



**FISHING AND ITS EFFECTS ON THE PUPILS ACADEMIC PERFORMANCE IN
MUTUMBA SUB COUNTY, NAMAYINGO DISTRICT**

BY

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DECLARATION

I **MALESI ANTHONY** declare that this is my original piece of work and it has never been presented to any institution of higher learning for any award of academic qualification.

Signature: Amthmmmy.....

Date: ...23/9/2024.....

APPROVAL

I certify that **MALESI ANTHONY** carried out this research under my supervision and submitted with my approval

Signature.....

Date.....

Supervisors name: Mr. Anthony Wanyama

DEDICATION

This work is dedicated to my beloved wife Annet Nandera, pupils Henry Bwire, Leonard Ouma, Milton Wafula, my parents Emmanuel Kwoba and Getulida Auma, my beloved sisters Justine Nabwire, Mary Batone, my relatives and all well-wishers for their endless and all-encompassing prayers.

This work is also dedicated to my beloved and forbearing friends Davis Ojambo Alex, Richard Wafula and Denis Mugeni for their encouragement and prayers. This goes to my all brothers and Sisters, for their kindness and prayers.

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LIST OF ABBREVIATIONS AND ACRONYMS

FAO	Food and Agriculture Organization
ILO	International Labour Organization
IRB	Institution Review Board
NACOSTI	National Commission for Science, Technology and Innovation
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Education, Social and Cultural Organization

ABSTRACT

The general objective of the study was to assess fishing and its effects on pupils' academic performance in Mutumba Sub-county, Namayingo District. The specific objectives were to find out the performance level of pupils involved in fishing activities, to assess the effects of fishing on their academic performance, and to examine the activities associated with fishing and their influence on academic performance.

The study employed both descriptive and non-descriptive field surveys for their ease of use and time-saving benefits. Qualitative data methods were used to collect responses from participants, with a sample size of 80 selected from a population of 100.

The findings revealed that a majority (25%) of respondents rated their child's performance as poor, while 20% considered it below average and another 20% rated it as above average.

Additionally, 54% strongly agreed that their child's academic performance had been affected by fishing activities, and 46% indicated that activities like the preparation of fishing gear and post-capture processing contributed to pupils poor academic performance.

The study concluded that a significant proportion of respondents rated their pupils's academic performance as low due to their involvement in fishing, with many completing homework late and showing low engagement in classroom activities. There was also a consensus on the negative impact of fishing activities on academic attendance. Despite this, the majority of respondents affirmed that fishing-related activities positively influenced their child's understanding of nature and the environment. Recommendations include enhancing academic support systems through structured tutoring and homework assistance programs, and incorporating more interactive and participatory teaching methods to increase student involvement and interest in learning

Chapter One

Introduction

1.0 Introduction

This section described the background to the study, the statement of the problem, objectives of the study, research questions, scope of the study and significance of the study and conceptual framework.

1.1 Background of the study

The background of this research report was presented in four ways, i.e. the historical background, conceptual background, theoretical background and contextual background.

1.1.1 Historical background

Globally, the International Labour Organization (2018) estimated that about 218 million pupils aged between 5 and 17 years were in employment in different countries of the world. The survey indicated that nearly half of the population is found in Asia. According to the report, child labor is concentrated in Agriculture (71%) primarily in activities such as fishing, livestock herding, forestry and aquaculture, 17% large scale farming and 12% in the industrial sector. The focus of this study will be on involvement of pupils in fishing industry. In Brazil, Vieira, Moraes and Nunez (2013) in their study on fishing activities and performance of pupils established that fishing affected school life of the respondents. It was revealed that 39% of the respondents reported truancy and 63% indicated that school timetable interfered with their fishing activities. The findings clearly indicate that the participants clearly did not value schooling. In the Philippines, ILO (2017) reported that even though the country had made an advancement in reducing child Labour especially those working in the fishing industry, the percentage of pupils performing well still remains low. In the report, 7.5% of pupils were found to be working. The problem continues to persist despite the institutionalization of laws that prohibit employment of pupils in any industry.

In Africa, participation of school going pupils in fishing activities is a matter of serious concern. For instance, in Nigeria government agencies are grappling with students skipping classes to participate in fishing activities which had greatly affected their performance (Abane,

2014). Achike and Mkpado (2013) studied the effects of fishing activities on academic performance of students in Akwa Ibom state. It was reported that academic performance of the students was statistically inversely related to frequency of fishing activities per week. Part of other literature such as Ray (2015) indicate that there is a tradeoff between education and child labor. Pupils who participate in labor related activities perform dismally compared to those who do not participate in these activities.

In East Africa, according to Walakira et al. (2018) found out that school going pupils participating in fishing has greatly affected their performance. In his study he found out that 59% live near the shores of lake Victoria had greatly failed in their national exams compared to their counter parts from different region in Kenya, 57% of pupils living adjacent to lake Victoria shores in Uganda performed poorly in their PLE exams registered in Uganda According to UWEZO Report, 2021) and 36.6% in Rwanda. The reasons that were cited for their poor performance were nearest to the fishing sites, peer pressure and lack of concentration.

In Uganda, communities living around Lake Victoria, the majorly derive their livelihood from fishing activities. This is because coastal and lake regions are characterized by extreme climatic conditions that cannot support other economic activities such as agriculture (Ministry of Agriculture, Fisheries and Animal Production report, 2022). To work in the fishing industry, one does not require special skills and this opens an avenue for school going pupils to work in the fishing sites (West away, 2019). A study carried out by K'achieng (2021) investigated how fishing activities affected pupils academic performance in Lake Victoria region. The researcher found that fishing related activities impacted negatively on academic performance of the pupils. Fishing which is considered as a primary form of production is normally concentrated in areas called fishing stations. In these areas, pupils are involved in activities such as boat making, smoking and drying the fish, removing fish from the nets and sorting among others. In small fishing stations, some activities such as smoking, salting, drying and bagging take place at home (Ojjo, 2016).

1.1.2 Conceptual background

Fishing is the activity of catching fish, either for food or as a sport. It encompasses a variety of methods, including angling, netting, trapping, and spearing" (FAO, 2020).

Academic performance refers to how well a student is accomplishing their tasks and studies, commonly measured by examinations or continuous assessment" (Lavin, 1965).

Pupils are young learners enrolled in primary and secondary educational institutions, often within the age range of 5 to 18 years" (Hornby, 2010).

Child labor is work that deprives pupils of their childhood, potential, and dignity, and that is harmful to physical and mental development. It refers to work that is mentally, physically, socially, or morally dangerous and harmful to pupils, and interferes with their schooling" (ILO, 2020).

Fishing activities include all actions associated with the capture of fish, including preparation, deployment, and retrieval of gear, as well as processing and storage of the catch" (FAO, 2018).

Lake shores refer to the areas of land immediately adjacent to a lake, which can be influenced by fluctuating water levels and play a significant role in the ecological and economic aspects of the region" (Wetzel, 2001).

1.1.3 Theoretical background

For the purpose of this study, two theories were employed;

Social Cognitive Theory (SCT), developed by Albert Bandura in 1986, emphasizes the role of observational learning, social experiences, and reciprocal determinism in the development of knowledge and behavior. According to SCT, individuals learn and perform behaviors by observing others, imitating modeled actions, and experiencing the consequences of these actions. The theory posits that behavior, personal factors (like cognitive and emotional factors), and environmental influences all interact reciprocally, influencing each other.

One of the key strengths of SCT is its comprehensive approach to understanding behavior and learning. It acknowledges the complexity of human behavior by considering the interplay between personal factors, environmental influences, and behaviors. Despite its strengths, SCT has certain weaknesses. One criticism is that it can be overly broad, making it difficult to apply

systematically in all contexts. SCT has made significant contributions to the fields of education, psychology, and public health (Albert, B 1986). In education, SCT has informed teaching strategies that emphasize modeling, social interactions, and the development of self-efficacy among students.

When applied to the context of fishing and the academic performance of pupils, SCT offers valuable insights. In many fishing communities, pupils often observe and learn fishing techniques from their parents and peers. This observational learning can be crucial for their participation in fishing activities. However, these same pupils may experience conflicts between their involvement in fishing and their academic pursuits. For instance, time spent fishing to contribute to the family income might reduce the time available for schoolwork, potentially impacting their academic performance negatively (Albert, B 1986). Conversely, the SCT framework suggests that positive role models and supportive social environments can enhance academic outcomes. If community leaders and educators in fishing communities emphasize the importance of education and model positive academic behaviors, pupils might be more motivated to balance both fishing activities and their studies effectively. The development of self-efficacy through successful experiences in both fishing and academic tasks can further encourage pupils to strive for excellence in school despite their responsibilities in fishing.

Ecological Systems Theory, formulated by Urie Bronfenbrenner in 1979, explores how a child's development is influenced by different environmental systems. The theory categorizes the environment into several nested systems: the microsystem (immediate surroundings like family and school), the mesosystem (interactions between microsystems), the exosystem (external environments that indirectly affect the child), the macro system (cultural and societal norms), and the chronosystem (the dimension of time, reflecting changes in environments over time).

