

**FACTORS AFFECTING ACADEMIC PERFORMANCE IN OYAM  
DISTRICT. A CASE STUDY OF LORO SUB COUNTY**

**BY**

**BWIRE**

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**A RESEARCH REPORT SUBMITTED TO SCHOOL OF OPEN AND DISTANCE LEARNING AS A  
PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF A DEGREE OF  
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**DECLARATION**

I **BWIRE** do here by declare that, the contents of this field study report are my original work. It has not been submitted else where for any other degree or qualification. Through out work, have acknowledged the secondary sources used in its complication.

Signature: .....

Date: .....

**APPROVAL**

This is to certify that this research report entitled factors affecting academic performance of pupils in Oyam district was carried out under my supervision and is worth the award of a degree in education primary.

Signature: .....

Mr. Odong Mike

Date: .....

## DEDICATION

I would like to dedicate this piece of work to my wife and children whose support and love gave me courage to complete my studies.

## **ACKNOWLEDGEMENTS**

This piece of work has been made possible by the assistance and encouragement of a number of people. With gratitude, I acknowledge the contributions of all my lecturers of Kampala international university for the handful lectures they delivered, more so to Mr. Odongo Mike for his wonderful lectures on research methods that gave me knowledge to carry out this research.

I also register my sincere thanks to all the head teachers, teachers and pupils of the schools in which I carried my study. All those who read the scripts and made relevant recommendation are greatly acknowledged.

Finally, I am grateful to my research supervisor Mr Odongo Mike for guiding me through the work.

## TABLE CONTENT

DECLARATION.....	i
DEDICATION .....	iii
ACKNOWLEDGEMENTS .....	iv
TABLE CONTENT .....	v
<b>CHAPTER ONE .....</b>	<b>1</b>
INTRODUCTION .....	1
1.0Introduction .....	1
1.1 Background of the study .....	1
1.2 Statement of the problem.....	2
1.3 Purpose of the study.....	3
1.4 Objectives of the study .....	3
1.5 Research questions.....	3
1.6 Scope of the study .....	3
1.6.1 Subject scope .....	3
1.6.2 Geographical scope.....	3
1.6.3 Time scope.....	4
1.7 Significance of the study .....	4
1.8 Limitations to the study.....	4
1.9 Operational definition of terms .....	5
1.10 Conceptual frame work .....	5
CHAPTER TWO.....	6
LITERATURE REVIEW .....	7

2.0 Introduction .....	7
2.1 Actual Review of related literature.....	7
2.1.1 Home background, - socio-economic status and performance .....	7
2.1.2 Methods of teaching and performance .....	9
2.1.2 Instructional Materials/learning aids and performance .....	10
2.1.3 Motivation and performance .....	10
CHAPTER THREE.....	13
METHODOLOGY .....	13
3.0 Introduction .....	13
3.1 Research design.....	13
3.2 Population of the study .....	13
3.3 Data collection .....	14
3.4 Data collection instruments .....	14
3.5 Procedure for data collection.....	15
3.6 Data analysis.....	15
3.7 Reliability and Validity.....	16
3.8 Ethical consideration .....	16
CHAPTER FOUR .....	17
DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS.....	17
4.1 Introduction .....	17
4.2 Demographic characteristics of the Respondents.....	17
4.2.1 Sex distribution .....	17
4.2.2 Age distribution .....	17
4.2.3 Marital Status of the adult respondents.....	18

4.2.4 Education levels .....	19
4.3 The effect of teaching materials on academic performance of pupils .....	19
4.4 Effect of group discussions on academic performance.....	22
CHAPTER FIVE .....	24
SUMMARY, CONCLUSION AND RECOMMENDATIONS .....	24
5.1 Introduction .....	24
5.2 Summary.....	24
5.2.1 Demographic characteristics of the Respondents .....	24
5.2.2 The effect of real objects on academic performance .....	24
5.2.3 Effect of group discussions on Academic Performance. ....	24
5.3 Conclusion .....	27
5.4 Recommendations .....	28
BIBLIOGRAPHY.....	29
Appendix 1 .....	30
BUDGET .....	30
APPENDIX 2 .....	31
WORK PLAN .....	31



## CHAPTER ONE

### INTRODUCTION

#### 1.0 Introduction

This chapter examines the back ground of the problem, problem statement, purpose of the study, objectives of the study, research questions, scope of the study, significance of the study, limitations to the study and conceptual frame work.

#### 1.1 Background of the study

Effective teaching and learning was conceptualised as situated within a social constructivist framework (Old father, West, White & Wilmarth, 1999).

Brophy's (1999) conceptualisation of opportunity-to-learn to enhance better pupil achievement through effective teaching distinguishes among 12 principles that commonly apply across countries, cultures and cut across grade levels and school subjects that involve aspects of the curriculum, instruction and assessment, classroom organisation and management practices among which are the principle of a supportive classroom climate that facilitates students to learn in a cohesive and caring learning environment and the principle of maximising the opportunity-to-learn. These principles need effective teachers to implement. Brophy posited that opportunity-to-learn is sometimes referred to as "the degree of overlap between what is taught and what is tested"

In Uganda the primary school cycle lasts seven years for pupils aged about six to 13 years. Over the past decade several countries in Sub-Saharan Africa including Uganda have embraced Universal Primary Education (UPE) system of education that seeks to promote basic education for all school going-age children. The primary school enrolment has risen to about seven million pupils (Ministry of Education and Sports, 2005) hence the overcrowding in many classrooms.

Primary pupils are taught by teachers who do not specialize in subjects during training that lasts two years after secondary education. In the schools, teachers take preference to teach subjects they feel they are strong in. The majority of teacher trainees at the Grade III level are admitted to Primary Teachers Colleges (PTCs) either failed or performed poorly in mathematics at the Uganda Certificate of Education (UCE) examinations. This contrasts with the practice of selection of teachers in Canada who come from a strong pool of candidates (Wildeen & Holborn, 1990).

