

**AGE, GENDER AND PUPILS' ACADEMIC PERFORMANCE IN
PRIMARY SCHOOLS IN KASOZI PARISH, NAKITOMA
SUB COUNTY, NAKASONGOLA
DISTRICT**

BY

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN
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DECLARATION

I Lwanga Fredrick here by declare that this research report on Age, Gender and pupils' academic performance in Kasozi Parish, Nakitoma sub county Nakasongola district is my original work , except where acknowledged and that it has not been submitted to any other university or institution of higher learning for the award of a diploma in primary education.

Signed : 

Date:..... th 6-10-2009

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APPROVAL

The research report entitled Age, Gender and Academic performance in Kasozi parish, Nakitoma Sub County, Nakasongola District has been submitted for examination with my approval as the candidates supervisor.

Signed.....

Date: ..6/10/2009.....

Mr. Kiweewa Emmanuel

Supervisor

DEDICATION

This research report is dedicated to my wife Jesca Namasembe, my children Nabatyanga Mebra, Balaba Shadrach and Baise Messerch for the love, patience and moral support during my academic struggle up to finishing my course at Kampala International University.

ACKNOWLEDGEMENT

I have the pleasure to acknowledge the contribution made by a number of persons that enabled me to accomplish my research report.

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ABSTRACT

The study was centered on the effect of Age, gender on pupils' academic performance in Kasozi Parish Nakitoma Sub county Nakasongola district. Kasozi parish being an area most of it covered by Ranches and partly by Ziwa Rhino sanctuary has scarce population. Their children move long distances to access school. This results into some pupils to delay to join school at early age. Its at an extreme end of the district, teachers also do not like to work there when posted.

The objectives were to determine the effect of age on academic performance, to establish effect of gender on academic performance and to analyze other factors determining academic performance in primary schools of Nakitoma Sub County.

The study employed descriptive correlation research design. The sample size was class one and class five, comprising of 3 head teachers, 6 class teachers and 90 pupils. The source of data tool was the result sheet and addition data was secured using class registers where pupils' age could be got. Data was obtained from result slips /sheet and register where pupils' performance, age and gender are recorded respectively. Interviews were also conducted with headteachers, teachers to obtain data on the other factors affecting pupils' performance.

Data analysis was done using statistical approach. The findings shows that age does not affect academic performance of learners of same age. Desire of opposite sex distorts child's concentration and hence poor performance is yielded. Learners of different gender perform well when equally treated, positive feedback encourages their performance. The findings on other factors affect pupils' academic performance were teachers' participation, environment and nature of school structure and administration. The study concluded that age, and pupils' academic performance in primary school can be promoted through access of school at right time, equity handling among learners, availability of resources and good environment.

The study recommended that Its only interest, active participation and concentration of learners promote performance, parent schools be sensitized the importance of taking their pupils to school at early age of six, consistent guidance and counseling to be given gender and build unity and courage among themselves. The government to play its role in distributing resources to schools.

CHAPTER ONE

BACKGROUND

1.0 Introduction

This chapter shows the background of study, problem statement, purpose of study, specific objectives, scope of the study and significant of the study.

1.1. Background of the Study

Being aware of individual difference in primary schools, the curriculum designers organizes it basing on levels of standards, where by all pupils of different age in particular standard /class learn the same content or subject matter irrespective of their gender.

Learning style of children of different age and gender vary from individual child to another. It is child's interest and concentration of a pupils during teaching and learning situation that aid him or her to perform well in academics. Some people think that all children perform equally and responds to all activities in the same way. (Reiff, 1992:49). Naturally there are differences in learning based on the environment, culture and educational backgrounds of the child's family.

Basing on other researcher, at a turn of twentieth century the persuasive image was that the emotion associated with a woman's minds doomed her to failure in all but the minimal education enterprises. Education is probably the most equitable.

Parents approach education with a conviction that the success of their children will be directly tie to how well they do in schools, the quality of teaching and extent of curricular offerings. Variation in performance have been witnessed among learners of different age and gender (i.e. female and male pupils at all levels in different schools).

Schools which have registered equity in academic performance have effectively adapted the following; adequate teaching staff and use of proper teaching method of handling learner of different sex and age in each level, Teachers attending refresher course. They introduce regular tests could be weekly or monthly. Pupils of Kasozi as a parish perform poorly since 1971 only one person has ever graduated in education. This child never had his education within the parish. Every child who grows to adolescent stage is introduced to marriage affair.

1.2 Problem statement

Kasozi parish in Nakitoma sub county most of it is covered by Ranches, so it has a low population, there are only two government aided primary school. Pupils move long distances to access school and therefore many of them go to school at late age of about ten years to begin primary one. Yet there some who live near school, access it at early age of six years. This causes inferiority complex among older children as they try to look at their volume and height in comparison with the young children. If a class teacher does not control the class, pupils might develop indiscipline as they to nickname elder pupils (i.e grand of the class, mother of the learners). Impatient learners drop out of school because of daily laughter. The elder pupils who persist continue with the studies in the same class

with others who are young compared to them. Elder pupils sit together with younger in the same class of same standards irrespective of their age.

The community has a traditional belief on gender, where any grown up boy has to establish a home and begin a family. Girls are introduced to marriage affairs at their early adolescent stage. This has resulted in poor performance of learners Kasozi parish. Since pupils join school at different age, and parent still have traditional belief on gender, this has resulted in consistent poor performance.

1.3 Purpose of the Study

The purpose of the study was to determine the effect of age and gender on pupil's academic performance in primary schools of Kasozi parish, Nakitoma Sub County, Nakasongola district.

Specific objectives

1. To determine the effect of age on academic performance of pupils in primary school.
2. To establish the effect of gender on academic performance of pupils in primary schools.
3. Analyze other factors determining academic performance of pupils in primary schools.

1.4 Research questions

- i) What is the effect of age on pupil's academic performance at primary level?
- ii) What is the effect of gender on pupils' academic performance in primary schools?
- iii) What other factors determine the pupil's academic performance in primary schools?

1.5 The Scope of the Study

The study was conducted in two primary schools in Kasozi parish in Nakitoma Sub county, Nakasongola district. It is found in north-west of central region about 158 km; part of it reaches the highway of Kampala - Gulu road. The study looked at the effects of age and gender on pupils' academic performance.

1.6 Significance of the Study

The findings of this study will help the politicians, teachers, parents, and pupils at their responsibilities.

The politicians

The politicians will encourage the learners of different age to join school and complete primary seven. Thus illiterates will be overcome in Kasozi parish.

Teachers

Teachers will get to know the relationship between age, gender and pupils' academic performance. Therefore they will develop good expectations towards learners of all different ages. They will also create good learning conditions that can accommodate different ages in their classes.

Parents

The parents will know that a child at any age can join school and advance in education. It will help them to encourage their fellow parents to give support to their children and stay in school to complete primary level.

Pupils

The study findings will make the pupils aware that despite of their age, learners can excel in performance so long as an individual joins school with vigor to study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the theoretical framework, inquiry on age, gender and academic performance, cause of difference in performance and an analysis of the factors that contribute to the performance.

