FACTORS AFFECTING TEACHING OF MATHEMATICS IN PRIMARY SCHOOLS IN MUTUMBA SUB-COUNTY NAMAYINGO DISTRICT.

BY

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A RESEARCH REPORT SUBMITTED TO THE FACULTY OF SCIENCE AND EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENRT FOR THE AWARD OF BACHELOR OF EDUCATION PRIMARY DEGREE OF BUSITEMA UNIVERSITY.

SEPTEMBER, 2024.

DECLARATION

I hereby declare that this Research report is my original work and that it has never been submitted to any institution of higher learning for any award.

Signed: .....

WANDERA MARTIN

Date: 24/09/2024

APPROVAL

I certify that this Research Report titled "Factors affecting teaching of Mathematics in primary schools in Mutumba Sub-County, Namayingo District was conducted by Wandera Martin under my supervision.

Signed:.....

Mr. Imai Julius Onyapidi
SUPERVISOR

Date: 25/08/2024

DEDICATION

This Research is dedicated to my beloved children; Patricia, Jentrix, Proscovia and Resty. The ball is in your hands.

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ABSTRACT

The researcher was seeking to find out the factors affecting the teaching of Mathematics in primary schools in Mutumba Sub-County inNamayingo District.The researcher observed the factors which affect the teaching of mathematics in primary schools. These factors included; lack of instructional materials, poor methods of teaching and effects of teachers' attitudes towards the teaching of mathematics,these were confirmed after the data was collected, analyzed and discussed.The researcher also used research questions which were;how does the use of instructional materials affect the teaching of mathematics in primary schools?How do poor methods of teaching affect the teaching of mathematics in primary schools?What is the effect of teachers' attitude towards the teaching of mathematics in primary schools?The researcher came up with the following findings; the highest percentage for lack of instructional materials was 28.0% for teachers and 28.0% for pupils. This proved that lack of instructional materials affected the teaching of mathematics in primary schools.The highest percentage of respondents who said they used methods given was 32.0% for teachers and 31.3% for pupils.The highest percentage of respondents who said that the methods were not used was 12.0 % for teachers and 6.0% for pupils. This therefore revealed that poor methods of teaching affected the teaching of mathematics in primary schools.The highest percentage of those who had positive attitude towards mathematics was 34.0% for teachers and 48.0% for pupils.The highest percentage of those who had negative attitude towards mathematics was 20.0% for teachers and 22.0% for pupils. This therefore revealed that negative attitude of teachers affected the teaching of mathematics in primary schools.It was finally found out that lack of instructional materials, poor methods of teaching and negative attitude of teachers towards mathematics affected the teaching of mathematics in primary schools in MutumbaSub-County, Namayingo District.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter is examines the background to the study, statement of the problem, purpose of the study, objectives, research questions and significance of the study, scope of the study and definition of key terms.

1.1 Background of the Study

Mathematics constitutes the foundation of all school learning. A learner who cannot read fluently will not be able to fully benefit from what school has to offer and will hardly become autonomous to access the knowledge and skill. Through mathematics learners are exposed to new words including meanings. It enhances their imagination and creativity especially when they read various kinds of stories and create stories of their own.

Most of the pupils in Namayingo District have not been performing well because they did not know how to read and write properly in lower classes. This has led to poor performance in other subject areas such as Mathematics, English, Numeracy One, Numeracy Two and Oral Literature, CAPE I, CAPE 2, CAPE 3 and local language. It has also been found out that most of the children do not perform well in Primary Leaving Examination because they did not learn to mathematics properly in lower primary classes. Therefore the researcher seeks to find out the factors that affect the teaching of mathematics in primary schools in Mutumba Sub-County, Namayingo District.

1.2 Statement of the Problem

In primary schools today there is a problem of children not knowing how to solve mathematics with meaning and understanding. They have a problem in understanding the basic concepts in subjects. This is because they are not assisted and guided in the mathematics conceptsfrom the beginning. Therefore, the researcher seeks to find the factors that affect the teaching of mathematics in primary schools in MutumbaSub-County schools in Namayingo District.

1.3 Purpose of the Study

To find out the factors affecting the teaching of mathematics in primary schools in MutumbaSub-County in Namayingo District.

1.4 Objectives

By the end of this study, the researcher is expected to establish the following;-

a) How lack of instructional materials affect the teaching of mathematics in primary schools.
b) How poor methods of teaching affect the teaching of mathematics in primary schools.
c) How the teachers' attitudes have affected the teaching of mathematics in primary schools.

1.5 Research Questions

a) How does the use of instructional materials affect the teaching of mathematics in primary schools?
b) How do poor methods of teaching affect the teaching of mathematics in primary schools?
c) What is the effect of teachers' attitude towards the teaching of mathematics in primary schools?

