

**FACTORS INFLUENCING ACADEMIC PERFORMANCE OF PUPILS IN
UPPER PRIMARY, A CASE STUDY OF MUKONGORO SUB-COUNTY,
KUMI DISTRICT, UGANDA**

**BY
OTARO STANSLAUS
BED/47142/152/DU**

**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF
EDUCATION OPEN DISTANCE AND E-LEARNING IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF A DEGREE IN BACHELOR OF
EDUCATION IN PRIMARY OF KAMPALA
INTERNATIONAL UNIVERSITY**

MAY 2017

DECLARATION

"This research report is my original work and has not been presented for a degree or any other academic award in any university or institution of learning".



OTARO STANSLAUS

BED/47142/152/DU



DATE

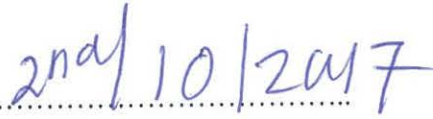
APPROVAL

This research report has been written under my supervision and ready to be submitted for the award of the degree of Bachelor of Education primary with my approval as University Supervisor.



.....
Nagami Faridah

Supervisor



.....
Date

DEDICATION

I dedicate this work to my wife Atai Florence, and children; Adong Jackline, Apio Everline, Eli, Silas, Ema, Nelson and Prisila Akiror Grace who endeavoured lots of vexation and discomfort while I was away to write this research report.

ACKNOWLEDGEMENT

Above all, the Almighty God receives the highest appreciation and acknowledgement for sparing my life and for providing me with sufficient energy, time and wisdom to write up this report. I do recognize all their contributions, which have enabled this study attain its current shape.

On a special note, my heartfelt appreciations go to my supervisor: Ms. Nagami Faridah, all lecturers, for their fatherly and untiring close supervisions they accorded this work despite. Special thanks to Atai Florence and Akiro Grace (Wives), olupot Emma, Omoding N, Apio E, Adong J, Okiria Eli, Otai, Mr. Okiswa, Akia Ketty for Financial assistance, EIRA farancis, Ojulong C P) AND Fellow Students KIU. I say thank you very much for sparing time to read through the draft of the proposal and your suggestions which added value to this study.

I extend my gratitude and respect to management and administration of Kampala International University, Mr. Womuzubu Moses, and the Director KIU-Tororo Study Centre.

TABLE OF CONTENT	PAGE
DECLARATION	2
APPROVAL	3
DEDICATION	4
ACKNOWLEDGEMENT	5
ABBREVIATIONS	8
CHAPTER ONE	9
INTRODUCTION	9
1.0 Introduction	9
1.1 Background of Study	9
1.2 Statement of the Problem	11
1.3 Objectives of the Study	12
1.3.1 General Objective	12
1.3.2 Specific Objectives	12
1.4 Research Questions	12
1.5 Scope of the Study	12
1.5.1 Geographical Study	12
CHAPTER TWO	14
LITERATURE REVIEW	14
2.0 Introduction	14
2.1 Theoretical Review	14
2.2 Conceptual Framework	15
2.3 Related Literature	16
2.3.1 Level of Education of Parents and Pupils' Performance at School	16
2.3.2 Level of Family Income and Pupils' Performance at Primary Schools	17
2.3.3 Parents Marital Status and Pupils' Performance at School	18
CHAPTER THREE	20
METHODOLOGY	20
3.0 Introduction	20
3.1 Research Design	20
3.2 Research Population	20
3.3 Sample Size and Sampling Procedure	20
3.4 Data Collection Methods	21
3.5 Instrumentation	21

3.5.1 Questionnaires.....	21
3.5.2 Interviews	21
3.5.3 Non-participation Observation.....	22
3.5.4 Nominal Group Discussion.....	22
3.6 Validity and Reliability.....	22
3.7 Reliability.....	23
3.8 Data Analysis.....	23
CHAPTER FOUR	24
4.0 Introduction.....	24
4.1 Data Presentation.....	24
4.1.1 Respondents by sex	24
4.2 Age of parental respondents.....	24
4.3 Age of the Child respondents.....	25
4.4 Description of the Dependent Variable: Pupils' Performance	27
4.4.1 Academic performance.....	27
4.4.2 Performance in Co-Curricular Activities	28
4.4.3 Variation of pupils' performance with responsibility at school.....	28
CHAPTER FIVE	30
DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.....	30
5.0 Introduction.....	30
5.1 Discussion	30
5.1.1 Level of Education of Parents and Pupils.....	30
5.1.2 Level of Family Income and Pupils' Performance at School	30
5.1.3 Parents' Marital Status and Pupils' Performance.....	30
5.2 Conclusions.....	31
5.3 Recommendations.....	32
5.4 Recommended Areas for Further Research	33
REFERENCES	34
Appendix A.....	37
APPENDIX B	39
APPENDIX C	41
APPENDIX D.....	42

ABBREVIATIONS

KIU	Kampala International University
AEO	Area Educational Officer
UPE	Universal Primary Education
PAF	Poverty Alleviation Fund
PTA	Parents Teachers Association
SES	Socioeconomic Status
SPSS	Statistical Package for Social Sciences
UN	United Nations
UNDP	United Nations Development Programme

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This Chapter contained the background, problem statement, general objective, specific objectives, and research questions, scope of the study and the significance of the study.

1.1 Background of Study

1.1.1 Historical Perspective

The issue of pupils' performance at schools has been of concern ever since modern education was introduced. Many countries have come to realize that pupils are the heart of educational process and that without good performance; all innovations in education are doomed to failure. There is a wide dissatisfaction with the current situation of schooling in many countries and parents come in for the share of the blame. This is because majority of parents involve their children in garden and other domestic work. This makes pupils have limited time with their teachers and no time for revision, therefore, affecting their performance.

The Uganda Primary School Curriculum (1999) clearly spells out what Primary Education is. It also spells out the broad aims and objectives of Primary Education. The Curriculum in both Volume One and Volume Two was designed to address the National Aim of Education as specifically stated in the Government White Paper on the Education Policy Review Commission Report (1992). Therefore, all school efforts should be aimed at high quality pupils' learning. Parents as active stakeholders in schools should ensure that they are cooperative, participate fully in school activities, provide children with essential needs, check pupils' work, encourage and enforce good behaviour among pupils and to consult with school authorities to foster good performance of their children.

