

**EFFECTS OF SMUGGLING ON PUPIL'S ACADEMIC PERFORMANCE IN  
SELECTED SCHOOLS IN TORORO DISTRICT**

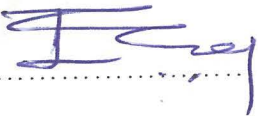
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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND  
DISTANCE LEARNING FOR FULFILMENT OF THE REQUIREMENT  
FOR THE AWARD OF DIPLOMA IN PRIMARY EDUCATION  
OF KAMPALA INTERNATIONAL UNIVERSITY**

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**DECLARATION**

I, AMONG EUNICE declare that this is my work and it has never been submitted in any University of the award of Diploma or any other qualification

Signed:  .....

Researcher: AMONG EUNICE

Date: 16/10/08 .....

## APPROVAL

This is to acknowledge that this proposal has been under my supervision as a university supervisor and is now ready for submission.

Signatures:  .....

MR. MABONGA ERIC

DATE: .....

**DEDICATION.**

This report is dedicated to my dear brother, Mr. Oprong Joseph, my parents, and children.

### ACKNOWLEDGEMENT.

I would like to acknowledge a number of people without whom my work not have been completed.

My greatest appreciation goes to my Supervisor Mr. Mabonga Eric for his patience in guiding and giving me ago ahead in writing this research. Further more I continue to thank my brother who sponsored me to go for further studies, my sister Penina Onyango..

I shall not forget to thank my parents Mr. Osiru George and Janet Florence Osiru for having played a great role in counseling arđ encouraging me during the course.

May the Almighty God bless them.

Above all I thank God for the wisdom and good health he gave me during the course of my studies in the university.

It is my sincere hope that all those who will have opportunity to read this research will greatly have a wider perspective of the content and try to diversify and improve on it where possible.

## TABLE OF CONTENTS

CONTENTS	PAGE
Declaration.....	i
Dedication.....	iii
Acknowledgement.....	iv
Table of contents.....	v

### CHAPTER ONE

#### Introduction

1.0 Introduction.....	1
1.1 Background of the study.....	1
1.2 Problem statement.....	3
1.3 Objectives.....	3
1.3.1 General Objectives.....	3
1.3.2 Specific objectives.....	3
1.4 Research questions.....	4
1.5 Significance.....	4
1.6 Scope.....	5

### CHAPTER TWO

#### Review of related literature

2.0 Introduction.....	6
2.1 Smuggling.....	6
2.2 Causes of smuggling.....	7
2.3 Effects of smuggling on academic performance of learners.....	8
2.4 Role of Teachers in reducing smuggling amongst learners.....	9
2.5 Role of Government in Reducing Smuggling.....	10
2.6 Measures of Reducing Smuggling amongst Learners.....	10

### CHAPTER THREE.

#### Methodology

3.0	Introduction.....	11
3.1.	Research design .....	11
3.2.	Sampling procedure .....	11
3.3	Instruments .....	12
3.3.1	Questionnaire .....	13
3.3.2	Guided Interviews.....	13
3.3.3.	Observations .....	14
3.3.4	Documentation.....	14
3.4	Research Procedure .....	14
3.5	Data analysis and presentation .....	14

### CHAPTER FOUR

#### RESEARCH FINDINGS.

4.0	Introduction .....	15
4.1	Analysis and interpretation.....	15
4.2	Level of Education .....	15
4.2.1	Level of education of Adults .....	15
4.2.2	Level of Education of Pupils .....	16
4.3	Causes of Smuggling in Pupils.....	16
4.3.1	Perception of smuggling by pupils .....	17
4.3.2	Availability of pupils who practice smuggling .....	17
4.3.3	Pupils who practice smuggling by sex.....	18
4.3.4	Performance .....	18
4.3.5	Effects of smuggling .....	19

### CHAPTER FIVE

#### CONCLUSION AND RECOMMENDATIONS

5.0	Discussions .....	20
5.1	Conclusion .....	20

5.2 Recommendations.....21

**Appendices**

References .....23  
Pupils questionnaires .....24  
Teachers questionnaires.....25  
Headteacher questionnaires .....26  
Map of Tororo showing area of study .....27



## CHAPTER ONE

### INTRODUCTION

#### 1.0 Introduction.

This chapter is going to talk about smuggling and how it is believed to have come to existence in Malaba Town Council.