Uganda National Examinations Board (UNEB, 1997) investigated the antecedents and consequences of teachers work environment and pupils school experiences as correlates of achievement in Ugandan primary schools. They found that a relationship between work experience and pupils achievement existed. The pupils' experiences were also found to correlate with how pupils perform at school. Similarly, an inquiry into several pupil, teacher and school management factors by UNEB (2003) revealed differences in levels of achievement by age groups, school location and region, but with girls always performing at a lower level than the boys. Nakabugo et al. (2007) investigated the instructional strategies for large classes in primary schools in Uganda and found that classroom control and management difficulties resulting into indiscipline; the difficulty in preparing teaching and learning materials enough for the big numbers; and the difficulty in reaching out and interacting with all learners, especially those with learning disabilities and the slow ones.

According to J.C Ssekamwa, education has two definitions. It is a process by which one generation purposefully transmits culture to the young, to the adults and to the old for their social, cultural and economic benefit of the whole society. Secondly, "education is a conscious process designed to change or bring about behavior patterns of individuals in each society towards desirable worth while ends as perceived by the society or by the leadership of that society"

The introduction of universal primary education has changed many things. Additional facilities have not been put in place. Poor results in primary leaving examinations are indicatives of the poor facilities in the schools. The poor performance of P.L.E of late has raised a lot of concern among parents and the general public and yet no research has been carried out to investigate the cause of this poor academic performance in Oyam district.

## **1.2 Statement of the problem**

Oyam District just like other Districts in Uganda is affected by a number of problems. These among others are poor performance, low attitude of pupil in the subject, poor teaching method, poor motivation, late coming, dodging of lesson, lack of teaching learned materials, poor interpretative skills.

These problems have been worst in rural schools where most pupils perform poorly in mathematics every year. Due this problem, many children have developed negative attitude towards mathematics in many school in Oyam district especially in Ioro-County.

However the Government and International community have attended to it by providing workshop, refresher courses organized from time to time to equip head teachers, head of mathematics and math teachers in doing their work.

Despite the above solution, the problem still exists or persists; that is why the researcher examines the factors affecting academic performance of pupils in Oyam district.

### **1.3 Purpose of the study**

The purpose of this study is to investigate factors affecting academic performance of pupils in Oyam district.

### **1.4 Objectives of the study**

To examine how lack of instructional materials affect academic performance of oyam District.

To find out the extent to which teaching methods affects academic performance of pupils in oyam District.

To assess the effects of children background on academic performance in oyam District.

To find out the extent to which discipline affects academic performance of pupils of oyam District.

### **1.5 Research questions**

1.5.1 How does lack of instructional materials affect academic performance of pupils of Oyam District?

1.5.2 To what extent do the teaching methods affects academic performance of pupils in Oyam District?

1.5.3 What are the effects of child background on academic performance in Oyam District?

1.5.4 To what extent does discipline affect academic performance of pupils in Oyam District?

### **1.6 Scope of the study**

#### **1.6.1 Subject scope**

This study specifically focus on instructional materials, teaching skills, discipline and family back ground and how they affect academic performance of pupils in Oyam district.

#### **1.6.2 Geographical scope**

The study was carried in Oyam district. It is one the new districts created from Apac district located in northern Uganda. it is bordered by lamwo, Iira, Apac, kole and Gulu districts.

### **1.6.3 Time scope**

The study specifically covers the period between 2015-2017. This period was chosen because it reflects the time upon which performance of pupils in Oyam was worst felt (UNEB 2015-16)

### **1.7 Significance of the study**

This study may be of significance to various stake holders that include among others:

#### **Government:**

The finding of this study may be importance to the government in that it may provide suitable areas for policy action and further investment.

#### **Policy makers:**

The policy makers may find this study palatable in providing proper policy guidelines governing education in Uganda.

#### **Future researcher:**

The finding of this study may be importance to future researchers as benchmarks and areas for further studies.

#### **Local community:**

These are direct beneficiaries to the study. Any improvement on this study is the joy of the people.

### **1.8 Limitations to the study**

This study is limited to a number of factors.

#### **Time:**

The time allocated for this study is too short for the researcher to cover the vast area in this study. However the researcher sorted out this problem by following the work plan drawn by her at the beginning of research.

#### **Funding:**

The problem of finance has been a major drawback due to high prices of commodities and inflation.

This particular problem was solved through focusing on the budget drawn at the beginning of the research by the researcher..

### 1.9 Operational definition of terms

**Learning;** is a positive change in behavior or modification in behavioral change, which comes as a result of an encounter with some of the experience?

**Motivation;** Farrant J.S [1980] defines motivation as the individual's response to the basic need and drives of the body. It is that which cause us to act. But for the purpose of this study motivation is taken to mean making teachers and learners feel and like their task.

Encouragement to perform

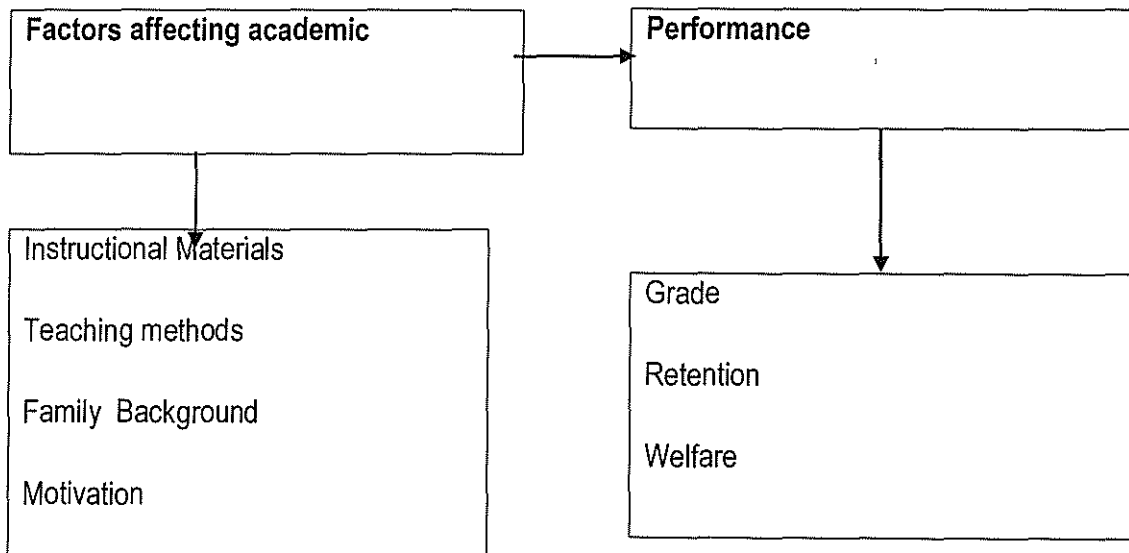
Performance; Grade attained in P.L.E

### 1.10 Conceptual frame work

Conceptual frame work showing the relationship between factors affecting performance and actual performance itself.