2.1 Conceptual Framework

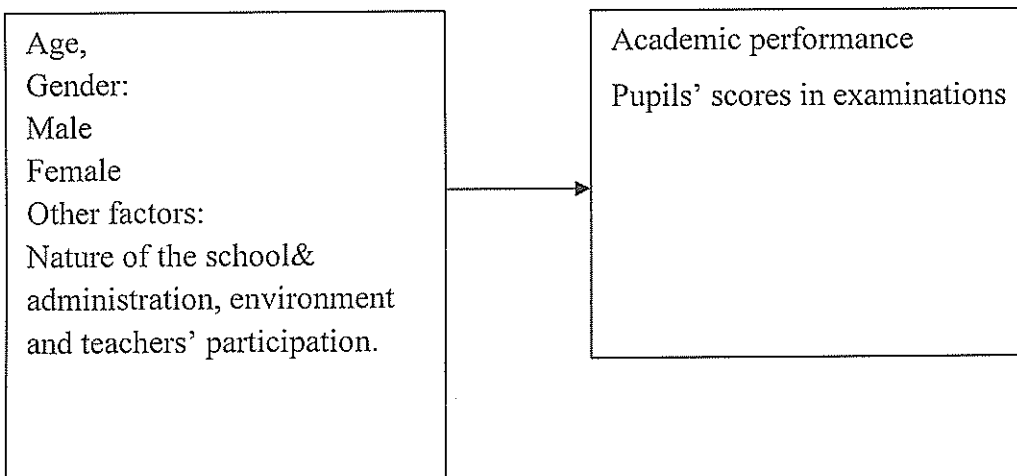
This study is relating age, gender and academic performance in two primary schools found in Kasozi parish, Nakitoma Sub County in Nakasongola district. The sub county is in North West of Nakasongola.

Pupils learning tends to be affected by age and gender and activities carried out with in the parish. Other factors affecting pupils' academic performance are nature of the school administration, environment and teachers participation. The distance from one school to the next is about five kilometers, the only advantaged pupils are those whose parents stay near the schools and they can access school at early age of six years. Pupils who cross river Lugogo move long distances beginning at later age of about ten years.

The conceptual framework

Independent variable

Dependent variable



The conceptual model was used in getting the relationship between the independent variables which were age and gender (female and male) with the dependent variable which was academic performance where pupils scores in examinations were used.

There are category of pupils studying in parish, those who join school at early age and those who join school at late age. The researcher thought of the gap created by the difference of gap created by the difference of age in joining or beginning primary related to their academic performance.

2.2 Age and performance

Age is the number of years that things or people have existed. The study looked at the age of entry in primary school throughout primary levels.

Performance is the ability to do something well or poorly. The study has to look at how well or badly a child works during teaching and learning situations.

According to Partem (1932) young child in nursery school and noticed a dramatic rise with age in joint, interactive play. She concluded that social development proceed in there step -sequence that is to say, the non social activity, parallel play and cooperative policy. Age mix of children, Vygotsky (1930-1935/1978) believed that children benefit from interacting with older and that more capable peers encouraged more advanced skills in their young counterparts.

Interest, attention and active participation (but not cooperativeness and compliance were associated with achievement and more so teachers marks from first grade through forth grade (K. L Alexander, Entwisle & Douber 1993).

Apparently, to make most academic progress a child need to be involved in what is going on in class but not being polite and helpful.

The family, parents of achieving child provides a place of study to keep books and supplies; the set time for meals, homework and sleep, they monitor what their child do after school and they show interest in their children's lives by talking with them about school and be involved in school activities (Copper Lindsay, Nye and Greathouse 1998).

A parents 'serious attitude about the importance of homework tend to rub-off on a child leading to a lower achieving child. Therefore parents do not need to bribe or threaten to make sure that homework is done. Teachers' perception and expectation can have stronger influence, especially on low achievers ((Modon Jussim & Eccles 1997). Unequal attention to male and female students, the most obvious way in which teachers' communication expresses the view that male students are more important than female is the sheer amount of attention given to students. From preschool through graduate education, teachers pay attention to male students

Researchers such as (Epperson, 1988, Hall and Slandler, 1982, 1984) indicates that teachers actually give male students more individualized instructions and time than they devote to female students. Another way in which education process fosters intellectual development in boys and girls is by reinforcing different qualities in male and female students.

Teachers praise male for academic interest and achievement, they offer more support to female students for being quiet and compliant (Fogot, 1984, Gold B Combie and Noble, 1987, lister 1997; Sadker & Sadker 1986) this pattern was first notice in elementary classrooms, but later research has shown that it continues throughout all levels of education. (Hall and Sandler 1982, Wood and Lenze 1991a)

Female students are not taken seriously. Adreine rich (1979) call attention to the fact that men routinely treated a serious students where as females are not. Female are frequently praised for their appearance personalities and nurturing inclinations, where their academic achievement receive no comment. (brant, 1994, Hall and Sandler 1982) 1984). Further the limited number of women in position of authority in education reduces likelihood that female students will find role model who could support their aspiration (Marshall 1996, "where have all smart girls gone?" 1989).

2.3 Other factors that determine academic performance

The factor that contributes to the child's performance includes;

Physical environment: most schools have similar set up; the classroom, hall ways, play ground and lunch rooms but also vary in how class rooms are vanished, arranged and number enrolled.

Classroom seating arrangement often reflect their education philosophies i.e rows and column, circular, pupils location often affects participations. Teacher often interacts with pupils seated in front and centre" (Adam 1969) when social pupils seat away from centre their participation declines (Koneya 1976)

Class and student body size researches indicate that as a class drops below 15 or 20 pupils academic achievement improves. Above this threshold, however, class size has little impact on children's performance (Cooper 1989, Glass et al 1982). The presence of a teacher aide in regular size class enhances achievement but not much as assignment to small class. (Finn and Achilles 1990)

Education philosophies:

Each teacher brings to classroom an education philosophy that plays a major role on child's learning experiences. The education philosophy could either be a traditional classroom or an open classroom.

Traditional class room emphasizes transmission of culturally value knowledge and standard of conduct. The teacher is sole authority, the pupils are relatively passive in learning process and progress is evaluated by how well they keep pace with common set of expectation for every one in their grade. An open classroom based on educational philosophy that values emotional and social development in addition to academic progress the teacher assumes a flexible authority role, pupils are active in learning process and are evaluated by considering their progress in relation to their own prior development.

Teacher -pupil interaction: class room is a complex social system in which a myriad of interaction take place each day. Teachers play central role in this high social environment by engaging many pupils from morning until dismissal in afternoon (Jackson 1986) teachers talk and convey academic content and some manages complex flow of classroom events.

Classroom management and quality of instruction

Class time devoted to academic and pupils involvement in academic work is consistently related to achievement (Brophy and Good 1986) Minuchin & Shapiro, 1983) but for pupils to learn effectively in an environment, teachers must arrange conditions that make work possible.