This research is written with an aim of helping in finding out more about smuggling in Malaba Town Council and consequently improve upon the academic performance in primary schools.

The learner will have the opportunity of self realization to check on themselves in and outside school.

It will also give the parents, public and government confidence of discovering the negative effects of smuggling.

The teachers will widen their responsibilities and vision as far as creativity of ways as to how smuggling can be stopped in school going children very fast.

#### 1.1 Background.

Smuggling has been a long term act in Malaba right from the early 1970s.

According to one of the Chiefs, Obonyo Festus, smuggling started in Mombasa where it was termed as "Makendu". This word later when adapted in Uganda, was changed to "Magendo". The word was derived from the then black market business in Mombasa from the Swahili land.

During Amin's regime there was scarcity of goods and a terrible inflation was realized due to high prices because of low savings, investments and production and being at the border people used to cross to Kenya with cotton in exchange for other goods like salt available at cheaper prices.

According to Obore Alfred (2001), Malaba was a village under one family of the late Toyota Muluga. It then enlarged to a trading centre, when the business group discovered through battering they could exchange cotton for other items easily from Kenya. So

attracting people from other areas it now became a trading centre and eventually it was approved to a status of a town council in July 2005.

Malaba Town Council has sixteen schools. Malaba has a booming business status and the community comprises majority of illiterate persons. Hence smuggling is at its maximum and has been highly taken up by most people all over Tororo District.

According to the Community Liaison Officer's report of (2007) to the District, he says there is a great effect of smuggling on the people of Malaba socially, economically and morally especially on the young children or rather youth, hence affecting the Education Sector.

Currently, the primary schools are one of the most affected as reported by the Chairperson Schools' Association, Mr. Etieku James (2008).

In a report whereby there is a request for policy makers to device means of helping schools fight smuggling amongst learners in primary schools. There are clear indicators in many schools serving a reality that many school going children in Malaba Town Council act as both scholars and at the same time practice smuggling and gambling as a business carried out in the border. This is due to increasing numbers of street children, high illiterate rate amongst parents, low income groups in the community, high rate of prostitution. To some extent, smuggling amongst children has majorly been initiated by the parents of the children. It therefore becomes a normal act to carry on and earn a living.

Smuggling has so much affected school going children's minds hence affecting the academic performance in schools of Malaba Town Council, Education tends to develop a child as a whole thus socially, physically, morally, economically and mentally, hence smuggling derails the wholeness of the child's growth and development.

A learner's academic performance is determined by both efficiency and effectiveness of the attendance and environment posed to the learner.

## **1.2 Problem Statement.**

According to the District Inspector of Schools Tororo District (2007) there is a poor academic performance of learners in the schools of Malaba Town Council due to practice of smuggling amongst learners.

Because of the problem stated. It has raised interest of the researcher to find ways of eradicating smuggling amongst learners in Malaba Town Council.

This has been realized as a result of a relatively high urge for money to sustain a living un awareness of education as an investment and illiteracy dominancy in the community of Malaba Town Council. On the other hand, it seems not to be clearly identified as a hazard to the academic performance in primary schools in Malaba since there is no clear mechanism used to impose the fight against the whole system of smuggling.

According to the Chairperson Local Council Three Alfred Obore at a meeting with the Head teachers in the Council hall on 10<sup>th</sup> September (2007) to the District Education Officer, channeled from Local Council I, to III, Area Inspector Tororo County, it states that unless the government streamlines the act of smuggling in the community, there will be no proper learning amongst children especially those who commute from home to school on daily basis.

## **1.3 Objectives.**

### **1.3.1 General Objective.**

The general objective for the study was to determine the effects of smuggling in pupils academic performance in primary schools within Malaba Town Council in Tororo District.

### **1.3.2 Specific Objectives.**

There are three identified specific objectives for the study

- (i) To identify causes of smuggling among school going children
- (ii) To establish the relationship between academic performance and the learners involved in smuggling.

- (iii) To find out the role of teachers in the fight against smuggling in school going children

#### **1.4 Research Questions.**

The research questions were to be answered in order to try to set a strategy to solve the problems of smuggling in school going children.

- (i) What are the causes of smuggling among school going children?
- (ii) Is there any relationship between smuggling and academic performance of learners involved?
- (iii) What are the effects of smuggling on learners and the role of teachers in the struggle against smuggling?

#### **1.5 Significance**

The study was rendered important to different stakeholders' process of stopping smuggling amongst primary school learners, teachers, parents, policy makers and the public at large.

