

**EFFECT OF SCHOOL ENVIRONMENT ON LEARNER ATTENDANCE IN
PRIMARY SCHOOLS IN AMURIA
TOWN COUNCIL AMURIA DISTRICT**

BY

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**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF
EDUCATION IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS
FOR THE AWARD OF BACHELOR OF EDUCATION PRIMARY OF
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DECLARATION

I, Ojimam Samuel, declare that this research report is my own original work and it has never been presented to any University or Institution for the award of any academic qualification.

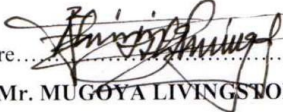
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Date: 10th September, 2024

OJIMAM SAMUEL

APPROVAL

This is to certify that this research report has been submitted with my approval as the University supervisor.

Signature.......... Date...11th September, 2024
Mr. MUGOYA LIVINGSTONE
(SUPERVISOR)

DEDICATION

This piece of work is dedicated to my parents, the late Selestino Okello and Mrs. Ainyo Dinah for showing me the light that I see today – the foundation and love for education they instilled in me which is always pushing me to acquire more knowledge. May God reward them abundantly.

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I thank my family members especially; my wife, Ms. Anyiro Malisa for the financial support she rendered to me throughout the course. I am also greatly indebted to Mr. Igua Vincent for convincing me to join Busitema university and pursue excellence.

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I am indebted to all the people whose guidance made this study a success. I would like to thank them here as I will not be able to mention all of them by names. Their contributions will always be in my memory.

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ABBREVIATIONS / ACRONYMS

FY	Financial Year
HM	Headmaster
MOE	Ministry of Education
SH	School
SPSS	Statistical Package for Social Goods
USE	Universal Secondary Education

ABSTRACT

The study was to examine the effect of school environment academic performance by learners of Amuria town council.. It was guided by the following objectives; to establish how availability of good teachers affects academic performance by learners of Amuria town council., to assess the effect of school environmental factors on academic performance by learners of Amuria town council and to determine how adequacy of teaching equipment influences academic performance by learners of Amuria town council.

The study employed both qualitative and quantitative approaches. The Questionnaire was the main instruments of data collection in addition to interview guide and document review. The data collected was analyzed using descriptive statistics.

According to the statistical results in summary, adequacy of physical facilities improves students' academic performance. It was concluded that presence of human resources had significant influence on students' academic performance and presence of scholastic materials significantly influenced students' academic performance.

The study recommends school administrators too properly and appropriately plan for human resources and scholastic materials in schools and also emphasize that timetables are respected. Rewards need to be more pronounced and given enough awareness so as to enable students comprehend them better. School timetables need to provide time for counseling and guidance to students so as to prevent occurrence of offences rather than punishing the offenders.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

In this chapter the researcher presented the: background of the study, statement of the problem, purpose, objectives, research questions, scope and significance of the study.

1.1 Background of the study

1.1.1 Historical Perspective

Education in General plays a vital role in promoting sustainable development through improving the population's various skills as well as raising awareness on various issues of national importance including improving general standards of living. In 1997, the government of Uganda introduced the Universal Primary Education program to increase the rate of enrolment, retention and completion of the primary and basic education level by all children of the school going age. This program was initiated but exactly got anchored into the then second Millennium Development Goal (United Nations,2000) of equal access to quality education and later the fourth of the UN's Seventeen Sustainable Development Goals. Under SDG 4, target 1, the UN aims at achieving; completely free, equitable and quality primary and secondary education for all boys and girls of school going age(United Nations, 2015).

The UP program was therefore crafted with a view of helping Uganda's future generation to compete favorably with the rest of the world in the field of industrialization and scientific development. With the UPE program, the Primary School enrolment rose from 2 million to 7.2 million learners across all the government grant aided primary schools of the time. So, many more children of school going age were able to join school attain the minimum of quality basic education.

With the UPE programs came more challenges than the success stories. These challenges ranged from infrastructural limitations through crowded classes to; absenteeism, poor academic performance and many others.

This study therefore was carried out to investigate the effect of school environment on learner attendance in primary schools in Amuria town council, Amuria district.

Theoretical Perspective

The study was guided by the achievements goal theory advanced by Mess, (1992). The theory asserts that much as self-determination is important to student's academic performance, so are the student's goals. It was adopted for this study because it helps in explaining relationships between the variables in the study. Ames, (1992) asserts that it is not the strength but the nature of the student's academic goals that influence their approaches to learning and their consequent academic performance.

Evidence from a number of secondary students who sat for their Uganda National Examinations indicates that students who were proud of their effort had performed well in good subjects. Those who had set goals for being Doctors, Engineers, passed well subjects that were essential for these professions further affirmed the relevance of the self-determination theory in explaining academic performance (Kakaire, 2006).

Conceptual perspective

According to Oluchukwu (2000), school environment refers to schools' physical environment such as buildings and the surroundings. On the other hand, Tella (2007) defines school environment as conditions and circumstances that affect learning and a teaching process.

According to Ndlovu, N. (2018) and Ajai, (2001) school environment includes classrooms, library, technical workshops, teacher's quality, teaching methods, peers, among other variables that can affect the teaching- learning process. In this study, school environment will be characterized by instructional spaces, (class size), school facilities (Laboratory supplies, good text books, classroom), and school location.

Academic performance refers to outcomes that indicate the extent to which a person has accomplished specific goals that were focus of the activities in instructional Environment (Workfolk, 2007). Performance refers to the act of accomplishments and fulfillment in an activity (Ryan, 2002). According to Alam, M., et al (2023), academic performance is frequently defined in terms of examination performance. In this study academic performance will be characterized by learners' grades/marks, achievement, and expectations.

Contextual Perspective

According to Marsden (2005) school environment is significantly related to learners' performance. In studies by Frazier (2002), Okelukolo (1986) Lyons (2001) and Ostendorf (2001) it is asserted that physical characteristics of a school have a variety of effects on students' performance. Features like poor lighting, noise, high levels of carbon dioxide in class rooms and the inconsistent temperatures make teaching difficult. Poor maintenance and ineffective ventilation systems lead to poor performance (Frazier, 2002 and Lyons, 2001).

School facilities refer to accessories such as laboratories, text books, library, workshops, furniture and a heart of academic excellence in schools (Crandell & Smaldino, 2000). In a study by (Lyon, 2001 and Ostendorf, 2001), school facilities have direct impact on learnerst' academic performance. The combination of poor school facilities and ineffective school location create an uncomfortable and uninviting work place for teachers combined with frustrating behavior by students including poor concentration create a stressful set of working conditions for teachers hence affecting the learning and the teaching process. It is important to acknowledge that the school environmental factors that directly relate to learning also contribute to the high failure rate.