Teachers behaviors that shows the strongest relationship with academic achievement have to do with classroom management and skills (Brophy and Everton, 1976) Gage1978, Good and Power 1976) Effective classroom managers arranges conditions in which activities flows easily from one to the next and few despite problems arise.

2.4 Gender and Performance

Gender is a psychological phenomenon refers to learned sex related behaviour and attitudes. Culture vary in how strongly gender is linked to daily activities and is the among of tolerance for what is perceived as a cross gender behaviour.

Gender entity is an individual's sense of maleness or femaleness and it includes awareness and acceptance of one's sex. A sense of gender identity is important to a child's psychological well being some theorists believe that children inherently value what is similar to them and therefore, seek out sex-appropriate activities (Kohlberg, 1966).

Gender roles are pattern of behavior regarded as appropriate for male and female in particular society. They give the basic definitions of masculinity and femininity. Much of what we consider masculine or feminine is shaped by our

culture (William 1993). Children run the gender roles in many ways. Adults rewards them for gender appropriate and punish them for action gender in appropriate. Boys in particular, receive strong negative responses from their fathers when they engage in cross gender behaviour (Langlois and Downs, 1980). Also children often imitate the behaviour of people around them (people in movies or books). Finally, children also develop beliefs in limiting rules about gender roles (girls can't be soldiers).

Gender role socialization begins at birth in one study, parents described their new born daughters, using words such as little, delicate, beautiful and weak. By contrast, parents described their new born sons as firm, alert, strong and coordinated. The babies actually showed no difference in height, weight or health (Rubin et al, 1974). The difference in responses of these parents seems to be based on gender roles stereo types. Parents dresses their sons and daughters differently, giving them different kinds of toys to play with and communicate with them differently (Rein gold and Cook, 1975) for example, parents hold their sons more often, give them more physical stimulation and pay more attention to their vocalization and signals (Parke and Sawn, 1976 Yarrow, 1975).

Eleanor Maccoby (1988) believes that many differences in gender behavior among children are the result of peer relationships. Because of gender role socialization, boys and girls grow up in different psychological environment that shape their view of the world and their ways of dealing with problems.

Young children segregations - they seek out peers of the same sex even when adults are not supervising them or in spite of the adult encouragement for mixed group play.

A variety of socializing agents – parents, teachers, peers and the media, consistently and subtly reinforce gender stereo types. Jeanne Block (1983) concludes that, parents give their girls “ roots” to build homes and families, but they give their boys “ wings” to soar to new adventures.

The study on gender stereo types among five and eight years old children found remarkable consistencies in the characteristics associated with females and males in different counties. By the age of five, most children around the world associate being aggressive and strong with males and being appreciative and soft hearted with females. By age eight children have learned a great deal about the concepts of masculinity and femininity. As these children their stereo types becomes more extreme and elaborate (Martin, Wood and little, 1990). By the age eleven, children associate being talkative with females and being confident with males.

2.5 Summary

The different scholar came up with different views about age, gender and academic performance of pupils in primary schools.

Vygotsky 1930 – 1935 /1997) believed that when a child is exposed to education, television, pre-schools, better educated parents and wider variety of experience, child interest, attention and active participation Aid in child’s performance. A pupils of any age can progress in academics when fully involved in what is going on in the class.

Gender and pupils academic performance has many differences which result from peer relationships. Boys and girls grow up in different psychological

environment that shape their view of the world and their way of dealing with problems. Pupils seek out sex appropriate activities which lead to some pupils think that hard tasks or problem solving in some subject should be left to boys. Researcher says education process fosters intellectual development in boys and girls by reinforcing different qualities in male and female students.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter shows a description of selected research design, research environment, population and sample size determination, research instrument and method of data analysis.

3.1 Research Design

The study used a descriptive correlational design in comparing the independent variables and dependent variables.

The researcher had to look at pupils' age and gender using pupils register in the study schools. The study looked at the enrollment of pupils of different classes (i.e. one class in lower primary and one class in upper primary).

3.2 Research Environment

The study area

The study was conducted in Kasozi parish in Nakitoma sub county, Nakasongola district. Nakitoma sub county it is in north west of the district at the boarder of Nakasseke district. Kasozi parish is mostly covered by ranches and part of it Ziwa Rhino Sanctuary.

The sub county has four parishes which comprise of thirteen (13) government aided primary schools and three private primary schools. The study was conducted in only two primary schools found in Kasozi parish. These schools were Kasozi primary school and Kyamukama P/s. the schools are in desperate location far from main road the high way Bombo to Masindi.

3.3 Research Population

The research was carried out in only two schools found in Kasozi parish. The population was entirely of pupils, headteachers and teachers in the whole parish.

3.4 Sample Size and Determination

A sample of 99 respondents was selected for the study out of which pupils were 90, teachers were 6 and headteachers were 3. The sample of pupils was selected using simple random sampling while that of headteachers was selected using systematic sampling method or technique.

From these three primary schools, 30 pupils by gender were selected from Kasozi parish, Nakitoma Sub County, Nakasongola district. Equally the target respondent was randomly selected from each of these primary schools using valid reliable instruments in attempt to minimize in accurate and bias results which would otherwise affect the research.

He cut pieces of papers on which he wrote figure 40 and left other pieces of papers bare then pupils picked those papers and presented them to the researcher, those who were found with papers having figure 40 were sampled for the study. Headteachers and teachers participated in giving other factors affecting academic performance by using interview guide.

3.5 Research Instrument

Interview guide

The interview guide was designed to shoot the respective categories of target respondents so as to get relevant data from the head teachers on other factors determining performance by gender in primary schools.

Result sheets

The study involved the use of end of term result from which the performance of randomly selected pupils were got. The teachers in charge of selected pupils provided the result sheets showing performance of these learners.

3.6 Methods of Data Analysis

The researcher used the descriptive statistics to generate data and present it in different tables which related the age, gender and academic performance. The researcher used tables to show the following data;

- (i) Sample data on age and pupils' academic performance for primary one.
- (ii) Sample data on age and pupils academic performance for primary five
- (iii) Sample data on gender and pupils' academic performance for primary one.
- (iv) Sample data on gender and pupils academic performance for primary five.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter shows all findings on age, gender and academic performance in primary school in Kasozi parish. The finding based on the following objectives, to establish the effect of age on academic performance in primary school, the effect of gender on performance in primary school and other factors that determines academic performance on pupils in primary schools.

4.1 The effect of age on pupils' academic performance in primary schools

The study was carried out on two classes primary one and primary five. The results are presented on two tables as shown below.

Table 4.1a, Age and Pupils academic performance of primary one

Age range	Frequency	Average summation	Percentage
5-6	22	267	25.55
7-8	26	385	36.84
9-10	12	393	37.61
Total	60	1045	100

Table 4.1b Age and Pupils academic performance of primary five

Age range	Frequency	Average summation	Percentage
11-12	11	128	43.39
13-14	17	134	45.43
15-16	2	33	11.18
Total	30	295	100

The findings from table 4.1a indicated that 22 pupils of age range 5-6 sampled had an average summation score in academics of 267 which gave 25.55%. 26 pupils of age ranging 7-8 sampled had 385 as an average summation score in academics which gave 36.84%, 12 of age range 9-10 had 393 as an average summation score in academics which gave 37.61%. This implies that 393 (37.61%) average summation in academic score performed highly compared to other pupils of different age range.

