

**THE RELATIONSHIP BETWEEN TEACHER PUPIL RATIO ON ACADEMIC
PERFORMANCE OF PUPILS IN SELECTED PRIMARY
SCHOOLS IN BUSIA DISTRICT**

BY

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**A RESEARCH REPORT SUBMITTED TO FACULTY OF EDUCATION
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE AWARD OF BACHELOR OF
EDUCATION DEGREE OF THE
KAMPALA INTERNATIONAL
UNIVERSITY**

OCTOBER 2016

DECLARATION

I Ojambo Stephen declare that the information given in this report is myself developed work which has never been duplicated to any university for any academic award.

Sign:.....*S. Ojambo*.....

Date:*27.10.16*.....

APPROVAL

This report is a partial fulfillment of the requirements for the award of a Bachelor of Education Degree of the Kampala International University.

Sign: .....

Date: .....

MR. WERE FRED
SUPERVISOR.

DEDICATION

This dissertation is dedicated to my beloved parents who impacted a firm foundation as far as Education roots are concerned.

ACKNOWLEDGEMENT

This book could not have been completed with God's will, may his name be glorified for giving me the gift of life and a sense of wisdom to write this book.

I acknowledge effort of my wife for the provision of both financial and material support towards successful completion to the Award of Bachelors degree.

I would like to further acknowledge the efforts of my lecturers in the department of education especially my academic mentor, the research supervisor Mr. Were Fred for his tireless efforts to see that we come with such a good document.

Lastly I would like acknowledge Mr. Moses Womuzubu who taught me research methods, my fellow students especially those of the faculty of Education for their continuous advice from the beginning to the end

LIST OF TABLES

Table 4.1 : showing the effects of teacher: pupil ratio on classroom management

Table 4:2 : showing effect of teacher pupil ratio on pupil teacher relationship

Table 4:3 :showing the effect of pupil teacher ratio and content delivery on academic performance

Table4.4 : effect of pupil teacher ratio and pupil teacher relationship on academic performance

TABLE OF CONTENTS

Declaration	i
Approval	ii
Dedication.....	iii
Acknowledgement	iv
List of tables	v
Abstract	vi

CHAPTER ONE

INTRODUCTION

Background to the study	1
Statement of the problem.....	2
General objective	2
Research questions.....	3
Scope of the study.....	3
Theoretical Framework	3
Significances of the study.....	3

CHAPTER TWO LITERATURE REVIEW

Introduction	4
Teacher pupil ratio and classroom management.....	4
Impact of teacher pupil ratio on discipline	7

CHAPTER THREE

METHODOLOGY

Research Design.....	8
Population of the study.....	8
Sample size and technique	8
Validity and reliability of instruments	8

CHAPTER FOUR DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Demographic characteristics of respondents	09
4.2 Effect of teacher pupil ratio on classroom management	09
4.3 Effects of pupil: teacher ratio on pupil teacher relationship.....	10
4.4 The effect of pupil teacher ratio and content delivery and academic performance.....	10
4.5 The effect of pupil teacher ratio and pupil teacher relationship on academic performance	11

CHAPTER FIVE

DISCUSSIONS OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Discussion of findings.....	13
5.2 Conclusions.....	13
5.3 Recommendations	14
5.4 Areas for further research.....	14
References	15
Appendix 1	16
Questionnaire for head teachers	17
Appendix II.....	18
Questionnaire for teachers.....	19
Appendix III	20
Questionnaire for pupils	20

ABSTRACT

The study on the relationship between the teacher pupil ratio on academic performance in selected primary schools in Busia District was conducted with the following objectives; establish the teacher pupil ratio on performance, teacher pupil ratio on classroom management and the relationship between the teacher pupil ratio on discipline.

