

**CAUSES OF POOR PERFORMANCE IN P.L.E**  
**A CASE STUDY OF FIVE SELECTED SCHOOLS IN KATAJULA SUB COUNTY IN**  
**TORORO DISTRICT,**

**BY**

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**REG. NO.: BU/UP/2021/2415**

**A RESEARCH REPORT SUBMITTED TO COLLEGE OF EDUCATION OPEN**  
**DISTANCE AND LEARNING IN PARTIAL FULFILLMENT FOR AWARD**  
**OF BACHELOR'S DEGREE OF EDUCATION OF**  
**BUSITEMA UNIVERSITY**

**August, 2024**

**DECLARATION**

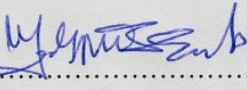
I, **Obonyo Stephen**, declare that the information compiled in this report is entirely my own findings and that it has never been submitted to any institution for the award of any qualification whatsoever.

Signed .....  .....

Date 29 / 01 / 2025 .....

## Approval

This research study has been prepared under my supervision upon appointment by Busitema University.

Sign:  Date: 29/01/2025

Mr. Opio Benjamin  
Supervisor

## **DEDICATION**

This research work is dedicated to my dear parents, brothers and sisters and to all my relatives. May the Almighty God bless you all abundantly and reward your efforts.

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## **ABSTRACT.**

This research report was carried out in Katajula Sub-County in Tororo District. It is basically about the Academic performance and pupils' performance in P.L.E in Primary Schools of Katajula sub county in Tororo District. The objectives include the following; To establish whether the socio-economic status of parents influenced their children's performance in P.L.E. To explore the school learning context and its influence on the learners performance. The researcher will identify some of the methods regarded as a way of uplifting the academic performance in primary schools as; discussion, discovery, problem solving among others. The recommendations were as follows; teachers to teach using real objects and practical methods, refresher courses for teachers and director studies, guidance and counselling to pupils' motivation.

## DEFINITION OF TERMS

**Government aided schools:** schools sponsored and supported by the government.

**Performance** : The successful completion of someone's work that has been given to him/her to do.

**Private Schools** : Schools owned by individuals or organizations

**Subjects** : Respondents or informants to the study.

## ACRONYMS

P.L.E	:	Primary Leaving Examinations
U.N.E.B	:	Uganda National Examinations Board
M.O.E.S	:	Ministry of Education and Sports

# CHAPTER ONE

## INTRODUCTION

### 1.1 Introduction

For quite a long time especially ever since the introduction of the government policy of the Universal Primary Education, commonly known, "Bonna Basome", schools in Katajula sub county in Tororo District. Specifically in Katajula sub county started recording poor academic performance and decline in Primary Leaving examinations results. This became a great concern to the pupils, parents, teachers, headteachers and all other stakeholders'.

### 1.2 Background of the study

Ever since the introduction of Universal Primary Education (UPE) by the Uganda government in 1997, there has been a decline in P.L.E results performance and hence need for the concerned parties to find out the possible effects of UPE on P.L.E performance. Recommendations according to Uganda White Paper stated that all children of school going age, at least four children per family be granted chance to get free Primary Education, but this recommendation was spear headed by political influence without enough research carried out.

The Education Review Commission of 1996 also recommended that all children of school going age from 2000 shall benefit from UPE. The implementation did not have enough research carried out on problems of UPE as regards automatic promotion, which could undermine the performance of children in P.L.E.

Tororo District is located in the Eastern Region of Uganda regarded as one of the rural areas of the country where education too is paramount. The schools in this region have been registering poor results notably in the P.L.E administered by UNEB, a body under the Ministry of Education & Sports of Uganda government.

The study therefore intended to find out the salient factors responsible for the seemingly poor academic performance in P.L.E in schools of Katajula sub county. On the whole, Tororo

District has over 163 primary schools both government aided and over 150 privately owned. And in Katajula sub county where the study will be restricted.

### **1.3 Statement of the problem**

For the last ten years, primary schools in Tororo District have continued to register poor and declining academic performance in P.L.E. The outcry in the community over the pupils' failure in all examinable disciplines prompted the researcher to investigate into the factors leading to the poor performance in P.L.E in Tororo District and particularly in Katajula sub county.

### **1.4 Scope of the study**

The research was carried out in Katajula sub county in Tororo District and was restricted in the five randomly sampled and selected primary schools. These schools included the following;

1. Matindi Primary School
2. Soni Ogwang Primary School
3. Mukwana Primary School
4. Katajula Primary School
5. Pagoya Primary School

They included both government aided and private primary schools that were sampled and selected for the study on the basis of their historical background and their accessibility by the researcher. Also subjects to the study included teachers, pupils, head teachers, political heads of various categories, local administrators and parents of the intended selected and sampled schools.

## **1.4 Objectives of the study**

### **1.4.1 General Objectives**

Investigated and established the factors influencing the pupils' performance in P.L.E from Katajula sub county.