Findings from table 4.1b Indicated that 11-12 sampled had 128 an average summation in academic scores which gave 43.39%, 17 pupils of age range 13-14 sampled had 134 an average summation in academic scores which gave 45.43%, 2pupils of age range 15-16 sampled has 33 an average summation in academic score which gave 11.18%. This implies that 134 (54.43%) average summation of 17 pupils performed highly compared to other pupils of different age range.

4.2 The effect of gender on pupils' academic performance in primary schools

The study was carried out on two classes P.1 and P.5 where by girls data was recorded separately from boy's data and recorded in tables below

Table 4.2a gender and pupils academic performance in primary one

Gender	Frequency	Average	Percentage
Female	31	1089	51.96
Male	29	1015	48.04
Total	60	2113	100

Table 4.2b, gender on pupils' academics performance for primary five

Gender	Frequency	Average	Percentage
Female	14	256	45.15
Male	16	311	54.85
Total	30	567	100

From 4.2a the study indicated 31 female pupils sampled in primary one had 1098 average summation academic scores which gave 51.96 % while as 29 male pupils who were sampled had 1015 an average summation academic scores which gave 48.04% this implies that an average summation 1089 (51.96%) in academic score of 31 girls of primary one performed higher than boys. Girls exceeded boys by 3.92%.

From table 4.2b, the study indicated 14 female pupils of primary five sampled had 256 an average summation academic scores which gave 45.15% while as 16 male pupils in primary five had 311 an average summation academic scores which gave 54.85 percent. This implies that 311 (54.85%) an average summation in academic scores of 16 boys performed higher than girls.

Primary five boys exceeded girls in academic performance by 9.7%.

4.3 Other factors that determine academic performance

After collecting data, the study indicated three factor which had subsection and these were:-

- (i) Teaches participation while involved use of teaching Aids, application of different methods and teacher's interest.
- (ii) Environment involved parental influence, community influence, stakeholders' participation and peer influence.
- (iii) The nature of school and administration. This involved the school structures, distance of school from beneficiaries, activities carried out in school, syllabus coverage, subject allocation and call teachers.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents discussion of findings on age and pupils academic performance, gender and pupils academic performance, other factors affecting performance, conclusions and recommendations.

5.1 Discussion of findings

The findings on age and gender on pupils' academic performance in primary school and other factors affecting academic performance were put in different tables.

5.1.1 Age and pupil's academic performance

The study on primary one in table 4.1a about age and pupils academic performance indicated that pupils between age range of 5-6 could not compete with those above their age range. This resulted from the percentage of the 22 sampled pupils to be less by 11.69. At this age learners are still new to school environment, they need time to get acquitted to one another and teachers. Naturally there are differences in learning based on the environment, cultures and educational backgrounds of child's family.

The study revealed that the more the child get acquitted to environment, include fellow pupils and teachers ca perform better. Learners at age range of 5-6 , some are still shy and fearful to participate actively in class.

The more the age range increased the better results were experienced in primary one.

The study on primary five in table 4.1b also indicated that learners of age range 11-12 who were sampled could not compete with those of age range 13-14 on average. The learners within age range of 13-14 exceeded by 2.04 percent those below their age range in academic performance. Child's concentration, interest and active participation at this age range is still high compared to those below their age range.

Learners of age range 15-16 did not perform well, for their concentration is disturbed by different desire, domestic affair involvement and other related threats from teachers and community.

5.1.2 Gender on pupils' academic performance

The results from study on gender and pupils academic in primary one, the table 4.2b, indicated that female pupils exceeded males by 3.92% gender when equally given opportunity they can compete in primary one.

The study in table 4.2b about gender and pupils academic performance indicated that male pupils exceeded girls by 9.7% .

5.1.3 Other factors that determines academic performance

Teachers' participations

During teaching and learning situation teachers apply different subjects. Some of these methods / approaches could be conclusive but due to lack of know how in application this leads to pupils failure in excelling in academics school which have teachers who apply these method their learners performs well.

Use of instructional materials

Class teachers who use instructional materials or teaching aids their pupils perception rate is high compared to those who do not use them

Nature of class size and sitting arrangement

Classes with large number of pupils are affected by sitting arrangement of teacher some learners perceive when seated on front seat or behind. If a teacher does not detect this early, it can also affect some pupil performance.

Teachers' interest

Once a particular teacher has interest in his class, this stimulates pupils attitudes and attention of learning during teachers presentation of subject matter. Class teacher who do not exhibit interest learners are frustrated, some tend to absent themselves hence leading to poor performance.

Environment

This involved parental influence, community influence, and peer influence

Parental influence

The academic status of parents engineers a child's liking or disliking of studies learners of parents whose academic status is good, their children have striving attitude towards learning and excels . but this is opposite to children of parents whose parent did not go to school or those who failed to excel in academics.

Domestic affairs

Some parents have fully involved children in domestic work, their children get little or no time of looking in home works given by their teachers at school, revising works covered at becomes another problems.

Community influence

There some social activities carried out by communities of those learners which are not supportive to education affairs such as disco, pornography.

Participation in cultural practices like attending of wedding, funeral rights which engineer pupils desire towards early sex and marriages.

Stakeholder's participation

In areas where stakeholders have come out strictly in implementing government policies on education, their learners have excelled in studies and others have continued copying up and liking the development reached at those who excelled.

Peer influence

It was found out that young pupils learn better through copying from elder pupils, so peer groups have a big effect of academic performance. Those who are advantaged and have peer groups which are interested in learning performs better. The unfortunate pupils each those who joins peer which dropped from school, their future dooms.

The nature of school and administration

This involved the structure of school, distance of school from beneficiaries (the pupils), activities carried in school, syllabus coverage and allocation of subject and class teachers.

The school structure.

The nature of school building, permanent or temporary or under tree. This is a factor which contributed difference in pupils performance during learning.

Some pupils of different class shared are class room which is permanent structure in fear of changes in whether during normal teaching like rainfall strong winds, this happened in Kyamukama Primary school where by P.4 and P.5 share one classroom. Those studying under tree shade displaying of charts become a problem as the keep on being swung and torn by wind.

Distance of school from beneficiaries.

This was common in all three schools leading to late beginning of lesson hence school syllabus is not completed.

Activities carried out in school

School administration which are effective in carrying out co-curricular activities have come up with good performing pupils, learners join these schools as they pick interest in these activities their teachers guide and counsel them on job/career of which some need academic excellence or better academic performance.

Coverage of syllabus

The schools administration which make sure that the syllabus is completed in time and learners access time of revision do perform better than those which do not complete syllabus.

Subject allocation and class teachers

This is at time determined by the policy which says one teacher one class. Yet each individual has area of interesting teaching as well as weaknesses.

