

**THE IMPACT OF LEARNING AIDS ON THE ACADEMIC PERFORMANCE  
OF PRIMARY SIX PUPILS IN SOCIAL STUDIES IN KASESE  
SUB COUNTY, KASESE DISTRICT, UGANDA.**

**BY**

**KAAWE EUNICE MUTOORO**

**BED/13876/61/DU**

**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND  
DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE  
REQUIREMENT FOR A WARD OF DEGREE OF BACHELOR  
OF EDUCATION INEARLY CHILDHOOD OF KAMPALA  
INTERNATIONAL UNIVERSITY**

**NOVEMBER 2008**

## DECLARATION

I, Kaawe Eunice Mutooro do hereby declare that this research report is my original work, and has never been submitted for any award of a degree or diploma in education in any of Uganda's institutes of higher learning.

Sign .....

**Kaawe Eunice Mutooro**

Date .....

## APPROVAL SHEET

This report has been submitted for examination with my approval as supervisor.

Sign..........

Ssekajugo Derrick (**Supervisor**)

Date..... 24.05.2008 .....

## ACKNOWLEDGEMENT

First and foremost, I wish to acknowledge my husband Sunday Stanley who has continuously given me moral and financial support.

Due acknowledgement goes to the teaching staff of Kamaiba Primary school who for all the support given to me during the course of this study.

In the words of Lipton: "Our families do provide a solid rock of support for which we are always grateful". My parents and relatives, Mum Milly Mutooro who strived to see to it that i could have a share in the world's great patrimony of knowldege irrespective of the fact that it was a single parent family.

As the saying goes, **Great - Generals win campaigns but it is the unknown soldier who wins the battle**, it is important not to forget my supervisor Mr. Ssekajugo Derrick for having devoted his time and for the acceptance to be my supervisor. Special consideration also goes to the staff of IODL Kampala International University for the guidance and support given to me during the course of studies.

Last but not least, special appreciation goes to the District Education Officer Mr. Katemba Douglas for his encouraging words and support.

## DEDICATION

The whole work is dedicated to my children Charlotte, Alvin, Edwin and Arnold.

## ABSTRACT

This study was about the effect of learning aids on the academic performance of primary six pupils in social studies within Kasese sub county Kasese District, Uganda. This was intended to determine the profile of respondents in the area of study, determine the effects of learning aids towards the academic performance of learners in the area of study and suggest possible remedies towards effective use of learning aids so as to uplift the academic performance of pupils in Kasese Sub County. In the course of study, all other people's contentions and ideas in line with the topic under study were revisited and the whole study employed a descriptive survey design. It was realized from the findings of the study that the best way of teaching pupils is to provide them with adequate learning aids and a conducive learning environment as well. A deduction was made that teachers never prepared a variety of learning aids. This drove the researcher to make a radical decision which called for more government support through its agencies to see to it that all the necessary learning materials are in place within schools.

## TABLE OF CONTENTS

DECLARATION .....	i
APPROVAL SHEET.....	ii
ACKNOWLEDGEMENT .....	iii
DEDICATION .....	iv
ABSTRACT .....	v
TABLE OF CONTENTS .....	vi
<b>CHAPTER ONE</b> .....	1
INTRODUCTION.....	1
Background to the study .....	1
Statement of the Problem .....	2
Objectives of the study.....	3
General Objective .....	3
Specific Objectives .....	3
Hypothesis .....	3
Theory .....	4
The Purpose of the Study .....	4
Scope of the Study.....	5
<b>CHAPTER TWO</b> .....	6
REVIEW OF THE RELATED LITERATURE.....	6
Introduction.....	6
<b>CHAPTER THREE</b> .....	10
METHODOLOGY.....	10
Introduction.....	10
Research Design .....	10