The study exposed the pupils who are diverted to smuggling hence affecting their academic performance. The teachers are to implement the objectives of the research using the stated strategies to stop smuggling as an activity amongst the pupils.

The research has provided more information to other scholars and improved on some factors that were lacking in their foundation base. There is a clear route of the whole problem as it has been discovered by the researcher.

Policy makers are to pass appropriate policies that enhance learning and restrict the pupils' interests in the smuggling exercise by primary school children. The Vice Chairperson Local council one was identified as being the major concerned person because they are in chare of children's welfare in the community.

The public was also identified and being used to create awareness of the benefits of learning as compared to smuggling in the community and impart knowledge to the

## CHAPTER TWO.

### Review of Related Literature

#### 2.0 Introduction.

In this chapter the researcher is going to talk about smuggling, causes of smuggling, effects of smuggling on academic performance of learners, the role of teachers in reducing smuggling amongst learners, role of government in reducing smuggling and measures of reducing smuggling amongst learners.

This chapter disclosed the item of smuggling in its definition, the act itself, the causes and its effects on pupil's academic performance. It has also clearly shown what the role of teachers and government is towards the fight against smuggling.

#### 2.1 Smuggling.

According to Martin H.Manser (1996), smuggling refers to a secret and unlawful crime of bringing goods illegally into the out of the country.

According to Jarka Halkova (2004) smuggling is a process. It is also an activity which involves the importation or exportation of goods by wrong or unlawful means with the objective of evading taxes and any other measures, prohibiting or restricting the importation or exportation of such goods. It is an illegal method or conducting business.

In my opinion, smuggling is unlawful crime of making super profit through gradual experience in order to earn a living.

In smuggling there must be a smuggler. A smuggler is a person who takes goods in and out of the country illegally.

Smuggling discourages pupils from learning, daily attendance at school, hence poor academic performance. It has also encouraged immorality in children.

The performance of learners in Malaba Town Council Schools is distorted for at least three days in a week. The days affected being Tuesdays because they are preparing for the market day on Wednesday. Wednesday itself and Fridays because they are preparing for the market day on Saturday.

According to J.S Farrant (1980) schools and teachers need to create an environment which motivates children to discover the advantages of learning contrary to other activities like smuggling which is already identified as destructive to learners as compared to learning through development of knowledge and skills in respect to educational objectives.

Interesting activities should be set up in schools and communities like viable peer groupings, extra curricular activities to avoid the learners being diverted to smuggling.

Smuggling occurs in many forms like outright avoidance of official customs controls across the borders which deals with goods of high tax value prohibited or restricted goods, undeclaration of goods, undervaluation of goods, misclassification of goods, falsification of documents, misdeclaration of country of origin. All the above are items that portray the evil involved in smuggling and when a school child is exposed to smuggling he has to take up all these doings and activities hence children grow up as wrong citizens to the Nation.

## **2.2 Causes of Smuggling.**

According to the Daily New Journal and Ruther Fold Democrat Article (2007),

The principle causes of smuggling are greed for wealth, ignorance and lack of nationalism.

In this particular situation the causes of smuggling in learners are:-

Low income levels amongst the community because most of them are illiterate who have majorly involved themselves in smuggling and gambling while others have acquired seasonal jobs that cannot sustain them all year round.

The search of school fees is a struggle for both a parent and a learner bearing in mind that most of these learners are street children

Smuggling is carried on by learners as an act of leisure while they don't discover the importance of being at school.

Peer group influence is another cause of smuggling in learners as they mix up outside school, they try to behave and act like their peers to suit the condition. This may also come up as an urge for money to make good profits.

Consumers desire to satisfy their unlimited wants while suppliers satisfy their price desires to satisfy the demands of the consumers so smuggling recycles.

### **2.3 Effects of Smuggling on Academic Performance of Learners**

According to Philpson David (1973), smuggling is an act of tax evasion which deprives government of revenue for public expenditure, it deprives traders of free competition because it distorts market prices hence collapse of local industries but it is different on the side of learners in that it leads to societal ill health and environmental hazards which is dangerous to learners.

Learners will not concentrate on academics because they will be serving two masters at ago.

Low school attendance causes poor performance in that the learners out of five days in a week only come to school for two days or three.

It has caused low morals amongst learners because they are exposed to dodge, cunning ways of handling business and money.

This in turn promotes ignorance and negligence which has become harmful to society especially the school children.