### **1.4.2 Specific Objectives**

- Social economic background of the parents affects the children's performance in P.L.E
- Explored the school learning context and its influence on the performance of pupils in PL.E

## **1.4 Research Questions**

1. To what extent does the socio-economic background of parents' influence their performance in P.L.E?
2. Does the school learning context influence the pupils' performance in P.L.E?
- 3 Do teachers employ appropriate teaching-learning methods m the teaching/learning process?

### **1.6 Significance of the study.**

The researcher found out the causes of poor performance in P.L.E in Tororo District.

The findings, suggestions and recommendations were of great importance in the following ways;

- Highlighted the importance of the study in the Sub-county, district and all the stakeholders.
- Helped career teachers in schools to be in better position to counsel pupils on any appropriate career.
- Provided appropriate means for teachers on the methods employed in teaching.
- M. O.E.S realized the necessity for funding and supply of instructional materials and facilities a pre-requisite for purposes.
- The findings of this study intended to provide data for further research studies.

## **1.7 Limitations**

- Financial problem to run the process of data collection.
- Time; for moving out to the field for data collection due to domestic work and studies.
- Geographical factors due to the remoteness of some study areas.
- Lack of modern stocked libraries to be used by the researcher.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

This chapter reviews the causes of poor academic performance in P.L.E results. This chapter was especially based on the literature review of previously done studies that were related to this particular research topic. This literature review equipped the researcher with valuable information ranging from historical background of pupils, education, examinations and current practices in schools, and examination and administration. The information gained helped the researcher to draw partial and final conclusion on the causes of poor academic performance of pupils in P.L.E.

#### **2.1 School learning context and performance in P.L.E**

According to Thyre Dennis (1971 :5); The provision of games during teaching and learning process play a great role in which a number of objects may be displayed in a meaningful way. This is highly desirable.

To site an example, a play activity may be centered around shops, farm, day-to-day lifestyle, this is most precise in mathematics or language subject from the learners' experience. These play activities make it quite easy for the learners to quickly understand certain concepts of subjects and eventually the general academic performance will improve.

This clearly shows that teachers should provide different methods of teaching and learning and they should not be far from the learners' experience. Therefore, learners will have to gain interest in learning.

Many other writers have written about poor attitudes towards learning but from the above authors, there is clear indication that on various problems, the teachers are supposed to secure the situation by using good methods of teaching, use of teaching learning materials and

exhaustion the meaning of any concepts. This will help teachers to achieve their objectives and learners to enjoy the subject too and hence good academic performance.

Fada (1997:5) states that; teachers spend much teaching time on classroom control, and become slow in completing the syllabus, the pupils leave schools, to less crowded schools, accept to sit on the floor, carry their made chairs and stools from home, provide themselves exercise books, smear classrooms with cow dung and such, becomes the source of the problem.

This is very true, many teachers tend to spend much of the time on other activities and eventually they are caught up with time. Failure to complete the syllabus automatically will result into poor academic performance in the examinations and the pupils may be out spotted over areas they did not cover in class.

A report on education for (1999) observed that; quality of education, Universal Primary Education (UPE) is reduced; this is due to the high ratio of teacher-pupil, this leads to the level of concentration to be lowered. Further, the facilities are lacking, therefore, learning is interfered with for example; basic necessities for learning like; food, shelter and clothing are lacking.

From the above statement is very clear that when the ratio of teacher to pupil is higher than expected, classroom control becomes hard for the teacher, and as a result, concentration is limited. Under such circumstances, the teacher usually concentrates to the pupils in the front seats and it is difficult to cater for individual abilities due to overcrowding in the class.

About poverty Kari-Holt (1996: 10) has to say; Targeting transfer of riches to poverty stricken areas is one solution to the problem facing the teaching of English Language. The lack of resources in some areas is one of the causes of poverty, leading to poor performance in social institutions. This is a national problem whereby some teachers have failed to cope up of with the situation by being creative and build on the learners experience using locally made materials.

## **2.2 Socio-Economic status and parents' support of Education in Primary Schools.**

A World Bank country study (1996:120) on Uganda known as; The challenges on growth and causes of poverty reduction had to this to say; "Uganda is one of the poorest countries in the world. Its weak economy and poor social indicators are largely due to political turmoil and economic decline leading to much problems facing the teaching learning process".

Depending on this view, the researcher observed that; failure to provide instructional materials like; textbooks, sets, has led to general poor academic performance.

Kanyike (1997:7) who did his study on basic facilities reveals that; "Working space and furniture for staff, pupils, library spaces, storage spaces, sanitation facilities and water supply has been in sorrowful state." This view implies that the teachers' effectiveness towards the teaching and learning, remain in total dilemma. Such incentives motivate the teachers to perform their duties with enough concentration and morale, which eventually will result into good academic performance.