Research Environment.....	10
Research Respondents .....	10
Research Instruments.....	10
Data Collection Procedures .....	10
Sample Selection and size .....	11
Data Presentation and Analysis.....	11
Qualitative analysis .....	12
Ethical Considerations .....	12
<b>CHAPTER FOUR .....</b>	<b>13</b>
DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....	13
Introduction.....	13
<b>CHAPTER FIVE .....</b>	<b>20</b>
DISCUSSION, CONCLUSION AND RECOMMENDATIONS.....	20
Introduction.....	20
Discussions .....	20
Conclusion.....	22
Recommendations .....	22
<b>REFERENCES .....</b>	<b>24</b>
APPENDIX I: .....	25
A QUESTIONNAIRE FOR THE DISTRICT EDUCATIONAL OFFICER .....	25
APPENDIX II : .....	27
A QUESTIONNAIRE FOR THE HEADTEACHERS .....	27
APPENDIX III: .....	28
A QUESTIONNAIRE FOR TEACHERS .....	28
APPENDIX IV:.....	30
QUESTIONNAIRE FOR THE PRIMARY SIX PUPILS .....	30



# CHAPETER ONE

## INTRODUCTION

### *Background to the study*

This study was about the impact of learning aids on the academic performance of primary six pupils in Kasese Sub County, Kasese district.

Like any other area, these primary schools have been supplied with learning materials from the district head quarters and equipped with qualified and capable teachers who can prepare other teaching-learning materials from the local environment and use them perfectly well so as to uplift the academic performance of pupils in schools especially in Upper primary classes.

It has been argued with great certainty that learning aids are one of the major salient features that can facilitate effective and better performance of pupils in upper primary classes.

Despite the above factors in mind, the academic performance in social studies among the pupils in Kasese sub-county is still low as compared to other neighboring districts. Therefore the researcher investigated on the impact of learning aids towards the performance of primary six pupils in social studies within Kasese sub-county Kasese district since it is a practical subject, which

requires practical experiences and skills. Suggestions and recommendations were made in order to improve the performance.

### ***Statement of the Problem***

Despite the tremendous efforts from both government and other bodies like NGO'S to uplift the academic standards of pupils in primary schools, the academic performance of pupils in social studies within Kasese sub-county and Kasese district as a whole is still low in the majority of its schools. Government has not put much emphasis on the use of learning materials in Social studies; teachers have neglected improvisation and the use of the local materials available. The community around destroys the little materials left in classes, learning aids are not appropriately used according to learner's ability and age, the classrooms conducted are too large.

So the researcher carried out an investigation on the government involvement in provision of learning aids in schools, teacher's creativity in improving learning aids, teacher's qualification especially those handling social studies, the community participation towards learner's performance and the age range of pupils in upper primary classes particularly in primary six.

## **Objectives of the study**

### **General Objective**

The general objective of the study was to determine the impact of learning aids on the academic performance of upper primary pupils with primary six pupils in selected schools within Kasese Sub County being an illustrative example.

### **Specific Objectives**

The study was intended to:

- Determine the profile of respondents as to:
  - Age and
  - Level of education
- Determine the effect of the learning aids towards the academic standards of pupils in upper primary classes of Kasese sub-county, Kasese District
- Suggest some possible remedies towards the effective use of learning aids in order to uplift the academic standards of pupils in Kasese sub-county and Kasese district as a whole.

### **Hypothesis**

In this research study it was hypothesized that there is no significant effect of learning aids on academic performance of pupils in upper primary schools particularly with in Kasese sub county, Kasese district.

## **Theory**

This study was based on the theory of Clark (1973)- who argues that teaching is more than presenting information or even presenting ideas. It also includes, among other things, guiding pupils to learn by means of the probing, discovering, and analyzing and examining activities that we call reflective thinking , the subtle business of building attitudes and values , and the more straight forward tasks of skill development.

Proper teaching of social studies requires good diagnosis. Without adequate diagnosis, teachers tend to teach everything in the same way to every body, and as a result, their teaching becomes boring, frustrating, unsatisfactory, and unsuccessful .Diagnosis in teaching social studies would lack for the application of various teaching or instructional materials and such instructional materials can hardly be over structured.

Although most sincere teachers are interested in improving their instructional competence. Only a minority of them unfortunately are willing to pay the price of planned improvement that calls for systematic evaluation by others: honest, structured appraisal, and consistent effort. Thus the attempt to discover with specific exactness what comprises effective teaching is a never ending quest.