Ecological Systems Theory is praised for its holistic approach, considering multiple layers of environmental influence on a child's development. A notable weakness of the Ecological Systems Theory is its complexity. The theory's broad and inclusive nature can make it challenging to identify specific mechanisms of influence and to design targeted interventions. Bronfenbrenner's Ecological Systems Theory has significantly influenced developmental psychology, education, and social policy (Urie1979). It has encouraged researchers and practitioners to consider the broader environmental context in which pupils grow and learn. In

the context of fishing and the academic performance of pupils, the Ecological Systems Theory provides a robust framework for understanding the multiple environmental influences at play. For pupils in fishing communities, the microsystem might include their family, who may rely on fishing for livelihood, and their school, where they are expected to perform academically. The interactions between these microsystems (the mesosystem) can significantly impact their development. For instance, supportive family attitudes towards education can enhance a child's academic performance, even if they are also involved in fishing activities.

The exosystem, comprising factors such as community resources and parental work conditions, can indirectly affect a child's academic outcomes. Limited community resources or parental stress due to economic pressures from fishing can create an environment that is less conducive to academic success. At the macro system level, cultural values and societal norms around education and child labor in fishing communities can either support or hinder pupils's academic pursuits. If the broader culture values education highly and implements policies to reduce child labor, pupils are more likely to succeed academically (Urie1979).

Finally, the chronosystem reflects changes over time, such as economic shifts in the fishing industry or educational reforms, which can influence a child's development trajectory. Understanding these temporal changes is crucial for developing interventions that address both immediate and long-term challenges faced by pupils in fishing communities.

1.1.4 Contextual background

In Mutumba sub county, it was observed that four (4) in every ten (10) pupils in the sub county were involved in the fishing activities and these has resulted to the poor academic performance of pupils in sub county in Namayingo District (Namayingo Education Performance Report 2023). These rapid poor academic performance of pupils in the sub county has also resulted to increased school dropouts, high rate of theft and crimes. Despite local governments efforts though formulation of by-laws , construction of more schools, provision of scholastic materials to the pupils by the parents, still there is rampant poor academic performance of pupils in the sub county . It was upon such background that the researcher picked up an interest in analyzing the effects of fishing on the performance of pupils in primary schools in Mutumba Sub County, Namayingo district

1.2 Problem Statement

In Mutumba Sub County, good fishing methods include using regulated fishing nets with appropriate mesh sizes to allow juvenile fish to escape and mature, practicing seasonal fishing to avoid overfishing during breeding periods, and engaging in fish farming to reduce pressure on natural fish stocks. Conversely, bad fishing practices such as the use of illegal small-mesh nets, dynamite fishing, and poisoning water bodies have detrimental effects. These harmful methods lead to the depletion of fish populations, destruction of aquatic ecosystems, and loss of biodiversity. The impact on school-going pupils is significant, as these practices reduce fish availability, which many families rely on for income and food (Ministry of Agriculture, Animal Industry and Fisheries (MAAIF,2020).. Consequently, decreased household income leads to increased child labor, with pupils being forced to participate in fishing to support their families, resulting in high absenteeism and dropout rates from school.

In Mutumba sub county, it was observed that four (4) in every ten (10) pupils in the sub county were in involved in the fishing activities and these have resulted to the poor academic performance of pupils in sub county in Namayingo District (Namayingo Education Performance Report 2023). These rapid poor academic performance of pupils in the sub county has also resulted to increased school dropouts, high rate of theft and crimes.

Despite local governments efforts though formulation of by-laws, construction of more schools, provision of scholastic materials to the pupils by the parents, still there is rampant poor academic performance of pupils in the sub county. It was upon such background that the researcher picked up an interest in assessing fishing and its effects on the pupils' academic performance in Mutumba Sub County, Namayingo district.

1.3 General Objective

The general objective of the study was to assess fishing and its effects on the pupil's academic performance in Mutumba sub county, Namayingo district.

1.4 Specific objectives

- (i) To find out the performance level of pupils who are involved in fishing activities in Mutumba sub county Namayingo District.
- (ii) To assess the effects of fishing on the academic performance of pupils in Mutumba sub county, Namayingo District.
- (iii) To examine the activities associated with fishing and how they influence academic performance of pupils in Mutumba sub county, Namayingo District.

1.5 Research Questions

- (i) What are the performance level of pupils who are involved in fishing activities in Mutumba sub county Namayingo District?
- (ii) What are the effects of fishing on the academic performance of pupils in performance level of pupils who are involved in fishing activities in Mutumba sub county Namayingo District?
- (iii) What are the various activities associated with fishing and how they influence academic performance of pupils in Mutumba sub county Namayingo District?

1.6 Scope of the study

1.6.1 Content scope

The content scope of the study was to assess fishing and its effects on the pupil's academic performance in Mutumba sub county, Namayingo district. The objectives of the study was to find out the performance level of pupils who are involved in fishing activities , to assess the effects of fishing on the academic performance of pupils and to examine the activities associated with fishing and how they influence academic performance of pupils in Mutumba sub county, Namayingo District.

1.6.2 Geographical scope

Mutumba Sub County is a local government administrative unit located in Namayingo District. It is bordered by Lake Victoria to the south and shares boundaries with other districts such as Mayuge in the West, Busia in the East and Bugiri in the North. Mutumba Sub County is governed by the Mutumba sub county Local Government, which is responsible for providing public services and implementing development programs at the local level. The main economic activities in the sub county includes fishing, agriculture and trade.

1.6.3 Time scope

The study covered a period of four month that is from May 2024 to August 2024.

1.7 Significance of the Study

To Policy Makers

The study provided critical data on how fishing activities impact pupils' academic performance, enabling policy makers to develop targeted interventions. For instance, by understanding the extent to which fishing detracts from educational outcomes, policy makers can design policies that balance economic activities with educational requirements. These could include regulations on child labor, ensuring that pupils spend more time in school and less time in labor-intensive activities.

Insights from the study will help policy makers allocate resources more effectively. For example, knowing that fishing-related activities significantly impact schooling, government can prioritize funding for educational programs, school infrastructure, and child welfare services in fishing communities. This targeted allocation can help mitigate the negative effects and promote better educational outcomes.

To Stakeholders

Stakeholders, including parents, community leaders, and local organizations, will gain a deeper understanding of the detrimental effects of fishing on pupils' education. This awareness can foster community-driven initiatives to reduce pupils's involvement in fishing and increase their school attendance and performance.

The study can encourage stakeholders to develop and support programs aimed at improving educational outcomes. For instance, NGOs and community groups might establish after-school programs, provide educational materials, or offer scholarships to pupils in fishing communities. These initiatives can help bridge the educational gap caused by fishing activities.

To Academicians

The study contributes to the existing body of knowledge on the relationship between child labor and education. Academicians can use the findings to develop new theories or refine existing ones

about how economic activities, like fishing, influence academic performance. This can lead to a deeper understanding of the socio-economic factors affecting education.

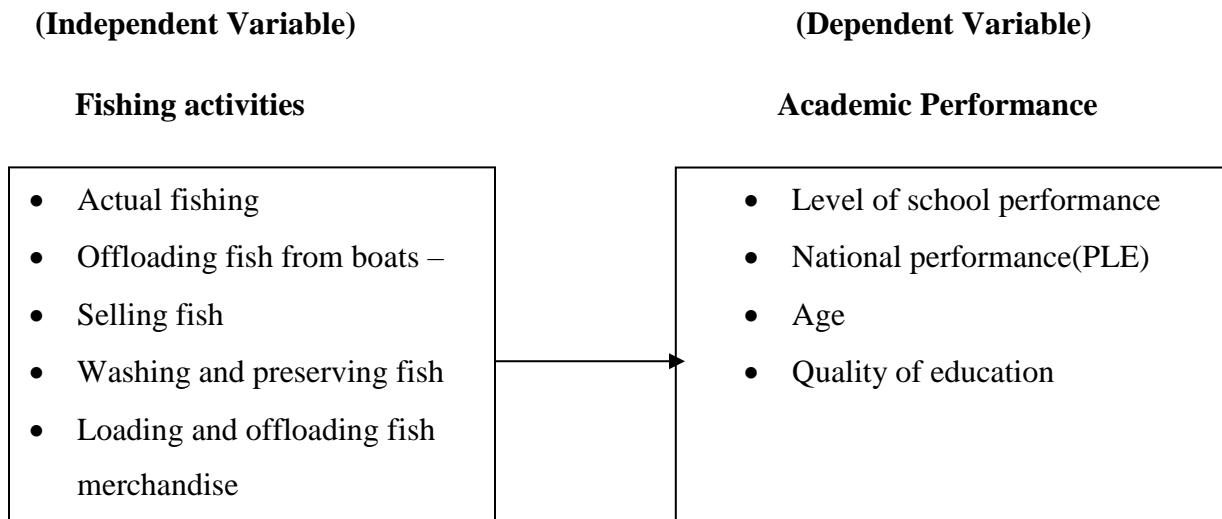
Educational institutions can use the insights to develop curricula that are sensitive to the needs of pupils from fishing communities. For example, incorporating flexible learning schedules or community-specific educational content can help to accommodate the unique challenges these pupils face.

To Researchers

The study provides baseline data for researchers interested in the intersection of child labor and education. This data is crucial for conducting longitudinal studies to assess changes over time and the effectiveness of interventions aimed at improving educational outcomes in fishing communities.