According to Sendege Jeremiah (2000:3) who did his study on the causes of poor performance in all subjects has this to say; The most hindrance to learning is the poor attitude of the people within the community, these are; pupils, inspectors of schools which they show especially when it comes to the buying of scholastic materials like textbooks, uniforms and other in that category.

Sociological and imperial factors show strong reasons for Ministry Of Education Department Signals and there is an obvious need to replace or supplement them with administrative corrective judgment, thus improving on the teaching and learning process.

According to the Uganda National Examination Board (UNEB) primary leaving examination report on work candidates November 1988 examination had this to say; This overall performance of education November 1998 Primary Leaving Examination generally indicated a slight decline from that of 1997, candidates' performance in basic science and health science was followed by social studies the report further reveals that generally the general, performance in 1998 was slightly poorer than that of 1997. However, results could have been, better for 1998 if pupils had been exposed to a wider variety of documents, where languages cut across various discipline.

UNICEF (1997:10) states that; poor classrooms constructed were due to a number of problems like; lack of funds to build ; classrooms because PT A fund is no longer being paid by parents, not providing enough labour because they think government should provide these facilities, parents were prevented from ; contributing towards UPE; funds meant for building had been misappropriated or misallocated.

Related to this report on the empowerment of women (1997:5) they write; 'Inadequate school facilities especially sanitation facilities for female students to education institutions and failure of provision for girls with disabilities do affect the process of learning and generally teaching and learning process".

This affects the morale of both teachers and pupils during the learning process. Teachers resort to other activities that will provide income while learners inhibit lack of seriousness through absenteeism, late coming and playfulness.

J.S Farrant (1990:169) argues that; A classroom is a place where children will learn consciously and in it they will find interesting things such as pictures about current affairs, working models, display shelves with exhibits on nature of work to study, logs and books which set work. The biggest advantage of Universal Primary Education as perceived by all stakeholders turned to be one of the causes of the major hindrances towards the teaching and learning process in most of the schools".

UNICEF ( 1999: I) relates general poor academic problem to a number of causes including; Lack of funds to buy new or even maintain furniture, scholastic materials, loss of school property through theft by the community". Some people like Bagume though sympathetic with functional consequences of the Universal Primary Education, argue that this cannot happen when you have inadequate trained and poorly motivated teachers, no facilities and unmitigated chaos in classrooms. An excellent study on work environment is to be seen.

Kalinaki (2000:6) clarifies this point when she wrote; "Teachers' response to work is too worse, this affects the pupils' opportunity to learn, work over load and poor welfare, and this however leads to poor academic performance."

Najjuka (2000:6) also states; "The appealing conditions a teacher works under, I have often pondered that fact if we give children all the rights an obvious and fundamental right would be the right to happiness, balanced and unstressed teacher, I have nightmares of a range of a teacher who bears, manage to keep 150 pupils in a small class, I never imagine the growing stress of hundreds of littering under most adverse and appealing conditions daily".

Drawing on this background, this literature shows that there are indeed hindrances that inhibit effective learning due to classroom needs and insufficient teachers' needs, which are all unmatched with the un-projected pupils' enrollments. All the needs can be met with proper planning or financial resources, which seem not to be readily available.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Design of the study**

The study employed quantitative research design. The basic data collection was of semi structured questionnaire with pre-determined responses. Key informants were interviewed and they included; head teachers, teachers, parents, and other education stakeholders in the district. During the process of data of collection, the principle of confidentiality was seriously taken into account.

#### **3.2 Area of the study**

From Katajula sub county, five primary schools will be randomly selected. All the schools will be day primary schools and are at P. 7 status.

The researcher randomly sampled the respondents of the study and the major categories of respondents included; pupils, head teachers, teachers and parents. A total of 200 respondents were proposed to be used for this research. 163 pupils, five head teachers, 20 teachers, and 12 stakeholders were selected for the study.

In schools that were sampled, pupils were randomly selected from P.7 class as they could clearly express ideas and interest about their future studies and performance. The questionnaires were administered to pupils, teachers and head teachers. While face to face interview was also conducted to stakeholders including parents and their responses were clearly recorded.

#### **3.3 Instruments used to collect data**

The researcher employed a variety of research instruments in the process of data collection.

These instruments include the following listed hereunder;

- Questionnaires

- Interviews
- Observations

### **3.3.1 Questionnaires**

The researcher prepared questionnaires depending on the data that was required in compiling the report. The questions in the questionnaires include both structured and open-ended questions. These questionnaires were then distributed to the respective respondents to fill them with the relevant and reliable data.

### **3.3.2 Interviews**

The researcher also conducted interviews with some respondents especially those who were having problems with English language and for those respondents who seemed to be so busy to fill in the questionnaires.

### **3.3.3 Observation and written documents**

The researcher observed the results of P.L.E in the identified schools and the learning situations of the schools, including other supportive re-written documents.

## **3.4 Validity of the study**

The study was carried out systematically using the format provided by Busitema University. Help was sought constantly from my supervisors at every step reached.