Similarly, Kundu and Tutoo (2000) believed, that home background is the most significant primary factor which influences and shapes children's attitudes, personality and behaviour patterns that lead to good performance at schools. A study conducted by Mugisha (1991) in some selected schools in Kampala District on causes of pupils' poor performance revealed that attitudes of children and their home background positively or negatively influence their performance in schools. He further pointed out

that the home and the school should be accepted as partners to improve pupils' performance. Despite the above studies, none had been done in Kumi primary schools to find out about pupils' poor performance. It is the hope of the researcher that pupils' performance in Kumi should be very good due to its conducive geographical background. Skinner (1945) advised that for proper learning to take place, learning experiences should be guided and appropriately controlled. This means, the environment or the circumstances under which learning occur should be supportive and conducive enough for effective learning and achievement.

1.1.2 Theoretical Perspective

Theoretically, according to Maicibi (2005:169), a good environment should be provided by the home if our children in school must learn, if the school administration must be successful and if the school must develop. Maani (1990) observes that pupils' success at schools is closely related to their home backgrounds. These include; level of education of parents, family income, parents' marital status, and attitudes of parents towards education of their children and the children's attitudes and the quality of learners admitted in school. Could this be true with the case of parents and pupils of Mukongoro Sub-County in Kumi District, North-western Uganda? No study has been done on the same therefore it has left a gap to investigate the cause of low performance of pupils in the said area of study.

According to Skinner (1945) "Learning Theory" achievement vary among individuals due to several reasons. Level of performance and aspirations of pupils depend on factors linked to the level of education of parents, family income and marital status of parents. The theory further emphasizes the importance of motivation, involvement in learning by learners and involvement of parents in supporting their children's education. According to Obanya and Ezewu (1988), the higher the status of a family, the more likely it motivates its children to learn and perform better. Skinner (1945) advised that for proper learning to take place, learning experience should be guided and appropriately be controlled. This means, the environment or the circumstances under which learning occurs should be supportive and conducive enough for effective learning and achievement.

1.1.2 Conceptual Perspective

Pupil's performance, defined as, the ability of pupils to do something (Oxford Advanced Learners Dictionary, 1994)

Academic performance refers to the quality and quantity of knowledge, skills techniques and positive attitudes, behaviour and philosophy that learners achieve or acquire (Ferguson, 1990). This ability is evaluated by the marks and grades that the pupils attain in a test or examination which is done at the end of a topic, school term, year or education cycle. The scores and grades that each pupil obtains measure the degree of achievement. The quality of the grade and the number of candidates who pass in various grades determine the level of academic performance in a given class or institution in a given period in a particular examination, be it internal or public (Ferguson, 1990).

1.1.4 Contextual Perspective

Mukongoro Sub-County has 17 primary schools: government-aided and 5 private school (District Education office, Kumi, 2008). In all, the schools have a population of 10,002 pupils and 156 teachers almost all of whom are native people of Kumi (District Education Office, 2008). In the past five years, pupils' performance in the schools has been deteriorating. While a few pupils excel in their examination, the majority of the pupils perform poorly. For instance, in 2003, only 25% of the entire Primary Leaving Examination (PLE) candidates got Division One. In 2015 again, only 30 candidates obtained Division One. Last year 2016, only 40 candidates managed to get Division One (District Education Office, 2008). In all these years, failure rates have been on the increase. Other than pupils' performance in examinations, there have been persistent complaints from teachers about the commitment and the participation of the pupils of Mukongoro Sub-County primary schools in their education.

1.2 Statement of the Problem

The purpose of primary education is to develop quality of life of the learners so that they can properly serve the society according to their roles and responsibilities as good citizens. To achieve the aim and improve pupils' performance in primary schools, Primary Teachers' Colleges are to prepare high quality and sufficient teachers to provide quality education in primary schools (Ballon and Podgursky, 1997). The learning process must be guided and controlled; and the learning environment must be conducive and supportive (Skinner, 1945). In other words, learners need to be motivated by their parents in whatever they do. Given this role, Government has deliberately made effort to improve on infrastructure and other educational inputs.

Despite this, pupils' performance has been persistently and alarmingly low in Mukongoro Sub-County schools over the years as illustrated in Table 1. The low academic achievement of pupils is a cause of worries and concern to many stakeholders in the Mukongoro Sub-County and other parts of Kumi District as it is likely to impact on implementation and achievement of Universal Primary Education. However, to-date, learners' level of performance in Mukongoro Sub-County schools is very low. The study therefore specifically focused on the elements of: Level of education of parents, level of family income and parents' marital status and pupils' performance in the said area. It was believed by the researcher that if this scenario persists, it means that most of the pupils in primary schools in Mukongoro Sub-County would fail to progress in their education and their future would be blighted due to low levels of education.

1.3 Objectives of the Study

1.3.1 General Objective

This study was to investigate the factors influencing the academic performance of pupils in upper primary schools in Mukongoro Sub-County, Kumi District.

1.3.2 Specific Objectives

1. To investigate the influence of level of education of parents on performance of pupils in Mukongoro Sub-County primary schools.
2. To investigate the influence of family income on performance of pupils in Mukongoro Sub-County primary schools.
3. To establish the influence of parents marital status on performance of pupils in Mukongoro Sub-County primary schools.

1.4 Research Questions

1. To what extent does level of education of parents influence performance of pupils in Mukongoro Sub-County primary schools?
2. To what extent does family income influence performance of pupils in Mukongoro Sub-County primary schools?
3. To what extent does parents' marital status influence performance of pupils in Mukongoro Sub-County primary schools?

1.5 Scope of the Study

1.5.1 Geographical Study

The study was conducted in Mukongoro Sub-County, Kumi district, Uganda. The study area has 17 government primary schools and four of which were selected for the study; Kachaboi, Akadot, Kadami, Kaderina Primary School.

1.5.2 Time Framework

This study was conducted in the period of 2 months February to March 2017 and submits to the department of In-service for the approval and start on research report.

1.6 Significance

It was anticipated that the findings and recommendations of this study would go a long way in generating the much needed information that would be used by various stakeholders in education to improve on the quality of education of their children. Through this study, the assessment results could be guideposts that would help both parents and pupils identify their areas of strength and weaknesses and make necessary adjustments to fill the gaps in their roles. The assessment would also help pupils think of their own learning and redirect their efforts where necessary and in appropriate direction of needs.

The study would help parents, educational managers and administrators, teachers, Ministry of Education and Sports officials and politicians see, recognize and appreciate the need for motivation and motivate their subordinates and children for an improved performance. The study would also furnish policy makers, Ministry of Education and Sports, and politicians with information on parents' roles and their implications on pupils' performance; hence giving them a leeway to formulation of better policies regarding parents' roles within the education systems, based on researched information. It was also hoped to improve level of parents' status for an improved performance.

The study was expected to add to the existing body of knowledge and act as a stepping-stone for later researchers in similar studies. It would also help future researchers who have the quest for improving education for all the learners in primary schools in the said area and Uganda at large.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter examined both theoretical and conceptual frameworks. The chapter also contains the review of related literature.