## **The Purpose of the Study**

This study was carried out in order to investigate on the impact of learning aids on the academic performance of pupils in primary six classes in Kasese Sub-county Kasese District. The study will thus help, guide and direct the teachers so

as to improve on the teaching of social studies in upper primary using appropriate teaching materials.

The study will help both the stakeholders and teachers discover the kind of learning aids that is necessary for improvement of the academic performance of pupils in social studies with in upper primary classes especially from primary five up to primary seven such that utilization of the most suitable teaching materials is made.

### **Scope of the Study**

The research was carried out to investigate on the impact of learning aids on the academic performance of primary six pupils in social studies in Kasese Sub-county, Kasese District. It was carried out within five schools from various parishes within the sub-county. The respondents included the DEO, and Inspector of schools, the head teachers and the teachers of primary six classes, primary six pupils and parents with children in primary six classes.

## CHAPTER TWO

### REVIEW OF THE RELATED LITERATURE

#### *Introduction*

The importance of this section is to review existing knowledge, theoretical and empirical literature relevant to the study of the concepts teaching aids and academic performance of learners in upper primary schools

Farrell (1969) stated that children's understanding relies on objects which help them to use symbols, numbers and words to represent something.

Aggarwal (2000), argues that learning aids help in making durable impressions and strengthening the hold of the over the subject matter. Ha adds that children often do not take the first impression and if they do, they usually lose it shortly. Fixing learning aids in teaching first mould and hardens the mind of the learners – first create impressions and then make these impressions durable through practice or repetition. The law of practice and repetition forms the basis of adopting teaching or learning aids

Aggarwal further adds that in order to improve the quality of science education and promote scientific temper, there is need for development of instructional materials.

Ornstein (1995), argues that real life experience provide the most direct type of learning , but they era difficult to supply in the traditional classroom. Most experiences in the classroom occur through verbal symbolism – written and spoken words. Such experiences may be easier for teachers to supply, but they may be more difficult for many students to understand. Verbal symbolism depends on the ability to conceptualize and think in the abstract, while the impact of first hand experience is immediate and concrete. Various multi sensory instructional aids – text , pictures, games, simulations, can substitute for first hand experiences and enhance understanding. Thus, they are an integral part of the learning activity.

Ornstein still argues that pedagogical or teaching aids are materials designed for teachers use that are provided as supplements to the text book. Such aids acquaint students with the general approach, supply supplementary information and repeat objectives. He further adds that pedagogical aids facilitate the development of cognitive processes and without such aids poor learners will learn little in classroom.

Kolb (1984) suggested that in order pupils in upper primary to learn well, the teacher has to apply a variety of instructional techniques that will meet individual needs and interests.

Verma and Sharma. (1998), argue that a good teaching is causing, facilitating and promoting learning. In order to achieve the purpose, the teacher like the crafts man has to use certain tricks. They further argue that a skillful teacher tries to use various types of skills to make his teaching effective. In doing so, an efficient skilled teacher while using his skills also apply teaching tools generally called Teaching Devices /aids. Such devices include audio, visual, audio- visual , artificial, natural , evaluative and so on and such devices make the learner to learn the content interesting and worthwhile.

(Clark L 1973), argue that good teaching materials can greatly enhance social studies classroom. Use them to motivate, interpret, supplement, and reinforce your teaching as well as to address up the classroom. Such materials are used to clarify and add interest to your classroom.

Sadker,M and Sadker D. (2002), argue that teaching materials and supplies should be readily available . Arranging a self help area so that students have direct access to supplies encourages individual responsibility while freeing up the teacher to focus on instructional activities. They further argue that placing instructional materials in various parts of the room gives each student the best seat in the house for at least part of the teaching day.

Garrison and Magoon (1972), argue that in using instructional aids, teachers must always remember that the primary purpose is to place the learner closer to reality. Since such aids are viewed as supporting rather than supplanting the classroom teacher. They add that aids should not be used in-discriminately or as



filler. Teachers must plan and incorporate technology into the learning experience as they would any other facet. They contend that : however too often teachers use such aids most especially in developing nations.