1.6 Significance of the Study

The study was meant to help the teachers who are upgrading to teaching mathematics in primary schools.

It will also help parents who are interested to help their children to learn how to read.

It will also help the administrators to work hand in hand with teachers to improve methods of teaching, build interest in teaching mathematics, learning mathematics and provide teaching learning aids.

1.7 Scope of the Study

The research will be done in five schools located in MutumbaSub-County in Namayingo District, Uganda. These schools include the following Mulombi Primary School, Mutumba Primary School, Bugali Rock Primary School, Bumeru Primary School, and Namayingo Prison Primary School. These schools were chosen because they are near the place of work and saves time and transport costs. They were chosen because they are government-aided schools whereby he got permission to carry out his research from the District Education Office and notably poor performance in mathematics in primary leaving examinations has been recorded in this schools.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the report is about literature review corresponding to specific objectives. The relevant theoretical backgrounds were described in themes.

2.1 Literature Review on lack of Instructional Materials.

2.1.1 Lack of instructional materials.

UNESCO (2003), stated that good quality mathematics materials should target all types of learners from children who are new readers to competent readers.

UNESCO-BANKOK, (2011), also stated that numeracy materials are tools that can facilitate numeracy development acquisition and application. These include mathematics and writing materials, counting objects and audio visual materials with the advent of new technologies, many of these materials can be provided in electronic formats, thus making the facilitation of learning easier and sometimes faster.

Lim (2010), stated that Audio Visual materials; in increasing literate environment, while the written word is important, it is not the “final” word. Oral stories visual, and art, visuals and traditions’ are also bearers of numeracy, educational context and meaning. Today the world has become more visual than before and the ability to understand images and symbols is just as important as understanding words.

Dyke (1995), stated that children in the study preferred stories that first of all are familiar, secondly are understandable and thirdly teach lesson. Dyke stated that folk tales are likely to be familiar since they are part of the story telling tradition. Similarly folk tales had a strong moral lesson which is also a reason for preference by the children regarding mathematics materials.

Gibson (2004), pointed out that for pupils to be encouraged to read, they should be allowed to choose the books they would like to read with lots of pictures in them to read for contests, to have a classroom library and to have authors read to them at school. Once pupils were exposed to different practices of mathematics andmathematics materials, they were likely to broaden their imagination and engage in the practice of regular mathematics and numeracy.

Farrant (1997), asserted that the classroom environment was important in the promotion of the mathematics culture. He suggested a book corner of supplementary readers with pre-readers which could be used to entice pupils to learn to read with their teachers. He noted that children learnt to differentiate the relationship between written and spoken language. This because within written language there was information to which they could respond.

Lucas (2011) and Rany (2013), also noted that pupils will have low mathematics ability due to school heads not availing the necessary course books for practice of mathematics, lack of appropriate curriculum to help improve pupils mathematics abilities and classroom environment that are crowded and noisy for an appropriate teaching pedagogy.

Lyon (2000), explains that pupils may have mathematics difficulties because of experience with limited mathematics books.

Nyamu (2015), also conducted a research which aimed at assessing the factors influencing achievement of basic mathematics outcomes in public primary schools in Nyeri County in Kenya. This study engaged quantitative data collection and analysis procedures, the findings were that factors in pupils environment that influence the achievement of basic mathematics numeracy include; social economic status, parental educational level, education resources at home, lack of parental guidance and inadequate teaching and learning resources by the school.

Chibamba (2012), did a study where the purpose of the study was to investigate the factors that contributed to low mathematics levels in both Chinyanja and English languages among Grade 5 pupils learning under ROC in selected basic schools in Luaka District. The study employed qualitative data collection and analysis procedure to establish the reasons for low mathematics levels among Grade 5 pupils learning under ROC was the family, meaning the home environment had no mathematics books and it lacked parents' involvement in children's home work.

Ligembe (2014), through both a quantitative and quantitative research designs asserted that inadequate teaching caused by the failure of a majority of teachers in public primary

Schools to use the recommended methods, strategies and steps in teaching mathematics skills, high shortage of text books and other mathematics materials were the major factors affecting numeracy development in primary school pupils.

Mulenga(2012), also conducted a similar study on Grade Three preparedness. The study established that over enrollment and lack of adequate teaching and learning materials were major factors that contributed to the poor mathematics and writing of Grade 3 learners.

Staden and Baker (2011), conducted studies which aimed at identifying factors that predict mathematics numeracy achievement among Grade 4 students in South Africa by utilizing aspects of Carrol's model of school learning. The study employed quantitative data collection and analysis procedures, the results showed numeracy by school going children has a great impact on the numeracy achievement of pupils. Meaning that lack of parents' involvement in children's learning activities and mathematics books are factors that hinder numeracy achievements while the study was done in South Africa.