In Uganda, law and order is a guarantee but through smuggling as a crime this makes the youth to grow up not knowing or taking law and order seriously.

The children's professional careers have been destroyed because they now feel taking up smuggling which is gambling as an automatic job hence no need to continue studying. Therefore something needs to be done to cater for all this.

#### **2.4 Role of Teachers in Reducing Smuggling Amongst Learners.**

According Stanga Ernest (2007), there is need to instill the role of education in society to learners through sensitization to the whole community of Malaba Town Council.

As an educationist, he also encouraged the seriously development of good parent, teacher and pupil relationship so that the parents know the teacher at school and what happens at school, the teacher knows whom the child belongs to, which type of environment the learner lives in and the type of culture the learner is adhered to while the pupil should know the teacher as a parent whom he should be close to so that there is free interaction and discovery of problems and strategies are laid to sort them up.

Guidance and counseling should be offered a period or two in the school curriculum to keep learners on the right path.

There is a tendency for children around Malaba to be decision makers for themselves just because most parents don't have time for them. Their teachers need to vie some extra supervised freedom to learners.

Schools are other interesting homes for children to live in thus modifying teaching methods to suit children's characters and abilities, give a variety of extra-curricular activities is a role that a teacher needs to hold.

Both theory and practice in the learning process in necessary.

As a teacher to identify those who don't come to school regularly, they should have registers and report any cases of absenteeism to the authority concerned like head teachers, parents or vice chairperson local council one.



## **2.5 Role of Government in Reducing Smuggling**

The government should set laws governing smuggling. The government should emphasize and eliminate economic causes of smuggling in developing new methods of fighting smuggling.

Eliminating factors that present additional incentives for smuggling and by so doing shadowy activities will be reduced, by simplifying employment regulation to improve the quality of public services, abolish business licensing and to reduce the number of business permits, adopt consistent and clear legal regulations, all these will reduce smuggling hence leaving the school-going population without much urge for the activity.

## **2.6 Measures of Reducing Smuggling amongst Learners.**

According to minutes of the meeting by the Community Development Officer to sensitize the public of Malaba Town council (2007), they came up with the following measures:-

Sensitizing the community on the dangers of smuggling on school-going children, mobilizing parents to leave their children at school, school administrations should have regular meetings with parents, L.Cs and education officers to check the level of smuggling and control it. Policy makers should impose laws against smuggling especially amongst children.

At the grass-root level, the Vice chairperson local council one should have proper records of children and they should go to schools regularly as coordinated by a school.

There should be committees set up at local council level to try to monitor the smuggling item amongst learners and all this should be supervised by the community liaison officer, Community Development Officer, Vice Chairpersons Local Council one and a few teachers.

The Education Officials should sensitize teachers on how to manage, supervise and monitor school children who are taking part in smuggling.

## CHAPTER THREE.

### Methodology.

#### 3.0 Introduction.

In this chapter the researcher looked at the research design, population sampling procedure and data analysis and data delimitations to the study.

#### 3.1 Research Design

The research was across sectional survey involving primary schools selected in Malaba Town Council in Tororo District. For convenience only ten schools out of sixteen sufficed the research. The researcher visited the Town Council Offices and talked to various officials, the police liaison officer, the local council, parents and school going children. All this will be done through various ways of consultation.

#### 3.2 Sampling procedure.

The researcher based the study in only the community of Malaba Town council with the target group being learners practicing smuggling and there was a population of 450 respondents. The researcher used head teachers, teachers, local councils, parents and pupils as a source of data since this population was a set of all the elements of interest on the study.

There were 20 respondents in each school involving 20 learners giving a number of 200 pupils as respondents and 120 parents, 50 teachers and 30 local council members. The sample size came to 400 including the teachers, head teachers parents and council members.

The researcher derived the sample size using solven's formula, questionnaires, interview guides, observation and documentation data was used.

Purposive sampling was used to find out the reason for existence of smuggling in learners. This helped to attain the ability to keep to a firmly fixed intention of the research. It was conducted in only ten schools namely.

- A St. Jude Primary school
- B Victory Border Point Primary School
- C Super Standard Primary school
- D Teens Challenge Primary School
- E Koitangiro Primary School
- F Maama Junior Primary School
- G Malaba Parents Primary School.
- H Bright Academy Primary school
- I Teachers Foundation Primary school
- J Malaba Integrated Primary School

The study covered primary four, five, six and seven. Selection of the pupils was still done purposively.