1.2 Statement of the Problem

Oluchukwu (2000) asserted that school environment is an essential aspect of educational planning and went on to further explain that "unless schools are well suited, buildings adequately constructed and facilities adequately utilized and maintained, much teaching and learning may not take place. The high levels of learners' academic performance may not be guaranteed where instructional space such as class rooms, libraries, laboratories and technical workshops are structurally defective which is the case with many schools established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance.

The desire to avert the consistent poor performance in schools, necessitated the researcher to venture into establishing the; effect of school environment on learner attendance in primary schools in Amuria town council, Amuria district

1.3 Purpose of the Study

The purpose of this study was to examine the effect of school environment on learner attendance in primary schools in Amuria town council, Amuria district

1.4 Objectives of the Study

1.4.1 General objective

The general objective of the study was to establish the effect of school environment on learner attendance in primary schools in Amuria town council, Amuria district, Uganda.

1.4.2 Specific objectives

The study was guided by the following objectives;

- 1) To establish how availability of good teachers influences academic performance by learners of public primary schools in Amuria town council Amuria district .
- 2) To assess the effect of school environmental factors on academic performance by learners in the public primary schools of Amuria town council, Amuria district.
- 3) To determine how adequacy of teaching equipment influences academic performance by learners of Amuria town council.

Research Questions

- 1) How does availability of good teachers influence academic performance by learners of Amuria town council., Amria district.
- 2) What is the effect of school environmental factors on academic performance by learners of Amuria town council.
- 3) How does adequacy of teaching equipment influence academic performance by learners of Amuria town council.

1.6 Scope of the Study

The study addressed the ; geographical, content, and time scope of the study.

1.6.1 Geographical scope.

The study was carried out in Amuria Town council, Amuria District. From which five public primary Schools were identified and involved in the study, namely Amuria Primary School, Kuju Primary School, Jamela Primary School, Immanuel Primary School and Marthael Primary School. The factor which was considered to include these schools was consistent poor performance as reflected by the end of the year academic examination results.

1.6.2 Content scope.

The study examined the effect of school environment on learners' attendance in primary schools in Amuria town council, Amuria district. The indicator here were the pupils' attendance records in the different sampled schools.

1.6.3 The time scope.

This study covered publications for a period of 6 years, thus from 2018-2023. This period was considered to be long enough for the effect of school environment on learner attendance in primary schools in Amuria town council, Amuria district to be realized by all the stakeholders as shown by the academic performance at the end of the academic year.

1.7 Signification of the Study

The study is expected to benefit the following groups of people:

- (i) The results of the study may enlighten teachers on the impact of their attitudes, methods and characteristics on the motivation of learners towards their academic achievements.
- (ii) The results of this study may also guide school administration on establishment of good stimulating environment in schools that motivates learners to study for academically good results.
- (iii) The study results could assist education policy makers on establishment of policies and minimum standards that ensure learners' high motivation and academic achievement.
- (iv) Furthermore, the results of the study may provide ground for further research on the factors that affect learner's performance in national examinations and thus contribute to a body of knowledge that give insights in the academic achievements.

1.8 Conceptual Framework

Independent Variable

Dependent Variable School Environment

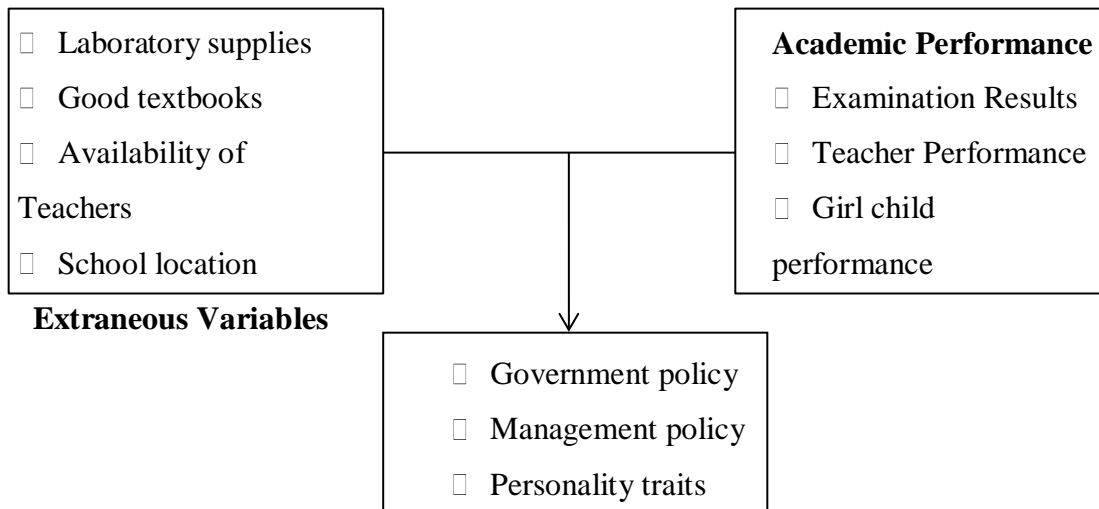


Figure1. Conceptual Framework of the study

The figure 1 above presents the effect of school environment on students' academic performance. It basically tackles the availability of teachers, teaching equipment and laboratory supplies. The researcher also identified some extraneous variables, which may affect academic performance, these include, the school management, facilities and the quality of teachers among many. These variables are part of the input and process explained in the Ludwig's Input Output model. They play a role in bringing out the output, which is academic performance. If these variables are not controlled, they may interfere with the results of the study. The researcher controlled the effect of the extraneous variables by randomly selecting students because randomization according to Amin (2005) is one of the ways to attempt to control many extraneous variables at the same time.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter discusses the literature that related to the effect of school environment on learners' academic performance. The importance of literature review was to enrich the study and to avoid repetition. In this chapter, a review of existing literature will be discussed under the following themes.

2.1 Adequacy of Good Teachers and learners' Academic Performance

Dhakai, K. (2020), carried out a study on effects of secondary school quality on academic achievement across high and low income countries. They argued that in low income countries, the effect of school and teacher quality on academic achievement in Secondary schools is far much greater. Their conclusion was that the predominant influence on learners learning is the quality of teachers and schools to which they are exposed. This study agreed that the quality of teachers and schools greatly influence the academic performance of students. It provides a good background for this research. However, it does not address the issue of availability of good teacher's influence on student's academic performance which is very essential for better performance. Good teachers are very important in fostering knowledge and skills coping with national goals such as having expatriates like doctors, Bio-chemists and engineers.