2.1 Theoretical Review

The status of a family can have an influence on the performance of its children as observed by Obanya and Ezewu (1988) that the higher the status of a family the more likely it motivates its children to learn and perform better. They looked at this status in three ways: Level of education of parents, level of family income and parents' marital status. They defined education as acquisition of knowledge, skills and attitudes from parents to children. Nabbumba (1994) reports that pupils' performance and aspirations, is linked to level of education of their parents.

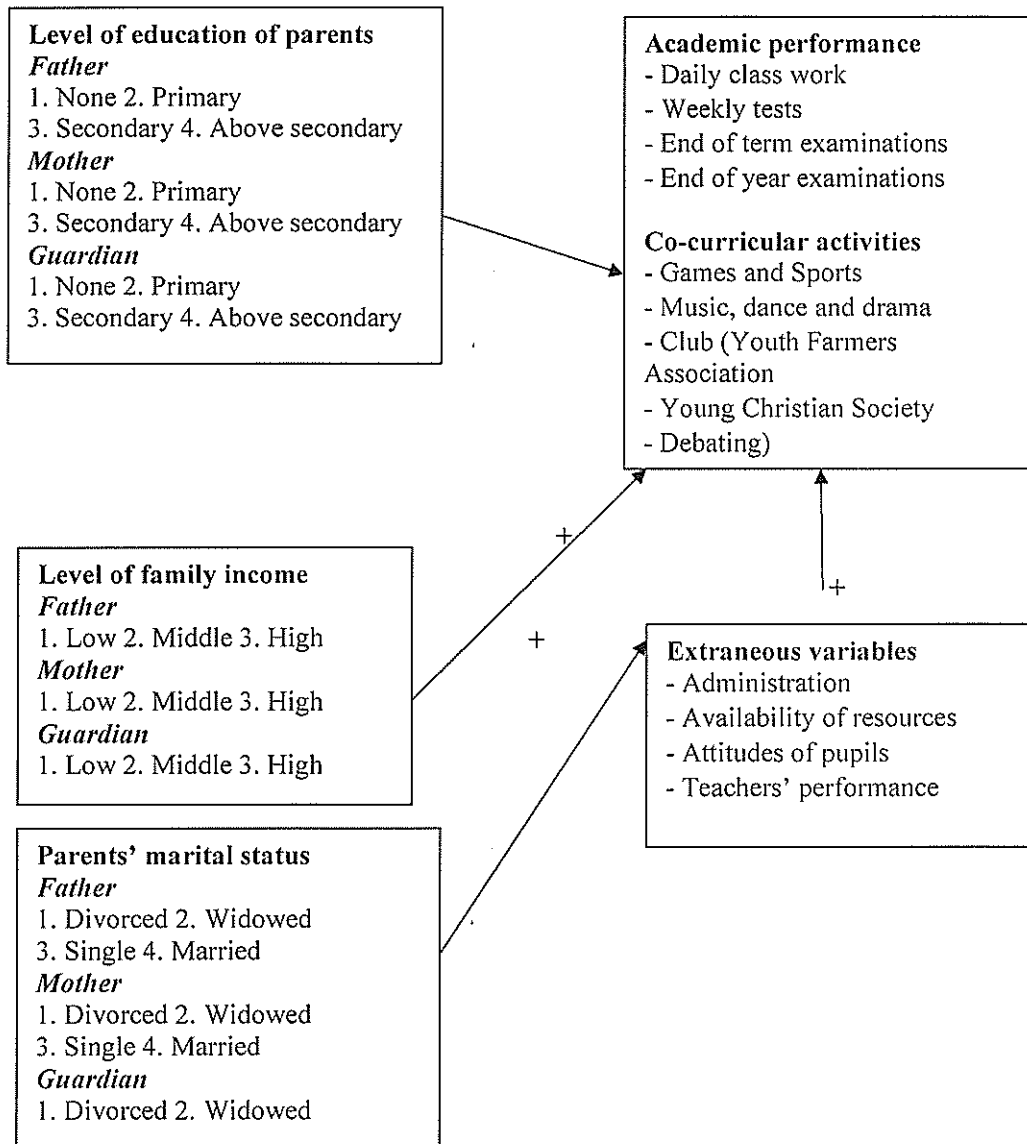
Heyman (1980) emphasized the importance of family income that children born and reared from wealthier families do better in all aspects of life and have high moral reasoning and good performance. Sentamu (2003) reports that family incomes gives direction of what kind of schools the child will attend. She defined income as money received over a certain period of time, which can be through payment for work or returns on investment. She defines family income as the state at which a family receives money over a certain period of time.

According to Oxford Advanced Learners' Dictionary (1994) marital status refers to the state of being together as a husband and a wife. The state has both positive and negative influence on pupils' performance. For example, in a polygamous family pupils' performance is negatively influenced by low family income because big number of children over burden the parents. Where parents are separated children become targets of mistreatments by their stepmother, hence, they do not perform well in schools. While those who have stable marriages collectively exercise control over their children's behaviour, children receive enough adult attention, love, sympathy,

guidance, security and they are well supported that motivate them to perform better in schools.

2.2 Conceptual Framework

Figure 2.1 provides a framework relating the variables in the study.



Key: + Means positive

Figure 2.1 Conceptual framework relating home-based factors to pupil's performance.

Source: Likert response scale

2.3 Related Literature

This section reviews literature related to the respective specific objectives in this research.

2.3.1 Level of Education of Parents and Pupils' Performance at School

Many scholars defined education differently; with Odaet and Bbuye (1997) defining it as a process whereby some human being directs and guides the growth and development of some human being towards some end or goal in life. It deals with preparing the right type of environment for the individuals to allow them physically, mentally and spiritually so as to develop harmoniously within themselves and together with their fellow human beings. Level of education of parents is the degree to which parents have acquired some knowledge, skills, attitudes and values of informal and formal education. The study conducted by Prewittz in Kenya on parents' education showed that parents' level of education is very crucial for the performance of their children because educated parents send their children to school early, in most cases at the age of five to six. Ezewu (1998) pointed out that children who join primary schools at early age also complete their primary education early.

Ezewu (1988) found that educated parents provide adequate learning materials for their children, which stimulate them to learn and perform better in all subjects. These parents are concerned over their children's education/performance, which sometimes makes them coach their children themselves or appoint part-time teachers for them. They send their children to the best nursery and primary schools which serves as sure gateways to secondary and university education which in turn leads to higher educational qualification to occupy higher positions in societies. Owen (1999) in her study exploring beliefs about academic achievement studied the relationship between parents' educational attainment and found that the educational attainment of parents have a relationship with educational achievement of their children.