The population and sample size included both male and female.

### **3.3 Instruments.**

Both secondary and primary data was collected by the researcher. The researcher used data that was already in existence plus also the individually collected data to attain first hand information.

The researcher collected data through questionnaire, interview and observation.

Questionnaires were designed for learners, teachers and head teachers. Guided interviews were designed for parents, Local Councils. The questions were logically clear and relevant to the topic. All this aided convenience of time that was utilized.

The researcher used interview guide to collect data from respondents because not all information required could be collected by use of questionnaires. Interview guides helped the researcher to get first had information from the respondents. After respondents answered the asked questions, the researcher filled the responses on the interview guide.

The researcher involved in actual observation of children practicing smuggling while identifying the school-going children in groups and then homes.

### **3.3.1. Questionnaire**

The questionnaire involved the use of written items to which the respondents individually responded in writing . The questionnaire was in form of statements and questions. The researcher used it because it made the use of distant respondents possible and also questions were well planned and moderately modified and adapted.

It was also self administered in that the respondents filled the questionnaires at their convenience in a specified period of time. The questionnaire was used because it assured the respondents of their confidentiality.

The researcher also identified that the questionnaires can be constructed in scales and this was good in that questions were answered through different levels of potential responses reflecting the degrees of their opinions

### **3.3.2 Guided interviews.**

These were designed for parents and local council members. This involved the oral or vocal questioning technique or discussion using the interview guide. The researcher was the interviewer and the respondents from the sample were the interviewees. It is a good technique because it involved face to face interaction between the individuals leading to self report and responses from interviewees were recorded and analyzed. The technique was used because of its flexibility adaptability and helped the researcher to collect data faster from many respondents. The information was obtained in detail and well explained. The questions asked also varied in three forms namely; structured providing answers of yes or no, semi structured questions were used which allowed open individual response. Unstructured questions which provided the researcher with an opportunity to ask broad questions. These questions also provided the researcher with opportunity to have high degree of objectivity, probing and clarification.

### **3.3.3 Observation.**

The researcher opted to use observation because it involved the researcher hearing, seeing, touching and testing in information without using someone else. This avoided report bias from other people, overcoming language barrier and naturally observing behaviour. It was also good in that it was carried out any time. The researcher used the method in a way of naturalistic observation where the subjects were not aware that they were being observed. There was participant observation where the researcher participated together with the subjects and this involved the researcher in a real act of smuggling.

There was non-participatory observation in which the researcher merely took note of what she observed.

### **3.3.4. Documentation.**

This is a qualitative method which involved deriving information by carefully studying written documents in the respective aspect information was got from schools regards performance in relationship to smuggling, in town council offices and this included records, articles and minutes of meetings. This method helped the researcher to get information of the past events and historical background of smuggling, therefore personal interpretation was done by holistically using personal points of view.

## **3.4 Research procedure.**

The researcher got the introductory letter form the university to various offices. The questionnaires were distributed to the head teachers and pupils.

Interviews were conducted by the researcher.

Documented data was got from various offices like town council, schools and police station. The questionnaires were collected and data was recorded and interpreted.

## **3.5 Data analysis and presentation**

The researcher used both qualitative and quantitative techniques of data collection. In quantitative data, frequencies, tables, were used whereas in qualitative data, information was derived from variable conclusions.

The researcher then compared the percentages obtained and conclusions were drawn

## CHAPTER FOUR RESEARCH FINDINGS.

### 4.0 Introduction.

After collecting the required data for the study, qualitative analysis was carried out. The results were obtained by getting general percentages. Due to confidentiality of this information the schools were presented in codes. A – J

### 4.1 Analysis and interpretation

The findings of the research questions interviews and observations were tabulated and presented as below.

**Table I: Gender composition**

	Frequency	%
Male	250	62.5
Female	150	37.5
Total	400	100

*Source: Primary data*

From the findings, the majority of the respondents were male representing 62.5% while female represented 37.5%.

### 4.2 Level of Education

Most people in Malaba are not educated especially the parents to most school going children. They only involve in smuggling and gambling because they lack potentials to hold official jobs.

#### 4.2.1. Level of education of adults

**Table II:**

	Frequency	%
Literate	80	40
Illiterate	120	60
Total	200	100

*Source: Primary data*

Out of the 200 respondents who are adults, it was realized that the greatest percentage were illiterate except for the teachers and a few council members.