Yadav (2001), argue that the most difficult problem before a history teacher is to invest pupils to gain an experience of human behavior in past societies. To explain the past happenings demands that events of the past are understood in their casual and sequential relationships. In this respect, audio visual aids with their various devices, techniques and resources, come to the help of the history teacher. He adds that such aids make teaching concrete, effective and interesting since they make an appeal to the auditory and visual senses of pupils. Aids invest reality to the past, increase pupil's interest in the subject and supplement verbal explanations of the teacher. Absence of such aids has been one of the major impediments to the progress of most schools especially at primary level.

## CHAPTER THREE

### METHODOLOGY

#### ***Introduction***

This section looked at the design, selection of the study area, sample selection and size, instruments, data collection, and analysis.

#### ***Research Design***

The study employed a descriptive survey method. This method was chosen because of the ease in administering questionnaires and in obtaining of data.

#### ***Research Environment***

The study was conducted in Kasese sub county, Kasese district within the selected schools.

#### ***Research Respondents***

The respondents to this study included the DEO, Head teachers and teachers of selected primary schools, primary six pupils and the parents.

#### ***Research Instruments***

The researcher utilized both primary and secondary data. Questionnaires were made use of, interviews to obtain primary data and secondary data as well.

#### ***Data Collection Procedures***

Data was collected immediately after securing an introductory letter from the Director for Distance Learning at KIU. After which relevant offices and schools were visited within Kasese Sub County. Questionnaires were administered to

selected groups after which they were collected back for compilation and analysis of the data.

### **Sample Selection and size**

The method for data collection was stratified sampling where calculations were based on each portion. Totals were obtained for each sample and combined to get the required stratified sample with the use of Slovene's Formula as illustrated below:

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

### **Data Presentation and Analysis**

Data was presented in form of tables and analyzed using percentages and frequency distributions. The qualitative analysis was achieved by using computer application. For means the researcher used the following formula;

$$M = \frac{\sum X}{N}$$

Where M = Arithmetic means

$\Sigma$  = Sum of

X = Each of Measurements

N = Number of scores

### **Qualitative analysis**

The researcher further described, explained and interpreted the data around each of the major objectives so as to answer the research questions.

### **Ethical Considerations**

The study primarily engaged all sorts of targeted youth viewed necessary for data collection, the local council leaders, and some selected house hold leaders. Accordingly, extreme confidentiality had to be promised and this could only be by promising secrecy to selected respondent's information provided.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### *Introduction*

The researcher analyzed data basing on the information collected from the files of the study as per the designed questionnaires and in line with the set objectives.

It was observed that the District Education Officer and Inspectors of Schools were between the age range of 65-75 and had Bachelor of Teacher Education as their education standards. However, the area Inspector of Schools in Kasese had a Degree in Education.

About the issue of visiting schools, the District Education Officer confirmed that he lacked time instead, he authorized the area Inspector of Schools who also accepted that he occasionally did this especially at the opening and closing of the term which marked three times in a year.

In regard to the posting procedures, District departmental heads, lamented that Grade III teachers were being considered most. However some licensed teachers were employed during the past regimes and others had been employed in order to boast some religious beliefs in particular schools.

**Figure I :The age -range of head teachers in the selected schools**

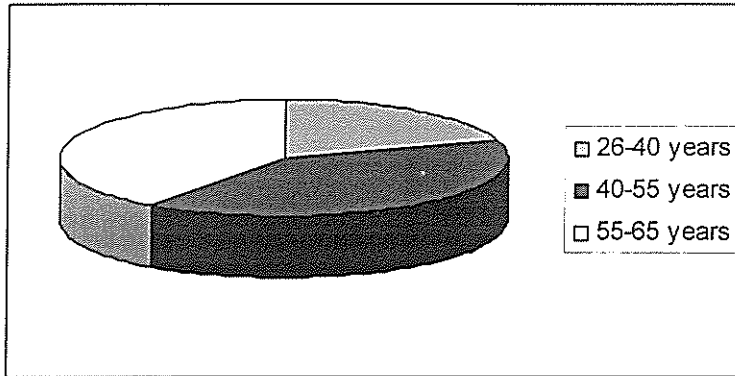


Figure I above shows that of the 100%(05) respondents, 20% were between the age 26-40years, and those in the age range of 40-55 and 55-65 years 40% respectively.