According to Sentamu (2003), the educational attainment of parents determines the kind of schools to which their children go to. Such schools are near in kind to the ones their parents attended. This tends to lay a foundation for better performance of their children while at school. Considine and Zappala (2002) in their study in Australia on the influence of education disadvantages in the academic performance of school found that families where parents are educated foster a higher level of achievement in their

children because of providing psychological support for their children. Combs (1985) found that virtually all nations, children of high parents on education have far better chances of getting into better secondary schools and universities than equally bright children of ordinary workers or farmers. In other words, the highly educated parents tend to provide a more conducive learning environment that propels their children to go to schools and succeed.

Maani (1990) and Mugisha (1991) who both attempted to analyze the relationship between children's performance at school and the level of their parents' education established that the more educated the parents are, the better the children's performance at school. Mugisha actually did his study on the primary school pupils in Kampala (Uganda) which also belongs to the same education system like in Kumi. According to Nabbumba (1988), parents' level of education influences pupils' performance in the sense that educated parents value education and they tend to encourage their own children to value and actively engage in receiving education. In a study conducted in Kenya by Obanya and Ezewu (1988) it was found that the higher the levels of education of parents, the more likely it motivates children to learn and perform better. Kundu and Tuto (2000) found that home background has a significant influence on the achievement of children at school because educated parents tend to offer more psychological, social and financial support to their children, thus giving them the opportunity to excel in their studies.

2.3.2 Level of Family Income and Pupils' Performance at Primary Schools

Income means money received over a certain period of time, which can be through payment for work or returns on investments while family income can be referred to the state at which a family receives money over a certain period of time (Oxford Advanced Learners' Dictionary 1994). In this study, level of family income includes money received by father, mother and Guardian. According to Farrant (1980), children from poor home background usually suffer from serious diseases that lead to their poor performance at schools. In such homes parents are attempted to encourage their children for early marriages which affect their performance. While families with high financial background tend to support their children's education and encourage the importance of education rather than encouraging them for marriages. Heyman (1980) emphasized the importance of family income on pupils' performance that children

born and reared from wealthier homes do better in many aspects of life and have high moral reasoning and better performance compared to children who come from poor home background who face a lot of problems in their education.

In a study conducted by Sentamu in Kumi District in 2003 on the influence of family income on pupils' performance at school, it was found that family income was the determinant of the kind of a school a child attends. This was in congruence with what Combs (1985) had established in several countries that children from high parents' occupation have far better opportunities of getting into better secondary schools and university than equally bright children of ordinary workers or farmers. The researcher is in total agreement with this assertion because in Uganda, it is generally the children of the rich who flock to the academically better performing schools. Family income, according to Escarce (2003) has positive influence on the education opportunities available to adolescence and on their chances of educational success. This is because richer parents are able to take their children to high-cost schools that generally tend to perform academically better.

2.3.3 Parents Marital Status and Pupils' Performance at School

Marital status refers to the state of being together as a husband and a wife (Oxford Advanced Learners' Dictionary 1994). This state has both positive and negative effects on pupils' performance at school, depending on the organization of each family member. Kasirye (1995:11) observed that polygamous and extended families where income is low influence pupils' performance in a sense that big numbered of children over burden the parents, therefore, they fail to support their children's education adequately. He further observed that in homes where parents are quarrelsome, children are neglected hence affects their performance both in school and at home. The fact that no study has been carried out in the said schools has left a gap for the researcher to investigate the effect of marital status of parents on the performance of the pupils.

Baron and others (1991), Mbuti (1969) and Malaga (1981) pointed out that marriage is a bond that unites two families, two clans, even more, a bond that introduces families into another. One the full contract of marriage is broken it creates a great scar in the community and it is likely to be traumatic for the couple's children. According to Hethengton (1979) as cited by Laura (1989), divorced parents exercise less control

over their children. Medrich et al 1982 as cited by Laura (1989), further said, children from single parent families receive less adult attention, affection, love, sympathy, guidance and security and they are emotionally disturbed. Bhati (1998) stressed that there is a link between parents' marital status and pupils' performance. For instance lack of cordial understanding in a family causes instability, lack of control in children's behaviour also influence performance.

According to Gentlement and Markowitz (1974) they looked at separation of parents as a destructive event in a family, which affects performance in all aspects of life. United States Census Bureau (1988), Michael and Sheila (1989) found that level of parents' marital status actually influences pupils' performance at school. But in Kumi primary schools no study has been conducted on the said problem to find out whether it has its effects on the performance of pupils. Penny (2001) found that parents' marital status actually has effects on pupils' performance. She emphasized that children living with their stepmothers are targets of misdirected emotion and mistreatments while children from stable families tend to perform far better in schools.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the study design, study population, sample and sampling techniques, data collection methods, instruments, validity, reliability, procedure and finally data analysis techniques.

3.1 Research Design

The researcher used a cross-sectional survey design because the study intended to pick only some representative sample elements of the cross-section of the population. The study was cross-sectional because it was conducted across participants over a short period of time and it did not necessitate the researcher to make follow-ups of the participants. The survey was also preferred because it allowed the researcher get detailed inspection of the influence of home-based factors on the performance of pupils in primary schools in Mukongoro Sub-County. Quantitative and qualitative approaches were adopted. The former enhanced the understanding of the meaning of numbers, while the later gave precise and testable expression to qualitative ideas.

3.2 Research Population

The study was conducted in all the primary schools namely: Kachabo, Akadot, Kadami and Kaderina primary schools. The study population composed of four headteachers, 56 teachers, 25 parents and 15 pupils of primary six and seven.

3.3 Sample Size and Sampling Procedure

Table 3: Study sample size from the eight primary schools Category of Population	Parent Population	Sample Population	Sampling Technique
Headteachers	4	4	Purposive Sampling
Teachers	56	36	Purposive Sampling
Pupils	15	10	Purposive Sampling
Parents	25	10	Purposive Sampling
Grand Total	100	50	Purposive Sampling

3.4 Data Collection Methods

Questionnaires, survey interviews, non participation observation and nominal group discussion were the methods used to collect data from the respondents. Questionnaires were preferred because of number of respondents, cost and the nature of the topic which had both quantitative and qualitative data (Kothari, 2004) self-administered were also preferred because they were easy to fill by the participants. They kept the respondents on the subject, they were respectively objective and were fairly easy to make frequent counts and it was the easiest means of reaching respondents and obtaining desired information in the limited time available. Interviews were used as they allowed pursuance of in-depth information around the topic; they were also used as follow-ups to certain respondents. to confirm pupils' performance in classes and past results. Nominal group discussion was preferred because it helped the researcher to come up with agreed position and conclusions with respect to the influence of the said home-based factors on pupils' performance in primary schools in Kumi.