Researchers can learn from the methodologies used in this study, including data collection techniques, analysis methods, and ethical considerations. This can improve the quality and reliability of future research in similar contexts.

1.9 Conceptual framework



Source: (UNESCO, 2020)

Chapter Two

Review of Related Literature

2.0 Introduction

This chapter discussed and reviewed similar or related researches and literature published by other authors' articles, books, journals, reports and previous dissertations related to the topic under study.

2.1 The performance level of pupils who are involved in fishing activities

Pupils involved in fishing spend considerable time assisting with fishing activities, which detracts from their time for school and homework. Assefa and Berhane (2012) conducted a study in Ethiopia which found that pupils involved in fishing activities missed an average of 30% of school days per year. Their academic performance was 20% lower compared to peers who did not participate in fishing, as measured by their grades in core subjects. A study in the Philippines by Orbeta (2005) reported that pupils from fishing families had a school attendance rate 25% lower than their non-fishing peers. This lower attendance translated to a 15% decrease in their academic performance, highlighting the significant impact of reduced classroom time and missed educational opportunities.

Nje (2017) found in Tanzania that pupils involved in fishing activities exhibited signs of physical exhaustion and cognitive fatigue, which correlated with a 22% reduction in academic performance compared to their non-fishing counterparts. The study highlighted that fatigue negatively affected their concentration and participation in classroom activities. Similarly, Grootaert (1999) found in Côte d'Ivoire that pupils involved in fishing experienced mental fatigue that impaired their cognitive functions, leading to a 18% lower academic performance.

Ramachandran (2001) in India found that pupils from fishing families were 28% more likely to engage in child labor compared to those from non-fishing families. This involvement in labor was linked to a 20% decrease in their academic performance, as the economic pressures forced them to prioritize work over education. Moyi (2011) conducted a study in Kenya that demonstrated similar findings, where pupils involved in fishing had 23% lower academic scores compared to their non-fishing peers. The economic dependency on child labor in fishing meant

that these pupils had less time and fewer resources to dedicate to their studies, further exacerbating educational disparities.

Islam et al. (2014) found in Bangladesh that boys involved in fishing had academic performance scores 17% lower than boys who were not involved in fishing. This gendered impact indicates that cultural expectations significantly affect educational outcomes. Nieuwenhuys (1996) highlighted that in some regions, girls tasked with post-fishing activities also experienced a decrease in academic performance. The study showed that girls involved in these activities had 15% lower academic scores compared to those who were not, due to the additional responsibilities detracting from their study time.

Obayelu and Awoyemi (2010) found in Nigeria that pupils involved in fishing reported higher levels of stress and anxiety, which correlated with a 19% reduction in academic performance. The study indicated that the pressure to contribute economically to the family created a stressful environment that was not conducive to learning. Grootaert and Kanbur (1995) emphasized that the stigma associated with being a working child further impacted self-esteem and motivation, leading to lower academic performance. Their research showed that pupils involved in fishing had academic scores 18% lower than those who were not involved, primarily due to the psychological stress and social stigma.

Globally, according to World Bank report of 2022 found out that 73% of rural schools near fishing sites performed poorly and in 2019 UNESCO revealed that 14.6% of rural schools performed well. The study conducted by World Bank in 2022 revealed that USA was most performing country in the world, followed by Japan and China.

In Sub-Saharan Africa, the study conducted by World bank revealed that 83% of rural schools near fishing sites perform poorly most especially in Mali, Ghana and Nigeria and 76% of the rural schools fail in Libya, Chad and DRC (World Bank,2022)..All these was attributed to various factors such as limited access to quality education, teacher shortages, inadequate resources, and socio-economic disparities contribute to lower educational outcomes. However, there were variations within the region as in Nigeria 74% of rural schools near fishing sites perform poorly , Ghana 51%, DRC stands at 51.6% and Mali at 65% (World bank ,2022) with some countries showing progress in improving educational quality and learners' performance.

In East Africa, latest numeracy and literacy report shows Uganda as the worst country in East Africa with more pupils in primary who lack basic reading and counting skills. Uwezo East Africa 2013 findings show there were large differences in learning achievements among the three East African countries with Kenya performing better at 68 per cent in both numeracy and literacy skills compared to Tanzania at 50 per cent and Uganda at 38 per cent. While efforts have been made to improve access to education, there are still disparities in learners' performance such as factors such as low literacy rates, large class sizes, limited teacher training, and insufficient learning materials impact learners' performance in the region.

2.2 The effects of fishing on the academic performance of pupils

Scholars have reported that engaging a child in income generating activities increases the probability of failing a grade and even dropping out of school. As observed by Rosi and Rosati (2001) in Pakistan and Nicaragua, additional hour worked significantly increases the probability of grade repetition and even an hour of work per day, increases the probability of failing in school.

Udo et al (2013), in their study entitled the “Effects of Fishing Activities on the Academic Performance of Teenagers in Riverine Areas of Nigeria: Implications for Educational Development Policy in Nigeria” sought to establish the effect of fishing activities on academic performance of teenagers amongst the riparian communities and found out that academic performance of students was statistically and inversely related to frequency of fishing per week but directly and significantly related to fishing as a means of supporting education. They further observed that only 12 percent of teenagers who engaged in fishing could take an academic performance position of 1st to 5th in their classes, yet teenagers in the same environment who were not engaged in fishing performed better in their classes by having an average performance score of 60 percent.

In another study entitled “The Influence of Participation in Fishing Activities on Academic Achievement of Primary School Pupils in Suba and Homa-Bay Districts, Kenya”, Ligeve et al (2012) sought to determine whether fishing activities had an influence on pupils’ academic achievement. They found out that participation in fishing activities had an effect on academic achievement, and that the effect was moderated by gender.

On the same note, Walakira et al (2008) observed in their study of child labour in the fisheries sector in Uganda that out of the 59 percent that were not attending school in their sample, 54 percent dropped out of school and 5 percent never enrolled.

Similarly, West away et al (2009), studied the educational attainment and literacy in Ugandan fishing communities undertaken in three Ugandan villages. They established, using in-depth qualitative research that low educational attainment existed in the fishing communities where very few pupils complete primary school and even fewer transitioned to secondary school. In addition to high dropouts, they also observed poor results in the end of year examinations. Some of the reasons they highlighted for the dropout and poor performance were offer of paid work (often in relation to fishing), group influence and lack of money to pay for school requirements.

Mwaura, 2014 points out that parents' socio-economic status influences students' Kenya Certificate of Secondary Education (KCSE) performance due to its influence on school attendance as well as provision of learning resources to their pupils. Abdu-Raheem (2015), findings confirms this by pointing out that there exists 11 relationship between parents' socioeconomic status and the academic performance of their pupils in secondary schools. The socio-economic status of a parent in this study stands for parent's occupation and level of education.

2.3 The activities associated with fishing and how they influence academic performance of pupils.

One of the primary ways fishing activities like preparation of fishing gear and post-capture processing influence academic performance is through time allocation. In many fishing communities, pupils are required to assist with fishing activities, which can significantly reduce the time available for their studies and school attendance. For instance, a study conducted in Ghana found that pupils involved in fishing often miss school to participate in fishing activities like recreational fishing activities, leading to poor academic performance due to irregular attendance and lack of study time (Assefa & Berhane, 2012).

Similarly, research in the Philippines highlighted that pupils from fishing families are frequently absent from school during peak fishing seasons, which adversely affects their learning continuity and academic achievements (Orbeta, 2005). The need to balance educational demands with labor-intensive fishing responsibilities creates a challenging environment for maintaining consistent school attendance and engagement.

In another study entitled “The Influence of Participation in Fishing Activities on Academic Achievement of Primary School Pupils in Suba and Homa-Bay Districts, Kenya”, Ligeve et al (2012) sought to determine whether fishing activities had an influence on pupils’ academic achievement. They found out that participation in fishing activities had an effect on academic achievement, and that the effect was moderated by gender. On the same note, Walakira et al (2008) observed in their study of child labour in the fisheries sector in Uganda that out of the 59 percent that were not attending school in their sample, 54 percent dropped out of school and 5 percent never enrolled. Similarly, West away et al (2009), studied the educational attainment and literacy in Ugandan fishing communities undertaken in three Ugandan villages. They established, using in-depth qualitative research that low educational attainment existed in the fishing communities where very few pupils complete primary school and even fewer transitioned to secondary school. In addition to high dropouts, they also observed poor results in the end of year examinations. Some of the reasons they highlighted for the dropout and poor performance were offer of paid work (often in relation to fishing), group influence and lack of money to pay for school requirement.

The physical demands of fishing can also impact the academic performance of pupils. Fishing is often labor-intensive and can lead to physical and mental fatigue, which in turn affects students' ability to concentrate and perform well academically. A study in Tanzania reported that pupils involved in fishing showed signs of exhaustion and decreased cognitive performance in school, as they were unable to balance the physical demands of fishing with their educational responsibilities (Nje, 2017).

Furthermore, mental fatigue resulting from early morning or late-night fishing sessions can impair students' attentiveness and participation in school activities. These conditions not only hinder their immediate academic performance but can also have long-term negative effects on their educational development and aspirations (Grootaert, 1999).