The research was carried out in selected primary schools in Busia District. The findings revealed that most of the respondents were males given that men usually cope easily with the workload in schools compared to women.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The goal of achieving “quality education for all” is far from being realized in most countries in sub-Saharan Africa (SSA). Although many children in the sub region enrolled into primary schools during the 1990s, have left school without attaining the minimum proficiency in literacy and numeracy (World Bank, 2004)

Much research on the determinants of schools enrolment, retention, and ultimate grade attainment in developing countries has been confined to an exploration of the role of individual and family factors (Loyd & Blanc, 1996), often with particular attention given to the ways in which these factors may operate differently for pupils.

The increase in demand for education by the communities in Uganda, introduction of universal primary education as one of the millennium development goals to improve access to education for the most poor has increases pressure on the existing facilities, the number of teachers has not proportionally increase to match the increment in the number of pupils. This factor has led to high pupil: teacher ratio which has an impact on the academic performance in most primary school. This study therefore seeks to establish the current pupils: teacher ratio and find possible strategy to address the problems associated with pupil: teacher ratio in order to mprove on academic performance.

For quite a good number of years now, there has been a marked poor academic performance in most primary schools in Uganda especially those UPE schools. Teaching is not as, many seem to think, a simple task of the teacher presenting materials to the learners. It is a complicated communication between the teacher and earners which should be facilitated through the use of many strategies which include; Methodology, instructional methods in class control

Class management refers to the means by which the teacher tries to bring about the desired change of learners behavior. Much as it dependent upon a teacher to have good class control, there are a number of factors that bring good class control and hence good academic performance among these factors is increase enrolment which has led to high number of students per making classroom management vey difficult for the teachers.

1.2 Statement of the problem

There has been unsatisfactory state of academic performance and the consequent disadvantages of poor class control techniques used due to the increase enrolment; it is possible that the increase enrolment has an impact on pupil's academic performance in primary schools. Thus the problem identified was to find out the relationship between increases pupil enrolment and academic performance.

1.3 General objective

Poor academic performance which is partly caused by enrolment that the researcher gave attention to investigate the relationship between increase enrolment and academic performance in Busia District

1. To establish the effect of teacher pupil ratio and classroom management on academic performance
2. To assess the effect of teacher pupil ratio and pupil teacher relationship on academic performance.
3. To establish the relationship between teacher pupil ration and discipline.

1.4 Research questions

1. What is the effect of teacher pupil ratio on classroom management
2. What is the effect of teacher pupil ratio and teacher pupil relationship on academic performance
3. What is the relationship between teacher pupil ratio and discipline.

1.5 Scope of the study

The researcher made an investigation on the relationship between teachers: pupil ratio and academic performance. The study examined classroom management, teacher pupil relationship and pupils discipline and how these aspects affect academic performance. The study was carried out in the following schools primary schools in Busia district. The schools included: Bukwekwe primary school, Sibiyirise primary school, Asyule primary school and Buwerero. The study population consisted of teachers, pupils and school administrators. The study considered the years between 2008 – 2015.

1.6 Theoretical frame work

Teacher pupil ratio in selected primary schools in Busia district has a great impact on academic performance

1.7 Significances of the study.

The finding of this research will be useful in the following ways.

- (a) It will help the ministry of education to understand the escalating problem of increase in enrolment and plan for possible ways of reducing the pupil: teacher ratio.
- (b) The findings will help teachers understand the magnitude of the problems associated with pupil: teacher ratio and find possible ways of improving to work within the means.
- (c) They will help the head teachers understand the challenges associated with increases enrolment and come up with possible solutions

CHAPTER TWO

LITERATURE REVIEW

2.1 The chapter established the relationship between teacher pupil ratio of class management and the impact of teacher pupil ratio on discipline

2.2 Teacher pupil ratio and classroom management

Fuller, 1987; sjoberg, 2005 asserts that examinations, rather than development of applicable, self reliance based knowledge determine the 'worth of knowledge'. Memorization and rote learning are the dominant forms of teaching; and the science and mathematics subjects' links to technology and relevance to students' everyday experience are hardly emphasized due to the large class sizes in the developing countries

In addition to the use of infrastructure time and language spoken, we would expect that the extent of student participation, the quality of teacher/ student interactions (in terms of encouragement or discouragement), and the way in which classes are group (randomly or by ability) will all affect not only the effectiveness of the teacher in imparting knowledge and developing skills but also the quality of classroom experience for the pupils. If the pupil: teacher ratio is high, academically competent pupils become discouraged, they are more likely to drop out.