**Table II: The education standards of teachers handling primary six classes of selected schools.**

Level	Respondents	Percentages (%)
Licensed	04	16.7
Grade III	09	37.5
Diploma Secondary	03	12.5
Diploma Primary	06	25
Degree Secondary	-	-
Degree Primary	02	8.3
<b>Total</b>	<b>24</b>	<b>100</b>

Table II indicates that 16.7% of the respondents were licensed teachers, 37.5%(09) were Grade III certificate holders, 12.5%(03) were Diploma holders, secondary education, 25%(06) were diploma holders while 8.3%(02) were degree holders in primary education.

**Figure II: Teachers' ability in using learning aids in the classroom situation**

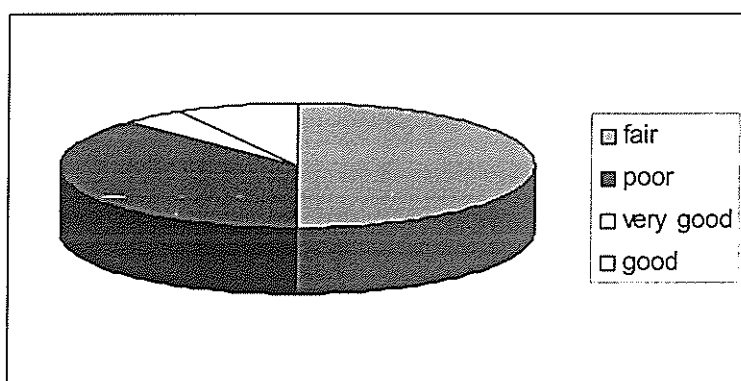


Figure II shows that 50% of the respondents (24) were fair at using learning aids, 37.5% had poor abilities about using learning aids, 4.2% were very good while 8.3% were good at using learning aids.

It was also revealed that head teachers never gave any kind of incentive to teachers whenever pupils performed well in any subject at the end of term or year.

**Table III: indicates the age range of teachers in upper classes.**

<b>Age range</b>	<b>Respondents</b>	<b>Percentage (%)</b>
20-25	05	20
25-35	03	13
35-55	07	29
55-65	09	38
65-75	-	-
<b>Total</b>	<b>24</b>	<b>100</b>

Table III above shows that out of the respondents, 20% were between the age range of 20-25, 13% (03) were between 25-35, 29% (07) were between 35-55, while 38%(09) were between the age range of 55-65 years.

**Table IV: The age range of pupils in upper classes**

<b>Age range</b>	<b>Respondents</b>	<b>Percentages (%)</b>
9-10	08	23
10-12	04	11
12-14	10	29
14-16	06	17
16-18	04	14
18-20	03	6
<b>Total</b>	<b>35</b>	<b>100</b>



Table IV indicates that out of 35 respondents, 23%(08) were between the age range of 9-10 years, 11% (04) were between 10-12years, 29%(10) were between 12-14years, 17%(06) were between 14-16 years, 14%(04) were between 16-18years while 6%(03).

**Table V: Number of times teachers taught social studies in a week among the selected schools.**

<b>Period</b>	<b>Respondents</b>	<b>Percentage (%)</b>
Once	04	17
Twice	07	29
Thrice	10	42
Fourth	03	12
None	-	-
<b>Total</b>	<b>24</b>	<b>100</b>

Table 5 shows that of the 100%(24) respondents, 17%(04) taught for once in a week, 29%(07) of the respondents taught it twice in a week, 42%(10) taught thrice in a week while 12%(03) four times in a week.

**Table VI: The Duration for displaying learning aids**

<b>Duration</b>	<b>Respondents</b>	<b>Percentages (%)</b>
An hour	08	33
A day	07	29
Two days	03	13
Three days	02	08
A week	-	-
None	4	17
<b>Total</b>	<b>24</b>	<b>100</b>

Table VI above indicates that 33% (08) displayed the learning aids in the classroom after teaching for an hour, 29% (07) displayed for a day, 13% (03) displayed for two days, 8%(02) displayed them at all.