Independent Variables

Dependent variables



The independent variables are shown above in the factors affecting the academic performance in the dimension of instructional materials, teaching methods, socio-economic background of child and motivation of both teachers and pupils if not handle properly will affect performance of the child, while the dependent variables in the dimension of assessment of the pupils, grade of the pupils, retention of the pupils and drop out of pupils if managed well will improve the performance of the child. It is believed that performance of the pupils is affected by the ability of the head teacher failing to provide the instructional materials, assessing pupil's socio-economic background and effective motivation of both teachers and pupils.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This particular chapter examines the theoretical review and actual review of related literature. This shall be done objectively

#### 2.1 Actual Review of related literature

##### 2.1.1 Home background, - socio-economic status and performance

Dave (1963) conducted a study, which involved 60 families with their children. The purpose of study was to identify and measure the environmental factors that are related to educational achievement. The sources were found to be highly correlated with pupil's academic performances. He established that socio-economic status of the parents affect the intelligence of the pupils and directly influences the academic achievement.

Omona (1997) states that "The provision of books and their educational materials is poorer in lower status families than in high socio-economic families" the type of socio-economic status of a family also determines how hard a student will learn.

Omona (1997) further says that; "children from high socio-economic status aspire to highly related professions than those from low homes" this implies that the farmers are always motivated to work hard to realize their aspirations. While the later with low aspirations eventually hope for other opportunities related to the home activities.

Recent studies have also shown that there is a strong relation between social conditions and children's measured abilities, Musgrave [1979] had this to say;

A high income enables parents to give their children the advantage that money can buy. It is great help to a child to live in pleasant surroundings, be provided with education toys, to go to private school with high staffing ratio, to perceive stimulating experiences such as foreign travel and to have entry in the right circle.

Pai Obanya and Ezewu [1980] investigated on the parental reaction to poor performance and found out that high socio-economic status families tend to show more concern over their children's poor performance at

school. And that most of them either teach their children those subjects in which they performed badly or they appoint part time teachers for them.

Even if low socio economic statuses of families are worried over their children's performance, they are always able to meet extra teaching of their children. In the first instance, the parents themselves may not be able to help their children.

Secondly, such families belong to low income group and so they may not be able to afford the appointment of part time teachers. Thus high social economic status families are in position to give more parental help and better motivation to their children than those of low socio economic status.

Manasseh [1996] quoted Odaet [1977] in his investigation on the problems of education in urban areas in Uganda, concluded that pupils with poor socio-economic back ground did not perform well academically in schools.

Opolot [1992] in his research on some factors affecting performance in Art and craft in "O" level final examinations in selected schools in Kumi district, concluded that success in learning a subject by the students relates closely to the learner's socio-economic back ground and that children of high socio and middle class parents have the greater chances of success than those of the blue collar who have the least chances.

Opolot (1992 cited in Rosen [1965] observes that students who exhibit a high level of motivation tend to come from higher socio-economic status families and that they perform better.

Arinaitue (1996) in her research on factors affecting "O" level Girls' academic performance in C.R.E in some secondary schools in kabale district, found out that girls from good home are presented as one who perform better than those from poor families as rich girls have less academic worries and therefore stabilizing on books, while poor girls waste time looking for money from men and subsequently ending up pregnant.

It can be concluded therefore that pupils from rich parents learn better than from poor families because those from rich families can be supported with the basic requirements and create a conducive atmosphere for learning which in turn leads to good performance



Teaching methods are devices that can lead to the successful teaching and learning in the teaching/learning process. If appropriate methods of learning are used effectively and carefully, the child can benefit successfully. But if teachers employ poor methods of teaching, they can retard learning on the side of the learners. A teacher should employ appropriate methods that can lead to a successful learning.

There are so many methods a teacher can use. Silent demonstration, role playing, games and simulation are a few examples of methods that can be used. Callahan et al [1982] urged the teachers to; Be sure that learning activities seem worthwhile; show pupils how their studying can be useful to them now. Provide an assortment of activities, material and content that will appeal to the variety of tastes and interest present in class. Find special things for special individuals to do. Encourage pupils to cooperate with you in the planning of their own learning activities. Above all collect contents that are relevant to their lives and the needs of the community.

Grant [1960] holds that in school, a great deal of times is spent on teaching the child facts which he/she has to remember; yet a truly educated child should think for him/herself.

In order to keep abreast with the changes and experiences, children need to be provided with all possible varieties of scientific experiences.

Kaswa [1979; 9] states that, "let them find out things for themselves right from the beginning". a teacher therefore should provide varieties on which children's ideas and thoughts can work. For example, checking answers and making conclusions such that they can learn how to think.

Kasasa [1997; 5] in her research about causes of poor performance in mathematics at 'O' level in selected schools in Mpigi district, asserted that in mathematics it is usually much more important that teachers find the right sequence for learners, and that the very example which teachers use to promote concepts learning are those other concepts which have already been adequately understood.

According to Adid [1970;65] "the most important single factor influencing learning is what the learner already knows. In developing discipline, one would expect that newer theories that will extend or amend other theories". As a result, learning will proceed slowly through a sequence or a chain of stimulus response links.

Gagne suggest that, "children learn more on ordered, additive sequence of capabilities each new capability being more advanced than the pre-requisite capabilities on which it is built".

Unfortunately, in actual situations, students tend' to forget old or previously learnt capabilities which makes advancement on more advanced capabilities more difficult.

Douglas [[1989] also points out that pupils normally perform poorly in school due to lack of teachers' dedication when they are teaching and this is caused by low salaries teachers receive from the Government.