The socioeconomic context of fishing communities can significantly influence the academic performance of pupils. Fishing often represents a primary source of income for many families, and economic pressures can necessitate pupils's involvement in fishing to support household income. This economic dependency was evident in a study conducted in India, where pupils from fishing families were found to have lower academic performance due to the necessity of contributing to the family's economic activities (Ramachandran, 2001).

Additionally, socioeconomic constraints can limit access to educational resources and support systems, further exacerbating educational disparities. For example, in coastal communities of Kenya, financial limitations due to reliance on fishing income resulted in inadequate school supplies, poor learning environments, and limited access to quality education, all contributing to poorer academic outcomes for pupils (Moyi, 2011).

Cultural norms and gender roles within fishing communities also play a crucial role in determining the academic performance of pupils. In many cultures, boys are often expected to take part in fishing activities more than girls, affecting their school attendance and performance disproportionately. A study in Bangladesh found that boys involved in fishing had significantly lower academic achievements compared to their peers who did not participate in fishing, highlighting the gendered impact of fishing responsibilities (Islam et al., 2014).

Conversely, in some regions, girls may be tasked with post-fishing processing activities such as sorting and selling fish, which can also detract from their educational pursuits. These cultural

expectations can create gender disparities in educational attainment and contribute to long-term socioeconomic inequalities (Nieuwenhuys, 1996).

The psychological impacts of being involved in fishing activities like marketing and selling, aquaculture-related activities can also influence pupils' academic performance. The pressure to contribute to the family income through fishing can cause stress and anxiety among pupils, affecting their mental well-being and ability to focus on their studies. Research in Nigeria revealed that pupils who engaged in fishing experienced higher levels of stress and anxiety, which negatively impacted their school performance and overall well-being (Obayelu & Awoyemi, 2010).

Moreover, the stigma associated with being a working child can affect pupils' self-esteem and motivation to succeed academically. This psychological burden can hinder their academic progress and limit their future educational and career opportunities (Grootaert & Kanbur, 1995).

Scholars have reported that engaging a child in income generating activities increases the probability of failing a grade and even dropping out of school. As observed by Rosi and Rosati (2001) in Pakistan and Nicaragua, additional hour worked significantly increases the probability of grade repetition and even an hour of work per day, increases the probability of failing in school. Udo et al (2013), in their study entitled the “Effects of Fishing Activities on the Academic Performance of Teenagers in Riverine Areas of Nigeria: Implications for Educational Development Policy in Nigeria” sought to establish the effect of fishing activities on academic performance of teenagers amongst the riparian communities and found out that academic performance of students was statistically and inversely related to frequency of fishing per week but directly and significantly related to fishing as a means of supporting education. They further observed that only 12 percent of teenagers who engaged in fishing could take an academic performance position of 1st to 5th in their classes, yet teenagers in the same environment who were not engaged in fishing performed better in their classes by having an average performance score of 60 percent.

2.4 Summary of literature review

Pupils involved in fishing activities face numerous challenges that hinder their academic performance. Time constraints, physical and mental fatigue, economic pressures, cultural norms, and psychological stress collectively contribute to lower educational outcomes. The studies reviewed consistently demonstrate that fishing responsibilities detract from pupils' educational opportunities, leading to significant academic disparities. Addressing these issues requires a multifaceted approach, including policies to reduce child labor, enhance educational access and quality, and provide economic support to fishing families. Such interventions are crucial for improving the academic performance and future prospects of pupils in fishing communities.

Chapter Three

Research Methodology

3.0 Introduction

This chapter consisted of research design, study population, sample size, sampling procedure, instruments of data collection, sources of data collection, data analysis, and ethical considerations.

3.1 Research Design

The research design refers to a detailed outline of how an investigation is conducted, including the collection of data, the employment of instruments, their utilization, and the intended means for analyzing collected data (Kuthai and Amini, 2005). The study employed both descriptive and non-descriptive field surveys for their ease of use and time-saving benefits. Qualitative data methods were used to collect responses from the participants.

3.2 Area of Study

The study was carried out in Mutumba sub-county, a local government administrative unit situated in Namayingo District. It is bordered by Lake Victoria to the south and shares boundaries with Mayuge in the West, Busia in the East and Bugiri district in the North. Mutumba sub-county is governed by the Mutumba sub-county Local Government, responsible for public services and local development programs. The primary economic activities include fishing, agriculture, and trade. The study focused on Bulundira Primary School, Bulule Primary School, Lugaga Primary School, and Mutumba Primary School.

3.3 Study Population and Sampling

3.3.1 Study Population

The respondents of the research consisted of 70 pupils, 10 parents, 15 teachers, and 5 head teachers from each school. Head teachers and teachers were selected purposively, while parents and pupils were selected using stratified random sampling from upper primary and middle primary classes in each school.

Table 1 Showing: population of the respondent

Respondents	Population
Headteachers	5
Teachers	15
Pupils	70
Parents	10
Total	100

3.3.2 Sample size determination

The sample size was determined from (Krejcie & Morgan 1970), table for sample size for research activities at confidence level 5% .Sample size of 80 from a population of 100 were selected, of these 80 respondents filled and returned the questionnaires (Sample size table below);

Table 2 Showing: Sample Size of The Respondent

Respondents	Population	Sample Size	Type of Sampling
Headteachers	5	5	Purposive Sampling
Teachers	15	10	Purposive Sampling
Pupils	70	56	Stratified Random Sampling
Parents	10	9	Stratified Random Sampling
Total	100	80	

Sample Size Determination Table

Table 3.1
Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: N is Population Size; S is Sample Size Source: Krejcie & Morgan, 1970

Source: Krejcie & Morgan (1970)

3.3.3 Sampling Techniques

Stratified sampling: In statistical surveys, when subpopulations within an overall population varied, it was advantageous to sample each subpopulation (stratum) independently. Stratification divided members of the population into homogeneous subgroups before sampling (Shahrokh, Mohammad, & Edward, 2014). Stratified sampling was used to select 70 pupils and 10 parents.

Purposive sampling: This was a non-probability sampling method where elements were selected based on the researcher's judgment. Researchers believed they could obtain a representative sample through sound judgment, saving time and money (Saunders, Lewis & Thornhill, 2012). Purposive sampling was used to select 5 head teachers and 25 teachers from middle and upper

primary levels because of their direct responsibility for monitoring, advising, and providing expert knowledge to pupils.

3.4 Instruments of Data Collection

3.4.1 Questionnaires

Research instruments were used to gather information on the topic of interest from research subjects (Robinson, 2008). The researcher used questionnaires for pupils and interview guides for head teachers. The questionnaires were designed to solicit written responses or appropriate ticks from each respondent, structured in three parts to address the study objectives.

3.4.2 Interview Guide

An interview guide, as defined by Gay (1996), involves the oral, in-person administration of probing questions to each member of the sample. The interview guide was administered to teachers and head teachers to gain deeper insights and perceptions about the study variables. It facilitated a social encounter allowing respondents to express their views more openly, especially those who preferred verbal communication over written responses.

3.4.3 Administration of Instruments

The researcher reported to the District Education Officer (DEO) in Namayingo with an introductory letter from the Head of the Research Section at Busitema University. The questionnaires and interview guides were then administered to the respective respondents—pupils, teachers, and head teachers at the selected schools.

3.5 Quality Control

3.5.1 Validity of Instruments

Validity, as the degree to which a measurement tool accurately measured what it claimed to measure, was essential (Brains, Willnat, Manheim, & Rich, 2011). Content validity was ensured by using standard scales and measuring items relevant to the study variables.

3.5.2 Reliability

Reliability refers to the consistency and stability of results produced by an assessment tool (Phelan & Wren, 2014:17). Cronbach's Alpha coefficients were computed to determine the reliability of the instruments, with a minimum acceptable value set at $\alpha \geq 0.70$.

3.6 Procedure for Data Collection

An introductory letter from Busitema University sought permission from authorities to conduct research in schools using teachers, pupils, and head teachers as respondents. After approval and validation of research instruments, an introduction letter from Busitema University was obtained to conduct the research in Mutumba Sub-county. Data collection involved administering questionnaires and interview guides, ensuring completeness and coding of responses for statistical analysis.

3.7 Data Presentation and Analysis

Data were screened for accuracy and entered into an Excel spreadsheet for statistical processing. Demographic characteristics were summarized in tables using frequencies and percentages. The results were computed and presented to illustrate responses in line with the study objectives.

3.8 Ethical Considerations

The study adhered to ethical principles guided by the community and approved by the head teacher. It focused strictly on academic topics relevant to the study objectives, ensuring no deviation into unrelated issues. After compiling the report, questionnaires were securely disposed of to prevent misuse of study data. Equal respect and consideration were given to all respondents to encourage unbiased contributions to the study.

Chapter Four

Data Presentations, Analysis and Interpretation of Findings

4.0 Introduction

This chapter presents and discusses the findings of the study. Data was gathered from Mutumba Sub County, Namayingo district.