**Figure III: shows the attitude of pupils towards collecting learning aids.**

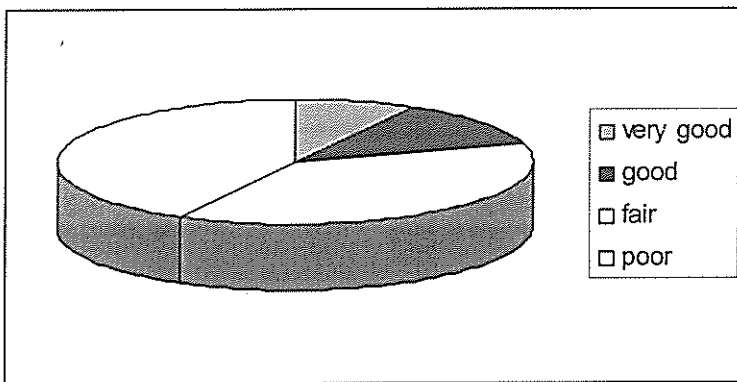


Figure III indicates that out of 100%(24) respondents, 8%(02) had very good attitudes towards collecting learning aids, 12.5%(03) had good attitudes, 37.5%(09) had fair attitudes while 42%(10) respondents had poor attitudes.

As observed from the sampled schools most teachers handled classes of 150-200 pupils and majority of them had fair relationships with the community around them.

## CHAPTER FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

#### ***Introduction***

This chapter indicates the discussion, conclusion and recommendations of the study basing on the data in chapter four.

#### ***Discussions***

Out of 5 respondents, 40% were between the age range of 55-65 years

(see figure 1), above. This indicated that they minded much towards the pupils.

This was in line with the findings of Lillio (2000) who asserted that teachers should have enough observation skills so as to help pupils in their different learning situations. Such observation skills enable them to understand the weaknesses and capabilities of the learners.

About the education standards of teachers who handle primary six, 37.5% were Grade II teachers. This was in line with the findings of Jill and Pendancil Kert (1964) who pointed out that teaching in upper primary and secondary requires experienced teachers who can make use of learning aids effectively and the reverse is true. Therefore experienced primary teachers are able to use the learning materials well compared to un experienced ones.

For the case of teachers' ability on using learning aids, 4.2% had very good use of learning aids. This was contrary to the findings Kolb (1984), who said that for

the children to learn well, the teacher has to apply a variety of instructional materials which will meet individual needs and interests.

About the age of pupils in upper, 14% were between the age ranges of 16-18 years. This was in line with the findings of Ezewa (2000) who pointed out that children in areas of low social economic status attend school at a later age as compared to those in high economic standards which negatively affected their academic standards since children learn better at early ages.

About the number of times teachers taught social studies in schools, 12% taught it four times a week (see table 5). This was in line with the findings of Farrell (1969) who commented that the best way of teaching pupils is to provide them with enough experiences, which can be achieved through constant teaching.

Concerning the display of learning environment, 33% displayed for an hour see table 6). This was opposed to the findings of Aguti (1992) who stressed that there is need to use practical examples so that information can be retained and used for later purposes.

About teachers' attitudes towards collecting learning aids, 42% had poor attitudes towards collecting learning aids (see figure 4). This was contrary to the findings of Heinrich Pestalozzi (1746-1827) who emphasizes that it is the

teacher's role to provide the right environment from which children will learn and solve problems that face them.

### ***Conclusion***

With regard to the analyzed data, it is realized that most teachers never prepared learning aids for the teaching of social studies while the few who prepared did not involve pupils directly and indirectly like displaying the learning materials in the classroom environment for some period of time after teaching.

Most pupils were exposed to classroom education at a later stage as seen in table 4. This made them feel proud and ignored the collection of learning materials since they regarded it as a waste of time.