In Canada, similar studies were carried out on influence of teacher quality on academic performance Sanders (1998), for example, stated that the "single largest factor affecting academic growth of populations of students is differences in effectiveness of individual classroom teachers .Wright, Hom, and Sanders (1997) also believe more can be done to improve education by improving the effectiveness of teachers than by any other single factor along the same lines, Alexander (2005) argued that few educators, economists, or politicians would argue with the contention that all things being equal, highly qualified teachers produce greater student achievement than comparatively less qualified teachers. These scholars' views are very important in that they both agree that it is the effectiveness and quality of teachers that can improve on education. However, their views indicate some weaknesses for instance, they did not point out the factor of availability of good teachers influence on learners' academic performance hence making this study essential to be

carried out.

In a similar study carried out in South Africa by L. S. T. Maphoso and D. Mahlo (2002:23) on Teacher Qualifications and Student Academic Performance they found out that what the teacher does, influences, the whole process of learning. Effective teachers produce better performing students.

Akiri, (2013), Van den Bergh and Roos (2014) maintained that professional development of teachers can be effective and sustainable, if certain conditions are met (Curwood 2014). Besides, Van den Bergh and Roos (2014) suggested that the implementation of educational reforms, including reforms associated with technology integration and literacy education, is often dependent upon teachers' skills, values, and cultural models which influences academic achievement of students. These researchers demonstrated that the quality of a teacher is crucial in teaching and learning. For instance, Koedel (2007) found that variation in teacher quality is an important contributor to student achievement. Their studies were considered relevant because they both recognize that the teacher qualifications and their quality influence the whole process of learning. This was true because qualified teachers are trained and equipped with modern methods of applying teaching methods that are vital for better academic performance of students for example demonstrations, field work and discoveries. However, their study did not tackle the availability of good teachers as the major factor in influencing the learner's academic performance.

In view of the issues raised above, many observers conclude that, while teacher quality may be an important influence on students' academic performance, variation in teacher quality is driven by characteristics that are difficult or impossible to measure. Therefore, researchers have come to focus on using matched student-teacher data to separate student performance into a series of fixed effects, and assigning importance to individuals, teachers, schools and so on (Rockoff, 2003). Teachers themselves have often rejected the use of student's performance to evaluate their quality and performance, Joshua and Kristonis,(2006). According to Kakuba, C., Pilon, M., (2023) and Rockoff (2003), raising teacher quality as an important way to improving learners' academic performance.

Similarly, they suggested that policies may benefit from shifting focus from rewarding teachers who possess credentials that have not been concretely linked to learners'

performance. Their study provides a good background for this research.

2.2 School Environment and Academic Performance of Students

Safiullah, Nadeem, A., Asma, (2023), observed that the school is a fundamental determinant in the behavior and motives of the students because it is a centre of learning and socialization. The school characteristics particularly the resource factors, directly impact on the ease of learning and this translates into attitude formation by the students (Mangal 1995:38).

Miir, F., Ahmed, R. (2021 and Okebukolo (1986:88) identified school factors such as the classroom environment, resource availability and the focus of learners for example participatory nature of the work as being key in influencing the learner's motivation towards learning. They concluded that the participation of the learners in practical lessons may produce more positive attitude toward learning and consequently lead to better performance. Students with facilitating environment (with available resources, motivating teachers) enable students to develop a positive attitude towards learning. The situations in most schools especially the selected schools in Uganda are unfavorable. This study was vital for this research; however, this study did not look at school environment as one of the factors that influence the academic performance of learners in schools.

Dent (2006) observed that in addition to providing support for academics, the libraries also help students with personal development. He further identified that several-affective outcomes, including self-confidence, self-sufficiency, an increased sense of responsibility and a broadened world view each associated in some way with the overall positive impact of the library. The author goes on to conclude that the library had some degree of impact on learners' performance. This conclusion may be mature considering that the study only compared two schools and only one aspect of school environment. The study is well suited and therefore relevant for this research.

In any school setting, significant among the environmental factors is that of the peers. At adolescent's age, student's attitude; motivation and learning behavior are greatly influenced by the peers (Mc Nerny, 2001). When most of the learners have poor attitude towards the subject or the teacher, others jump in and follow their peers. Individual motivation is also affected by the motivation of the peers. Peer traits may be correlated with behavioral changes that influence achievement and may account for group differences in motivation for a given

subject as well as academic achievement in that subject. Aaronson, Barrow and sander (2007) argue that it is difficult to place a causal interpretation on the peer measures but agree to the fact that there is a statistical association between a student's performance and that of her peers. The debate on peer influence has had negative focus say on negative behavior. It is important that this study focused on the contribution ion of the peers towards positive aspects of motivation and performance. This study is considered relevant for this study.

Marshal (2004) investigated the relationship between characteristics of schools, such as the physical structure of a school building and the interactions between learners and teachers and the learners' performance. He noted that teacher's school characteristics are to diverse factors that both affect and help to define the intricate relationship between the school environment and learner's performance.

The elements that comprise a school's environment are extensive and complex in number and quality of interactions between adults and students. Kuperminc,(2001) named learners and teachers' perception of their school environment, or the school's personality, environmental factors (such as the physical buildings and classrooms, and materials used for instruction, academic performance, feelings of safeness and the school size as well as feelings of trust and respect for students and teachers as important among others in a long list.

In the above analysis, all the scholars agree a positive school environment can yield positive educational and psychological outcomes for students and school; similarly, a negative environment can prevent optimal learning and development (Kukundakwe, G., Devis, A., 2024 and Freiberg, 1998). However, such studies have not fully demonstrated how each aspect of school environment influence the student's academic performance such as laboratories that intervene to determine educational outcomes like better performance. For instance, school environment in form of positive peer relations can provide an enriching environment, both for personal growth and academic success (Appiah, S., Appiah-Kubi, E., Boe-Doe, K., 2023 and Kuperminc,, 2001). What childrents learn about themselves in school through interactions is equally important as the academic knowledge they receive.

In this study, peers are considered an important school environment factor that determines not only such learning mechanism that indirectly or directly affects their performance.

2.3 How Adequacy of Teaching Equipment influences Students' Academic Performance

According to Berg, M., et al (2022), school library can also impact the teaching/learning process. Sinofsky and Knirck (1981) found that a adequacy of school library influences student attitudes, behaviours and learning. In fact, their study cited the most important reasons for using colour effectively in learning environments.