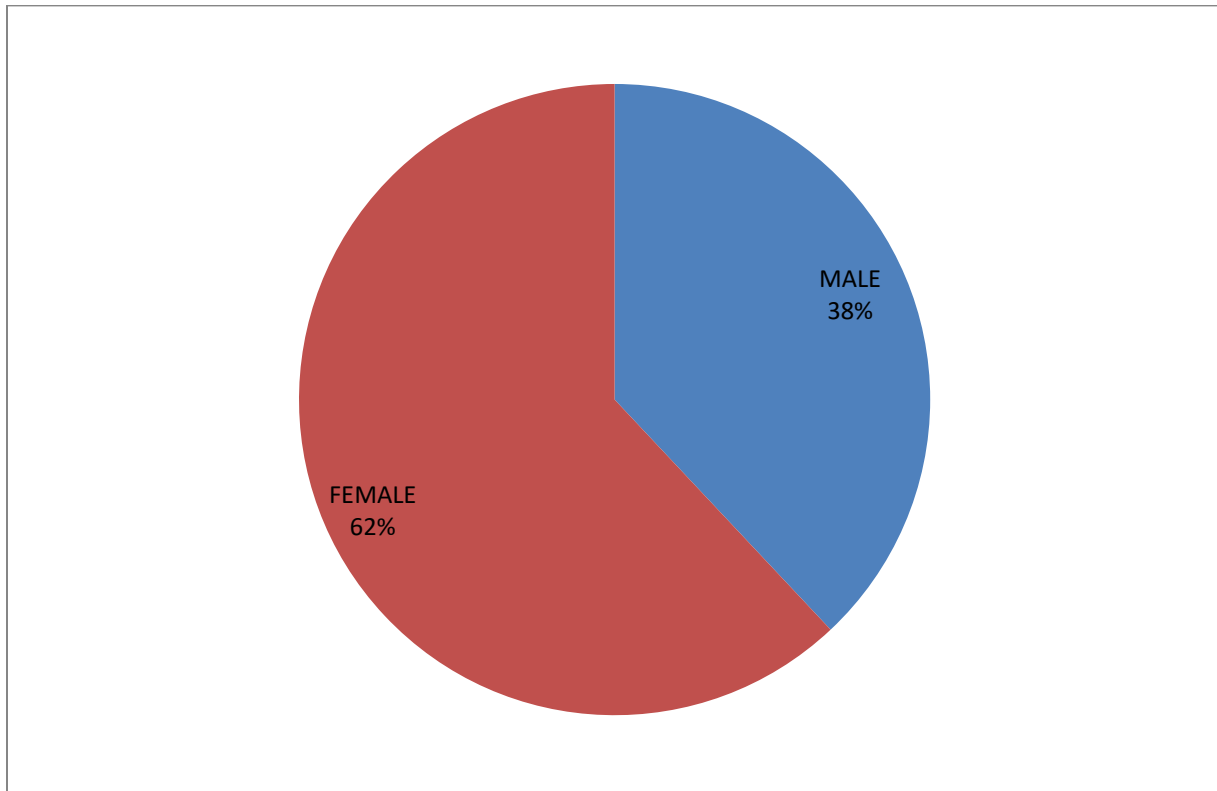
4.1 Demographic characteristics of respondents

This section includes, gender, age, education qualification and experience of respondents

4.1.1 Gender of respondents

Respondents were analyzed on the basis of their gender and the responses are shown in table 4.1 below:

Figure 1: showing gender of the respondent (percentage)



Source: primary data, (2024)

In the analysis presented in figure 1 above, the gender distribution of the respondents was examined. Of the total sample of 80 respondents, 38% were male, while the majority, constituting 62%, were female.

4.1.2 Age of the respondent

Age is an important variable and is a primary basis of demographic classification in vital statistical census and surveys (URT), 2009). Respondents were analyzed according to their age and the responses given are as shown in table 4.2 below.

Table 3: Showing the age of the respondents

Age bracket	Frequency	Percentage (%)
15-17 years	25	31
18-25 years	23	29
26- 35 years	20	25
46 years and above	12	15
Total	80	100

Source: primary data, (2024)

. In Table 3, the ages of the respondents were categorized into four brackets. The most common age group among respondents was 15-17 years, comprising 31% of the sample, followed closely by those aged 18-25 years at 29%. A significant portion fell within the 26-35 years bracket, accounting for 25% of the total respondents. The smallest group consisted of individuals aged 46 years and above, making up 15% of the sample.

4.1.3 Education level of respondents

Education is regarded as a key to better opportunities for employment, accessibility to information, service and make actions with regard to survival and development (Nkurunziza, 2016). Table 4.3 summaries of the respondents' education level.

Figure 4: showing education qualification of respondents

Education level	Frequency	Percentages (%)
No formal education	50	63
Primary level	15	19
Secondary level	5	6
Tertiary level	10	12
Total	80	100

Source: primary data, (2024)

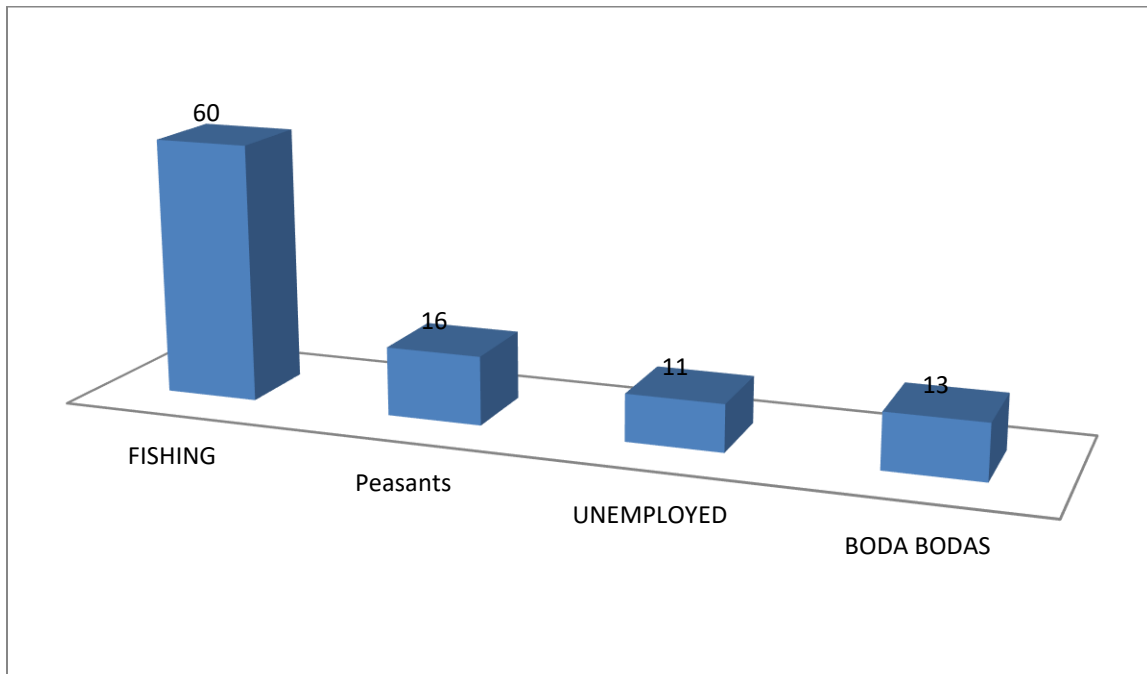
Table 4 presents the educational levels of the respondents, categorized into different levels. The majority of respondents, accounting for 63%, had no formal education. A smaller proportion,

19%, had completed primary education. Secondary education was attained by 6% of the respondents, while 12% had reached tertiary education levels.

4.1.4 Occupation of Respondents

Respondents were also analyzed on the basis of their occupation and the responses are shown in table figure 2 below.

Figure 2: Showing the occupation of the respondents (percentage)



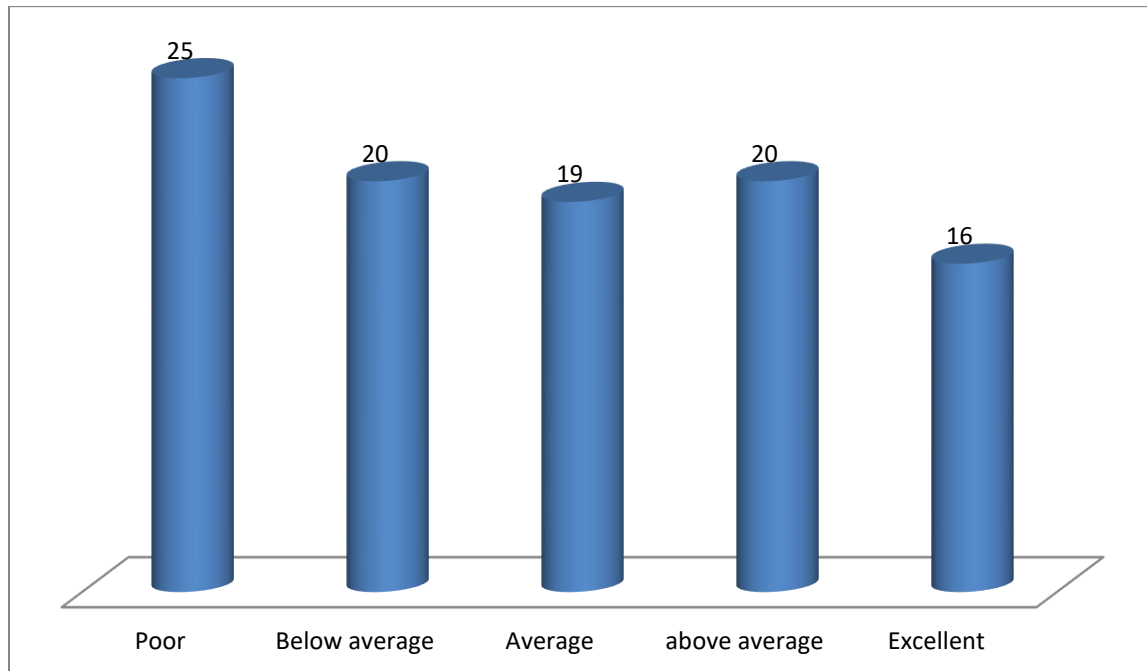
Source: primary data, (2024)

In figure above, the occupations of the respondents were categorized into several groups. The most prevalent occupation among respondents was fishing, constituting 60% of the total sample. Civil servants and professionals accounted for 16%, while 11% identified as unemployed. The remaining 13% were boda boda riders.