3.5 Instrumentation

The researcher used four types of instruments. These included: questionnaires, interviews, non-participation observation and nominal group discussion.

3.5.1 Questionnaires

The researcher used a set of self-administered questionnaires directed toward pupils (Primary Six and Seven). The respective self-administered questionnaires started with a main title, followed by introductory letter and had sections. Section one consisted of the background, Section Two was on independent variables in the study while Section Three consisted of items about the dependent variables. Self-administered questionnaires were preferred because of the number of respondents, costs and the nature of the topic, which had to do with both quantitative and qualitative data (Katheri, 2004). The questionnaires were constructed to obtain information on level of education of parents, level of family income and parents' marital status, which formed the independent variables and pupils' performance (the dependent variables). Data were analyzed and were coded using a five-point Likert response scale.

3.5.2 Interviews

At least eight headteachers, 40 teachers and 80 parents were interviewed to provide information on the impact of home-based factors on the performance of pupils in

primary schools in Mukongoro Sub-County Interviews were preferred because they allowed pursuance of in-depth information around the topic and were useful as follow-ups to certain respondents and to further investigate their responses and serve the purpose of triangulation (Amia 2005).

3.5.3 Non-participation Observation

The researcher carried out observation of lessons in each primary school and assessed pupils' performance in daily class work. Relevant school records like, Primary Leaving Examination results; end of term results and end of year results were also consulted and thoroughly observed to obtain information on pupils' performance.

3.5.4 Nominal Group Discussion

This was used to obtain information from 20 parents as a group who helped the researcher come up with agreed position and conclusions with respect to the influence of level of parents' education, level of family income and parents' marital status on pupils' performance in primary schools in Mukongoro Sub-County. The researcher intended that the finding be in agreement with that of the group (Amia 2005).

3.6 Validity and Reliability

Accuracy of information was ensured by the use of relevant instruments. The questionnaires were subjected to the scrutiny of the supervisors and their recommendations were used to finally formulate instruments that had the ability to obtain the expected relevant data.

Headteachers, teachers and parents were interviewed to obtain data on how level of education of parents, level of family income and parents' marital status influence pupils' performance in schools in Mukongoro Sub-County. A group of parents were engaged in nominal group discussion and some relevant documents were consulted to obtain information on pupils' performance. After designing the questionnaires, they were subjected to rating and Content Validity Index (CVI) were computed using the following formula:

Average of CVI = No of items rated valid All items in the questionnaires

The CVI for the questionnaires for pupils was which was equal to 0.7 the recommended validity (Amia 2005). Hence, the questionnaires were considered valid for data collection. 7 .062 .4

3.7 Reliability

The questionnaires were pre-tested in two selected schools (Jupumwocho and Cana) outside Mukongoro Sub-County that ensured reliability. The sample was 268. It helped to ensure consistency and dependability of the research instruments and their ability to tap data that answered to the objectives of the study. Raw data from the instruments were subjected to a reliability analysis from which Cronbach's coefficient alpha was systematically and consistently computed using the following formula

3.8 Data Analysis

The researcher analyzed the qualitative data collected using structured closed ended items in the questionnaires for each objective and coded using a five-point Likert response scale. They were subjected to frequencies and percentages, which helped to show the distribution of respondents on each of the independent and dependent variable. Raw data were analyzed using descriptive statistics and Pearson Product Moment Correlation. Correlation was used to test the hypotheses in order to determine the influence of home-based factors on pupils' performance. ANOVA was used to test the influence of the combined independent variable components on the dependent variable. Rank order was performed to determine the relative influence and significance of each component of the independent variable on the dependent variable. The following formula for the correlation was used: The qualitative data collected through interviews, non-participation observation and nominal group discussion were categorized, cleaned, interpreted and analyzed under their respective themes. This was used to triangulate and support findings obtained through quantitative data analysis. The analysis steps were systematically and consistently done for each one of the three hypotheses, from hypothesis one to three.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter focuses on data presentation, analysis of the findings and their interpretations. This chapter first analyses and present data from the parent findings, Secondly, analyzes data and present data from the pupils findings and finally compares both parents findings and pupils findings. Data has been analyzed and presented using frequency tables and percentages, line graphs, means and standard deviation. Regression analysis was also performed to establish the linear association or relationship of family background, Parental involvement, Pupils characteristics and school infrastructure on academic performance. The chapter ended with the summary of the data analysis, presentation and interpretation.

4.1 Data Presentation

General information comprised data on the sex of the respondents, age, class, school and responsibilities at school as per Section A of the questionnaire (Appendix A).

4.1.1 Respondents by sex

Table 4.1 shows the distribution of respondents by sex.

Table 4. 1: Gender of the Parental respondents

	Frequency	Percent
Male	27	51.9
Female	25	48.1
Total	52	100.0

From the findings, 51.9% of the respondents were male while 48.1% were female. It can be deduced that the majority of the respondents were male.

4. 2 Age of parental respondents

The respondents were requested to also indicate their ages. The results obtained were as shown in Table 4.2.

Table 4. 2: Age of the Parental respondents

Age class	Frequency		Percent	
	Female	Male	Female	Male
20-30 yrs	18	17	34.6	32.7
31-40 yrs	5	10	9.6	19.3
41-50 yrs	2	-	3.8	0
Total	25	27	48	52

From the findings, 67.3% of the respondents indicated that they were aged between 20 and 30 years, 28.9 % indicated that they were aged between 31 and 40 years while 3.8% indicated that they were aged between 41 and 50 years. This clearly shows that most of the respondents indicate that they were aged below 40 years depicting that most were youthful and as such they should be knowledgeable about the value of educating the girl child.

4.3 Age of the Child respondents

The respondents were also requested to indicate their ages. The researcher obtained the following results as shown in Table 4.3.

Table 4.3: Ages of the child respondents

Frequency	Percent	Correlation	Coefficient (r)	Significance (Pvalue)
11 to 12	9	27.3	0.591	0.011
13 to 14	18	54.5	0.676	0.007
15 to 16	4	12.1	0.285	0.045
17 to 19	2	6.1	0.308	0.009
Total	33	100.0		

According to the findings, 54.5% of the child respondents were aged between 13 and 14 years, 27.3% were aged between 11 and 12 years, 12.1% indicated that they were aged between 15 and 16 years and 6.1% indicated they were aged between 17 and 19 years. It can be deduced that most of the respondents were aged between 11 and 16 years and that this group had the highest performance showing that generally, the performance of the girl child decreases with age.

4.1.3 Respondents by class

Table 4.3: The distribution of respondents according to class	Frequency	Percentage
Primary Six	134	48.6
Primary Seven	142	51.4
Total	276	100.0

4.1.4 Respondents according to school

Table 4.4 shows the distribution of respondents according to school.