Teachers in upper classes were not being motivated and appreciated whoever pupil performed better in the exams this retarded their career in teaching leading to neglecting the use of learning aids.

The government had neglected the teaching of social studies since it provided most materials for other subjects like science and mathematics whereby majority of these materials were entirely used in lower classes.

### ***Recommendations***

The District Educational Officer and Inspector of schools should regularly visit schools and avail teachers with the appropriate knowledge on how to handle the social studies especially in upper classes.

Both the head teachers and the district education officers should endeavor to motivate teachers when learners perform well especially during primary seven exams so that enthusiasm among lower primary teachers towards handling children is promoted for effective and better standards in a school.

Field study should be organized to enable pupils access the inaccessible materials. This will enrich pupils' understanding especially in social studies and also enable the use of the environment for the future purposes.

Teachers' salaries should be paid in time so that they can concentrate on the classroom work other than moving else where in search for greener pasture and effective upkeep of their families.

Pupils should be taken to schools at an early stage especially (6years) where pupils easily master what has been taught to them as stressed by Piaget.

## REFERENCES

Aggarwal (2000), *Development and Planning of Modern Education*, Vikas Publishing House, New Delhi, India.

Aggarwal (2000), *Principles Methods and Techniques of Teaching Reprint*, Vikas Publishing House New Delhi, India.

Bennett .J (2003), *Teaching and Learning Science*. A guide to recent research and its application, New York.

Farrell (1969), *Teaching Methods and Practice*, Ibadan University, Longman group of Companies

Orodho J (2004), *Technologies of Writing Research Proposals*, Masola Publishers, Nairobi, Kenya

Policy Review News Letter November 2005, Uganda Debt Net work



## APPENDIX I:

### A QUESTIONNAIRE FOR THE DISTRICT EDUCATIONAL OFFICER

RESEARCH QUESTIONNAIRE TO EVALUATE THE IMPACT OF LEARNING AIDS TOWARDS THE ACADEMIC PERFORMANCE OF PUPILS IN PRIMARY SIX CLASSES IN KASESE SUB-COUNTY KASESE DISTRICT.

I Kaawe Eunice Mutooro, a student of Kampala International University present to you a research questionnaire which should be filled by the district education officer. The information which will be provided in this form will be handled secretly and your participation in this academic struggle will always be remembered highly.

Please place a tick in the appropriate space when answering the following questions.

1. Sex:   
Female  Male
2. Age:  
a) 25-35  b) 35-45  c) 55-65   
d) 65-75  e) 75-85
3. Professional questions  
a) BED (teacher education)  b) BED (secondary education)   
c) BED (primary education)  d) Bachelor of education
4. Does your office provide schools with learning materials?  
a) Yes  b) No

5. How often do you visit schools in a term?

a) Once  b) twice  c) thrice

d) Others specify.....

6. How often do you conduct teachers' refresher courses on the use of teaching using learning aids in a term?

a) Once  b) twice  c) thrice  d) forth

e) others specify.....

7. On which day of the month do teachers receive their monthly salary?

a) 28<sup>th</sup> -30<sup>th</sup>  b) 30<sup>th</sup> -5<sup>th</sup>  c) 5<sup>th</sup> -10<sup>th</sup>  d) 10<sup>th</sup> -15<sup>th</sup>

e) 15<sup>th</sup> -20<sup>th</sup>  f) others specify.....

8. Which class of teachers do you post in schools?

a) Licensed  b) Grade III  c) Degree holders

d) Diploma holders

9. Do you consider religious influence when posting teachers to some schools?

a) Yes b) No

**Thank You**

## APPENDIX II :

### A QUESTIONNAIRE FOR THE HEADTEACHERS

Dear Sir/Madam, your cordially requested to fill the questions in this questionnaire and the information given will be treated secretly.