These views are considered relevant because school library affects a student's attention span and affects the student's and teacher's sense of time. Rice (1953) found that school library in schools especially carefully planned school libraries positively affect academic performance of elementary students and especially students of secondary age.

In Uganda, a similar study on adequacy of good of textbooks and academic performance was done by Kajubi, (2002). The findings were one of the most critical physical characteristics of the classroom is adequacy of text books (Phillips, 1992). The importance of an appropriate visual environment for learning tasks deserves careful consideration. The visual environment affects a learner's ability to perceive visual stimuli and affects his/her mental attitude, and thus, performance.

Dunn (1985) insisted that the adequacy of text books of a school should be considered an active element of the total educational environment. In view of the above analysis, both arguments suggest that teaching equipments are important to student in improving their academic performance. This study is important for this researcher. However, they all concentrated on the importance of adequacy of teaching equipment in classroom and did not envisage the effect of such textbooks on learners' academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter highlights the research design, population, sampling strategy, data collection methods, research instruments, data quality control procedure.

3.1 Research Design

3.1. Research design

According to Abayomi A.A.& Onanuga T. (2016) as well as Singh S., (2020), A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to- combine relevance to the research purpose with economy in procedure. It is a plan that explains what data to gather, from whom, how, when to collect it and analyze it.

In this study, the researcher will use a Cross section survey design whereby samples of respondents will be selected to represent their respective categories in the data collection process. The Cross- section survey design will be used in order to simplify the data collection process since the researcher will deal with samples other than whole population. It is also considered suitable for studies that combine both qualitative and quantitative approaches.

3.2 Population of the Study

According to Ahmad N., Astifar F. A & Razak N.A.A., (2023), a target population refers to all members of a real or hypothetical set of people to which one wishes to generalize the results of the research. The study was carried out in Amuria District. The study targeted the following categories of people; head teachers, director of studies, parents and students. This category of respondents was assumed to have relevant knowledge about the variables in this study hence provided reliable information upon which findings were based on and conclusions drawn.

3.3 Population Size

The study targeted a total of 440 people. They included 3 head teachers, 7 directors of studies, 20 teachers, 400 students and 10 parents. These were both randomly and purposively selected from the total population since they assumed to have relevant knowledge about the study under investigation.

Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling

technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study. Purposive sampling was used to select respondents in Ngora District. This was used to save time, minimize costs, and to target potential providers of useful information.

Simple random sampling was used to render each of them eligible for the study. This sampling method aids in eliminating any form of bias in selecting beneficiaries who benefit from the school facilities and in determining how the facilities have student's performance. (Amin: 2005).

3.4 Sampling Strategies Used

The head teachers and directors of studies were selected using purposive sampling. In this case the researcher decided who to include in the study (Amin: 2005). They were selected and used in the study because as heads they control and contribute to some of the factors that may enhance or uplift moral education in the school. For learners, stratified random sampling was used to select the candidates selected for the study.

3.5 Research Instruments

3.5.1 Questionnaires

Primary data from the learners was collected using a self-administered questionnaire. Part one of the questionnaires was used to gather biometric data of the respondents and part two was to collect data concerning the study objectives.

The questionnaire was used because of its flexibility in nature and its suitability for collecting data from many participants in a short time. The questionnaire is also preferred due to its advantage of enabling respondents to give their opinion independently without prejudice, more so minimizing the effect of emotions such as shyness. Also its data can be easily analyzed using simple methods. (Mwebaze: 2013).

Interview Guide

Structured interviews which enabled the collection of diverse opinions on topical issues were used. Interviews were conducted with the head teacher, director of studies and parents. In this case the interviewer addressed the question to one respondent at a time that in turn is expected to answer the question.

The items in the interviews guide were semi-structured that is containing both elements of structured and unstructured interview. The interview guide was used because the researchers considered the above respondents to be key informants due to their wealth of knowledge on the subject under investigation. Face to face interviews were conducted with a view of giving strength to the documentary analysis and also facilitate the assessment of interviewee's non-verbal behavior so as to confirm or deny his/her answer.

Interviews schedules also have an advantage of enabling the interviewer to control the environment of the interviewer process as well as the order of the questions. The method was used because of its flexibility and ability to provide new ideas on the study theme (Onen: 2005).

3.6 Quality Control

A number of questions were used to measure students' academic performance which was pretested before the actual research.

Validity

Validity which is the degree to which the item represent the attitude content that is intended to assess that is; student's performance (Amin,2005). To ensure validity of the instrument, the researcher selected items which ensured an accurate assessment of opinions and views based on the study objectives. Content validity was used since it explores better the opinions and views based on the objectives. Validity index for the items was achieved using the following formula;

$$\text{Content validity Index (CVI)} = \frac{\text{Number of items declared valid}}{\text{Total Number of Items}}$$

Reliability

According to Rozali, M. Z, et al (2022), reliability is the extent to which the measuring instrument produces consistent scores when the same groups of individuals are repeatedly measured under the same conditions (Cresswell, 2004). To ensure their reliability, questions formulated for respondents were pilot tested in the study area to determine if they are consistent with the required data. Various adjustments were made to ensure that reliable instruments were constructed before administration

3.7 Procedures

After the constructed questionnaire and interview guide were approved by the supervisor, the

researcher attached an introductory letter from the university, assuring the respondents that the received information would be treated with confidentiality. The researcher visited all the sample establishments. He reached the respondents after seeking the permission from the schools administration.

3.8 Data Analysis

There are two broad techniques for analyzing research data; descriptive as well as inferential method (Amin, 2005). Descriptive uses measures of central tendency such as mean, while inferential draws conclusions relationships. The questionnaire data were analyzed by the appropriate statistical tool using a system of tables as well as percentages. Frequencies and percentages were used to analyze, interpret and present the data findings. (sanders 1998)

3.9 Ethical Considerations taken into account

In an attempt to produce a quality and reliable study, the researcher first sought permission from the School of Education to allow him undertake his study and also intends to collect the data himself to avoid any collection of information through unethical means such as research assistants who fill questionnaires themselves in instead of taking interviewing the respondents.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the results of the analyses and interpretation of collected data. This chapter consists of the presentation, analysis, and interpretation of findings. It was guided by the following objectives;

4.1 Sex of Respondent

Tabulation was used to analyze the data of the sex of respondents. Findings in table 4.1 below indicate that 300(75%) of the respondents were male and 100(25) were female.

Table 4.1: Sex of respondents

Sex	FREQUENCY	PERCENTAGE (%)
Male	300	75.00
Female	100	25.00
Total	400	100.00

Source: Primary data, 2024

Therefore the majority of the respondents were males represented by 300 (75%) from both the teachers and learner's population.