Kanyike (1998), revealed that working space, storage spaces sanitation facilities, water supply and instructional materials have either not been available in schools or seems to show that the shortage of materials was in short supply although the enrolment is high.
Magara and Nyumba (2004), asserts that resource allocation in Uganda concentrated on text books without balancing the needs for non-text book mathematics materials and this was another predominant factor that impacted negatively on children's mathematics culture.

Magara and Batambuze (2005), identified other obstacles to creating a mathematics culture such as the fact that there was limited access to books in most schools because teachers seemed protective of books for fear of mutilation. It was also observed that the books were normally kept in the Head teachers' offices. This kind of gate keeping and limiting of access to books for children in the schools did not promote mathematics culture.

National Curriculum Development Centre (2006), stated that by adopting the new thematic curriculum for primary schools, the Uganda government showed a will to give the mother tongue a higher status and role in primary school. The new curriculum wouldsurely lead to an increase in the publishing of books in local languages. The government stated that the pupils learning materials should be in the local language. As a result, the production of textbooks in local languages would begin the increase.

Keller (1995), reported that most primary schools are in a poor state of repair with inadequate teaching materials and high proportion of untrained teachers with such a situation one wonders how the teaching skills can be handled.
Carasco (1996), also emphasized that although schools had received books in previous years, the books were still not used in classrooms. He also revealed that teachers reported that the failure to use instructional material-ls was one of their most serious adverse classroom experiences. It appears some materials that would be used to teach the mathematics skills are not given out to teachers of mathematics.

Kaplan (1986), stated that "mathematics plays an essential role in the daily lives of most people. It is functional when people read road signs, maps, and recipes labels, fill forms or apply for jobs that are unique to our daily lives. It is fundamental to school achievement and hence learning to read at the appropriate time is crucial to one's academic success. All school subjects require mathematics various written materials like graphs, charts, maps and tables". In his opinion, he stated that failure to learn to read by the end of Primary One (i.e. first grade) is associated with later academic failure.

According to Shanaha (2006), there is a special programme of mathematics first. Mathematics first provides funding to struggling schools to make more resources available. Instructional programs, professional development assessment and interventions to address the needs of struggling readers. This effort is concentrated in Kindergarten through Grade 3 and everything in the program must focus on Phonetic awareness, phonics oral mathematics, fluency, vocabulary and mathematics and comprehensive strategies.

2.1.2 Methods of teaching and pupils' performance in mathematics

Torgresen, Wagner and Rashotte (1997), stated that a number of studies have linked the poor mathematics ability to the lack of proper teacher training in the phonological awareness and lack of language competences. They also stated that a lack of phonemic and phonological awareness may impede an individual's ability to acquire accurate and fluent word mathematics skills. This, it was noted, is a primary source of difficulty for children with mathematics disabilities.

Osakwe (2005), argued that storytelling, which was part of a long standing oral tradition and informal education in Africa should be incorporated into today's formal education system. Through story telling numeracy, mathematics could be taught in a meaningful context. Numeracy could become meaningful, interesting to a drill and skill based teaching method.

Farrant (1964), stated that "Many pupils are held back in their study by slow mathematics speed". Some read no more quickly to themselves that they aloud! The main causes of slow mathematics are failure in technique and poor methods. All skills depend on well-coordinated movements and avoiding all actions.

Farrant (1997), emphasized that the best way of promoting mathematics is the use of informal methods of mathematics rather than formal methods. He further noted that informal methods stimulate a desire in the child to read before trying to teach him to read. He noted that this was done through storytelling and mathematics bythe teacher and by consulting books to find out things so that children could associate books with pleasure and usefulness.

Magara and Batambuze (2005), stated that teachers should use more suitable teaching methods as a means of promoting a mathematics culture. Teachers need to be trained to teach pupils how to read. It has also been argued that traditional methods of teaching, which are based on a single textbook were much less effective than a book-based approach.

Izizinga (2000), advocated the use of the child centered method to teach mathematics. She criticized teachers who assume that they possess the classes and adopt a teacher centered method of teaching, assuming the role of experts who have to perform all the time. She added that they are probably ignorant that the learners' involvement is the key to how to read the viewpoints seem to show that teachers sometimes resort to teacher-centre methods to teach the mathematics skills.

Sanford (2015) and Davenpot (2002), points out that under developed phonemic awareness and Phonics skill, do interfere with pupils' ability to read words fluently becausemathematics is a technical process of mathematics letter by letter and word by word.

Dudeck (2000), relates to pupils learning achievement and the influencing factors like teaching methods and school resources.