Any teacher allocated to class which is not of his interest does not perform well in the class. There some schools where by most teachers posted in that school have similar interest in subject and other subject are neglected since they have no interest in teaching. Hence poor performance is expected in those subjects.

5.2 Conclusions

The study on age and pupils' academic performance on two class primary one and primary five showed that learners at early age do not perform well. Their performance progresses as they gain experience and increase in age. It also revealed that the elder children in primary one performed better than those who

were younger compared to other pupils they studied with. The problem was seen to those who were 15 years and above, their performance was very low.

The study on gender and pupils academic performance. This revealed that female pupils in primary one competed with male pupils in academic performance and exceeded them by 3.92 % on average. This implies that gender has no effect on pupils academic performance in primary one. For learners in primary five the study revealed that male pupils are trouble much and lack concentration at adolescent stage.

The study on other factors affecting pupils academic performance. This revealed teachers importance in pupils academics. The positive participation of a teacher aid in pupil's academic progress, its negative side retards child's performance, it also revealed that the environment through which a child stay contributes much on pupils academic performance since learning is acquisition of knowledge through experience. The influence which is supportive to education affairs helps much in promoting pupils academic performance.

5.3 Recommendations

Basing on study carried out on age and pupil's academic performance all pupils should access school at least six years. Parents should be sensitized the importance of their pupils to join school early before they develop desire of opposite sex.

On gender and pupils' academic performance. Teachers should treat all pupils equally, show interest in actions, activities problems solved by both female and male pupils. Positive feedback should be given to all kinds of learners. Guidance and counseling should be consistent to gender to build unity and courage towards certain tasks to handle.

On the issue of other factors affecting pupils' performance, I recommend that, there should be enforcement of regular refresher course given to teachers on application of different methods; resource counters to be fully utilized and frequent use of teaching aids during lesson presentation. The government should make sure that all schools have similar permanent structures and distribute resources equally.

Further research should be made on the effects of resources distributed to schools and pupils performances in primary schools.

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APPENDICES

APPENDIX I

Interview guide to the head teachers and class teachers

1. Name of school
2. what is the enrolment of pupils by gender girlsboys
3. What is the lowest age registered in school? -----girls and
.....boys
4. How old is the eldest child in the school?
5. Does elder pupils interact evenly with younger ones in the same class? ...
6. Have you ever noticed any difference in gender performance
academically?
7. If yes, what might be the cause of this difference?
.....
.....
8. Apart from age and gender what other factors determine academic
performance?
.....
.....
9. How was school administration helped in making pupils perform better?
.....
.....
10. Do you think a distance a child travels to access school daily ahs an effect
on her/his performance?
11. Suggest how well a child can be helped experiencing such a problem
.....
.....

Thanks for you contribution

APPENDIX II

TIME FRAME

<i>Activity</i>	<i>Dec</i>	<i>Jan</i>	<i>feb</i>	<i>mar</i>	<i>Apr</i>	<i>may</i>	<i>Jun</i>	<i>Jul</i>	<i>Au g</i>	<i>Sept</i>	<i>Oct</i>
<i>Topic identification and approval</i>											
<i>Reading of literature on the topic, proposal writing Designing and writing the questionnaire, editing and typing , printing the proposal and questionnaire and making the final copy of the proposal</i>											
<i>Writing proposal and submission</i>											
<i>Data processing ,analysis and discussion of the results</i>											
<i>Report writing ,searching for more literature on the topic tabulation ,editing ,typing ,printing and binding</i>											
<i>Presentation of the dissertation(report)</i>											

APPENDIX III

BUDGET

Items	Units	Costs(each)	Amount
Transport and communication.			
Transport	20 days	4,000	80,000
Airtime	3	5,000	25,000
Sub Total			105,000
Stationary.			
Reams of paper	3	8000	24,000
Clip board	1	2000	2,000
CD	1	1,000	1,000
Pencils	3	100	300
pens	10	300	3,000
Sub Total			29,000
Typing, and photocopying.			
Research proposal	25 pages	500	12,500
Interview guide	5 pages	500	2,500
Report (dissertation.)	50 pages	500	50,000
Binding proposal			2,000
Binding report	3	8000	24,000
photocopying	355 pages	50	16,500
Sub Total			107,000
Food and others			
Lunch	20 days	1000	20,000
Cold drinks	20 days	800	16,000
miscellaneous	20 days	1000	20,000
Sub Total			56,000
Grand total			297,000

PI KYAMUNDA P.C REGISTER

Surname	Other Name	Sex (Religion)	Age	Religion
Senteza	Joas.	M	8	
Nakku	Gloria.	F	8	
Gwindsika	Mariam.	F	8	
Muyjabi.	Joseph.	M	9	
Kajuba	Wubem.	M	7	
Chankungu	Tommy	M	8	
Sekate	Yosaman	M	9	
Nakate	Kagga	F	8	
Gakinye	Gloria.	F	8	
Sokabwa	Martin.	M	8	
Kyeyuu	Ina.	M	8	
Dada	Jamadal	M	10	
Najembe	Viola.	F	9	
Banyale	Keneth.	M	9	
Nambanze	Prisca.	F	8	
Sekyaanzi	Junov.	M	9	
Kwabiyere	Esther.	F	8	
Mwumba.	Emmanuel.	M	8	
Mozziika.	Gudfrey.	M	10	
Sonyimba.	Zobdanyo.	M	10	
Muneya	Frank.	M	9	
Nakayenga	Biana.	F	8	
Nsubaga	George.	M	9	
Nakiiga	Sarah.	F	8	
Nakayizi	Viola.	F	9	
Kittu	Sarah.	F	9	
Nanteza	Billy.	F	8	
Nakku	Mary.	F	8	
Namatovu	Rebecca.	F	7	
Bokabye	Amos.	M	7	
Kyanyi	Samuel.	M	7	
Nalasaazi	Oliva.	M	7	
Naziwa	Karen.	F	9	
Nakirija	Irene.	F	8	
Nakamate	Gyvia.	F	10	
Sebunungu	Amos.	F	7	
Musinguzi	Daniel.	M	8	
Basa.	Richard.	M	8	
Nantaya	Dorothy.	F	7	
Kibovu	Brian.	M	6	
Sentalo	Cluden.	M	6	
Nabasa	Daniel.	F	6	
Kinyu	Julius.	M	6	
Kamhanga	Frank.	F	6	
huvuma	Abel.	F	7	
Nantaya	Dorothy.	F	7	
Neneke	Jonathan.	M	6	
Bitandwa	Navis.	M	6	
Nakato	Marcy.	F	8	
Sebunungu.	Mavin.	M	8	
Kayem	Luvia.	F	7	
Kajura	Mike.	M	8	
Kajura	Jane.	F	6	
huyinda	Nelson.	M	6	
Nabwanga	Florence.	M	7	