4.1.1 Marital Status of Respondents

Tabulation was used to analyze the data of the marital status of respondents.

Table 4.2: Marital Status of respondent

Marital status	FREQUENCY	PERCENTAGE (%)
Married	30	7.50
Single	370	92.50
Total	400	100.00

Source: Primary data, 2024

From the table 4.2 above, of the 400 respondents, 30(7.5%) were married while 370(92.5%) were still single. These results imply that the majority of the respondents were still single and active with the knowledge of the study variables.

4.1.2 OCCUPATION OF PARENT/GUARDIAN

Descriptive statistics were used to justify the occupation of the parents and guardians of students. This was in form of a table showing the frequencies and percentage as per the occupation of the parent/guardian of the respondent.

Table 4.3: Occupation of Respondents.

Occupation	FREQUENCY	PERCENTAGE (%)
Employed	40	10.00
Un employed	360	90.00
Total	400	100.00

Source: Primary data, 2024

From the table 4.3 above, of the 400 respondents, 40(10%) were employed while 360(90%) were unemployed. These results imply that the majority of the respondents were pupils who were still studying .

4.1.3 Education Level

Respondents were asked whether they had the necessary qualifications and knowledge to understand the study variables. Tabulation was used to analyze the data about academic background of respondents.

Table 4.4: Education Level

Education level	FREQUENCY	PERCENTAGE (%)
Primary	360	90.00
Secondary	40	10.00
Total	400	100.00

Source: Primary data, 2024

From the table 4.4 above, of the 400 respondents, 360(90%) were at the primary education level while 40(10%) had secondary education. These results imply that the majority of the respondents had knowledge of the study variables hence provided reliable information.

4.2 Availability of Good Teachers and Students Academic Performance

Table 4.5: Availability of good teachers and students academic performance

Response	SA	A	NS	SD	D
In this school we never have	160(40%)	80(20%)	20(05%)	60(15%)	40(10%)
There is inadequate qualified teachers	160(40%)	80(20%)	20(05%)	60(15%)	40(10%)
Some teachers are not hardworking and never finish the syllabus in time	160(40%)	80(20%)	20(05%)	60(15%)	40(10%)
TOTAL	160(40%)	80(20%)	20(05%)	60(15%)	40(10%)

Source: Primary Data, 2024

Respondents were asked to provide their responses on whether availability of good teachers influenced learners' academic performance. This was the first objective of the study which was to establish how availability of good teachers influences learners' academic performance, from which a research question was developed that, as to whether there is a significant relationship between availability of good teachers and learners' performance.

To this, of all respondents; 160(40%) strongly agreed, 80(20%) agreed, 20 % (5%) were not sure, 60(15%) strongly disagreed and 40 (10%) disagreed that the school never had part time teachers.

Similarly, 160(40%) strongly agreed, 80(20%) agreed, 20 % (5%) were not sure, 60(15%) strongly disagreed and 40 (10%) disagreed that the school had inadequate qualified teachers.

Also, 160(40%) strongly agreed, 80(20%) agreed, 20 % (5%) were not sure, 60(15%) strongly disagreed and 40 (10%) disagreed that in the school, some teachers were not hardworking and never finish the syllabus in time.

According to the above findings of the study it was established that good teachers significantly affect Students performance in Primary schools of Mukura sub county, Ngora District. Good teacher’s availability in this study was conceptualized in terms of preparation for class, teacher commitment, managing and monitoring learning and teacher experience.

The findings were also supplemented with the results from the interview responses. When the respondents were asked whether it is necessary for teachers to get prepared when going to teach in class, one of the director of studies acknowledged that prepared good teachers adequately deliver in class and thus make learners understand the lesson content, which positively influence their performance.

The respondents also revealed that experience helps the teacher to deal with many situations, to have an understanding of the students' needs and to cater for them, as well as creating a environment which is conducive for learning. While on the question whether students receive the feedback of their homework and test questions quickly, 96% of respondents from private schools ticked yes versus 16% of public schools who ticked yes too. This shows that in public schools, teachers delay to (or do not) give feed back to their students as homework or questions are concerned while the regular presentation of such feedback could constitute learners’ motivation. Thus, generally availability of good teachers was taken to affect performance.

4.3 School Environmental Factors and Students Academic Performance

Table 4.3 Shows the responses on School Environmental Factors and Students Academic Performance

Response	SA	A	NS	SD	D
My school has inadequate learning laboratories for practical work.	160(40%)	80(20%)	20(05%)	60(15%)	40(10%)
There is absence of enough instructional space	160(40%)	80(20%)	20(05%)	60(15%)	40(10%)
There is shortage of reading rooms	160(40%)	80(20%)	20(05%)	60(15%)	40(10%)

Source: Primary Data, 2024.

Findings in the table above show that 160(40%) strongly agreed, 80(20%) agreed, 20 %(5%) were not sure, 60(15%) strongly disagreed and 40 (10%) disagreed that the school had inadequate learning laboratories for practical work.

Similarly, 160(40%) strongly agreed, 80(20%) agreed, 20 %(5%) were not sure, 60(15%) strongly disagreed and 40 (10%) disagreed that in the school there was absence of enough instructional space.

Also,160(40%) strongly agreed, 80(20%) agreed, 20 %(5%) were not sure, 60(15%) strongly disagreed and 40 (10%) disagreed since there was shortage of reading rooms.

Class sizes were also identified as determinants of academic performance. Studies have indicated that schools with smaller class sizes perform better academically than schools with larger class sizes. Kraft (1994) in his study of the ideal class size and its effects on effective teaching and learning in Ghana concluded that class sizes above 40 have negative effects on students' performance. Asiedu-Akrofi (1978) indicated that since students have differences in motivation, interests and abilities and that they also differ in health, personal and social adjustment and creativity generally good teaching is best done in classes with smaller numbers that allow for individual attention.

From the above findings of the study, it was found out that, school environmental factors significantly influenced learners' academic performance in Primary schools of Amuria town council, Amuria district.

The findings were also supplemented with the results from the interview responses when the respondents were asked about the system followed to teach bigger classes, one head teacher pointed out that; students follow the system called going unique whereby they study from 7h30 am to 5h30 and go home for coming back to school the following day.

In this system, the classroom is used by only one class and the teacher is supposed to spend the same number of hours at school as his /her class. But in all government schools of Uganda, the system used is called double shift where by one classroom is used by two classes on the same day. The first group uses the morning shift and goes back to come back the following day

in afternoon while the group that comes in the afternoon today comes back to school tomorrow in the morning. However, he contends that teachers remain the same. This means that a government secondary teacher teaches two classes on the same day and so he doubles the number of hours.