### **2.1.2 Instructional Materials/learning aids and performance**

Lack or inadequate use of instructional materials has been a burden in many primary schools; therefore teachers are required to be innovative and manipulative in making visual aids arouse the curiosity and desire of pupils to learn more.

Gasel (1997: 185) states that a child must be with many learning materials such that they can use them to explore the environment. When a child or learner sees, touches and use the learning materials it creates permanent retention in them.

Dewey J (1971) says "teachers need to use a lot of learning aids to motivate learners to acquire new ideas to them". Joan Moyo G (1986 pg 96) wrote that the use of visual aids in learning makes children learn better, pictures and drawing can be of help but stories must be carefully selected

The use of visual aids creates better understanding of facts among learners on this point. From this therefore, there is need for teachers to use learning aids/instructional materials to facilitate learning by feeling, seeing, counting and measuring the visual aids.

### **2.1.3 Motivation and performance**

Webster's third new international Dictionary [1993] defines motivation as, the act or process of stimulating the active interest in a study through appeal to associated interest or by special devices. In

order to have a lively and interesting lesson, both the teacher and the learners need to be motivated. When a teacher is motivated, he/she will in turn help to motivate the learners. This is done first of all when teachers are self motivated in the classroom work that, knows their subject, reading more about it, and always endeavoring to be up to date.

Busuulwa [1997] found out that its mainly poor administration, which is the cause of poor academic performance. In support of the above point, Musaazi [1988] noted that school administration is concerned particularly with pupils, teachers, regulations and policies that governed the school education systems. He further commented that the quality of education in schools is another subject to debate and is a general feeling that educational standards of most schools have declined.

Farrant [1986] also observes that many schools exhibit poor performance and no improvement are made. This is because the authorities in education have not provided professional encouragement, guidance and counseling of teachers and above all, they have not tried to encourage community involvement in the school systems.

According to Farrant [1980;115], The teacher may have to supply the motivation.... The motives which affect our learning may change as the process of learning goes on... the teachers have to notice which motivation that stimulated their children's learning at first, begins to flatter. It is then that they must supply new and more vigorous motives. New and vigorous motives may be supplied by the teacher by awarding encouraging words like good, good trial, try again both in class and in the exercises done.

Mean while Obanya [1983;13] says that, "the individual learner needs to be strongly motivated so as to enable him develop strong desire and interest to learn what he is expected to learn". In connection to the individual's interest, Matovu [1983;33] emphasizes it when he quoted Dewey that, "the student's interest affect the amount of knowledge that the learns".

This indicates that the more one is interested, the more knowledge he learns. Teachers must know that motivation is a fundamental factor to learning. Callahan et al (1982), stresses that learning is also largely a result of motivation. All the learning takes place in relation to some goal.

Kasas (1997:7) in her research about the causes of poor performance in mathematics at "O" level in selected schools in Mpigi district puts it forward that many students have lost interest in mathematics because they are not aware of its applications in employment, adults life and further studies, therefore the

teacher has an important role of changing the students attitude towards mathematics for example, by involving them fully through investigations, problem solving and rewarding so as to motivate them.

For the pupils to learn effectively, they should be motivated. Farrant (1980) observes that, the engines of human motivation have interest and desire. When these are working at full power in individual remarkable facts of learning can be achieved, it is therefore in a teacher's interest to take trouble seeing those children's interest and appropriate desires are aroused before trying to teach them.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter presents the methods that were used to present data from the field. And this included, research design, area of the study, study population, sample size, sampling techniques, data collection methods, data collection instruments, procedure for data collection, data analysis, reliability, and validity, research gap.

#### 3.1 Research design

For the purpose of achieving the objectives of the study, the researcher used both descriptive and explanatory research designs. Descriptive research design is pre-occupied with the establishment of facts obtained on the ground to provide a basis for possible intervention. It requires precision in setting objectives, clarifying the data collection methods, clearly indicating sample size population in advance and justification, and honesty in reporting findings.

Explanatory research design on the other hand, is concerned with establishing the cause-effect relationship among variables. Understanding the cause-effect relationship offers the researcher the opportunity to present plausible solutions to the problems.

#### 3.2 Population of the study

The study will focus mainly 4 schools. A total of 108 respondents were used for the study so as to reduce the sampling errors in the research. This number is also considered reasonable for obtaining relevant data required for the research. This is summarized in the table below.

**Table 1 showing the sample size and sample methods**

<b>Respondents</b>	<b>Sample size</b>	<b>Methods</b>
Key informants (DEO, Inspector of schools, HTs)	10	Purposive
Teachers	28	Systematic
Pupils	36	Simple random sampling
Local Community	36	Simple random sampling
Parents	28	Random sampling
<b>Total</b>	<b>138</b>	

### **3.3 Data collection**

Data was collected using three methods and these were; questionnaire, interview, and observation.

#### **Interview**

Oral interview was used to collect primary data from parents of whom were presumed to be illiterate. Interviews were used because they would help to generate first hand and reliable data for the respondents would give an immediate feedback and also adequate probing was used to establish the reasons for alcohol abuse and its influences on behavior.

#### **questionnaires**

This is an instrument that consists of a set logical questions to which the subject responded in writing. They were administered to youth and teachers from selected villages. The researcher used questionnaires because they would generate reliable data about the nature of alcohol abuse.

#### **Observation method**

This is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place (StrydomFouch 2004:280). This method was used to collect the information by use of observation checklists and sensory observations. The researcher tried to observe the behaviours of the respondents in relation to alcohol consumption.

#### **Documentation**

The researcher consulted text books, pamphlets, news papers, journals, reports, and internet in order to get the data related to the topic for easy assessment and comparison.

### **3.4 Data collection instruments**

Data was collected using various tools and these included; interview guide, observation checklists, focus group discussions, questionnaire.

### **Interview guide**

The researcher had a list of questions written on a piece of paper which were guiding her while interviewing the respondents. This was used to gather information from the key informants.

### **Observation checklist**

An observation checklist is a list of things that an observer is going to look at when observing the place he or she is in. (<http://www.teachingenglish.org/uk>). These included; interacting with the audience, voice and physical features.

