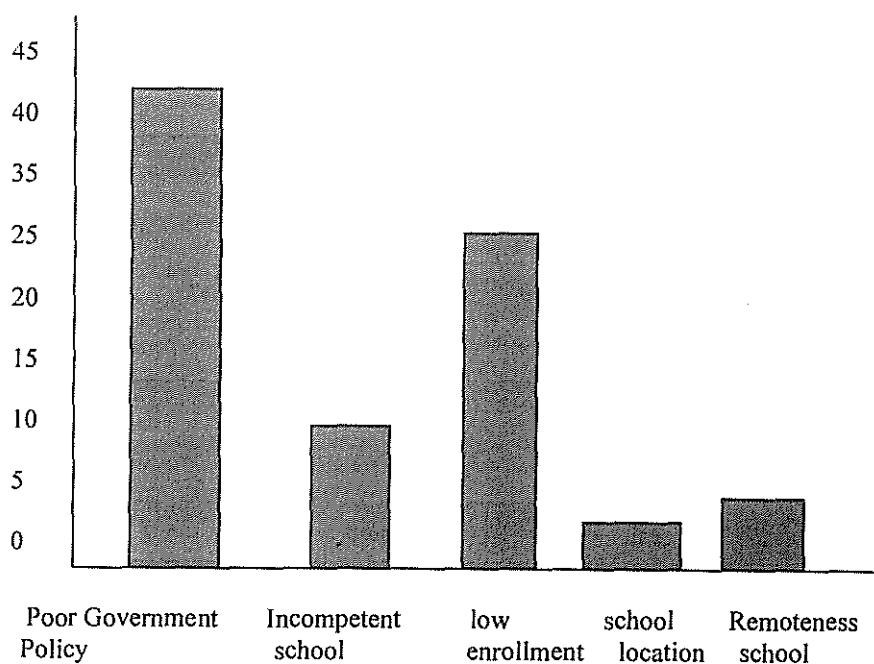


Fig3: showing the frequency of the causes of poor facilities in primary schools

The figure above shows that the most frequent cause of poor facilities in primary schools are poor government policy and low school enrollment followed by incompetent school administrators and to a less extent by school location and remoteness of the school.

4.2.3 IMPROVEMENT OF SCHOOL FACILITIES

The researcher found out that in order to improve school facilities, there is need to tackle the causes of poor facilities in schools as shown in table 3 below.

Table 3 showing the possible remedies to causes of poor school facilities as a means to improve them.

Causes	Solutions
Poor Government policy	Provision of threshold grants and facilities to schools irrespective of their grades and enrollment
Incompetent school administrators	Sensitizing the Head teachers on how to use the grants and materials given to their schools by the Ministry of Education
Low school enrollment	Encouraging the public to send their children to school and also the government / ministry of Education to pay attention to schools with low enrollment.
School location	Avoiding constructing schools in steepy slopes and on top of highlands to avoid the effect of catastrophes
Remoteness of the school	Construction of good roads leading to schools so that they are easily accessible

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMEDATION

5.0 INTRODUCTION: This chapter includes discussion of the results of research study, recommendation and conclusion.

5.1 DISCUSSION OF RESULTS.

Table 1 shows the male respondents were slightly more than the female respondents. This is due to the fact that the male female ratio was high in the sampled schools. This more number of males in schools gave the males a bigger chance of being sampled.

DISCUSSION ON THE EFFECT OF FACILITIES ON PERFORMANCE.

Fig 1 show the most respondents were of the age between 11-21 years (20 pupils). This is because the age of the pupils in primary seven are in the range of 11-15 years and it was the targeted class. Very few pupils (4) among the respondents were in the range of 0-10 years, 20 other respondents had the ages in the range of 33-43 years and these were the teachers. 12 other respondents had arrange of 22-32 while other 4 respondents including 2 Head teachers had 44 years and above.

This clearly indicates that the research was not age biased since it almost dealt with respondents of different age limits.

DISCUSSION ON THE COURSES OF POOR FACILITATION AND PERFORMANCE

Table 2 and Fig 2 indicate that pupils in schools with facilities perform better than schools with poor or no facilities. Considering Mutolere Primary School and Kagera Primary School, there are enough classrooms, library with enough books, chalk and other learning materials are in abundance. All these contributed to the smooth teaching /learning process and consequently led to good performance of pupils. Referring to Fig 2, Mutolere and Kagera P/Schools performed better than Choho and Gikoro P/schools in PLE in the years 2006 and 2007. This correlated to the availability of facilities in those schools because the former two schools have enough good facilities than the latter. This clearly shows that facilities have a significant effect on pupil's performance and this conqurs with my alternative hypothesis, which stated that there is significant relationship between facilities and pupil's performance.

Thus the null hyposesis which stated that there is no significant relationship between facilities and pupils academic performance was rejected and the alternative hypothesis accepted.

DISCUSSION ALL SOLUTIONS

Figure 3 shows that the most common cause of poor facilities in schools is poor government policy with a frequency of 40 out of 60 respondents. One head teacher said that the government allocates little funds to the Ministry of education which in turn does not distribute the funds to the schools equally." That some schools take a lion's share from the ministry in terms of finance and materials. A case in point is when the ministry

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APPENDIX I
ESTIMATED RESEARCH BUDGET

ITEM	QUANTITY	AMOUNT
Reams of papers	2	20,000/=
Printing and typing	3 copies	60,000/=
Transport		30,000/=
Meals	1 month	50,000/=
Other stationery		10,000/=
Miscellaneous		20,000/=
Grand total		190,000/=

APPENDIX II

QUESTIONNAIRE FOR RESPONDENTS

Target groups: Head teachers, Teachers and P.7 pupils

INTRODUCTION AND CONSENT

Hello, My name is **KENKUTO SYLVIA**, a student of Kampala International University. I am conducting a research about facilities on academic performance in Primary Schools.

I would like you to be honest and answer the questions that I am going ask you. I promise that the information you are going to give me will be confidential and will not be used for any other purpose apart from this study.

1.0 Respondent's background

1.1 Name of respondent.....

1.2 Sex (tick appropriately)

(a) Male

(b) Female

1.3 Age (in years)

1.4 Level of Education

(a) Degree

(b) Diploma

(c) Grade III certificate

(d) Others (specify).....

2.0 Knowledge about school facilities

Qns. 2.1 Does yourschool have facilities?

(a) Yes

(b) No

If Yes,

2.1.1 Which facilities?

(a)

(b)

(c)

(d)

2.1.2 Are your school facilities good or poor? (tick appropriately)

(a) Good

(b) Poor

If poor,

2.1.3 What do you think are the causes of poor facilities?

(a)

(b)

(c)

(d)

2.1.4 Suggest how school facilities can be improved

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

THANK YOU FOR YOUR COOPERATION.