On the collaboration of parents/guardians with the school for better performance of their students, it was realized that in private secondary schools, this collaboration is very high (84%) while in government schools, it is too low (8%). This shows that teachers and head teachers of government schools in Amuria District are generally dissatisfied with their social environment and this is very dangerous vis-a-vis their own work performance and obviously students' performance.

4.4 Adequacy of Teaching Equipment and its influences on learners' academic Performance

Table 4.4 shows the responses about the Adequacy of Teaching Equipment and its influences on learners' academic Performance.

Response	SA	A	NS	SD	D
When we perform poorly, it is because of shortage of relevant textbooks	160(40%)	80(20%)	20(05%)	60(15%)	40(10%)
The few textbooks available are not up to date	160(40%)	80(20%)	20(05%)	60(15%)	40(10%)
We lack the necessary practical books	160(40%)	80(20%)	20(05%)	60(15%)	40(10%)

Source: Primary Data, 2024

Findings in the table above show that 160(40%) strongly agreed, 80(20%) agreed, 20 %(5%) were not sure, 60(15%) strongly disagreed and 40 (10%) disagreed that when students perform poorly ; it is because of shortage of relevant textbooks.

Similarly, 160(40%) strongly agreed, 80(20%) agreed, 20 %(5%) were not sure, 60(15%) strongly disagreed and 40 (10%) that the few textbooks available were not up to date.

Also,160(40%) strongly agreed, 80(20%) agreed, 20 %(5%) were not sure, 60(15%) strongly disagreed and 40 (10%) disagreed that schools lack the necessary books.

In an interview, respondents were asked to provide their responses on the adequacy of teaching equipment and their influences on learners' academic performance in the District. The study revealed that the adequacy of teaching equipment has greatly influenced the learners' academic performance in Amuria District.

Also, teachers gave the same opinion as to why learners' performance has continued to deteriorate in various schools. Majority said that they were still relying on the notes they got while still schooling which were believed not be updated at all.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of the major findings, in relation with the background and literature review. The researcher's personal views are also included arising from statistical inferences, observation and interpretation of situations encountered during the study. The conclusions are given based on the findings and consequently, recommendations were made based on the conclusions.

5.1 Summary of Findings

The outcome of the analyzed data showed that there is a significant difference between the academic performances of learners in Primary schools. The findings confirm what was found by Afolabi (2005) in his study which examined the influence of a specified Secondary school education experience on the academic performance of secondary students, in Methodist Grammar School, Bodija. This Nigerian scholar realized that students who had attended Secondary schools did well due to presence of human resources, motivation, counseling and adequacy of scholastic materials. These findings answer the first research question by showing that Primary schools of Amuria District perform better due to presence of competent human resources.

These findings seem to discredit, to some extent, the standard of education in the public schools since their products could not compete favorably with the products of the private schools. This may be flashing the danger light as regards the future of the next generation of elders and the fate of education industry in Uganda. The anticipated future problem becomes more evident when one considers the proportion of the Ugandan people living below the poverty line vis-à-vis the financial involvement of sending one's child to the private schools where resources are available and adequate, and where Students and teachers are motivated and where finally, good academic performance is expected from.

The outcome of this study also showed that in private schools, resources are more available and adequate than in public secondary schools. Firstly, the inventory of educational resources in private and in public schools has shown that there is a big gap between the demands and the supplies of educational resources in schools of Amuria District while this gap is very

little in public and seems to be in-existent in private schools. The important effects of inadequacy or lack of educational resources are lack of motivation, tiresome teaching and learning, inattention to individual learners, high rate of school dropout, low quality of teaching and learning etc. which cause finally the poor academic performance.

Secondly, in testing the degree of the difference between teachers and head teachers' views on the effects of inadequate educational resources on academic performance, the results showed that teachers and head teachers of private schools of Amuria District are more proud to work in their school environment than their counterparts of public schools. They also showed that they are generally satisfied with how their learners learn and how they are evaluated. However, in public schools, there is a big gap between what teachers and head teachers wish to deliver as education to their learners and what they actually deliver because of very limited educational resources.

When the difference in academic performance is compared to the difference in availability and adequacy of school resources in both private and public Secondary schools of Amuria District, it becomes clear that both adequate supply of good teachers and school resources greatly influenced students' academic performance in USE. These results confirmed the views of some writers like; Bagaya, J. (2019), Fafunwa (1979), Fagbamiye (1977), Fayemi (1991) and Moronfolo (1982)

From the above findings and the ideas, enrolling one's child in a private school predicts his/her good future as there is no doubt that the private school proprietors pay more attention to their teacher's input into the learners than do the public schools (Salawu & Adedapo, 2001). They also spend substantial amount of money to provide instructional materials for the teaching and learning process. They take their learners out on field trips, excursions and so on, which are not obtained in most public schools. Unless the political leaders pay attention on this gap between private schools and public schools, the segregation in education will continue to prevail. In accordance to the difference in performance realized between students of private and those of public secondary schools, and to the economic level of most Ugandans, the right to good quality may not be accessed as only well - to - do Ugandans may manage to enroll their children in quality private schools.

To increase the provision of adequate material resources for the teaching of all subjects is much recommended. It is opined that human, physical and financial resources do not

necessarily make much difference in terms of pupil's learning outcome. It is the efficient use of these resources and not just the availability that matters. It is therefore recommended that the resources made available to the schools should be efficiently utilized and the school environment should be made conducive for learning in order to improve Students' learning outcome.

The study findings established a relationship between teacher quality and learners' academic performance in Amuria District and this finding relate with a wide range of findings on the relationship between teacher quality in and learners' academic outcomes. Other studies show a stronger positive relationship between teacher quality and student outcomes in some, but not all, cases they reviewed (e.g., Greenwald et al., 1996). Murnane (1995) suggests that the typical teaching learning curve peaks in a teacher's first few years (estimated at year two for reading and year three for math).

5.3 Conclusion

On the basis of the discussion of the findings on each of the objectives the following conclusions were made;

(i)The learners of private schools of Amuria District perform better than their counterparts of public schools. This doesn't come randomly, as they are well prepared from the early first classes. Though having the teachers of similar qualification, and students of almost the same background, private schools motivate their teachers and their learners more than those in public schools do through various ways of; good pay to teachers, small classes, good working environment, conducive environment for learning (availability and adequacy of school resources), regular evaluations, good collaboration between school and parents/guardians, guidance and counseling services made operational, and excursions.