### **Focus group discussions**

Respondents were informed to get together in an organized manner that was favorable to all people involved in the study. This included all selected youth, parents, and community leaders categories. The researcher interacted with these categories of people to get their views about the study problem.

### **Questionnaire**

Questionnaires were administered to respondents who were selected to take part in the study and can easily read and write. This method was used because it would enable the researcher to get first hand information. Structured and unstructured questionnaire was applied.

## **3.5 Procedure for data collection**

The researcher had an introductory letter introducing him to the authorities in Oyam town especially the district administrators seeking permission to carry out research. Another letter was got from the Town Clerk permitting the research to carry out the study.

## **3.6 Data analysis**

The data was analyzed using qualitative methods. The data was analyzed by use of computer program in tables for easy analysis and presentation of research findings. Themes were clearly identified and put in coding categories, the theme of analysis worked out following their coding categories using SPSS, ideas and discussions were presented by use of graphs pie charts and tables.

### **3.7 Reliability and Validity**

The researcher made sure that the questionnaires provided consistent and accurate results. The researcher used tests re-test reliability technique to administer the questionnaires at different points in time onto the same group of people. Research instruments was pre-tested of respondents in Acaba sub county. Data collected shall be compared to ensure consistency and reliability. The researcher tested the validity by seeking relevant evidence that confirms the answers that were in questionnaires. The researcher used content validity technique to test for the validity.

### **3.8 Ethical consideration**

The researcher maintained and upholds the ethical issues in this study. All information that deserved confidentiality was treated like wise.



## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

#### 4.1 Introduction

This chapter focuses on the presentation of data, analysis of the data and their interpretations.

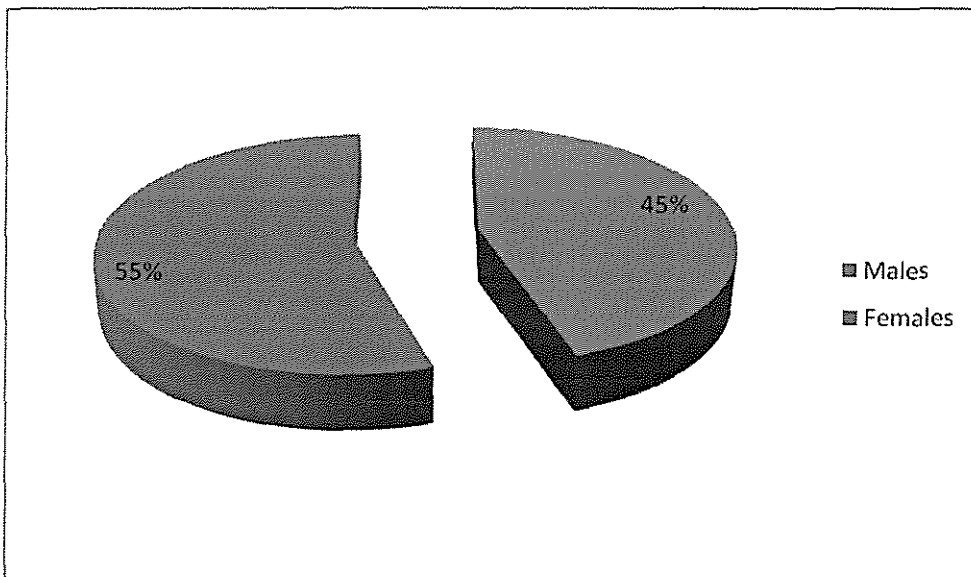
#### 4.2 Demographic characteristics of the Respondents

The researcher studied many variables relating to the respondents including age, gender, marital status, education level of the respondents and the relationship between their employment and work.

##### 4.2.1 Sex distribution

The study showed that moiré females were reached than the their counter parts the males in the proportions represented in the figure 1 below:

**Figure 1: Sex Distribution of the Respondents**



Source: Primary data

##### 4.2.2 Age distribution

Age was considered necessary because it would give the reader an idea on the maturity of the respondents and the reliability of the results.

**Table 1: Age Distribution of the Respondents**

Age	Frequency	Percentage (%)
10 - 15	60	60.0
20 – 29	20	20.0
30 – 39	10	10.0
40 – 49	06	6.0
50 +	04	4.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

**Source:** Primary data

As evident from the table, most of the respondents 60 (60%) were school pupils aged between 10 – 15 years, followed by the 20 –29 age category which with 20 (20%), 10 (10%) were aged 30 - 39 years, 6 (6%) were aged 40 – 49 years while only 4 (4%) were aged 50 years and above. This showed that most of the respondents were school children.

#### **4.2.3 Marital Status of the adult respondents**

Information on marital status was sought to assess the maturity and responsibilities held by the respondents.

**Table 2: Marital Status**

Status	Percentage (%)
Married	47
Single	33
<b>Total</b>	<b>80</b>

**Source:** Field report

The information above shows that only 80% of the respondents reached were either married or single. This leaves out other responses such as divorced and remarried which was not included in the study. Never the

less a large percentage of 47% reached were married and only 30% single . by implication therefore the female pupils could most lie be spared from defilement by" un married poachers"

#### 4.2.4 Education levels

The researcher wanted to establish the education level of the respondents. This information was found important in judging the level of performance and attitude towards work.

Figure 2: Graph showing education level of the respondents



Source: Primary data

Findings on education level showed that majority of the respondents were grade three holders (38%), while 30% were diploma holders. 20% were graduate teachers and 12% were with higher degrees.