## **3.5 Reliability of the instruments**

For the purpose of carrying out reliable research, the instruments used were piloted using ten respondents who filled in the questionnaires. Those items that yielded relevant information was either modified or eliminated.

### **3.6 Procedure of data collection**

The data was collected using the instruments mentioned above. The questionnaires were given out to the respondents (teachers, headteachers and other stakeholders). The researcher collected them later after they had been filled in. The researcher did the sorting and editing of data. The interviews were conducted mainly with pupils and teachers who gave information about various items in the study. Observations was done on request and findings recorded in dairy form on each visit.

### **3.7 Data Analysis**

Quantitative data was coded and tabulated by adding the results from all sampled schools. Editing was done in the fields to ensure completeness, uniformity, accuracy and consistency in the data collected. Coding was done and coded data was put in frequency tables and the findings of the study was analyzed using percentages.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

#### 4.0 Introduction

This chapter gave the results of the analyzed data obtained from the five sampled schools studied namely; Tororo District Primary School, Matindi Primary School, Son Ogwang Primary School, Mukwana Primary School, Katajula Primary School, and Pagoya Primary School. For easy interpretation, each research question was considered and the results presented in tabular form expressing the percentages of the possible causes of poor performance of pupils in P.L.E Exams in primary schools of Tororo District. The results of different influencing factors are given in separate tables.

#### 4.1 Socio-economic background of the pupils and their academic performance.

Teachers were asked to comment on the general socio economic background of their pupils

**4.1.1 Table I below shows the general rating of according to their socio-economic background;**

<b>Rating of social economic background</b>	<b>Frequency</b>	<b>Percentage %</b>
Low	121	74.2%
Average	39	24%
High	3	1.8%
<b>Total</b>	<b>163</b>	<b>100%</b>

Findings revealed that 121 (74.2%) teachers agreed that majority of learners came from low economic background 3 (1.8%) teachers however expressed that some came from high economic background and that 39 (24%) were from average economic background.

#### 4.1.2 Parents' socio-economic status and their support of pupils performance in P.L.E

**Table 2**

<b>Rating of social economic background</b>	<b>Frequency</b>	<b>Percentage %</b>
Low	140	86%
Average	18	11%
High	5	3%
<b>Total</b>	<b>163</b>	<b>100%</b>

Tororo District being a rural town, the majority of the population is living below the poverty line. According to the table above, 140 (86%) of the respondents revealed that the socioeconomic status and support of pupils by their parents is quite so low. Most pupils are sent to school without the required scholastic materials. While 18(11%) of the respondents revealed that the socio-economic and support by to the pupils by their parents is average and 5(3%) revealed that the support and economic status is high.

**Table 3: Showing the percentage distribution of the parents' according to their type of residents.**

<b>Type of shelter</b>	<b>Frequency</b>	<b>Percentage %</b>
Permanent	20	12.3%
Semi-permanent	100	61.3%
Temporary	43	26.4%

According to the respondents interviewed, 20 (12.3%) revealed that they live in permanent residents and well established homes, while 100 (61.3%) revealed that they stay in semi-permanent homes and 43 (26.4%) live temporary homes.

#### 4.1.3 Educational facilitation of pupils and their academic performance.

A question was asked as to whether parents give their children enough scholastic materials;

**Table 3 shows the distribution of parents according to their ability to facilitate their children with scholastic materials,**

<b>Parent’s facilitation of their children</b>	<b>Frequency</b>	<b>Percentage %</b>
Adequately	23	14.1%
Not adequately	82	50.3%
Cannot afford at all	58	35.6%
<b>Total</b>	<b>163</b>	<b>100%</b>

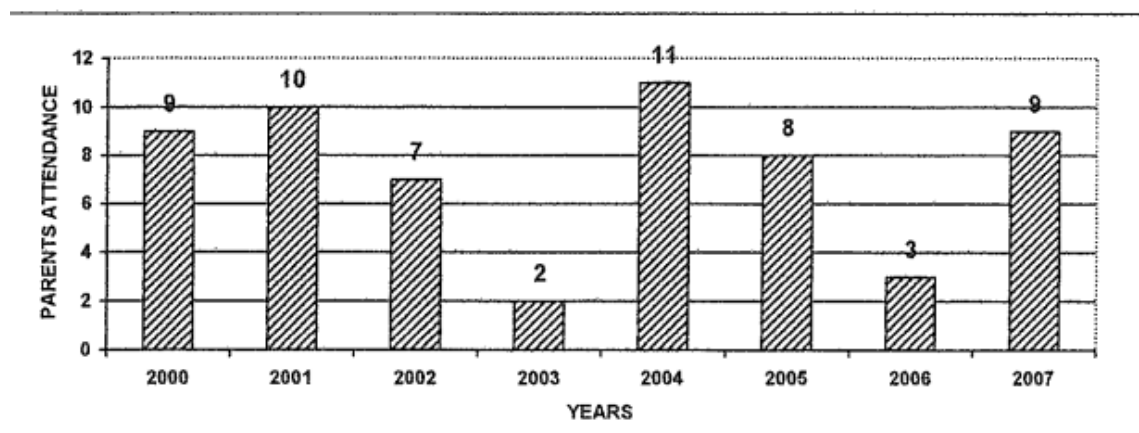
The findings reveal that 23 (14.1%) of the parents adequately provided scholastic materials to their children and even gave them some time to complete their assigned school tasks. Yet some 82 (50.3%) of the parents openly admitted to not giving adequate facilitation to their children. But this could be linked to their low economic status.