#### 4.2.2. Level of education of pupils

**Table III**

	Frequency	%
P.4	75	37.5
P.5	50	25
P.6	45	22.5
P.7	30	15
Total	200	100

*Source: Primary data*

The researcher in the findings discovered that the pupils who form a total of 200 respondents at an earlier stage involve so much in smuggling and keep on dropping out of school leaving a few to continue to the level of primary seven indicating that there is a low level of education amongst children in Malaba Town Council

#### 4.3 Causes of smuggling in pupils

**Table IV**

	Frequency	%
Idleness	30	15
Lack of scholastic materials	100	50
To get food	15	7.5
To cater for family members	25	12.5
Practice it as a habit	30	15

*Source: Primary data*

There were majorly five causes of smuggling cause of smuggling amongst learners of which according to the findings lack of scholastic materials like books, uniform and others contributed a lot and had a bigger percentage as to why learners smuggle.

#### 4.3.1. Perception of smuggling by pupils

Table v:

Class	Frequency	%
P.4	60	30
P.5	52	26
P.6	50	25
P.7	38	19
Total	200	100

Source: Primary Data

As per the table there is evidence that pupils realize that smuggling is bad as they tend to upper classes but in lower classes they still don't take learning seriously and they don't realize how smuggling affects learning.

#### 4.3.2 Availability of pupils who practice smuggling per school

Table VI:

School	Class								TOTAL	
	P4		P5		P6		P7			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
A	5	0	4	1	5	0	5	0	19	1
B	1	4	0	5	0	5	0	5	1	19
C	2	3	3	2	5	0	4	1	14	6
D	4	1	3	2	4	1	4	1	15	5
E	3	2	4	1	4	1	4	1	15	5
F	5	0	5	0	2	3	4	1	16	4
G	0	5	0	5	0	5	0	5	0	20
H	4	1	2	3	4	1	4	1	14	6
I	2	3	3	2	2	3	4	1	11	9
J	3	2	4	1	2	3	3	2	12	8
<b>TOTAL</b>	<b>29</b>	<b>21</b>	<b>28</b>	<b>22</b>	<b>28</b>	<b>22</b>	<b>32</b>	<b>18</b>	<b>117</b>	<b>83</b>

Source: Primary Data



Pupils who practice smuggling in all the ten schools.

$$\frac{117 \times 100}{200} = 58.5\%$$

Those who don't practice smuggling

$$\frac{117 \times 100}{200} = 41.5\%$$

From the above quantitative interpretation of information, it portrays that the percentage of learners who practice smuggling is greater than those who do not practice smuggling. It also shows that schools which have boarding section like B and G had almost no pupils practicing smuggling because they were not exposed to it.

#### 4.3.3 Pupils who practice smuggling by sex

Table VII

	Frequency	%
Male	77	66
Female	40	34
Total	117	100

*Source: Primary data*

The table above shows that the male pupils are more involved in smuggling as compared to the female pupils. This is because the female pupils are involved in domestic activities but the male have a lot of unprogrammed time after the school routine time.

#### 4.3.4 Performance

Table VIII

	Average marks
Pupils who smuggle	46%
Pupils who don't smuggle	72%

*Source : Secondary data*

On average, the performance of learners who practice smuggling is poorer than for those who don't smuggle. This is because those who smuggle don't concentrate in school and they also keep absenting from school and this affects their performance.

#### 4.3.5. Effects of Smuggling

**Table IX**

	Frequency	%
Poor performance	72	36
Drop outs	60	30
Early marriages	40	20
At school	28	14

*Source: Secondary data*

The documented data from the ten school, show that there are many effects of smuggling on learners as shown above. Poor performance ranking highest while a few continue with studies.

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATIONS.

#### 5.0 Discussion.

The findings revealed that smuggling was being experienced in the schools of study and as such affected the academic performance of learners in those schools of study. This was in line with what was organized by the Major Malaba Town Council.

Parents involvement has been one of the factors which had encouraged smuggling in the sampled schools of study.

Alfred Obore (2007) had earlier on observed this. He continued to argue that head teachers and teachers being reluctant in making follow ups could be the factor encouraging smuggling in schools and according to the research it is true.

Etieku had again come up with the pupils positive attitude involvement in smuggling as being destructive to learners' performance.

In my findings, pupils' attitude towards smuggling is positive and has affected performance negatively.

Lack of adequate sensitization was another factor that promoted smuggling in the sampled schools.