Many different aspects of the school and classroom environment beyond pedagogical practices are important in relation to school and classroom dynamics. The orderliness and organization of the school are potentially important to overall school performance. However, these cannot be achieved in a class with a very high pupil: teacher ratio according to sadker & sadker, 1995.

High pupil: teacher ration can lead to poor classroom management which can be a source of learners' indiscipline which in turn leads to poor academic performance. This is supported by Gilbet and Highten (1979) asserted that the curriculum is composed of daily routine and all activities are timed accordingly. If a teacher does not keep time, it is certain that learners will cause indiscipline. Teachers should be disciplined so that the learners follow suit.

Mafabi and Higwira (1993) have it that poor teaching methods in schools and failure of the teachers to consider individual differences in learners causes anxiety, inattentiveness, redundancy and frustration. In an attempt to occupy themselves, children engage in disruptive activities such as talking and playing in class, abusing each other and so on.

On the pedagical aspect, Odaet and Bbuye (1997) pointed ou that teachers have failed to teach appropriate content to the learners or have failed to use appropriated instructional materials while teaching. In either case this cause frustration amongst learners due inadequate infrastructure.

Personality of the teacher can be also be a major source of pupils; indiscipline. Teachers should manifest acceptable personalities if learners are to confide in them. This is also supported by Mafabi and Higwira (1993) who said that the teacher's characteristics such as lack of facts, lack of sense of humor, quality of voice, idiosyncrasy are major causes of students' indiscipline in primary schools.

Psychological aspect, which may refer to situations whereby teachers fail to put into account individual differences in dealing with learners in class in all ways and situations, may affect the learning process. This is supported by Chauhan (1998:386) who says that in most cases teachers tend to generalize students that they are handling and hence they have no sympathy on any particular student irrespective of the problem. this leads to frustration to the unfairly treated groups and cultivates the attitude of 'since we are supposed to be the same, we shall behave the same way.

This attitude encourages relevance to student's everyday experience are hardly emphasized (fuller, 1987; sjoberg 2005).

Mafabi and higwira (1993) further asserts that a teacher who lacks the skills and understanding of handling people and situations fails in solving learners' problems. Once the problems are not attended to, the students may exhibit a behavior that may cause indiscipline. Likewise a teacher dressed slimly yet decently will win admiration from his pupils. Fancy dressing makes a teacher a centre of attraction and a topic of discussion and this disrupts the learning process.

Fuller et al, 1991 asserts that the use of in structure time and language spoken, we should expect that the extent of student participation, the of teacher/student interactions(in terms of encouragement or discouragement), and the way in which classes are grouped randomly or by ability)Will all affect not only the effectiveness f the teacher in imparting knowledge and developing skills but also the quality of the classroom experience for the pupils. If academically competent pupils become discouraged, they are more likely to drop out. The quality of teacher-student interactions is anther dimension of the school experience that may impact pupil performance in school.

Various aspects of the school and classroom environment beyond pedagogical practices are important in relation to school and classroom dynamics. The orderliness and organization of the school are potentially important to overall school performance.

If learning outcomes are to improve, the Government of Uganda should concentrate more on availing chairs and desks as well as providing in –services training for unqualified teachers.

2.3 Impact of teacher pupil ratio on discipline

Fuler et al, 1991 asserts that small classes of 20 pupils or less, reduce repetition and dropout: that is, students repeat lead grades and dropout of school less frequently. Small classes have less disciplinary problems requiring parents to be called into schools. Teachers get to know the students and have time to deal with problems or even prevent some of them and teachers teach better in small classes. Small classes further boost teacher morale, teacher attitude to students, teacher satisfaction with their work, and professional growth and reduce teacher absence.