However 58 (35.6%) of the parents did not see the good reason to provide any scholastic materials to their learners, and neither did they allow their children enough time to accomplish their assignments.

#### **4.1.4 Parents encouragement of their pupils and academic performance.**

The study wanted to establish whether the parents attended PTA meetings as a way of encouraging the teachers in facilitation of teaching/learning context and to discuss the problems they face.

**Graph below shows the responses of parents on whether they attend PTA meeting**

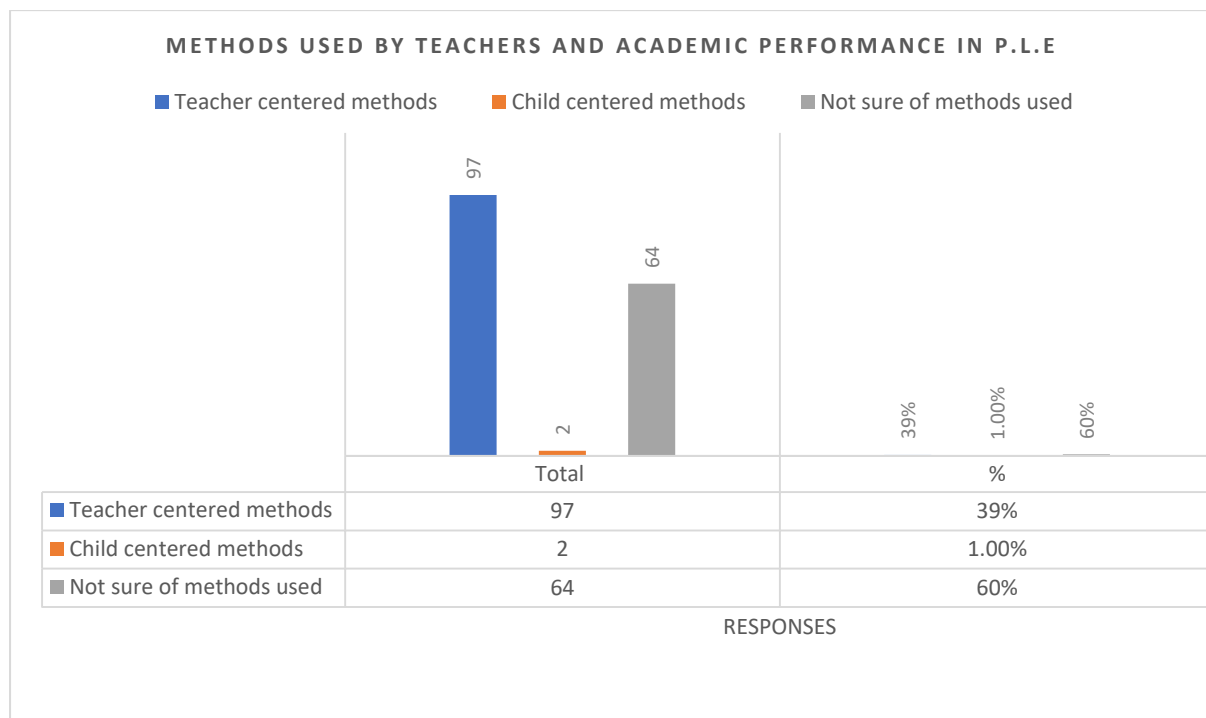


## 4.2 School learning context and performance.

### 4.2.1 Methods used by teachers and academic performance in P.L.E

Table 4 shows the percentage distribution of teachers according to the methods employed during the teaching/learning process

Responses	Total	%
Teacher centered methods	97	39%
Child centered methods	2	1.0%
Not sure of methods used	64	60%
<b>Total</b>	<b>163</b>	<b>100%</b>



On the methods used in classrooms while teaching, it was unfortunate to find out that some teachers are still using teacher centered method for this level. Some did not consider the level. of the class yet learners at this level are supposed to be given a chance to explore concepts and discover more, thereby leading to an in-depth learning, hence good performance in P.L.E.