4.2.0 The Performance Level of Pupils

The respondents were asked various questions on the performance level of pupils and the results were as indicated in the table below;

Figure 3: How would you rate the overall academic performance of your child (percentage)



Source: primary data, (2024)

Figure 3 depicts the distribution of responses regarding the overall academic performance of respondents' pupils. According to the data, 25% of respondents rated their child's performance as poor, while 20% considered it below average and another 20% rated it as above average. Those who assessed their child's performance as average comprised 19%, and 16% regarded it as excellent.

4.2.1 How often does your child complete their homework assignments

The respondents were asked how often child completes their homework assignments.

Table 5 showing how often does your child complete their homework assignments

Response	Frequency	Percentages
Rarely	16	20
Often	15	19
Always	20	25
Weekly	13	16
Not sure	16	20
Total	80	100

Source: primary data, (2024)

Table 5 presents data on how often respondents' pupils complete their homework assignments. According to the findings, 25% of respondents indicated that their pupils always complete their homework assignments, while 20% were unsure. Those who reported their pupils completing homework assignments rarely or often each constituted 20% and 19%, respectively. Additionally, 16% of respondents stated that their pupils complete homework assignments on a weekly basis.

4.2.2 In the past academic year, did your child's performance improve, remain the same, or declined

The respondents were asked whether in the past academic year, their pupils performance improved, remain the same, or declined. And the results were as indicated in the table below;

Table 6 In the past academic year, did your child's performance improve, remain the same, or declined

Response	Frequency	Percentages
Improved	20	25
Remained the Same	16	20
Declined	15	19
Declined badly	13	16
Not sure	16	20
Total	80	100

Source: primary data, (2024)

Table 6 summarizes respondents' perceptions of their child's academic performance changes over the past academic year. According to the data, 25% of respondents believed their child's performance had improved, while 20% felt it had remained the same or had declined. Specifically, 19% indicated a decline in performance, and another 16% reported a significant decline. Additionally, 20% of respondents were unsure about their child's academic performance trends during the past year.

4.2.3 How would you rate the level of engagement and participation of your child in classroom activities

The respondents were asked how would you rate the level of engagement and participation of your child in classroom activities and the results were as indicated in the table below;

Table 7: How would you rate the level of engagement and participation of your child in classroom activities

Response	Frequency	Percentages
Very Low	22	28
Low	18	23
Moderate	12	15
High	13	16
Not sure	15	18
Total	80	100

Source: primary data, (2024)

Table 7 presents data on respondents' perceptions of their child's level of engagement and participation in classroom activities. According to the findings, 28% of respondents rated their child's engagement and participation as very low, while 23% considered it low. Additionally, 15% of respondents perceived their child's engagement and participation as moderate, and 16% rated it as high. Moreover, 18% of respondents were unsure about their child's level of engagement and participation in classroom activities.

4.2.4 What type of academic support does your child receive outside school

The respondents were asked what type of academic support does your child receive outside school and the results were as indicated in the table below;

Table 8 what type of academic support does your child receive outside school

Response	Frequency	Percentages
Tutoring or Remedial Classes	17	21
Parental or Guardian Assistance	25	31
No Additional Support	8	10
Peer to peer support	12	15
Not sure	18	23
Total	80	100

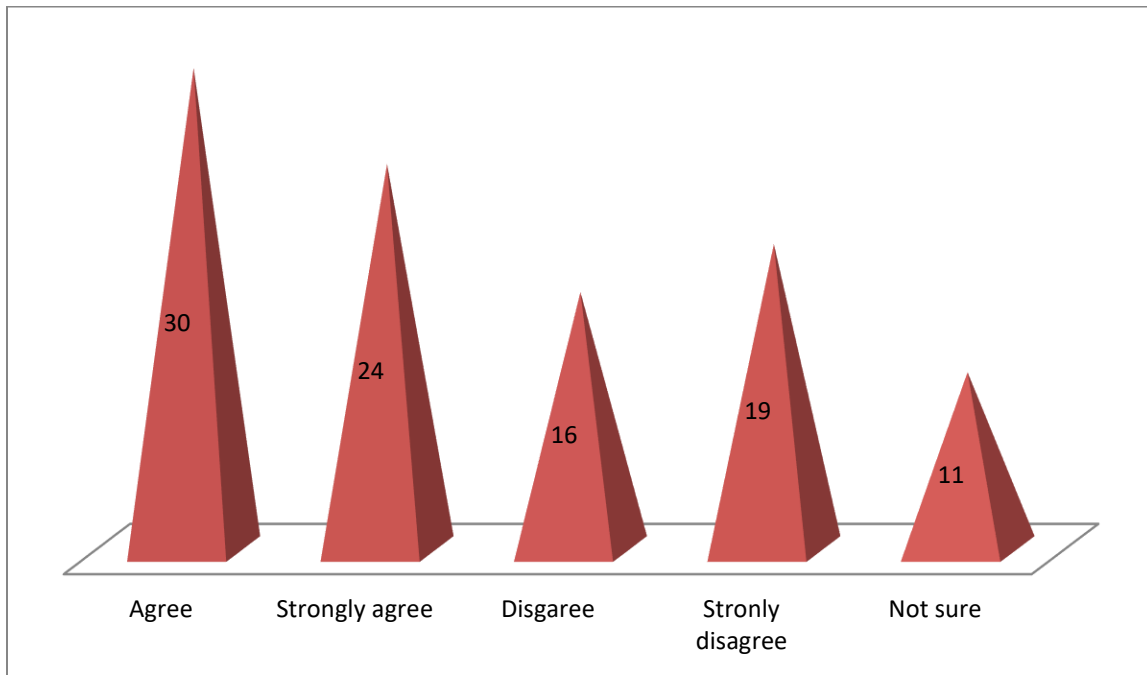
Source: primary data, (2024)

.. Table 8 presented data on the types of academic support received by respondents' pupils outside of school. Parental or guardian assistance was reported by 31% of respondents, while 21% mentioned tutoring or remedial classes. Peer-to-peer support was identified for 15% of the pupils, and 10% received no additional support. A notable 23% of respondents were unsure about the type of academic support their child received.

4.3.0 The Effects of Fishing on The Performance of Pupils

The respondents were asked on the effects of fishing on the performance of pupils and the results were as indicated in the table below;

Figure 4; Showing has your child's academic performance been affected by their involvement in fishing (percentage)



Source: primary data, (2024)

Table 4.10 assessed the impact of pupils's involvement in fishing activities on their academic performance, based on respondents' perceptions. According to the data, 30% agreed and 24% strongly agreed that their child's academic performance had been affected by fishing activities. Conversely, 16% disagreed and 19% strongly disagreed with this notion. Additionally, 11% of respondents were unsure about the impact of fishing activities on their child's academic performance.

4.3.1 On average, how many hours per week does your child spend fishing

The respondents were asked on average, how many hours per week does your child spend fishing and the results were as indicated in the table below;

Table 9: shows on average, how many hours per week does your child spend fishing

Response	Frequency	Percentages
Less than 1 hour	20	25
1 to 3 hours	16	20
4 to 6 hours	15	19
7 to 10 hours	16	20
More than 10 hours	13	16
Total	80	100

Table 9 provided insights into the average weekly hours pupils spent fishing, as reported by respondents. According to the data, 25% of respondents indicated their child spent less than 1 hour per week fishing, while another 20% reported 1 to 3 hours. Similarly, 19% noted 4 to 6 hours, and an additional 20% stated their child spent 7 to 10 hours weekly engaged in fishing activities. Lastly, 16% of respondents mentioned their child spent more than 10 hours per week fishing.

4.3.2 Do you believe that fishing has positively influenced your child's problem-solving and critical thinking abilities.

The respondents were asked do you believe that fishing has positively influenced your child's problem-solving and critical thinking abilities and the results were as indicated in the table below;

Table 10 Do you believe that fishing has positively influenced your child's problem-solving and critical thinking abilities.