(iii) There is good collaboration between private schools and parents/guardians of their learners for their best education while in public schools such collaboration is too little if any at all.

(v) On the third objective, the study concluded that the adequacy of teaching equipment has a bearing on Students' academic performance and that learners studying in private schools where textbooks are adequately available perform better than those in some public schools where there are inadequate good textbooks.

5.3 Recommendations

On the basis of the above findings and conclusions, the following recommendations were made:

(i) The Government of Uganda should do its best to provide public and private schools with subsidized required facilities so as to create in them a welcoming environment for teaching/learning process by treating teachers humanly (giving them reasonable salaries, treating them as other civil servants so that they cease to take the teaching career as a transition while they are searching good jobs).

(ii) The Ministry of Education should reduce the bureaucracy in the school administration, allowing public schools to diversify their sources of funding, increasing the number of teachers and classrooms to reduce the Students-teacher ratio, as this would also contribute to close the segregation in education based on the choice of quality school where to enroll one's child (poor parents/guardians are forced to enroll their students in public schools because private schools are expensive).

(iii) Politicians and other officials of Uganda should also keep monitoring and evaluating the quality of public education in Secondary schools and take general decision in favor of all citizens of Uganda instead of taking individual decisions of enrolling their own students into private Secondary schools (as they have financial means) because they realize the low quality of public Secondary schools.

(iv) Teachers and head teachers of public schools should use the resources available in their respective schools efficiently to increase the performance of their learners in general.

(vi) Parents and guardians should collaborate regularly with the public schools for better education of their children by helping students correct their home works, giving them enough time at home to revise their notes, hiring private monitors for them where it is possible, visiting them regularly at school to know how they progress in learning and their discipline at school.

5.4. Suggestions for Further Research

The researcher suggested the following areas for further research:

1. The relationship between educational resources and learners' academic performance of the girl child in public schools of Uganda.
2. The role of parents involvement on the academic performance of pupils in public and private primary schools of Uganda.

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APPENDICES

APPENDIX 1:

QUESTIONNAIRE FOR TEACHERS,STUDENTS,PARENTS,HEAD TEACHERS,AND DIRECTOR OF STUDIES

Dear respondent, I am, OJIMAM SAMUEL, carrying out a study on **Effects of School Environment on Learner Attendance in Primary Schools in Amuria Town Council Amuria District**” leading to the award of Bachelors’ of Education Primary of Busitema University. This study is for academic purposes and answers provided will be treated with utmost confidentiality.

Yours faithfully

OJIMAM SAMUEL

Student

APPENDIX 2
QUESTIONNAIRE FOR P.7 PUPLIS

Dear respondent, I am, OJIMAM SAMUEL, carrying out a study on **Effects of School Environment on Learner Attendance in Primary Schools in Amuria Town Council Amuria District** leading to the award of Bachelors' of Education Primary of Busitema University. This study is for academic purposes and answers provided will be treated with utmost confidentiality.

SECTION A: BACKGROUND INFORMATION OF THE RESPONDENT

1. Sex of respondent.....
2. Marital status.....
3. Occupation of parent/guardian.....
4. Education level..... (Secondary, Tertiary)

In the following sections tick where appropriate following a Likert scale below;

- | | |
|----------------------|-------------------------|
| 1. SA Strongly Agree | 2. A Agree |
| 3. NS Not Sure | 4. SD Strongly Disagree |
| 5. D Disagree | |

SECTION B: HOW DOES AVAILABILITY OF GOOD TEACHERS INFLUENCE STUDENT'S ACADEMIC PERFORMANCE IN GIRL CHILD?

Response	SA	A	NS	SD	D
In this school we never have permanent teachers for Girl child					
There is inadequate qualified Girl child teachers					
Some teachers are not hardworking and never finish the syllabus in time					

SECTION C: WHAT IS THE EFFECT OF SCHOOL ENVIRONMENTAL FACTORS ON LEARNERS' PERFORMANCE IN PRIMARY SCHOOLS?

Response	SA	A	NS	SD	D
My school has inadequate learning laboratories for practical work					
There is absence of enough instructional					
There is shortage of reading rooms					

SECTION D: HOW DOES ADEQUACY OF TEACHING EQUIPMENT INFLUENCE LEARNERS' PERFORMANCE IN PRIMARY SCHOOLS?

Response	SA	A	NS	SD	D
When we perform poorly in exams, it is because of shortage of Girl child textbooks					
The few textbooks available are not up to date					
We lack the necessary textl books					

Thank you for your cooperation

APPENDIX 3

INTRODUCTORY LETTER FROM THE UNIVERSITY



P.O.Box 236, Tororo
Gen: +256-454448842
Dir: +256-454448864
Mob: +256-782999874
Fax: +256-454436517
Email: ar@acadreg.busitema.ac.ug
Website: www.busitema.ac.ug

FACULTY OF SCIENCE AND EDUCATION
DEPARTMENT OF EDUCATION

06th May, 2024

TO WHOM IT MAY CONCERN

BACHELOR OF EDUCATION, PRIMARY

MRS. OJIMAM SAMUEL is a student

of Bachelor of Education, Primary of Busitema University, Faculty of Science and Education,
Nagongera Campus. His/her Registration Number is... BULUP/2022/12356

The purpose of this letter is to formally request you to allow him/her to access any information in
your organization which is relevant to his/her research.

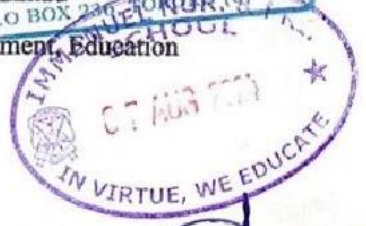


His/her research topic is... Effect of School Environment on
Learners' Attendance in Primary Schools in
Amuria Town Council, Amuria District, Uganda



Yours Sincerely,

Dr. Kaweesi Muhammad
Ag Head of Department, Education



APPENDIX 4:

INTERVIEW SCHEDULE FOR TEACHERS, STUDENTS, PARENTS, HEAD TEACHERS AND DIRECTORS OF STUDIES

Dear respondent, I am, **OJIMAM SAMUEL**, carrying out a study on **Effects of School Environment on Learner Attendance in Primary Schools in Amuria Town Council, Amuria District**” leading to the award of Bachelors’ of Education Primary of Busitema University. This study is for academic purposes and answers provided will be treated with utmost confidentiality.