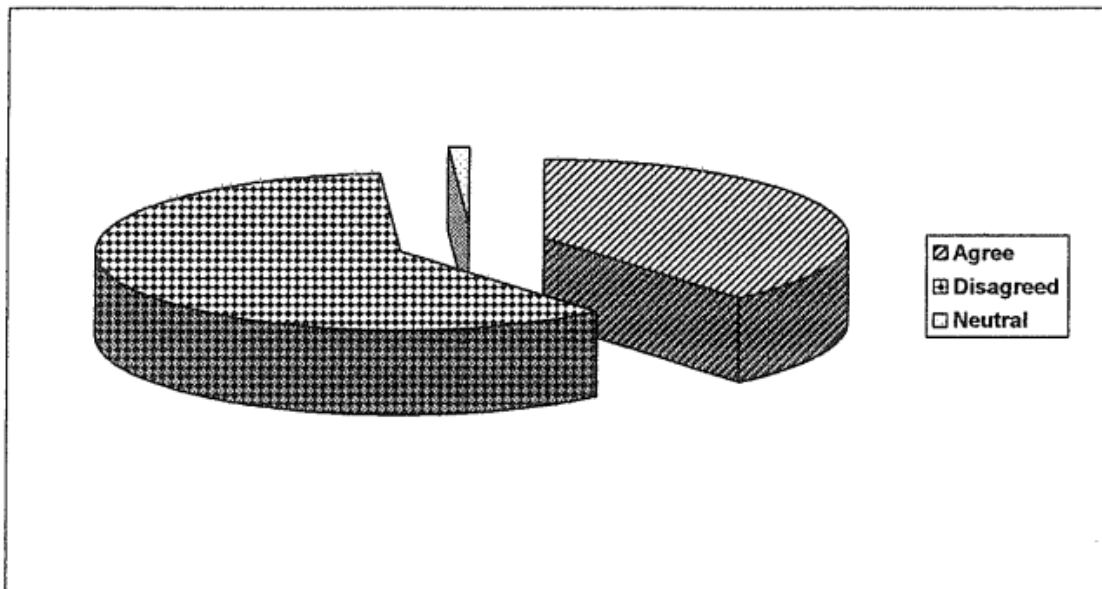
#### 4.2.2 Teacher and pupil relationship and academic performance in P.L.E

A question was asked about the teacher and pupils' relationship and academic performance in P.L.E

Responses	Total	%
Agreed	64	39%
Disagreed	97	60%
Neutral	2	1.0%
<b>Total</b>	<b>163</b>	<b>100%</b>

On this questions, it was revealed that 39% (64) of the respondents agreed that they are in good harmony with their teachers, 1.0% (2) of the pupils declined to give any comment while 60% (97) disclosed that some of their teachers are harsh to them and there was no good relationship with them. This was further elaborated graphically using the pie chart below.

Fig. Pie Chart showing responses on teacher-pupil relationship

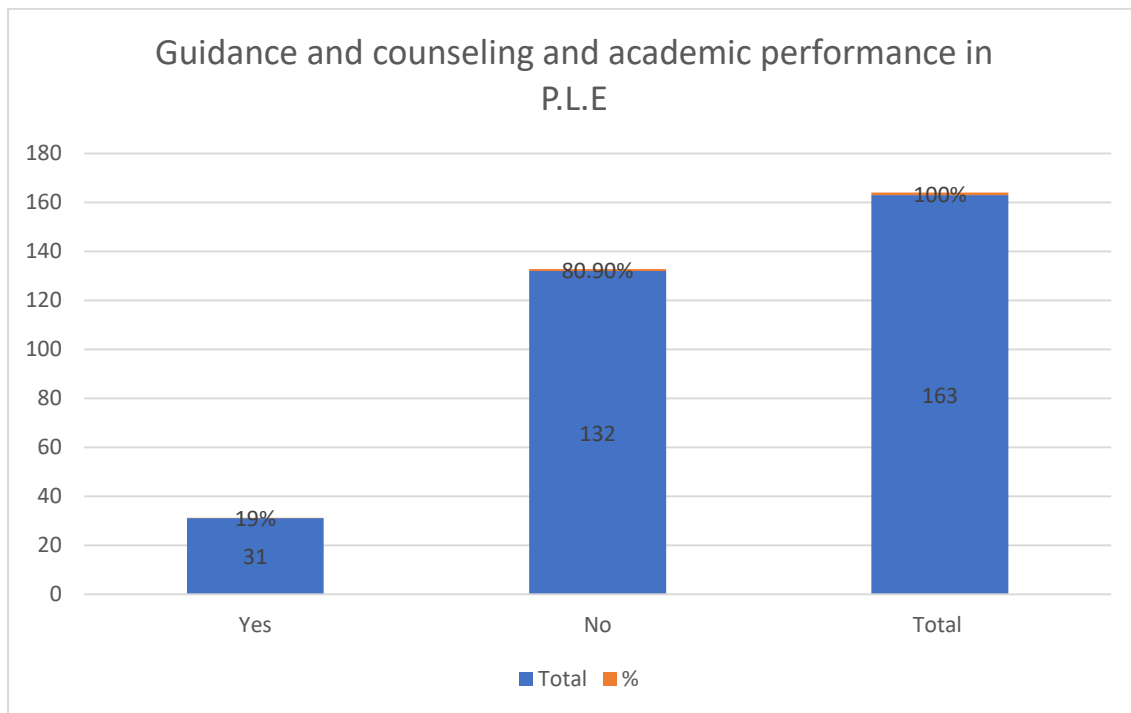


According to the Pie Chart above, 60% disagreed that teacher-pupil relationship has an effect on the academic performance of the pupils, 39% agreed that it has an effect on the performance of the pupils and 1 % were neutral, that is, they receive guidance and counseling services.