4.4: Respondents by school Primary School	Frequency	Percentage
Kachaboi	69	25.0
Akadot	69	25.0
Kadami	69	25.0
Kaderina	69	25.0
Total	276	100.0

4.1.5 Respondents According to Responsibility

Table 4.5 shows the distribution of respondents according to responsibility held at school.

Table 4.5: Respondents by Responsibility	Frequency	Percentage
Prefect	54	19.6
Class Monitor	30	10.9
Club Official	78	28.3
None	113	40.9
Total	276	100.0

Table 4.5 shows that the highest percentage of respondents were those pupils who did not hold any responsibility in school activities (41%), while the least percentage of respondents were the Class Monitors (with almost 11%). The respondents have little interest in holding responsibilities in schools for the reasons known by themselves.

4.4 Description of the Dependent Variable: Pupils' Performance

This Section describes the dependent variable (pupils' performance), which in this study was conceptualized to mean academic performance and performance in co-curricular activities respectively.

4.4.1 Academic performance

In this study, academic performance was conceptualized in terms of four questions prompting each respondent to do self-rating in terms of performance in daily class work, weekly tests, end of term and end of year examinations. The scale used had a one representing "poor", two representing "fair", three representing "good" and four representing "very good".

Table 4.6 Gives Descriptive Statistics On The Same.

Table 4.6: Descriptive statistics on academic performance Indicator of Academic Performance	Frequency	Mean	Standard Deviation
Daily Class Work	276	3.01	.791
Weekly Tests	276	2.78	.641
End of Term Examinations	276	2.97	.705
End of Year Examinations	276	3.21	.766
Table 4.7: Descriptive statistics on academic performance index Mean	Median	Range	Standard Deviation
Total	3.00	2.5	.57

Table 4.7: Descriptive statistics on academic performance index Mean	Median	Range	Standard Deviation
Total	3.00	2.5	.57

To get an overall picture of how pupils rated themselves in terms of performance, the two indices Academic (from Table 4.6) and Co-curricular (from Table 4.8) were aggregated into one index, performance with the descriptive statistics as in Table 4.8.

4.4.2 Performance in Co-Curricular Activities

In this study, performance in co-curricular activities was conceptualized in terms of five questions prompting each respondent-pupil to do self-rating in terms of performance in games and sports; music, dance and drama; Young Farmers' Association; Young Christian Society and Debating Club. Table 4.7 shows descriptive statistics resulting there from.

Table 4.8 suggests that pupils' performance in co-curricular activities was fairly good (all means between 2.5 and 3). To get an overall picture of how pupils rated themselves with regard to performance in co-curricular activities, all items in Table 4.8 were aggregated in one index (Co-curricular) with the descriptive statistics in Table 4.9.

Table 4.9: Descriptive Statistics on performance in co-curricular activities index Mean	Median	Range	Standard Deviation
2.78	2.80	3.000	.56

To get an overall picture of how pupils rated themselves in terms of performance, the two indices, Academic (from Table 4.6) and Co-curricular (from Table 4.8) were aggregated into one index, Performance with the descriptive statistics in Table 4.10.

4.4.3 Variation of pupils' performance with responsibility at school

This study was interested in whether pupils' performance varied with responsibility.

Table 4.15 shows pertinent statistics and NOVA results.

Table 4.15: Descriptive statistics ANOVA results in how pupils' performance varied with responsibility at school Responsibility	Frequen cy	Mean	Standard deviation	F	Sig.

Prefect	54	3.04	0.40	3.895	.004
Class Monitors	30		2.75	0.48	
Club official	78		2.96	0.43	
None	113		2.79	0.52	
Total	276		2.88	0.48	

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This Chapter presents the discussion, conclusions, recommendations and areas for further research. The first Section demonstrates discussion according to the objectives and hypotheses of the study; the second Section advances conclusions drawn from the discussion. The third Section gives recommendations drawn from the conclusions. The fourth Section puts forward possible areas for further research.

5.1 Discussion

5.1.1 Level of Education of Parents and Pupils

The first objective of this study was to investigate the influence of level of education of parents on pupils' performance in primary schools in Kumi. The parents' level of education was looked at in term of highest level of education which was divided into: No education, primary education, secondary education and above secondary education. The hypothesis was accepted indicating that level of education of parents had positive influence on pupils' performance in primary schools in Kumi. The positive relationship meant that improvement in parents' level of education, for instance, led to improvement in pupils' performance in primary schools.

5.1.2 Level of Family Income and Pupils' Performance at School

The second objective was to investigate the influence of level of family income on pupils' performance in primary schools in Kumi. The second hypothesis which stated level of family income has positive influence on pupils performance was rejected implying that pupils' performance was not significantly influenced by level of income of parents. This finding contradicted with that of Farrant (1998) that family income actually influences pupils' performance in schools. This could be to the fact that most parents in the study area generally have equal income. They are equally poor or rich, thus the difference in the pupils' performance cannot be attributed to the difference in the level of income of parents.

5.1.3 Parents' Marital Status and Pupils' Performance

The third objective was to establish the influence of parents' marital status on pupils' performance in primary schools in Kumi,. The data collected from questionnaires,

interviews and nominal group discussion revealed that there was no significant relationship between level of parents' marital status and pupils' performance in the said schools. This finding contradicted with that of Sheila (1989) and Peny (2001) which found that level of parents' marital status actually influence pupils' performance at schools. This therefore, implied that the difference in performance of pupils in the said area cannot be attributed to the difference in the level of parents' marital status.

5.2 Conclusions

Based on the findings and discussions, the following conclusions were drawn:

First, level of education of parents led to low performance of pupils in primary schools in Kumi.

Secondly, level of income of parents had nothing to do with pupils' performance in primary schools in Kumi.

Thirdly, parents' marital status had no significant influence on pupils' performance in primary schools in Kumi.

This study reveals that though several inter-related social, economic, school and cultural factors affect school dropout outcome regardless of the gender of the students, among some particular factors increase the dropout rate particularly for girls. These particular factors produce lower educational outcomes for girls in general. The financial factors constrain parents more especially those who have lower socioeconomic status compared to those who have higher status. Parents with lower socio-economic status face difficulties to bear the expenses of their daughters' education. In addition, parents sometimes use the gender of their children to decide who gets more education so that children can give benefit in the future; in these circumstances male children eventually get more priority compare to female children. Besides these, girls also experience disadvantage for the unequal labour force participation in the world. Female usually experience less opportunities especially in productivity in the labour market and earn less compared to males which discourage parents from continuing the education of their daughters.