1. Do you think learners’ performance in primary schools is determined by availability of good teachers?
2. Is it necessary for good teachers to get prepared when going to teach in class?
3. Do good teachers get involved in decision making on issues related to teaching/learning?
4. Is there any collaboration between parents/guardians and your school for better performance of their children?
5. Do learners receive quick feedback about their home works and test questions?
6. Why is there inadequate laboratory equipment in schools?
7. Do you have enough reading rooms in your school?
8. Do you have enough textbooks in your school?
9. Are the textbooks available up to date?

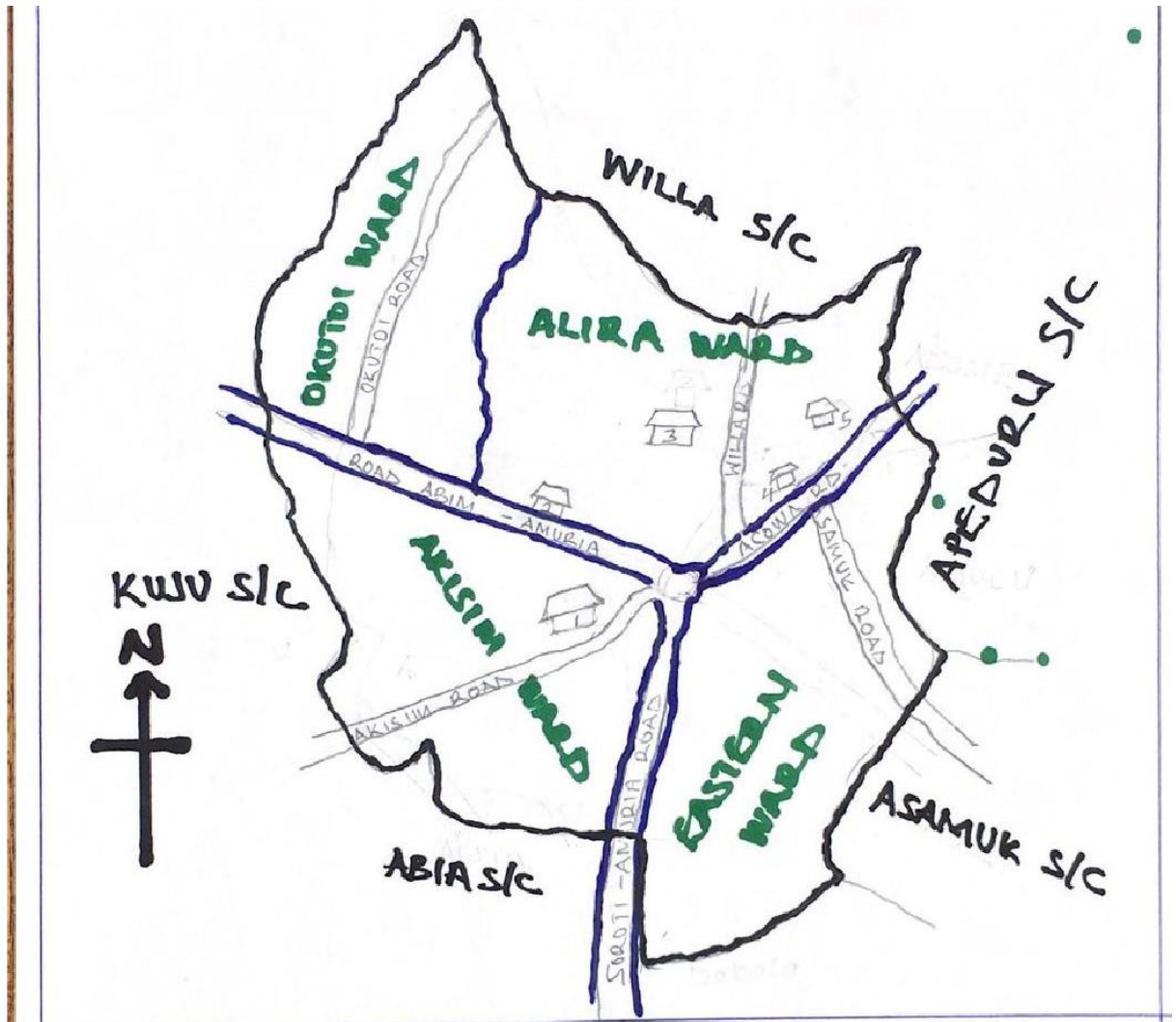
Thank you very much

APPENDIX 5
A MAP OF TESO REGION SHOWING THE LOCATION
OF AMURIA DISTRICT



APPENDIX 6

A MAP OF AMURIA DISTRICT SHOWING THE LOCATION OF AMURIA TOWN COUNCIL AND THE SAMPLED SCHOOLS



- KEY**
- 1- AMURIA P/S - AKISIM WARD
 - 2- KUSU P/S - ALIRA WARD
 - 3- JAMELA P/S - ALIRA WARD
 - 4- IMMANUEL P/S - ALIRA WARD
 - 5- MARTHAEL P/S - ALIRA WARD

APPENDIX 7

A TIME FRAME FOR THE RESEARCH PROJECT

ACTIVITY	PERIOD
Proposal writing	January – March, 2024
Approval of research proposal	April, 2024
Data collection	May – June, 2024
Data analysis	June, 2024
Report writing	July – August, 2024
Submitting the report	September, 2024

APPENDIX 8

THE BUDGET ESTIMATES FOR THE RESEARCH PROJECT

STAGE	ITEM	DETAIL	UNIT COST	TOTAL
RESEARCH PROPSAL WRITING	Transport	5 trips	Shs. 80,000/=	Shs. 400,000/=
	Stationary	2 reams	Shs. 20,000/=	Shs. 40,000/=
	Refreshments	15 meals	Shs. 6,000/=	Shs. 90,000/=
	Accommodation	10 days	Shs. 20,000/=	Shs. 200,000/=
	Airtime		Shs. 50,000/=	Shs. 60,000/=
	Secretarial Services		Shs.140,000/=	Shs. 140,000/=
	SUB TOTAL			Shs. 880,000/=
RESEARCH REPORT WRITING	Transport	5 trips	Shs. 50,000/=	Shs. 250,000/=
	Stationary /=	2 reams	Shs. 20,000/=	Shs. 40,000/=
	Refreshments	15 meals	Shs. 7,000/=	Shs. 105,000/=
	Accommodation	10 days	Shs. 20,000/=	Shs. 200,000/=
	Airtime		Shs. 50,000/=	Shs. 50,000/=
	Secretarial Services		Shs. 200,000/=	Shs. 200,000/=
	SUB TOTAL			Shs. 845,000/=
GRAND TOTAL				Shs. 1.775,000/=