The Education office and the Town Council needed to arrange for those sensitization, courses, seminars and workshops. This was in line with the community development officer (2007's) report.

#### 5.1 Conclusion.

In conclusion, the researcher found out that in the study there were many factors affecting pupils' performance but the most identified was smuggling in the schools in Malaba.

At school, teachers, headteachers were not enough to fight smuggling in learners in all the schools taken for the study. In pupils' homes almost all the pupils parents had positive view on smuggling because they are majorly illiterate and the need for education

is just under way to be taken seriously. Their parents had not been discouraging the children to desist from practicing both smuggling and going to school.

Few teachers and head teachers had ever discouraged parents from stopping their children from smuggling.

Most teachers had not devised proper methods and techniques of fighting smuggling.

According to Among the Head teacher Victory Border Primary School only one school which was teaching life skills in two periods on Thursdays had endeavoured to talk against smuggling from P4 – P7 .

Therefore sensitization, workshop, assemblies, life skills sessions would be of great use to instill knowledge to parents, teachers, headteachers, community and pupils at large of the dangers of smuggling and the benefits of education. This would really control and eventually stop smuggling.

## **5.2 Recommendations.**

As regards smuggling in schools affecting performance, the researcher gave her recommendations.

The researcher recommended that more research be carried out on the same topic but in amore diversified group of people especially the whole community of Malaba.

The findings also revealed that more funds and time be given to research since the researcher had limited funds and time to carry out more detailed work.

It's also recommended that the, Ministry of Education and Sports should mobilize funds to carry out more research work on areas of educational importance.

Career guidance life skills. The school should be made a second home for learners.

Smuggling should be discouraged to protect the economy, such as local markets, local industries and primary production, protection of society against health and environmental hazards and this is very dangerous to the learners involved.

Adult literacy for drop outs should be promoted to renew the education of the youths and also parents. Drop outs should be discouraged using the viable educational policies. Extra curricular activities should be introduced within the town council on both school days and holidays. The needy children should be assisted by the government, non-governmental organizations as a charity step to keep children at school.

Parents need to be sensitized by the teachers, local council members on the role of education in society. Supervised freedom should be rendered to the learners in their activities and peer groups that they take up back at home

Money is an item that can cause poor performance, drop outs and immorality like prostitution, so learners should be sensitized and made aware of its dangers despite the fact that it can help one satisfy his/her wants but in rather a realistic not practical manner.

Child abuse is one of the factors affecting many children in Uganda and in one or the other; smuggling in school going children is involved so the general community should be reminded of what child abuse is to safe guard children in this situation.

Absenteeism should be discouraged in schools as much as possible using viable rules and policies.

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APPENDIX I

PUPILS QUESTIONNAIRE

Tick where applicable

Name: ..... Age: .....  
Sex ..... School .....  
Class .....

1. Father /Guardians occupation

Do you come to School Daily?

Yes  No

2. Apart from coming to school what other activity do you do while at home?

.....  
.....

3. Do you Practice smuggling (Magendo)

Yes  No

4. How often do you go for smuggling?

.....  
.....

5. Why do you smuggle?

.....

6. What do you prefer?

Smuggling  Studies

7. Why? .....

APPENDIX II

TEACHER'S QUESTIONNAIRE

Tick where applicable

Age .....

Gender      Male            Female     

Class taught

Number of pupils in class

1. Are there any pupil's who practice smuggling

.....  
.....

2. Which sex is mainly affected?

Male            Female     

3. How many in total Practice smuggling in your class?

.....

4. What problems do you find in children who practice smuggling?

.....  
.....

5. What is the difference in performance between those who are fully at school and those who come to school and also practice smuggling?

.....  
.....

6. Suggest any possible solutions to these problems?

.....  
.....



**APPENDIX III**  
**HEADTEACHERS QUESTIONNAIRE**

Tick where applicable

Name: ..... School:.....

Enrolment P.4 – P.7

1. What is the average daily attendance of pupils from P.4 – P.7?

.....  
.....

2. Do the teachers take roll calls?

Yes  No

3. How many in average are always absent or daily basis from P.4 – P.7?

.....  
.....

4. Are there any measures you take against truant and absenteeism at school by learners?

.....  
.....

5. How are you trying to restrict smuggling activities against learners?

.....  
.....

6. What measures are you taking to eradicate smuggling in school-going children?

.....  
.....

# Tororo District