Some school level factors insufficiently affect the increase in dropout rate of girls. However, most of these factors are allied with school resources and an unequal

distribution of school resources markedly linked to the geographical location of school. Schools in urban regions facilitate more for girls compared to schools in rural regions. For instance, sanitation facilities, equipment of extracurricular activities, quality female teachers and other resources and environmental factors which are less available in rural schools. In these respect a goring body of literature has found that girls' dropout rate is significantly higher in rural schools compared to urban schools. Inequalities in school resources exist much especially in developing countries compared to developed countries and this is because dropout rates of girls are higher in the developing parts of the world. Cultural reasons also play an important role in high incidence of early dropout of girls. Sometime it depends on parents on how t o perceive girls' education. On the one hand, there are human perceptions formed by several factors such as education, socio-economic status, religion and environment of the community where they live in. These perspectives constrain girls' education especially in developing regions of the world. Some traditional cultural practices and beliefs of a particular religion or community massively affect as barriers to girls' education, especially in the male-dominated societies.

5.3 Recommendations

There is need to improve on level of education of parents in Kumi so as to improve pupils' performance in schools.

Based on the above discussion, this study provides a few important recommendations which the policy planners may adopt for future intervention. Governments should plan some special polices to improve female education like introducing special stipends for female students and also making education free for them. Although some countries have already taken some steps in this regard, it is important to expand it further for other countries. It is also necessary for governments to invest more money in making the environment favourable and sensitive for girls.

Governments should also provide school supplies adequately according to the demands of the students. In both primary and secondary schools, trained and qualified female teachers especially during the developmental stage of girls should be made available which can also prevent pregnancy problem among girls leading to early dropout.

5.4 Recommended Areas for Further Research

We observe that most of the studies measured the direct impacts of the factors on dropout outcome of girls. However, the effect of a factor sometimes can be mediated by other underlying factors. Therefore, to clarify the effects of these factors on dropout outcome we recommend measuring the meditative effects / causal effects of the factors. In addition, our proposed conceptual model can be a direction for the scholars.

REFERENCES

- Amin, M. E. (2005). *Social Science Research: Conception, Methodology and Analysis*. Kampala: Makerere University Printery.
- Baron, B. M. (1991). *Social Psychology*. Tom Holt, Rinehart and Winston Inc. Saunder College.
- Bhati, K. K. (1998). *Principle of Education*. New Delhi: Kalyani Publishers.
- Cohen, M.W McLaughlin & J.E. Talbert (Eds) pp. 1 – 10 San Francisco: Jossey-Bass Publishers.
- Considine, G. & Zappala, G. (2002). Influence of Social and Economic Disadvantage in the Academic Performance of School Students in Australia, Page 38, 129 – 148.
- Coombs, H. P. (1985). *World Crisis in Education: View from the Eighties*. New York: Oxford Press.
- Creswell, J. W. (1994). *Research Design: Qualitative and Quantitative Approaches*. London: Sage Publications.
- District Education Office, Nebbi (2008).
- Escarce, J. J. (2003). Socio-economic Status and the Fates of Adolescents. Retrieved on September 27, 2007 from <http://www.pubmedcentral.nib.gov/article.fcgid>.
- Ezewu, E. (1988). *Sociology of Education*. London: Longman Group Ltd.
- Farrant, J. S. (1980). *Principles and Practice of Education*. Longman Group, UK Ltd.
- Ferguson, R. F. (1990). *Racial Patterns on How School and Teacher Quality Affect Achievement and Earnings*. Dallas: Meadows Foundation.
- Gagne, J. F. (1985). *Understanding Teaching in Context. Teaching for Understanding Challenges for Policy and Practice*. D.K.
- Gentlement & Markowitz, J. (1974). *The Courage of Divorce*. New York: Simon and Schuster.
- Heyman, S. P. (1980). Students Learning in Uganda. Textbook available and other factors. *Comparative Education Review*, 24.2.
- Isingoma & Pifua (1995). *Headteachers Training Series Module 1 Educational Management*. Ministry of Education and Sports, Kampala, Uganda.
- Kasirye, B. (1995 January). Youth Plead: Give Us a Chance, Leadership. Kampala: Marianum press 1 (3447), 11-13.
- Kothari, C.R. (2004). *Research Methodology, Methods and Techniques*. New Delhi: New Afe International (P) Ltd. Publishers.

- Ferguson, R. F. (1990). *Racial Patterns on How School and Teacher Quality Affect Achievement and Earnings*. Dallas: Meadows Foundation.
- Gagne, J. F. (1985). *Understanding Teaching in Context. Teaching for Understanding Challenges for Policy and Practice*. D.K.
- Gentlement & Markowitz, J. (1974). *The Courage of Divorce*. New York: Simon and Schuster.
- Heyman, S. P. (1980). Students Learning in Uganda. Textbook available and other factors. *Comparative Education Review*, 24.2.
- Isingoma & Pifua (1995). *Headteachers Training Series Module 1 Educational Management*. Ministry of Education and Sports, Kampala, Uganda.
- Kasirye, B. (1995 January). Youth Plead: Give Us a Chance, Leadership. Kampala: Marianum press 1 (3447), 11-13.
- Kothari, C.R. (2004). *Research Methodology, Methods and Techniques*. New Delhi: New Afe International (P) Ltd. Publishers.
- Krejcie, R.V. & Morgan, D.W. (1970). *Determining Sample Size for Research Activities: Educational and Psychological Measurement*. Sage Publications.
- Kundu, C.L. & Tutoo, D.N. (2000). *Educational Psychology*. New Delhi: Sterling Publishers PVT Ltd.
- Laura, E. B. (1989). *Child Development (4th Ed.)*. Massachusetts.
- Maani (1990). *Factors Affecting Academic Performance*. Unpublished dissertation, Makerere University, Kampala, Uganda.
- Maicibi, N. A. (2005). *Pertinent issues in Management: Human Resource and Educational Management*. Net Media Publishers Ltd.
- Mbiti, J. S. (1969). *African Religion and Philosophy*. Nairobi, Kampala, Dar-es-Salaam: East African Education Publishers.
- Michael, C. & Sheila, R. C. (1989). *The Development of Children*. San Diego; University of California.
- Mugisha, B. A. (1991). *An investigation into the Causes of Poor Performance in Business Studies Subjects in Selected institutions in Kampala District*. Unpublished dissertation, Makerere University Kampala, Uganda.
- Muhael, C. & Sheila, R. C. (1989). *Development of Children*. San Diego: University of California.