### 4.2.3 Guidance and counseling and academic performance in P.L.E

Table 5 shows the percentage distribution of respondents according to whether they receive guidance and counseling services.

Responses	Total	%
Yes	31	19%
No	132	80.9%
Total	163	100%



According to the table above, 19% of the pupils support that guidance and counseling is being carried out in their schools while 80.9% confirmed that there was no guidance and counseling in their schools when teachers and headteachers were asked to comment on the importance of guidance and counseling in schools.

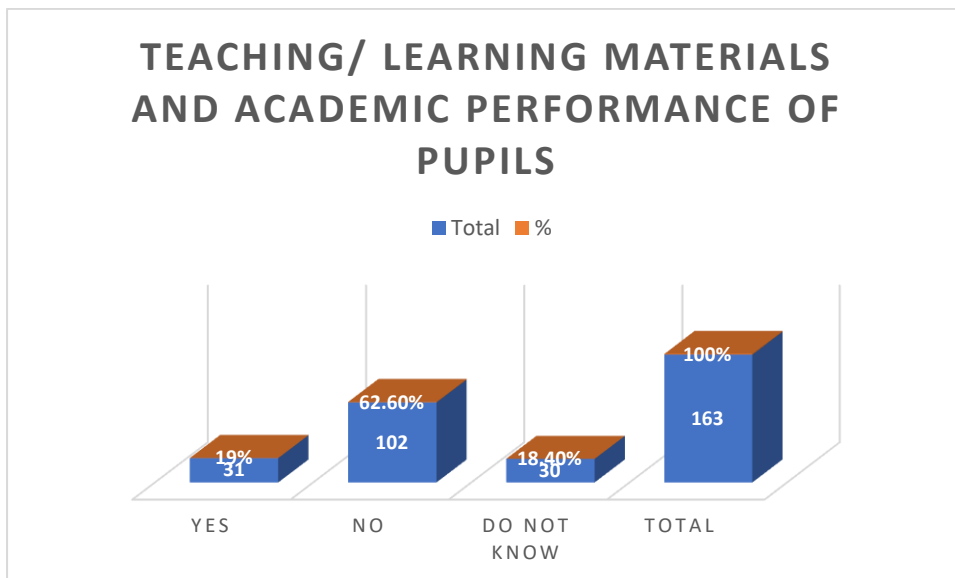
This is very dangerous especially for those learners with special needs, this could directly be linked to the lukewarm performance of children in P.L.E.

#### 4.2.4 Teaching / learning materials and academic performance of pupils.

A question was asked to establish as to whether teachers receive teaching Aids from the Ministry. The table below shows the percentage distribution of respondents according to whether they receive teaching / learning aids from the Ministry of Education.

Responses	Total	%
Yes	31	19%
No	102	62.6%
Do not know	30	18.4%
<b>Total</b>	<b>163</b>	<b>100%</b>

According to the table above, 102 (62.6%) respondents responded that the their schools do not receive teaching/learning aids the Ministry of Education, while 31 (19%) of the respondents revealed that they receive the teaching/learning materials from the ministry of education and 30 (18.4%) of the respondents were not sure as whether they receive the teaching / learning aids from the Ministry of Education.



#### 4.3 Summary of the findings.

According to the data collected, analyzed and presented in tables and graphical form, all indicated that there is correlation between the academic performance and the pupils' achievement in primary schools. Therefore, better academic performance co-exists with pupils' educational achievements.

## CHAPTER FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATION

#### 5.0 Discussion

Scholastic materials and the performance of pupils It was found out that scholastic materials play a big role on the performance of pupils. It is the instructional materials that make teaching more effective to learners for they can coordinate all senses of pupils and teaching aids, explain complex concepts more than words.

The researcher investigated and found out that in most schools teachers do not cater for the value of their use. In so doing the poor performance poor pupils is projected to teachers' reluctance to using a variety of teaching aids in schools.

According to Goodrich (1964) teaching aids add various essential dimensions in lesson. He said the use of audio, visual aids saves time in dictating notes and writing on the chalkboard. While Farrant .S. (1988) observed that a teacher's work largely consist of communicating his experience to the children and teaching aids can help in sight and sound.

The findings of the study shows that there is poor teacher - pupil relationship for some teachers are rude and do not create good atmosphere to pupils.