The majority of the teachers in small classes reported fewer discipline problems. Through classroom observation and student achievement data, the evaluators found that the more effective teachers used a consistent, decisive and assertive management style to enhance the disciplinary benefits of small class size.

Sheffield, (1973) asserts that overcrowded classrooms lead to a shortage of desks for students. You should not make students feel uncomfortable for being in your classroom. Realize that the desk situation is a temporary one. For one thing, classes are often unbalanced during the first week or two of school, so you may lose some of the students to another class. Further, you may find that the teachers around you have smaller classes than you do, in which case they'll give you some their desks.

If you are faced with 35 or 40 pupils in a class, you find that many problems are magnified by overcrowding. What would be minor discipline issues in smaller classrooms can quickly escalate in crowded classes. More than in any other situation, you need to have a firm hand when it comes to discipline in an overcrowded classroom. You cannot allow this type of class to get out of control, because getting them back on task can be nearly impossible. Make sure that you strictly follow your discipline plan as you teach each day.

CHAPTER THREE

METHODOLOGY

3.1 Research Design: The researcher used a survey method and visited the selected schools. The researcher used the survey method because it was possible to collect all the information

3.2. Population of the study: Four schools were selected in Busia District and their headteacher and pupils in the selected schools.

3.3 Sample size and Techniques: the researcher selected a total of 40 respondents the four Headteachers, teachers and pupils. The techniques that were used included observation, interview, questionnaire and literature review.

3.4 Validity and reliability of instruments. The instruments were designed by the researcher, read through and modified by colleagues and finally approved by the supervisor.

A pilot study was then conducted using the instruments; modifications were made until the researcher made sure that appropriate information provided room for investigation to the instruments.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Demographic characteristics of respondents

The findings of the study revealed that 55% of the respondents were male and 45% were female. 90% of the respondents were not married and only 10% were married. 70% of the teachers were diploma holders, 25% were graduates, 05% had other qualifications respectively. Among the administrators 50% were head teachers, 25% were deputy head teachers, 16.7% were directors of studies and 8.3% were heads of departments.

4.2 Effect of teacher pupil ratio on classroom management

Table 4.1 showing the effects of teacher: pupil ratio on classroom management

Effect	Frequency (n=40)	Percentage (%)
Increases communication barriers	6	15
Increases case of indiscipline	10	25
Inadequate teacher-pupil interaction	8	20
Limits relevant feedback from pupils	5	12.5
Untimely beginning and ending of lessons	2	5
Lack of concentration among pupils	5	12.5
Limits teachers classroom activities	4	10
Total	40	100.0

Findings in the table above showed that according to 15.0% of the respondents, there is increases communication barriers, 25.0% said there is increases case of indiscipline, 20.0% said inadequate teacher-pupil interaction, 12.5% said limits relevant feedback from pupils, 7.5% said untimely beginning and ending of lessons, 11.3% said lack of concentration among pupils, 8.8% said it limits teachers classroom activities. This implies that due to the large number of pupils, the classroom control by the teacher becomes so challenging which leads to pupils' indiscipline especially those at the back of the classroom.

4.3 Effects of pupil: teacher ratio on pupil teacher relationship

Table 3: showing effect of teacher pupil ratio on pupil teacher relationship

Effect	Frequency	Percentage
Pupils hate teachers	5	12.5
Negative attitude towards the subject	3	7.5
Teachers fail to track pupil's academic performance	13	32.5
Negative attitude by the teacher towards the pupils	7	17.5
Teachers are de-motivated by the large numbers	2	5
Lack of teacher pupils personal interaction	10	25
Total	40	100.0

The above table clearly shows that there is an effect of teacher pupil ratio on pupil teacher relationship. Findings according to the respondents revealed according to 12.5% said pupils hate teachers, 7.5% of the respondents followed by pupil's negative attitudes towards the subject, 32.5% said the teachers' failure to track the pupil's academic performance, some teachers develop a negative attitude towards the teacher pupils, 5% said the teachers become de-motivated due to the overload and 25% said there is lack of pupil teacher personal interactions.