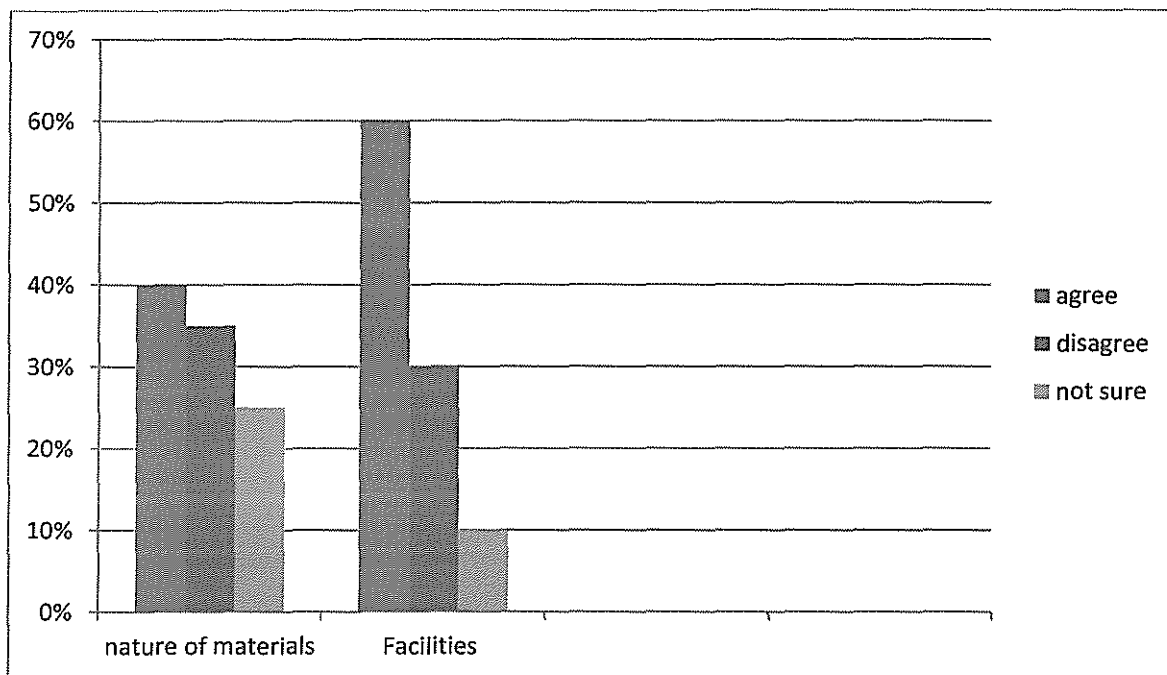
#### 4.3 The effect of teaching materials on academic performance of pupils

The study examined the effect of real objects on academic performance of English pupils in oyam district.

Different indicators such as availability of relevant books to pupils and teachers, school facilities, number of rooms, availability of library, lights among others. The study thus sought opinions of the respondents on the indicators as explained in the table below:

The study reveals that 40% of the respondents strongly acknowledged that the management of their school is still poor and has failed to avail relevant teaching books, followed by 35% who disagreed with the view. 25% were not sure. In addition, 60% of the participants strongly agreed that the school lacks enough facilities and this leads to poor performance, followed by 30% who disagreed with the statement while 10% were not sure. It is clear that most schools in the municipality have poor management and lack relevant facilities required for improved mathematics performance.

**Fig 3 showing response on nature of materials used and facilities**

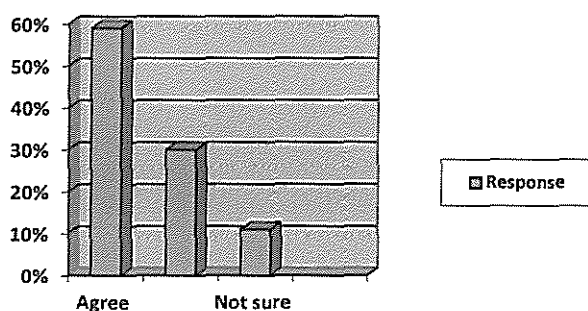


On the other hand, 55% of the participants disagreed with the view that the reference books for use in their schools are not up to date and this leads to poor performance, 25% agreed while 5% strongly agreed. Since the majority disagreed, it implies that most schools have reference books in English. 69% of the respondents disagreed that there are not enough rooms for pupils to use during their free time to do exercises in English, 20% strongly agreed with the statement. By implication, there are enough texts and relevant rooms for studies.

As for the writing materials, 60% of the respondents disagreed that their schools run out of chalk and at times mathematics lessons are not conducted, 25% in total were in agreement with the view. This implies that most of the schools have chalk required in delivering mathematics lessons. 47% of the respondent disagreed that the children lack enough books to use in doing home work in mathematics and this has led to poor performance while 53% in total agreed. It implies that many schools lack the necessary English text books for children to use in doing home work.

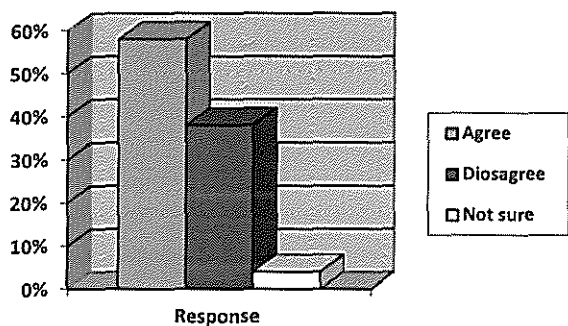
When asked and facilitations, 59% of the participants in Agulurudde primary schools agreed that the school management `does not give adequate facilitation to mathematics and English teachers to improve their delivery, 30% were in disagreement while 11% did not show sides. The majority agreed with the view, there was general lack of facilitation to the mathematics teachers to improve the performance of the children in schools.

Fig 4



58%% of the respondents also strongly agreed that their schools lack adequate funds to finance career guidance sessions to the children to change their attitude towards mathematics and English, only 38%% disagreed while 4% were not sure. This is summed up in Fig below.

Fig 5 showing response on facilitation/motivation



Another 30% of the respondents strongly agreed that their schools do fund extra/remedial lessons to be organized in English language, science, mathematics and other subjects 63%% disagreed while 7% were not sure. This is summed in table below.

Table showing views on funding mathematics

Agree	Disagree	Not sure
30%	63%	7%

#### 4.4 Effect of group discussions on academic performance

The study explored the effect of group discussions on academic performance of pupils. Indicators like pupil performance, degree of improvement in performance, hiring of experts to discuss for children, incentives given to teachers to hold discussions, children initiating group work, children from different schools meeting for discussion among others.