- Mulago, G. C. M. (1981). *Traditional African Marriage and Christian Marriage*. Kampala: Uganda, St. Paul.
- Nabbumba, R. (1994). *Socio-economic Factors Affecting Technology Adoption by Coffee Farmer in Mukono District*. Unpublished M.Sc. thesis, Makerere University, Kampala, Uganda.
- Nebbi District Records (2004-2008).
- Odaet, C.F. & Bbuye, J.R. (1997). *Comparative Education*. Foundations of Education Institute of Adult and Continuing Education Department of Distance Education, Makerere University.
- Owen, V. (1999). Exploring Beliefs about Academic Performance Achievement. *The Uganda Education Journal* Vol.2, 57, New Vision.
- Oxford Advanced Learners' Dictionary (1994). Longman Group UK Ltd.
- Penny, M. (2001). *Understanding Children's Challenging Behaviour, Why Try to Influence or Change Behaviour for a Variety of Purposes*. United Kingdom, Nelson.
- Robbins, P. S. (2003). *Organizational Behaviour*. New Delhi: Prentice Hall.
- Ryan, G. (1998). The Impact of Subject Matter on Curricular Activity. An analysis on five academic subjects *American Educational Research Journal*, 32(2), 227 – 249.
- Salaway, P. L. (2001). Class Size and Student Achievement: Research-based Policy Alternative. *Educational Evaluation and Policy Analysis*, 12(2), 213 – 227.
- Sarantakos, S. (1997). *Social Research*. New York: Palgrave Publishers Ltd.
- Sentamu, N. P. (2003). School Influence of Learning: A Case of Upper Primary Schools in Kampala and Wakiso Districts. *Uganda Education Journal*, 4.
- Skinner, C. E. (Ed.) (1945). *Educational Psychology (Rev. Ed.)*. New York: Prentice Hall Inc.

Appendix A

Section A: Background Information

Please help us classify your responses by supplying appropriate facts about yourself as the case may be. Tick your appropriate choice in boxes provided.

1. Sex 1. Male 2. Female
2. Age: 1. Below 13 years 2. 13 – 14 years 3. Above 14 years.
3. Your Class: 1. Primary Six 2. Primary Seven.
4. Your School:

Responsibility held at school 1. Prefect 2. Class Monitor

3. Club Official 4. None

Section B: Independent Variable: Home-based Factors

For the following sub-sections, use the rating scale below to supply appropriate facts about your parents' status. Tick on the digit that gives the most objective and accurate rating.

Sub-section B.1: Level of Education of Parents

- 1.1 Father: 1. None 2. Primary 3. Secondary 4. Above secondary
- 1.2 Mother: 1. None 2. Primary 3. Secondary 4. Above secondary
- 1.3 Guardian: 1. None 2. Primary 3. Secondary 4. Above secondary

Sub-section B.2: Level of Family Income

- 2.1 Father: 1. Low 2. Middle 3. High
- 2.2 Mother: 1. Low 2. Middle 3. High
- 2.3 Guardian: 1. Low 2. Middle 3. High

Section B.3: Parents' Marital Status

- 3.1 Father: 1. Divorced 2. Widowed 3. Single 4. Married
- 3.2 Mother: 1. Divorced 2. Widowed 3. Single 4. Married
- 3.1 Guardian: 1. Divorced 2. Widowed 3. Single 4. Married

Section C: Dependent Variable; Pupils' Performance

Please tick (☐) the number of the correct response that you feel is appropriate about your performance. Use the rating scale provided.

Sub-section C.1: Academic Performance

- 1.1 Daily class work: 1. Poor 2. Fair 3. Good 4. Very good
- 1.2 Weekly tests: 1. Poor 2. Fair 3. Good 4. Very good
- 1.3 End of term examinations: 1. Poor 2. Fair 3. Good 4. Very good
- 1.4 End of year examinations: 1. Poor 2. Fair 3. Good 4. Very good

Sub-section C.2: Co-curricular Activities

- 2.1 Games and Sports: 1. Poor 2. Fair 3. Good 4. Very good
- 2.2 Music, Dance and Drama: 1. Poor 2. Fair 3. Good 4. Very good
- 2.3 Young Farmers' Association: 1. Poor 2. Fair 3. Good 4. Very good
- 2.4 Young Christians Society: 1. Poor 2. Fair 3. Good 4. Very good
- 2.5 debating Club: 1. Poor 2. Fair 3. Good 4. Very good

Thank you for your cooperation.

APPENDIX B
INTERVIEW GUIDE FOR PARENTS OF PUPILS IN PRIMARY SCHOOLS
ON FACTORS AFFECTING THE PERFORMANCE OF PUPILS IN
PRIMARY SCHOOLS IN KUMI

Section A: Background Information

1. What is your occupation?

Section B.1: Level of Education

2. What is your highest level of education?

Section B.2: Level of Family Income

3. What major economic activities do you usually carry out?

(i)

(ii)

(iii)

4. How do you describe your income level?

.....

5. How does your income level compare with that of other parents in the neighbourhood?

6. How do you support the education of your children?

.....

Section B.3: Marital Status

7. What is your marital status: 1. Single 2. Married

3. Divorced 4. Widowed

8. Do you stay together with your wife(s) and children? If no, why?

.....

9. Who do you think is responsible for the improvement of pupils' performance in primary school? Give reasons

.....

10. What do you think are some of the major problems that hinder pupils' performance in primary schools?

.....

Section C.1: Academic Performance

11. What is your view about the academic performance of pupils in this school?

.....
.....

12. What should parents do to improve on the academic performance of their children?

.....

Section C.2: Co-curricular Activities

13. Comment on the co-curricular activities of the school

.....
.....

14. What contributions should parents make to improve the co-curricular activities in this school?

(i)

(ii)

(iii)

Thank you

APPENDIX D
NOMINAL GROUP DISCUSSION GUIDE FOR PARENTS ON FACTORS
AFFECTING THE PERFORMANCE OF PUPILS IN KUMI PRIMARY
SCHOOLS

Section A: Background information

1. What is your occupation?

Section B.1: Level of education of parents

2. What is your highest level of education?

Section B.2: Level of family income

3. What major economic activities do you carry out?

(iv)

(v)

(vi)

4. What are some of the problems that affect your economic activities?

5. How do you describe your income level?

(i) Low (ii) Middle (iii) High

Section B.3

6. What is your marital status?

(i) Divorced (ii) Widowed (iii) Single (iv) Married

7. Do you stay together with your family members? If no, why?

8. What do you think can happen to children when parents stay separately with their family members?

Section C.1: Academic performance

9. What is your view about the performance of pupils in primary schools in Kumi District?

10. What are some of the major problems that hinder pupils' performance in schools?

11. What should parents do to minimize some of the problems?

Section c.2: Co-curricular activities

12. Comment on the co-curricular activities of primary schools in Kumi District?

13. What contributions should parents make to improve the co-curricular activities in these schools?

(i)

(ii)

(iii)

Thank you for your cooperation.