Wk	Week Ending					Week Ending					Total Attendance for month		
	M	T	W	T	F	M	T	W	T	F	F	H	TA
	SA	MA	AM	MA	MA	MA	MA	MA	MA	MA			
1	/	/	/	/	/	/	/	/	/	/			
2	/	/	/	/	/	/	/	/	/	/			
3	/	o	/	/	/	/	/	o	/	/			
4	/	/	/	o	/	/	/	o	/	/			
5	/	/	/	/	/	/	/	/	/	/			
6	/	o	o	o	o	/	/	/	/	/			
7	/	/	/	/	/	/	/	/	o	/			
8	/	/	o	/	/	/	/	o	/	/			
9	/	o	/	/	/	o	/	/	/	/			
10	/	/	/	/	o	/	/	o	/	/			
11	/	o	/	/	/	/	o	/	/	/			
12	/	o	/	/	/	/	/	/	/	/			
13	o	/	/	/	/	/	/	o	/	/			
14	o	/	o	/	o	/	o	/	/	/			
15	o	/	/	/	/	/	/	/	/	/			
16	/	/	o	/	/	/	/	o	/	/			
17	/	/	/	o	/	/	/	o	/	/			
18	/	/	/	/	o	/	/	/	o	/			
19	/	/	/	o	/	/	o	/	/	/			
20	/	o	/	o	/	/	/	/	/	/			
21	/	/	/	/	o	/	/	o	/	/			
22	/	/	o	/	/	/	o	/	/	/			
23	/	/	/	o	/	/	/	/	/	/			
24	/	/	o	/	/	/	/	/	/	/			
25	/	o	/	/	o	/	/	/	/	/			
26	o	/	/	o	/	/	/	o	/	/			
27	/	/	o	/	/	/	/	o	/	/			
28	/	o	/	o	/	/	/	o	/	/			
29	/	/	/	/	/	o	/	/	o	/			
30	/	o	/	/	/	/	/	/	o	/			
31	/	/	/	/	o	/	/	/	/	o			
32	/	o	/	o	/	/	/	o	/	/			
33	/	/	o	/	/	/	o	/	/	/			
34	/	/	/	/	o	/	/	o	/	/			
35	/	/	/	o	/	o	/	o	/	/			
36	/	o	/	/	o	/	/	o	/	/			
37	/	/	/	o	/	/	/	/	/	/			
38	o	o	/	/	o	/	/	/	o	/			
39	/	/	/	/	/	o	/	o	/	/			
40	/	/	o	/	/	/	/	o	/	/			
41	/	/	/	/	o	/	/	/	/	/			
42	/	o	/	/	/	o	/	/	/	/			
43	/	/	/	/	o	/	/	/	/	o			
44	/	/	/	/	o	/	/	o	/	o			
45	/	o	/	/	/	o	/	o	/	/			
46	/	/	/	/	/	o	/	/	/	o			
47	/	o	/	/	/	/	/	o	/	/			
48	/	o	/	/	o	/	/	o	/	/			
49	/	/	o	/	/	o	/	/	/	/			
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51	/	o	/	/	/	o	/	/	/	o			
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10/11/11

Handwritten name: *KALIN...*

N/S	Surname	Other Name	Sex (Religion)	Age	Religion	Nationality	Orphan Status	Special Needs	Repeaters	Parent/Guardian's Name	Pupil Identification Number
1	MUSURUGA	KISAKYE	F	13						MUSURUGA A	
2	MUKUNYA	SARAH	F	13						KASOZI M.	
3	MUKIGILI	ELODICE	F	13						KWANGI Y.	
4	MUKONGE	PITAH	F	14						KATIMODOM	
5	MWIREZA	ELACE	F	12						SEKIDOMBA	
6	MUKHAYE	ENNYE	F	12						MUMGITHA B	
7	SANYO	STELLAH	F	12						KIZZI Alex	
8	MUMWAGA	WINDIE	F	13						MUMGIZI A	
9	MUKYIMBWA	DOROTH	F	12						SEKUZIVO	
10	MUYENGO	AGNESS	F	14						MUMUSISI	
11	MUKIGERU	RABURAH	F	14						KOABWA J	
12	MALICANDA	JULITH	F	11						SETTA G.	
13	TESERA	KORWA	F	11						SACABUKI	
14	KANISURE	MORICA	F	12						MUSOBA B	
15	MUKWABAKA	PLITH	F	12						MUMGIZI	
16	KIDOCKI	PLUTE	F	13						MUMGIZI	
17	MUMGIZI	RECHERL	F	13						THANOKI	
18	MUMGIZI	ESTERWA	F	13						SEKUZIVO	
19	MUMGIZI	TENY	F	14						MUMGIZI	
20	MUMGIZI	OLINDY	F	14						SEKUZIVO	
21	MUKATE	LATER	F	14						SEKUZIVO	
22	MUKIGERU	ALCINE	F	14						SEKUZIVO	
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32	SEBACWA	KEMANB	F	14							
33	KIRIKOLE	STEAL	F	14						KORWANGA R.	
34	KATWIBAZI	SIMON	F	14						KIZI V	
35	KASOZI	MISANT	F	14						SEKUZIVO	
36	KOZITINDU	MUGIMB	F	14						SEKUZIVO	
37	KOZITINDU	MUGIMB	F	14						SEKUZIVO	
38	MUMGIZI	STEVINDY	F	14						MUMGIZI	
39	MUMGIZI	STEVINDY	F	14						MUMGIZI	
40	MUMGIZI	STEVINDY	F	14						MUMGIZI	
41	SEBACWA	EDITH A	F	14						SEKUZIVO	
42	SEBACWA	CEDEGNY	F	14						SEKUZIVO	
43	KIKHAYE	WETED	F	14						SEKUZIVO	
44	KIKHAYE	COFFREY	F	14						SEKUZIVO	
45	SEBACWA	MOS	F	14						SEKUZIVO	
46	SEBACWA	MARITALI	F	14						SEKUZIVO	

N/S	Week Ending 1.1.2024							Week Ending 8.1.2024							Total Attendance for month	
	M	T	W	T	F	S	S	M	T	W	T	F	S	S		
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PERFORMANCE LIST FOR P1