4.4 The effect of pupil teacher ratio and content delivery and academic performance

Table 4.3 showing the effect of pupil teacher ratio and content delivery on academic performance

Effect	Frequency (n=40)	Percentage (%)
Limits the teachers classroom activities	8	20
Reduces the teacher's volume	5	12.5
Increases communication barriers	3	7.5
Shortage of instruction materials	7	17.5
Limits the teachers innovativeness	8	20
Limits the teacher's assessment of learner	4	10
Limits application of educational technology	5	12.5
Total	40	100

Findings in the above table revealed that high pupil teacher ratio affected the teacher's classroom management in the following ways. 20% said it limits the teachers classroom activities. 12.5% said it reduces the teacher's volume, 7.5% said it increases communication barriers, 17.5% said leads to shortage of instruction materials, 20% said it limits the teachers innovativeness, 10% said it limits the teacher's assessment of learner, 10% said it limits application of educational technology. This is because in the large classes planning an interactive and demonstration lesson becomes so challenging. This therefore forces teachers to resort to using lecture method because it is the only convenient one for large classes.

4.5 The effect of pupil teacher ratio and pupil teacher relationship on academic performance

Effect	Frequency (n=40)	Percentage (%)
Lack of personal teacher relationship with the pupil	8	20
Teachers fail to know students by name reduces pupil teacher interaction	6	15
Poor class room management	4	10
De-motivates teachers.	6	15
Pupil lack guidance by the teachers	7	17.5
Increases pupils absence from class unnoticed	4	10
Increases dodging of lessons by pupils	5	12.5
Total	40	100

From the finding in the above table, 20% said due to high pupils there is lack of personal teacher relationship with the pupil, 15% said teachers fail to know students by name which reduces pupil teacher interaction, 10% said poor classroom management, 15% said de-motivates teachers, 17.5% said pupil lack guidance by the teachers, 10% said increases pupils absence from class unnoticed and 12.5% said increases dodging of lessons by pupils. The most effect is lack of personal teacher pupil relationship this

therefore implies that due to the large class size, the teachers don't have the time to relate with all the pupils to assess their points of weakness in order to help them due to the bulkiness of the work.

CHAPTER FIVE

DISCUSSIONS OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Discussion of findings

Findings chapter four in table 4.2 show that due to high pupil teacher ration there is increased indiscipline this was supported by 25% of the respondents. This implies that due to the large number of pupils, the classroom control by the teacher becomes so challenging which leads to pupils' indiscipline especially those at the back of the classroom.

The findings in chapter four clearly show that there is an effect of teacher pupil ratio on pupil teacher relationship. Findings show that it makes the teachers fail to track the pupil's academic performance as supported by 32.5% of the respondents in table 4.2.

Findings in the chapter four shows that affected the teacher's classroom management as supported by 20% that it limits the teacher's classroom activities. This is because in the large classes planning an interactive and demonstration lesson becomes so challenging. This therefore forces teachers to resort to using lecture method because it is the only convenient one for large classes.

5.2 Conclusions

Most of the respondents were male because in primary schools there is a lot of work and men easily cope up with the workload compared to women.

Because in large classes planning an interactive and demonstration lesson becomes so challenging. This therefore forces teachers to resort to using lecture method because it is the only convenient one for large classes.

Due to large classes, teachers lack of personal teacher relationship with the pupils because the numbers are too many and a very heavy workload which consumes most of the time the teacher could have spent with the pupils.

5.3 Recommendations

The government of Uganda should thoroughly plan a path to universal primary Education that the necessary infrastructure alongside acceptance of more pupils instead of overwhelming an unprepared system with thousands more pupils.

As the Ministry of education and sports reviews its policies annually, the input of teachers, students, parents and administrators should be considered.

The conferences organized fro parents, administrators, students, and teachers should not be one time, but rather should be as often say once per term to keep everyone involved and working together.

To encourage students and families to value education and claim a stake in each student's education, the government should not advertise universal secondary education as entirely free and consequently requiring input from families.