Again, some teachers use poor methods of teaching and some are not good examples to pupils. It was absurd to find out that there are some teachers who go to school when they are completely drunk hence violate the professional ethics. As a result, pupils perform poorly and their poor performance is projected in one way or another to teachers, pupils and parents and the environment they live in.

#### Guidance and counseling in schools

It was found out that guidance and counseling is not effectively done in schools. Some teachers claimed that there is no need to waste their time on an activity, which is not examinable at the end of the course.

#### 5.1 Recommendations

From the study findings, the following are the researcher's recommendations;

- Parents should be sensitized to give their children enough time for revision while at home. This leads to effectiveness of both teaching and learning process.

- Teachers must follow their professional code of conduct. They should avoid drunkenness at the school premises, enter the classrooms when they are smart, use appropriate methods of teaching and be exemplary to their children.
- To improve on the performance of learners, guidance and counseling should be promoted in schools.
- Regular assessment of pupils work by teachers should be promoted.
- Use of a variety of teaching aids in classes should be promoted.

Government should ensure that teachers are well motivated so that they can love their work. This can instill morale to teachers. This can be done through; paying better salaries and in time, provision of allowances like housing, transport and subsistence.

## **5.2 Conclusion.**

In conclusion, therefore the poor academic performance of pupils in schools was projected to pupils' home background where they are facing many problems including poor feeding, domestic violence in some families, poverty in their homes where by some pupils report to school without enough scholastic materials, lack of ample time to do homework and lack of reading culture in homes, some pupils are being looked after by guardians who are not cooperative to them. High rate of orphanage also affects the performance of pupils in school.

Other causes of poor performance of pupils in schools included lack of guidance and counseling in schools, poor methods of teaching used by some teachers, high pupil teacher ratio and lack of enough teaching aids in school were noted.

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## **APPENDICES**

### **APPENDIX I: APPLICATION LETTER TO HEADTEACHERS OF SELECTED SCHOOLS**

To headteacher,

#### **RE: APPLICATION TO CARRY OUT AN EDUCATIONAL STUDY:**

I humbly forward my application to your office to be granted permission to carry out an education research study from your school. I am a student teacher of Busitema University offering a degree in Primary Education.

This research study is a partial fulfillment for the award of a degree in Primary Education. The information provided by the respondents will be treated with a high degree of confidentiality and will only be used for this study.

Yours faithfully,

Obonyo Stephen

RESEARCHER

## APPENDIX II: QUESTIONNAIRE TO HEAD TEACHERS

Instructions to the respondents using the options provided tick or circle the correct answer of your opinion There is no need to disclose your name unless you specifically wish to do so for acknowledgement.

Answer all questions.

N.B: All your responses will be treated with maximum confidentiality.

1. The school gives prizes to pupils who perform better in class.

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly disagree

2. Our school gets enough instructional materials from M.O.E.S

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly disagree

3. We encourage co-curricular activities in our schools.

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly disagree

4. Do you get increment on top of your salary at your school?

(a) Yes

(b) No

5. What is the teacher-pupil ratio of your school?

.....

.....

.....

6. Parents visit the school to check on the performance of their children.

(a) Strongly agree (b) Agree (c) Neutral (d) Disagree

7. Do you encourage homework in your school?

(a) Yes (b) NO (e) Strongly disagree

8. Guidance and counseling in our school is highly emphasized.

(a) True (b) False

9. Teachers carry out remedial teaching in our school.

(a) True (b) False

10. Fill the table below of the performance of pupils in P.L.E in your school.

School Name:.....

<b>Year</b>	<b>Grade I</b>	<b>Grade II</b>	<b>Grade III</b>	<b>Grade IV</b>	<b>Grade V</b>
2017					
2018					
2019					
2023					

11. According to the table above, what is your comment on the performance of pupils in P.L.E Exams in your school?

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

**END**

## APPENDIX II QUESTIONNAIRE FOR PUPILS

Instructions to the respondents

Do not write your name on this questionnaire Using either a tick or circle on any of your choices.

N.B: All your responses will be treated with maximum confidentiality.

1. Class: ..... Sex:..... . ..... Age: .....

2. Who is the caretaker at home?

(a)Father (b) Mother (c) Guardian

3. How many children are there at your home?

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

4. How many of you go to school?

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

5. How many wives does your father have?

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

6. My parents always visit me at school.

(a) True (b) False

7. My teachers give me homework every day.

(a) True (b) False

8. There are some teachers who come to school while they are drunk.

(a) Strongly agree    (b) Agree    (c) Neutral    (d) Disagree    (e) Strongly disagree

9. I get enough time at home to do homework.

(a) True    (b) False

10. Our teachers attend classes effectively.

(a) True    (b) False

11. My teachers encourage me to perform better class.

(a) True    (b) False

12. Our school gives prizes to pupils who perform well in exams.

(a) True    (b) False

13. We carry out co-curricular activities at school?

(a) True    (b) False

THE END