#### General Information

1. Sex:

a) Male  b) Female

2. Age:

a) 26-40  b) 40-45  c) 55-65   
d) 65-75

3. What is the education standard of your teachers in P.7

a) Licenced  b) Grade III  c) Diploma secondary   
d) Diploma primary  e) Degree secondary  f) Degree  
primary

4. What is the teacher's ability in using learning aids?

a) Good  b) very good  c) Fair  d) Poor

5. Do you give incentives to teachers whenever pupils perform better in any given subject?

a) Yes  b) No

**THANK YOU**

**APPENDIX III:  
A QUESTIONNAIRE FOR TEACHERS**

**A RESEARCH QUESTIONNAIRE TO BE FILLED BY THE PRIMARY SIX  
CLASS TEACHERS OF THE SELECTED SCHOOLS IN KASESE SUB-  
COUNTY KASESE DISTRICT**

Dear Sir/Madam, your kindly requested to respond to the questions in the questionnaire and information given here will be treated secretly . Thank you.

1. Sex:

a) Male

b) Female

2. Age:

a) 20-25  c) 35-55  e) 65-75 & above

b) 25-35  d) 55-65

3. What is the age range of pupils in your class?

a) 9-10  d) 14-16

b) 10-12  e) 16-18

c) 12-14  f) 18-20

4. As a teacher what is your ability in using learning aids

a) Good  c) fair

b) very good  d) poor

5. Do pupils participate in the preparation of learning materials?

a) Yes  b) No

6. How often do you teach social studies in a week?

- |           |                          |                         |                          |
|-----------|--------------------------|-------------------------|--------------------------|
| a) once   | <input type="checkbox"/> | d) forth                | <input type="checkbox"/> |
| b) twice  | <input type="checkbox"/> | e) none                 | <input type="checkbox"/> |
| c) thrice | <input type="checkbox"/> | f) more than four times | <input type="checkbox"/> |

7. For how long do you display the learning aids in the classroom after the lesson?

- |             |                          |                 |                          |
|-------------|--------------------------|-----------------|--------------------------|
| a) an hour  | <input type="checkbox"/> | d) three days   | <input type="checkbox"/> |
| b) a day    | <input type="checkbox"/> | e) a week       | <input type="checkbox"/> |
| c) two days | <input type="checkbox"/> | f) non of these | <input type="checkbox"/> |

8. What is your attitude towards scheming and lesson planning?

- |              |                          |         |                          |
|--------------|--------------------------|---------|--------------------------|
| a) Very good | <input type="checkbox"/> | c) fair | <input type="checkbox"/> |
| b) Good      | <input type="checkbox"/> | d) poor | <input type="checkbox"/> |

9. What is the pupil's attitude in collecting learning aids?

- |              |                          |         |                          |
|--------------|--------------------------|---------|--------------------------|
| a) Very good | <input type="checkbox"/> | c) fair | <input type="checkbox"/> |
| b) Good      | <input type="checkbox"/> | d) poor | <input type="checkbox"/> |

10. What is the population range of the pupils in your class?

- |            |                          |         |                          |
|------------|--------------------------|---------|--------------------------|
| a) 50-100  | <input type="checkbox"/> | c) fair | <input type="checkbox"/> |
| b) 100-150 | <input type="checkbox"/> | d) poor | <input type="checkbox"/> |

11. What is the teachers' relationship with the community around?

- |              |                          |         |                          |
|--------------|--------------------------|---------|--------------------------|
| a) Very good | <input type="checkbox"/> | c) fair | <input type="checkbox"/> |
| b) Good      | <input type="checkbox"/> | d) poor | <input type="checkbox"/> |

**THANK YOU**

## APPENDIX IV:

### QUESTIONNAIRE FOR THE PRIMARY SIX PUPILS

Dear pupil, you are highly requested to fill the question in the questionnaire and the information given will be treated secretly

#### General information

1. Sex

a) Boy  b) Girl

2. Age range

a) 9-12  b) 12-14  c) 14-16   
d) 16-18  e) 18-20

3. Do you get chance to use the school materials like books during your free time? Yes  No

4. How often do you prepare handwork in a month?

a) Once  b) twice  c) thrice   
d) forth  e) fifth   
f) others specify.....

5. Do you prepare materials under the supervision of teacher(s)

Yes  No

6. How often does the school take you for field work study in a year?

a) Once  b) twice  c) thrice   
d) forth  e) fifth  e) none of them   
f) others specify.....