Strict supervision by administrators, strict inspection by school inspectors, increment of teachers salaries, recruit more teachers, supply adequate instructional materials and laboratory equipment, the giving continuous assessment tests which should be used in the final determination of the students' performance in PLE

Classes are overcrowded and teachers are overturned by the numbers in their classes. UPE should drastically reduce its recommended class size where teachers can reasonably know each student and give him or her necessary attention he or she deserves

5.4 Areas for further research

Having carried a study on relationship between teacher: pupil and academic performance in primary schools in Busia district the researcher recommends that future scholars should consider further studies on:

- The attitude of teachers and parents towards UPE and its effects on academic performance

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APPENDIX I
QUESTIONNAIRE FOR HEAD TEACHERS

Dear respondents,

Please kindly accept the honour of contributing towards this research study. Kindly respond to the questionnaire as truthfully as you can.

All the information will be treated with total confidence.

SECTION A: Characteristics of respondents

(a) Name of school.....

(b) Sex: Male Female

(c) Qualification

 Degree

 Diploma

 Certificate

 Other (specify).....

2. What is the status of this school?

Government private

3. How many teachers do you have?

.....

4) How do you rate the number of teachers in your school?

a) Enough b) Not enough c) Quiet enough

5) What are the results of those who are enough as compared to those who are quiet

or not enough?

a) Fair b) Worse c) Good

d) Poor

6. How do you rate the number of instructional facilities for your school?

a) Adequate b) Few c) Lacking

7. How many pupils do you have in this school?

.....

8. What is the average number of pupils per class/stream?

9. What is the reason for such a population in this school?

.....

10. What factors influence increases pupil enrolment?

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

11. Are there any academic effects associated with increases pupil enrolment?

Yes

No

12. If yes, how dose increases pupil enrolment affect academic performance?

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

13. What can be done to curb challenges associated with increases pupil enrolment?

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

Dear respondents,

Please kindly accept the honour of contributing towards this research study. Kindly

respond to the questionnaire, as truthfully as you can.

All the information will be treated with \$ confidence

SECTION A: Characteristics of respondents

a) Name of school.....

b) Sex: Male Female

c) Qualification

Degree

Diploma

Certificate

Other (specify)

1. How many pupils do you have in this school?

2. What is the average number of pupils per class/Stream?

3. What is the pupil: teacher ratio?

4. How do you rate the number of teachers in your school?

a) Enough b) Not enough c) Quiet enough

7. What are the results of those who are enough as compared to those who are quiet or

not enough?

a) Fair b) Worse c) Good d) poor

8. How do you rate the number of instructional facilities for your school?

a) Adequate Few c) Lacking

9. How often do you assess your learners?

a) Once a week b) Every day Every lesson

d) Once a month

10. What are the results of the learners you assess after every lesson as compared to those you assess once a month?

a) Fair b) Good c) Worse c) Poor

11. What do you consider when selecting teaching/learning aids?

- a) Interest of the learners
- b) Availability of material
- c) Content to be delivered
- d) Size of the class

12. What factors influence increases in pupil teacher ratio?

13. Are there any academic effects associated with increases in pupil teacher ratio?

Yes No

14. If yes, how does an increase in pupil teacher ratio affect academic performance?

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

15. What should be done to improve on the academic performance?

- i)
- ii)
- iii)
- iv)
- v)

APPENDIX III
QUESTIONNAIRE FOR PUPILS

Dear respondents,

Please kindly accept the honour of contributing towards this research study.

Kindly respond to the questionnaire as truthfully as you can.

All the information will be treated with confidence.

Name of school

1a) How many are you in class?

.....

2) How many teachers do you have?

.....

3) Do you understand your teachers in class?

a) Always b) Sometimes c) None

4) How many teachers teach you?

a) Three b) One c) Four d) Two

5) When are you given tests?

a) Every week b) Once a month c) Once a term

6. What do your teachers use for teaching?

a) Textbooks b) Real objects c) Charts d) None

7. How often are you given homework?

Once a week twice a week three times a week

8. Do teachers mark your books and return them in time?

Yes No