Okubaka
Okwama
Okwama
Lugala
Nkomo
Fokwa
Ekwana

M	Name	Age	89	80	89	80	89	80	70	56
M 1	Muneeja Frank	9	89	80	89	80	89	80	70	56
M 2	Nakku Glowa	8	89	89	89	75	80	50	49	51
F 3	Nekato Kaspa	9	75	75	82	67	61	62	65	45
M 4	Cekate Horamu	9	76	50	67	61	64	52	70	110
F 5	Najjemba Viola	9	67	50	61	61	69	50	55	110
F 6	Nokamalte Olivia	10	64	53	47	56	67	51	58	296
M 7	Senjijimba Zebdayo	16	75	47	27	56	72	50	68	395
F 8	Bebirye Gloria	8	50	42	30	56	75	50	52	355
M 9	Kyeyuw Fena	8	61	47	35	56	67	45	69	380
M 10	Kajobo Louben	7	67	42	47	58	69	51	45	372
F 11	Nekayenge Diana	8	82	78	78	72	45	51	56	462
F 12	Nakku May	8	61	83	67	75	72	50	64	479
F 13	Namatau Docus	7	82	80	72	75	47	50	40	1116
F 14	Byumzika Marian	8	61	35	42	56	38	70	51	353
M 15	Senkungu Tony	8	72	28	30	47	45	30	52	304
M 16	Mujjabi Joseph		50	32	35	38	58	51	53	323
M 17	Mudumba Fena	8	64	32	35	47	50	45	51	330
F 18	Nambooze Barbara	8	82	80	69	56	53	59	68	467
M 19	Kemumbo Julia		53	40	20	35	47	51	57	305
F 20	Kittu Savali	9	28	45	32	58	58	40	52	319
M 21	Cesabira Martin	8	50	53	20	47	53	42	70	235
M 22	Baigoale Kenneth	9	53	67	32	56	50	40	66	304
F 23	Kalibate Esther	8	64	45	32	47	47	52	34	34
F 24	Nakirija Irene	9	72	32	35	53	52	50	65	371
M 25	Ncubuga George	9	53	35	20	50	53	42	51	206
M 26	Kajjura Mike	8	92	80	64	42	50	51		385
M 27	Sabumba Anas	9	58	27	20	32	50	42	50	291
M 28	Nakajizi Violet	9	58	50	32	61	32	51	50	334
M 29	Namboza V Bitu	8	80	53	50	61	32	50	59	306
M 30	Senbeza Josias	8	75	50	53	61	50	45	60	394
F 31	Nakirija Savali	8	69	69	27	61	50	52	50	378
M 32	Nada Jamada	10	72	47	42	67	45	40	55	300
M 33	Semanda Jackson		45	32	20	38	35	30	61	261
M 34	Mukalazi Andrew		78	69	64	38	35	45	30	259
F 35	Naseazi Oliva	7	85	61	67	38	55	51	40	307
M 36	Batumwesiye Noah	7	69	47	45	47	42	40	51	341
M 37	Senkwanzi Junior	9	33	24	20	40	35	32		186

			OMUGANDA	OMUKAMA	OMUKAMA	ENGLISH	EBYEMUKAMA	EBYEMUKAMA	EBYEMUKAMA	OMUGANDA	ENKFO
AMPULIRA	PEACE	19 F	66	84	81	75	69	81	96	552	1
IRO	JAMES	27 M	84	90	84	73	66	75	63	540	2
MUGABI	SHARON	7 F	75	92	68	54	78	75	93	530	3
SIIME	SAULO	28 M	75	78	78	63	69	75	81	525	4
BASIZE	MABLE	28 F	75	90	78	69	60	63	69	504	5
SWANDA	YUSUF	7 M	78	87	57	63	51	75	72	482	6
AMUNTU	DAVID	7 M	72	60	63	48	78	84	72	477	7
ANDIRA	BRAIN	7 M	78	72	72	72	66	65	51	476	8
ZIWA	ERISA	7 M	69	60	69	68	12	81	69	428	9
AKIVUMBI	JESCA	17 F	66	66	45	54	75	51	65	422	10
AMUYANJA	JUDITH	17 F	69	45	45	54	69	69	75	421	11
AMANYA	ABEL	6 M	60	30	66	57	51	81	69	414	12
MUCUNGUZI	CHRISTOPHER	3 M	66	39	39	75	54	69	51	393	13
LANYESIGYE	GEOFFREY	8 M	72	18	63	51	42	84	63	393	14
ZZIWA	BRAIN	7 M	54	24	51	72	48	66	60	375	15
KATUSIIME	YEREC	28 F	63	69	45	57	36	42	51	363	16
TOWANJE	KENNETH	26 M	69	42	60	24	42	60	66	362	17
YUWAHERZA	HOPE	16 F	60	41	57	39	57	30	60	350	18
SEJUMBA	JULIUS	6 M	51	69	54	45	48	39	39	345	19
BISIRIKIWA	EVALYNE	7 F	36	42	54	54	24	69	63	342	20
KANDOH	DAVID	6 M	57	27	33	66	51	66	39	339	21
NUWABINE	SHARON	17 F	51	48	45	45	45	48	46	328	22
NATUKUNDA	HOPE	6 F	45	33	51	63	63	62	60	323	23
IFAYOKI	KENNETH	17 M	34	39	54	51	45	21	39	313	24
LANYESIGYE	JOSEPH	18 M	63	35	36	39	39	42	57	312	25
NALUBEGA	CHANCE	17 F	57	36	45	22	36	45	45	286	26
MWINE	ERICK	6 M	57	12	63	36	42	27	48	285	27
KANTIZUKA	SEMU	28 M	66	27	36	39	36	21	54	279	28
NATYONYI	PATRICIA	6 F	45	48	45	44	39	18	36	275	29
NAMANDA	KEVIN	6 F	45	27	27	24	54	39	48	264	30
NABUKENYA	LINET	6 F	54	37	57	30	24	21	42	263	31
NABIRUKA	GLORIA	6 F	45	33	48	35	35	39	27	262	32
KIBIRIGE	PIAS	28 M	45	31	45	33	35	39	27	260	33

PI TERM II RESULTS

	PUPL	NAME	AGE	DATE	READ	WRIT	ENL	DATE	RE			
1	NITIEBANE	WINE	F	06	50	67	61	42	42	42	304	6 th
2	ALUMUKI	MOMLEAF	F	07	83	83	89	61	61	83	460	1 st
3	HAKKUNDA	WINE	F	05	88	39	38	33	38	33	219	14 th
4	KEIHAHGEWE	AIDAIT	F	06	39	42	38	33	33	33	218	15 th
5	MBASHCURE			06	50	61	61	33	67	42	314	5 th
6	ALING	SARILL	F	05	38	44	49	33	38	39	244	11 th
7	KIRABO	SILVIA	F	06	58	61	67	67	39	61	353	4 th
8	NYAKAO	AMMA	F	05	42	47	67	33	33	38	260	10 th
9	TWONGYEIRE	JOAN	F	05	42	47	42	33	33	33	230	13 th
10	ATUHURA	PEACE	F	05	33	42	33	33	33	33	207	19 th
11	HAMUTUBI	HANIFA	F	06	39	44	38	33	38	39	231	12 th
12	ALHATWE	ERIYA	F	06	33	38	33	33	33	38	208	20 th
13	MOMANOBH		M	06	33	39	33	33	38	42	218	15 th
14	MUWONGE	FRANK	M	06	39	33	33	33	40	33	216	17 th
15	MWARIBHE	IEHOCK	M	06	33	33	33	30	36	33	198	21 st
16	BURJEJA		M	06	83	83	89	56	33	33	377	2 nd
17	MWESIGYE		M	06	39	38	33	33	33	33	209	19 th
18	MUTHABZI		M	05	39	50	56	33	67	42	287	8 th
19	NIUNGIRE	DEEDE	M	06	56	67	69	44	33	33	302	7 th
20	SESANGA	EDWARD	M	10	75	67	83	47	56	44	372	3 rd
21	KAMUCURA	FRANK	M	06	39	42	33	33	67	67	281	9 th

CLASS: FIVE.