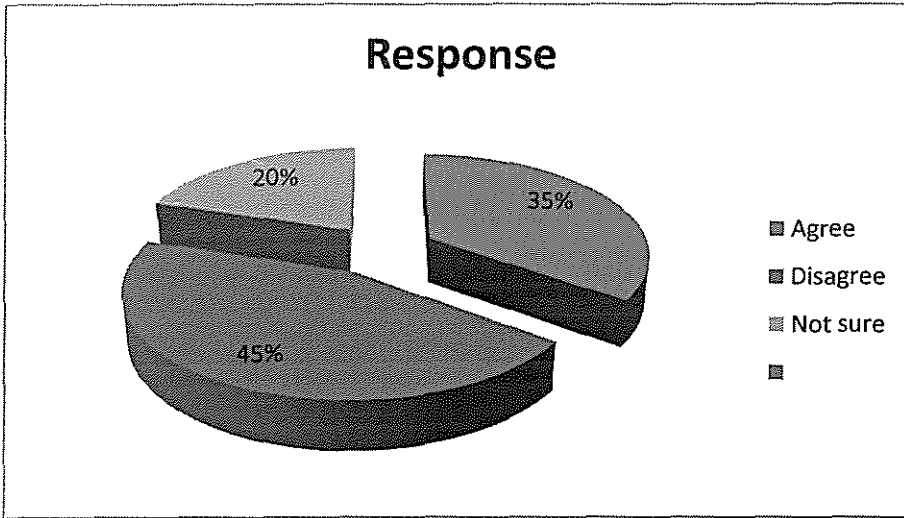
A large proponents of 57% of the respondents disagreed that they were satisfied with the performance of pupils, 25% strongly agreed with the statement, 18% agreed. The implication is that many respondents were not satisfied with the performance of pupils in schools.

Table --- showing views on performance of English language

Agree	Disagree	Not sure
25%	57%	18%

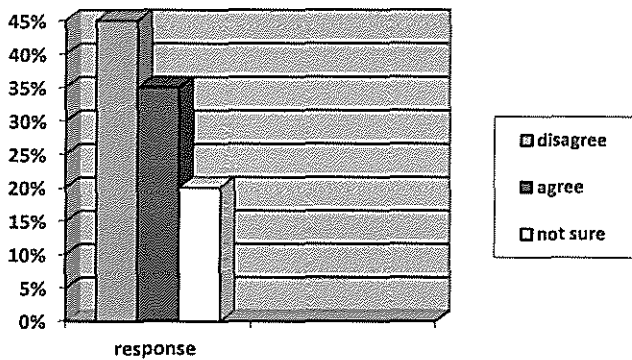
Mean while 63%% of the respondents strongly acknowledged that the performance of pupils in mathematics has been very poor due to lack of discussion groups, 30% disagreed while 7% were not sure. This implies that many participants knew the value of group discussion towards performance.

56% of the participants strongly agreed that many children have improved in mathematics because of the group discussions encouraged in their schools, 23% agreed while 21% disagreed. Since the majority agreed, it is confirmed that performance in mathematics has improved over the recent past through discussion.



45% of the respondents disagreed that teachers who engage pupils in group discussions are given incentives by the school administration, 35% strongly agreed. While 20% were not sure of the statement. Since most participants disagreed, it can be confirmed that most schools do not give incentives to teachers who arrange group discussions for pupils. Graphically this is presented as in fig below.

**Fig 7 showing response on group discussion**



While 40% of the respondents disagreed that teachers who teach English are rotated in order to give each individual chance to exploit his teaching potential, 33% strongly agreed while 17% agreed and 10% of the respondents were not sure.. This implies that most school teachers are not rotated. This is graphically presented as in fig below

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This section highlights a summary of the findings discussed in the previous chapter and offers recommendations suggested by the researcher relevant to the study.

#### 5.2 Summary

##### 5.2.1 Demographic characteristics of the Respondents

Sex distribution was to ensure that responses are got from both females and males as concerns the problem of study. Findings indicate that the majority of the participants (58%), in the study were females as compared to the males with only (42%). The implication is that there were more females participating in the study than males.

##### 5.2.2 The effect of real objects on academic performance

Generally a large percentage of 48% admits to the fact that real objects affect performance of pupils of English language. By implication, real objects do affect academic performance of pupils in English language.

##### 5.2.3 Effect of group discussions on Academic Performance.

When asked as to whether they were satisfied with the performance of pupils in mathematics, 60% of the respondents disagreed that they were satisfied with the performance of pupils in mathematics, followed by 20% who strongly agreed with the statement.

The general agreement here is that there is poor performance ion mathematics in this area so is English.

The implication is that many respondents were not satisfied with the performance of mathematics in schools. 70% of the respondents strongly acknowledged that the performance of pupils in mathematics has been very poor due to lack of discussion groups, 30% disagreed.

When asked about group discussion as to if it does affect performance;

This implies that many participants knew the value of group discussion towards performance. 56% of the participants strongly agreed that many children have improved in mathematics because of the group



discussions encouraged in their schools, 23% agreed while 21% disagreed. Since the majority agreed, it is confirmed that performance in mathematics has improved over the recent past through discussion.

Another 10% strongly agreed that their schools hire experts to handle discussions in groups, 20% agreed while 40% disagreed. It implies that many schools do not hire expert teachers to engage pupils in discussion to improve performance in mathematics. 50% of the respondents disagreed that group discussions can not be used due to very large number of pupils in the class, 30% strongly agreed while 20% agreed. The implication is that most schools have small population of pupils who can easily be organized for discussions in mathematics.

55% of the respondents disagreed that teachers who engage pupils in group discussions are given incentives by the school administration, 45% strongly agreed. Since most participants disagreed, it can be confirmed that most schools do not give incentives to teachers who arrange group discussions for pupils. 40% of the respondents disagreed that teachers who teach mathematics are rotated in order to give each individual chance to exploit his teaching potential, 33% strongly agreed while 17% agreed. This implies that most school teachers are not rotated.

50% of the respondents disagreed that pupils at times engage in group discussions without the presence of their mathematics teachers, 45% strongly agreed while 5% were not sure. The implication is that most pupils do not take self initiative to discuss mathematics in groups. 42% disagreed that pupils from different schools meet and engage in mathematics discussions, 60% disagreed that group discussion is a poor method of teaching.