Response	Frequency	Percentages
Agree	24	30
Strongly agree	19	24
Disagree	9	11
Strongly disagree	15	19
Not sure	13	16
Total	80	100

Source: primary data, (2024)

Table 10 explored respondents' beliefs regarding whether fishing positively influenced their child's problem-solving and critical thinking abilities. According to the data, 30% of respondents agreed and 24% strongly agreed that fishing had a positive impact in this regard. Conversely, 11% disagreed and 19% strongly disagreed with this notion. Additionally, 16% of respondents were unsure about the influence of fishing on their child's problem-solving and critical thinking abilities.

4.2.1 Has your child's participation in fishing activities affected their academic attendance

The respondents were asked has your child's participation in fishing activities affected their academic attendance

Table 11 Showing: Has your child's participation in fishing activities affected their academic attendance.

Response	Frequency	Percentages
Yes, it has negatively impacted attendance	16	20
No, there is no impact on attendance	15	19
Yes, it has positively impacted attendance	20	25
Has greatly affected	13	16
Not sure	16	20
Total	80	100

Source: primary data, (2024)

Table 11 examined the perceived impact of pupils's participation in fishing activities on their academic attendance, based on responses from respondents. The data revealed that 20% of respondents believed fishing had negatively impacted their child's attendance, while 19% saw no effect. On the other hand, 25% felt that fishing had positively impacted attendance, and 16% believed it had greatly affected attendance. Additionally, 20% of respondents were unsure about the influence of fishing on their child's academic attendance.

4.2.2 In your opinion, does engaging in fishing activities contribute to your child's overall mental well-being and stress reduction

The respondents were asked whether does engaging in fishing activities contribute to your child's overall mental well-being and stress reduction. And the results were as indicated in the table below;

Table 12 in your opinion, does engaging in fishing activities contribute to your child's overall mental well-being and stress reduction.

Response	Frequency	Percentages
Yes, significantly	20	25
Yes, to less extent	16	20
No, not at all	15	19
Yes, to great extent	13	16
Not sure	16	20
Total	80	100

Source: primary data, (2024)

Table 12 assessed respondents' opinions on whether engaging in fishing activities contributes to their child's overall mental well-being and stress reduction. According to the data, 25% of respondents believed that fishing significantly contributes to their child's mental well-being, while an additional 20% indicated it contributes to a lesser extent. Conversely, 19% disagreed that fishing had any effect on their child's mental well-being. Another 16% stated that fishing contributed to their child's mental well-being to a great extent. Additionally, 20% of respondents were unsure about the impact of fishing on their child's mental well-being.

4.4.0 The Various Activities Associated with Fishing and how they Influence Academic Performance of Pupils.

The respondents were asked on the various activities associated with fishing and how they influence academic performance of pupils and the results were as indicated in the table below;

Table 13 Do your child engage in fishing-related activities, such as fishing trips, casting practice, or learning about fish species.

Response	Frequency	Percentages
Agree	26	33
Strongly agree	21	26
Disagree	17	21
Strongly disagree	11	14
Not sure	5	6
Total	80	100

Source: primary data, (2024)

Table 13 presented respondents' responses regarding their child's engagement in fishing-related activities such as fishing trips, casting practice, or learning about fish species. According to the data, 33% of respondents agreed and 26% strongly agreed that their child participates in these activities. Conversely, 21% disagreed and 14% strongly disagreed that their child engages in fishing-related activities. Additionally, 6% of respondents were unsure about their child's participation in such activities.

4.4.1 In your opinion, do fishing-related outdoor activities positively influence your child's physical health and well-being

The respondents were asked in your opinion, do fishing-related outdoor activities positively influence your child's physical health and well-being and the results were as indicated in the table below;

Table 14: In your opinion, do fishing-related outdoor activities positively influence your child's physical health and well-being

Response	Frequency	Percentages
Yes, significantly	9	11
Yes, to less extent	37	46
Yes, to greater extent	15	19
Moderate	10	13
No, not at all	9	11
Total	80	100

Source: primary data, (2024)

Table 14 explored respondents' opinions on whether fishing-related outdoor activities positively influence their child's physical health and well-being. According to the data, 11% of respondents believed that fishing-related activities significantly contribute to their child's physical health and well-being. A larger percentage, 46%, indicated that these activities contribute to a lesser extent, while 19% felt they contribute to a greater extent. Additionally, 13% of respondents perceived a moderate influence, and another 11% disagreed that fishing-related activities had any impact on their child's physical health and well-being.

4.4.1 Do you believe that fishing-related activities contribute to your child's understanding and appreciation of nature and the environment?

The respondents were asked do you believe that fishing-related activities contribute to your child's understanding and appreciation of nature and the environment and the results were as indicated in the table below;

Table 15: Do you believe that fishing-related activities contribute to your child's understanding and appreciation of nature and the environment.

Response	Frequency	Percentages
Agree	30	38
Strongly agree	15	19
Disagree	10	12
Strongly disagree	10	12
Not sure	15	19
Total	80	100

Source: primary data, (2024)

Table 15 examined respondents' beliefs regarding whether fishing-related activities contribute to their child's understanding and appreciation of nature and the environment. According to the data, 38% of respondents agreed and 19% strongly agreed that these activities enhance their child's understanding and appreciation of nature and the environment. Conversely, 12% disagreed and another 12% strongly disagreed with this notion. Additionally, 19% of respondents were unsure about the impact of fishing-related activities on their child's environmental awareness.

Table 16: has engaging in fishing-related activities improved your child's problem-solving and critical thinking skills

Response	Frequency	Percentages
Agree	26	33
Strongly agree	21	26
Disagree	17	21
Strongly disagree	11	14
Not sure	5	6
Total	80	100

Source: primary data, (2024)

Table 16 assessed respondents' perceptions of whether engaging in fishing-related activities has improved their child's problem-solving and critical thinking skills. According to the data, 33% of

respondents agreed and 26% strongly agreed that these activities have had a positive impact on their child's problem-solving and critical thinking abilities. Conversely, 21% disagreed and 14% strongly disagreed with this notion. Additionally, 6% of respondents were unsure about the influence of fishing-related activities on their child's cognitive skills.

Table 17: How do you perceive the impact of fishing-related activities on your child's academic performance

Response	Frequency	Percentages
Very Positive	17	21
Positive	25	31
Neutral	8	10
Negative	12	15
Very Negative	18	23
Total	80	100

Source: primary data, (2024)

Table 17 explored respondents' perceptions of the impact of fishing-related activities on their child's academic performance. According to the data, 21% of respondents viewed these activities as very positive, while 31% considered them positive. A smaller portion, 10%, maintained a neutral stance, while 15% perceived a negative impact. Additionally, 23% of respondents believed fishing-related activities had a very negative impact on their child's academic performance.

Chapter Five

Discussion, Findings, Conclusion and Recommendation

5.0 Introduction

This chapter presents the discussion of findings ,conclusion and recommendation of the study, the chapter also suggests areas for further research, conclusion were drawn based on the content analysis ,research questions and objectives of the study as well as the findings of the study therefore, recommendations were made based on content analyzed and the findings of the study

5.1 Discussion of Findings;

5.1.1 The performance level of pupils

According to the data, majority 25% of respondents rated their child's performance as poor, while 20% considered it below average and another 20% rated it as above average. These findings were in line with study in the Philippines by Orbeta (2005) reported that pupils from fishing families had a school attendance rate 25% lower than their non-fishing peers. This lower attendance translated to poor performance and a 15% decrease in their academic performance, highlighting the significant impact of reduced classroom time and missed educational opportunities.

25% of respondents indicated that their pupils always complete their homework assignments. These findings were in contrary with study conducted by (Waiswa,2021) in the lake shores of Masese island in Jinja, the study found out that majority of pupils in the area do not always complete their home assignments due to their involvement in fishing practices.

25% of respondents believed their child's performance had improved, These findings were in contrary with study conducted in Kenya by (Moyi 2011) who demonstrated that pupils who involved in fishing had 23% lower academic scores compared to their non-fishing peers. The economic dependency on child labor in fishing meant that these pupils had less time and fewer resources to dedicate to their studies.

According to the findings, majority 28% of respondents rated their child's engagement and participation as very low, while 23% considered it low. These findings were totally contrary with study conducted by (Kenya Ministry of Agriculture, water and Fisheries, 2015) the study

revealed that majority of pupils living near lake shores of Lake Victoria had highest engagement in fishing

5.1.2 The effects of fishing on the performance of pupils

According to the data, majority 54% strongly agreed that their child's academic performance had been affected by fishing activities. The study conducted by Udo et al (2013), in their study entitled the “Effects of Fishing Activities on the Academic Performance of Teenagers in Riverine Areas of Nigeria the study found out that only 12 percent of teenagers who engaged in fishing could take an academic performance position of 1st to 5th in their classes, yet teenagers in the same environment who were not engaged in fishing performed better in their classes by having an average performance score of 60 percent.

According to the data, majority 25% of respondents indicated their child spent less than 1 hour per week fishing. Scholars have reported that engaging a child in income generating activities increases the probability of failing a grade and even dropping out of school. As observed by Rosi and Rosati (2001) in Pakistan and Nicaragua, additional hour worked significantly increases the probability of grade repetition and even an hour of work per day, increases the probability of failing in school.