SUBJECTS

S/NO	NAME (S).	ENG	MTC	SCI	SST	TOTAL	POS
001	SUNDAY STEPHEN.	70	31	23	43	167	1 st
002	KURUKA ANNET	53	24	30	33	140	2 nd
003	KARUNGI JOAN.	51	17	27	32	127	3 rd
004	MONDAY YOWERI	37	22	29	23	111	4 th
005	NAMUGWANYA HARRIET.	40	17	22	27	106	5 th
006	NAKABIRA BETTI.	41	20	25	16	102	6 th
007	KICHOCHO SYLVIA	40	15	28	15	098	7 th
008	NASSANDAY JOYCE.	38	20	15	05	078	8 th
009	KEMBABAZI PHONAH.	36	13	14	13	076	9 th
010	KWIKIRIZA SHARON.	19	17	30	07	073	10 th
011	WANDIIRA AMOSTRONG	28	20	10	04	062	11 th
012	KWAKUNDA . B. NAWUME.	24	22	05	06	057	12 th
013	MUKAMANYA GEOFFREY.	14	14	08	08	044	13 th
014	MONDAY ISAAC	06	24	09	09	042	14 th
015	SENTONJO DENIS	13	14	03	03	036	15 th
016	KAPASEKE WILLY SEBINA	09	20	00	01	012.	16 th

P. 5 END OF TERM II RESULT SHEET 2009

NAME	SUBJECT				TOTAL	POSITION	AGE
	ENG	MAT	SCI	SST			
M 1 MULINDE ABEL	38	27	34	40	139	4 th	11
M 2 LUBEGA UMARU	20	17	20	18	075	7 th	14
F 3 KATUSABE REBECCA	20	24	16	09	069	8 th	11
E 4 ATUHARWE ALON	36	45	40	32	153	2 nd	13
M 5 MUYURVA ROBERT		19	11	-	130 30	9 th	15
M 6 KWESIGIA RONY	40	23	44	31	138 97	5 th	12
F 7 BOONABANA STELLA	25	24	21	09	079	6 th	11
M 8 KATONKU STEVEN	40	35	30	60	165	1 st	13
M 9 KAREBA DANIEL	21	31	34	40	126	3 rd	11

NO 01 1041 A 1000
 PRIMARY FIVE 2004
 KEMAMPUAN T/S

ENCL
 MATH
 SUI
 S I
 TOTAL

NO	NAME	LAST NAME	SEX	AGE	ENCL	MATH	SUI	S I	TOTAL	RANK
1	MARSUBUGA	KISHA RYE	M	10	58	13	53	75	279	1
2	MAKICULI	FIORANCE	F	13	72	73	53	58	256	2
3	KOBWA	JESKA	F	11	82	52	55	60	349	3
4	KYAMBADDE	BRIAN	M	13	65	56	70	55	246	4
5	NANGONGE	RITAH	F	14	45	70	58	60	233	5
6	IMAYEBARE	AURINE	F	11	66	35	50	60	211	6
7	SENYAMYI	AMOS	M	12	48	62	48	45	203	7
8	MHISA WOTU	DEBURA	F	12	40	59	48	48	195	8
9	SANJU	STELLA	F	10	48	32	50	50	195	8
10	MABAYAMBA	OLIVER	M	14	45	57	40	65	187	10
11	KANSI MIE	MEDVIDI	F	12	45	56	35	45	181	11
12	MVAIYODDO	AGNES	F	14	40	59	32	45	176	12
13	NYOMBE	HANDREW	M	14	44	57	40	34	175	13
14	MVAKYIMBOWA	DOROTHY	F	13	26	56	31	45	168	14
15	MADIATA	JOHN	M	13	34	52	35	40	161	15
16	KYENOR JOE	GODFREY	M	13	30	52	35	35	152	16
17	MWAMBATE	EDMUNDO	M	13	35	28	45	40	148	17
18	MWABOZA	GETRAUDE	F	13	24	48	36	36	144	18
19	MWIBEMU	DARWIN	M	13	55	24	30	34	143	19
20	ASIMWE	PLUS	M	14	50	35	25	25	138	20
21	BURENI	MUCHIRO	M	13	27	50	25	31	133	21
22	KITAKULE	STONE	M	13	21	59	19	32	131	22
23	MWABIRIA	GRACE	F	11	30	34	25	33	122	23
24	MWAKASHA	RODGES	M	13	23	34	32	33	121	24
25	SEMDIJA	EMERIKO	M	13	33	44	18	33	118	25
26	MWIKWALA	EDINA	F	13	20	24	30	38	112	26
27	MWAMARICA	WYNNE	F	11	32	39	20	20	111	27
28	MVAJUK	TEDDY	M	14	26	35	16	34	111	27
29	MWANTE	FRANCIS	F	13	15	35	25	35	110	29
30	MWIMYIE	STEVEN	M	13	19	29	30	30	108	30
31	BENGONGE	BONALD	M	14	13	26	30	35	103	31
32	KASOZI	VIVIAN	F	13	18	17	18	20	103	31

FIVE
 MINUTE
 TEST
 TO
 POSITION

34	VARIGIWADE	JUDITH		25	38	30	38	101	32 th	
35	KLIBERU	KENETH	m 13	15	42	18	25	100	35 th	
36	KACIAME	PETER	m 14	15	40	16	27	098	36 th	
37	KIWAISI	RUTH	m 13	15	39	17	15	096	37 th	
38	SEMPALA	GEO FRU		22	31	11	24	093	38 th	
39	MARUGIINGA	RECHEL		25	26	20	21	092	39 th	
40	SEKIWALI	MOSES		15	37	20	13	085	40 th	
41	WABWAWIKA	ROTH	m 13	25	26	15	12	078	41 st	
42	SEMPEEBWA	PATRICK	m 13	04	30	15	25	074	42 nd	
43	SEBICWA	BENAFKO		10	40	05	18	073	43 rd	
44	KANUYERERU	SIMON		05	28	13	25	071	44 th	
45	SEBAYAMBA	ROBERT		08	39	07	15	069	45 th	
46	SEKASAMBA	DAVID		13	23	13	18	067	46 th	
47	VARATO	LAYER		14	08	13	23	060	47 th	
48	SEMBOIYA	MURUPALI		02	40	10	08	060	47 th	
49	KASHIKA			02	31	02	10	045	49 th	
50	MABUKENYA	SARAH	m 13	01	16	05	02	024	50 th	
51	WAMUGI	ESTERINA	m 13	05	05	04	07	021	51 st	



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e-mail: efagbamiye@yahoo.com Tel: 0753142725

Office of the Director

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR... LWANGA FREDRICK

REG. #... DPE/15344/62/DU

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

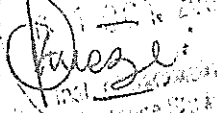
He/she wishes to carry out a research in your Organization on:

Age, Gender and Academic Performance
in primary schools in Kasoli parish,
Nakitoma subcounty, Makasongola
District.

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,


MUHWEZI JOSEPH
HEAD, IN-SERVICE