#### **5.2.4 The extent to which guided discovery affects academic performance of English language**

According to the results in the table, 90% of the respondents strongly agreed that the pupils are given guidance by their teachers to discover the tricks of passing english. The implication is that pupils in primary schools in the area of study are guided to pass english. 60% of the respondents strongly acknowledged that their schools organize quizzes in english for pupils in order to help them discover their talents, 20% agreed while another 20% disagreed. The implication is that quizzes are organized in most schools to test the ability of pupils in mathematics.

20% of the respondents strongly agreed that their schools organize special coaching to enable pupils discover skills, 40% agreed while 30% disagreed. 10% were not sure. It implies that special coaching of

students is done in many schools to help the pupils discover their talents. 30% of the respondents strongly agreed that seminars are organized and teachers are always encouraged to attend to gain more skills of making pupils discover their talents, 25% agreed with the view while 45% disagreed. The implication is that some schools encourage their teachers to attend seminars in order to improve their capacity to teach pupils.

### **5.2.5 Effect of illustrations on academic performance**

40% of the respondents strongly agreed that the pupils in their schools were given enough illustrations during mathematics lessons, 30% agreed while another 30% were not sure. The implication is that illustrations are emphasized during mathematics lessons. 30% of the respondents strongly acknowledged that the pupils are given graph papers to illustrate graph work, 22% agreed and 48% disagreed. The implication is that most schools do not provide graph papers for illustration.

60% of the respondents strongly agreed that their schools rarely buy graph papers and the pupils perform very poorly in illustrative work, 20% agreed and another 20% disagreed. 56% strongly agreed that pupils are provided with pencils to use in illustrations, 33% agreed and 11% disagreed. The implication is that most schools provide pencils for illustration. 60% of the respondents strongly acknowledged that children who fail to illustrate are given more time to learn, 30% agreed while 10% disagreed. The implication is that children are allowed time to learn illustrative work in mathematics.

### **5.2.6 Performance of pupils**

The study sought information from the head teachers of the selected schools on the indicators of performance by pupils such as number of teachers, qualifications, enrolment of pupils, instructional materials available, supervision of lessons, parents' involvement, and motivation of teachers among others.

Statistics on enrolment indicated that there were more boys in total across the selected schools in the area of study accounting for 4930 (51%) relative to the girls with 4740 (49%). More pupils were found in the lower classes compared to the higher classes, with P.1 leading in numbers. The implication is that most schools in the area of study have a reasonable number of pupils.

Head teachers were asked to rate the teaching of core subjects like English in their schools. 70% of the head teachers indicated serious teaching of core subjects by experienced and senior teachers. They

indicated that they had a committed staff in their schools. 30% indicated otherwise. They cited limited resources for facilitation of teachers due to poor attitude of the parents towards making timely payments. 80% of the head teachers indicated presence of high quality instructional materials such as relevant books, adequate rooms with sufficient lighting, and writing materials among others.

On supervision of lessons, 75% of the head teachers indicated strict supervision of teaching, they indicated use of arrival and departure books, attendance sheets filled by pupils and using departments. They indicated that the director of studies (DOS) ensures teaching and testing are done well especially in core subjects like mathematics. Parents involvement was also emphasized, parents are supposed to follow up the performance of their children whenever they visit schools.

A number of methods were suggested for motivation of teachers to ensure they register better results. Recognition and reward systems were indicated. 60% of the head teachers indicated that they motivate their staff through rewarding those who manage to obtain distinctions in PLE. They also cited increased pay as way of motivating teachers. 40% of the head teachers indicated lack of funds to motivate their staff. Students and pupils are given lunch at school as indicated by 56% of the head teachers, 30% indicated that food is only given to teachers while 14% indicated they could not afford lunch at all.

According to the head teachers, performance in mathematics could be improved through changing the attitude of the pupils towards mathematics by continuous counseling, allowing extra time for coaching, rewarding best performing teachers and students, increasing the involvement of the parents towards performance.

### **5.3 Conclusion**

The study found out that all the variables identified indeed affected academic performance of pupils in oyam district. Availability of instructional materials like relevant books, chalk, materials for illustrations, adequate rooms, adequate light, past papers were found to be important in ensuring better performance.

Group discussions were found to be vital in ensuring improved performance of the pupils. Discussion by the subject teachers, hiring experts and pupils taking their own initiatives are necessary if better performance is to be registered in schools. Through group work, weak pupils are helped to learn what they can not learn in class.

## **5.4 Recommendations**

The study came up with the following policy recommendations aimed at attaining improved performance:

The government through the ministry of education and sports should ensure that all the primary schools have the necessary instructional materials required for teaching pupils. The schools should therefore have large rooms, well lit and enough relevant books.

The schools should ensure recruitment of experienced teachers to handle core subjects like mathematics. The teachers should also be given adequate refresher training courses to enhance improved delivery in class.

The schools should work hard to motivate their pupils and their teachers. The learners should be motivated through provision of break fast and lunch, provision of writing materials like books and pencils, provision of reference books for exercises. The teachers also should be given housing, lunch and other facilities.

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## Appendix 1

### BUDGET

S/N	ITEMS	QUANTITY AND UNIT COST	TOTAL
1	Stationary		
	Ream of 4 A paper	1x8000	8000
	Pens	1 dozen x 12	2400
	Box files	1 x 3500	3500
	Notes book	3500	3500
2	Transport	14 times x 2500	21000
3	Typing	70 pages x 400	28000
4	Editing the data	The whole document	30000
5	Printing	70 pages x 400	28000
6	Photocopying and report presentation	70 pages x 50 x 4	14000
7	Meals		
	Break fast	14 x 500	7000
	Lunch	14 x 1000	14000
8	Umbrella	1 x4500	4500
9	Motivation	2 x 14 x 15000	42000
10	Accommodation	14 x 5000	42000
11	Air time	14 x 5000	70000
	<b>TOTAL</b>		<b>358,400=</b>

## APPENDIX 2

### WORK PLAN

S/N	ACTIVITY	PERIOD
1	Formulation of research topic, aims and objectives	1 week
2	Writing the proposal and submitting for approval	1week
3	Verifying proposal and making necessary corrections	1week
4	Getting cleared and obtaining permission to conduct the study	1week
5	Collecting data from the field	2weeks
6	Data analysis, report writing and submission.	2weeks