Majority of the respondents 30% agreed and 24% strongly agreed that fishing had a positive impact in this regard. These findings were in contrary with study entitled “The Influence of Participation in fishing activities on academic achievement of primary school pupils in Suba and Homa-bay districts, Kenya”, Ligeve et al (2012) sought to determine whether fishing activities had an influence on pupils’ academic achievement. They found out that participation in fishing activities had negative effect on child attendance and academic achievement, and that the effect was moderated by gender.

The data revealed that majority of the respondents 25% believed fishing had positively impacted their child's attendance. These findings were in contrary with study entitled “The Influence of Participation in fishing activities on academic achievement of primary school pupils in Suba and Homa-bay districts, Kenya”, Ligeve et al (2012) sought to determine whether fishing activities had an influence on pupils’ academic achievement. They found out that participation in fishing

activities had negative effect on child attendance and academic achievement, and that the effect was moderated by gender.

5.1.3 The various activities associated with fishing and how they influence academic performance of pupils.

According to the data, majority 69% strongly agreed that their child participates in fishing activities. These findings were in agreement with a study conducted in Ghana by ((Assefa 2012) who said that pupils involved in fishing often miss school to participate in fishing activities like recreational fishing activities, leading to poor academic performance due to irregular attendance and lack of study time.

A larger percentage, 46%, indicated that these activities like preparation of fishing gear and post-capture processing contribute to a lesser extent, while 19% felt they contribute to a greater extent. Similarly, research in the Philippines highlighted that pupils from fishing families are frequently absent from school during peak fishing seasons thus finishing activities contributes to greater extent, which adversely affects their learning continuity and academic achievements (Orbeta, 2005)..

According to the data, 57% strongly agreed that these activities like preparation of nets, enhance their child's understanding and appreciation of nature and the environment. These findings were in contrary with study conducted by (Allan,2013) in Pretoria South Africa, he found out that 90% of the respondents strongly disagreed that fishing activities improves and enhances child's understanding of nature and the environment.

According to the data, majority 51% of respondents viewed these activities as very positive. These findings were in contrary with research in Nigeria revealed that pupils who engaged in fishing experienced higher levels of stress and anxiety, which negatively impacted their school performance and overall well-being (Obayelu & Awoyemi, 2010).

5.2 Conclusion

Firstly, a significant proportion of respondents rated their pupils's academic performance low due to their involvement in fishing. Furthermore, the study concluded that majority of the respondents completed their homework late. Regarding engagement and participation in classroom activities, a majority rated their pupils's involvement as very low. Moreover, perceptions on the impact of fishing activities on academic attendance majority acknowledged a negative influence. Regarding the benefits of fishing-related activities, majority of respondents affirmed their pupils's participation in such activities, reflecting their belief in its positive influence. Additionally, majority concluded that fishing activities enhanced their pupils's understanding of nature and the environment.

5.3 Recommendation

Based on the findings presented:

It is recommended to enhance academic support systems. Schools and communities should implement structured tutoring and homework assistance programs to help pupils manage their academic responsibilities effectively despite their extracurricular engagements. This can include after-school study sessions or access to educational resources that support learning continuity.

Schools should consider incorporating more interactive and participatory teaching methods to increase student involvement. This could involve project-based learning, group activities, and encouraging open discussions that foster student engagement and interest in learning.

Efforts should focus on mitigating these challenges. Schools and local authorities could collaborate to implement flexible attendance policies that accommodate seasonal fishing patterns. Additionally, awareness campaigns among parents about the importance of regular school attendance and its impact on academic success could be beneficial.

It is recommended to support and enhance these experiences. Schools could integrate environmental education into the curriculum, using fishing activities as practical examples to teach about ecosystem dynamics, conservation, and sustainable practices.

Schools can organize workshops or information sessions for parents to discuss the educational benefits and challenges associated with pupils's participation in fishing. Community leaders and organizations can also collaborate with schools to provide mentoring programs or extracurricular activities that balance academic development with outdoor experiences.

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APPENDIX I: QUESTIONNAIRE

Dear Sir/Madam,

I am a student of Busitema University pursuing a degree in Primary Education. I am conducting a research about the “instructional materials usage and learners acquisition of mathematics competencies. As my case study. Findings from this research will hereafter be submitted to Busitema University as a partial fulfillment of the award of a degree in Primary Education

The information required is purely for academic purpose and will be treated with strict confidentiality. I therefore request you to spare some of your valuable time to fill this questionnaire.

Thank you.

.....

SECTION A: SOCIO DEMOGRAPHIC FACTORS

Section A: Socio demographic factors

i) Age

- a. 15-17 years
- b. 18-25 years
- c. 26- 35 years
- d. 46 years and above

ii) Level of education

- a. No formal education
- b. Primary level
- c. Secondary level
- d. Tertiary level

iii) Occupation

- a. Fishing
- b. Civil servant/professional
- c. Unemployed
- d. Others (specify)

Section B: The performance level of pupils in Mutumba sub county

On a scale of 1 to 5, with 1 being "Poor" and 5 being "Excellent," how would you rate the overall academic performance of your child?

- 1 (Poor)
- 2 (Below Average)
- 3 (Average)

4 (Above Average)

5 (Excellent)

How often does your child complete their homework assignments?

- a) Rarely
- b) Often
- c) Always

In the past academic year, did your child's performance improve, remain the same, or declined?

- a) Improved
- b) Remained the Same
- c) Declined

How would you rate the level of engagement and participation of your child in classroom activities?

- a) Very Low
- b) Low
- c) Moderate
- d) High
- e) Very High

What type of academic support does your child receive outside school?

- a) Tutoring or Remedial Classes
- b) Parental or Guardian Assistance
- c) No Additional Support

Section C: The effects of fishing on the performance of pupils in Mutumba sub county

Has your child's academic performance been affected by their involvement in fishing activities in?

- a) Yes
- b) No

On average, how many hours per week does your child spend fishing?

- a) Less than 1 hour
- b) 1 to 3 hours
- c) 4 to 6 hours
- d) 7 to 10 hours

- e) More than 10 hours

Do you believe that fishing has positively influenced your child's problem-solving and critical thinking abilities?

- a) Strongly Agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly Disagree

Has your child's participation in fishing activities affected their academic attendance?

- a) Yes, it has negatively impacted attendance
- b) No, there is no impact on attendance
- c) Yes, it has positively impacted attendance

In your opinion, does engaging in fishing activities contribute to your child's overall mental well-being and stress reduction?

- a) Yes, significantly
- b) Yes, to some extent
- c) No, not at all

Section D: The various activities associated with fishing and how they influence academic performance of pupils in Mutumba Sub County

Does your child engage in fishing-related activities, such as fishing trips, casting practice, or learning about fish species?

- a) Yes
- b) No

In your opinion, do fishing-related outdoor activities positively influence your child's physical health and well-being?

- a) Yes, significantly
- b) Yes, to some extent
- c) No, not at all

Do you believe that fishing-related activities contribute to your child's understanding and appreciation of nature and the environment?

- a) Strongly Agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly Disagree

Has engaging in fishing-related activities improved your child's problem-solving and critical thinking skills?

- a) Yes
- b) No

How do you perceive the impact of fishing-related activities on your child's academic performance?

- a) Very Positive
- b) Positive
- c) Neutral
- d) Negative
- e) Very Negative

Appendix II

The table i.e. Krejcie and Morgan for determining sample size

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size Source: Krejcie & Morgan, 1970

MAY THE ALMIGHTY GOD BLESS YOU ALL.

APPENDIX III: RESEARCH SCHEDULE

Stage	Research Activity	Period	Output
1	Pilot Survey		
	- Collection of literature - Writing proposal - Production of questionnaires	May 2024- May 2024	- Proposal
2.	Main Research work - Seeking research permit - Pilot study - Pre-test of questionnaires - Collection of data from respondents	June 2024	-Field questionnaires
3.	Data processing analysis - Editing and data analysis - Consulting with supervisors	June 2024	Preliminary results
4.	Preparation of Research Report	Mid June	First Draft
5.	Part I - Editing of draft study - Submission of draft - Correlation of first draft	July 2024	First Draft
6.	Part II - Correlation of 1 st draft - Submission 2 nd draft	August 2024	Second Draft
	Submission of final report	August 2024	Research report
7	Graduation	August 2024	

APPENDIX IV: RESEARCH BUDGET

	Details	Unit cost	Units	Total cost	Sub-total
1.	Personal emoluments				
(a)	Research assessments	1,500	2	3,000	
(b)	Typist	3,000	1	3,000	6,000
2.	Supplies				
(a)	Flash disks	1,000	3	3,000	
(b)	Paper	400	4	1,600	
(c)	Stationery	600	-	1,600	5,200
3.	Subsistence				
(a)	Transport		-	45000	45,000
4.	Subsistence				
(a)	Food expense	50	100	5,000	5,000
5.	Rough drafts				
(a)	Final copies				
(b)		800	20	16000	
		800	10	8000	24,000
6.	Binding				
(a)	Rough drafts	40	20	800	
(b)	Final copies	200	10	2000	22,000
7.	Miscellaneous	15,000	-	15,000	5,000
	GRAND TOTAL				112,200

APPENDIX VI: MAP OF NAMAYINGO DISTRICT SHOWING MUTUMBA SUB COUNTY