Kay (1971), believed that the association of familiar objects with written symbols is an informal way of introducing children to mathematics and even writing. Thus in infant classes, the teacher of mathematics talks about objects in the classroom and writes out names on labels which are attached to them. This implies that such a method can work if the classroom has various objectives against which the teacher can attach labels.
Resenthal (1987), noted that the complexity of the mathematics process makes it difficult to learn by only one method. Instead most teachers of mathematics adopt a combination of techniques determined by the teachers on preferences, student need and the instructional materials, available in this regard, the teachers choice of teaching methods depend on various factors such as the number of pupils in class.

Resenthal (1987), outlined that the commonly used teaching programs of mathematics such as the developmental methods, the whole language philosophy, the language experience, method, phonics instruction, sight words, look and say instruction and individualized mathematics programme. We can infer from the list above that a teacher can apply different methods suitable for his/her class size.

Brimer and Paul (1971), urged that grade promotion, curriculum methods of teaching and lack of adoption in present day condition are resulting in the loss of interest in school learning and even knowledge of any land.

Njie (2013), Locas (2011), and Harington (2001) also lament that most pupils have poor numeracy skills and poor methodology they use to teach mathematics in class.
Joseph (2018), Highlight that the most common cause of difficulties in acquiring early word mathematics skills is weakness in the ability to process the phonological factors of language. He concluded by stating that good word mathematics skills are required for effective comprehension of written material.

Bakunda et al (2003), asserted that in order to improve mathematics practice with the objective of developing learners mathematics skills, the enhancement of Universal Primary Education in Kampala (EUPEK) project decided to use a phonic approach to teach mathematics. A method known as "Jolly phonics" was considered a better alternative because it is a multisensory approach which involved the use of letter, sounds, actions and storyline. It made mathematics alive, enjoyable and comprehensible.

Campbell (1996), stated that mathematics constitutes the foundation of all school learning. A learner who cannot read fluently will not be able to fully benefit from what school has to offer and will hardly become autonomous to access the knowledge and skill. Through mathematics, learners are exposed to new words, including meanings. It enhances their imagination and creativity especially when they need various kinds of stories and create stories of their own. Government and Non-government Organizations (NGO) such as time to learn, World Vision and Child Fund are working towards ensuring that the level of mathematics is improved by a learner. Hence investment in infrastructure for learners distribution of mathematics and learning materials improving teaching training in order to ensure that teachers are well trained and reviewing the curriculum to govern also under takes similar activities in order to ensure that everything is necessary for the learning and teaching process. Experts agree that measuring the beginning in mathematics skills in the first grades of primary education is key to monitoring and improving the quality of teaching and learning process.

2.1.3 Literature review on effects of teachers' attitude towards Mathematics.

UNESCO (2003), conducted a study in 30 African, Asian and Latin American countries, recommended the use of local languages or the mother tongue informal and non-formal education for the initial stages of the child's years in school. This shows the importance of using the learners' first language in learning to read and write even by major decision formers in education.

UNESCO (1980), states that a suitable environment was necessary for good mathematics to develop. Hence if pupils were provided with quiet places or rooms for mathematics where they could read without interruption both at school and at home they were likely to develop interest to mathematics once availed with mathematics materials. Even in societies wherenumeracy prevailed and books were in abundance, many people who lacked a mathematics environment were not motivated to read.

UNICEF (United Nations International Children's Emergency Fund) (1997), pointed out that parents see the problems of high pupils teachers ratio from the perspective of teachers not being able to control the class; Teachers being overloaded and so unable to give individual attention to a class of over 100 pupils or more. The viewpoints to suggest that high teacher pupil ratio affect the teaching of mathematics skills.

UNICEF (1997), stated that the rise of pupils per class due to the implementation of UPE affect the discipline of pupils in class. They also observed that the teachers in such classes spend much time on class control and consequently become slow in completing the syllabus. This view point implies that teachers can be over whelmed by numbers of pupils during teaching learning process of the mathematics skills.
Stubbs (2000), noted that language teaching has to start from where the child is because there is logically, nowhere else to start.

Ball (2010), in analytical review commissioned by UNESCO, states that UNESCO has long recognized that the language of instruction as well as knowledge of languages play key roles in learning. In order to promote quality in children's opportunities to learn, UNESCO'S Global Monitoring Report (2008) points out, there is need to recognize the importance of mother tongue instruction in early childhood and the first years of primary school.

Smith and Glenn (1994), explain that internal factors have an impact on teachers feeling of success and a number of external forces can either aid or hinder a teacher's success. There are a number of factors that influence teacher level of motivation; increased duties and demands on time and low pay.

Kerman (1994), stated that mathematics is a learning skill which aids all other learning activities. The more one reads the better one learns. Therefore for any individual to develop a mathematics culture, they need to practice mathematics. Furthermore, he pointed out that children master mathematics at different paces. He suggested that teachers should try to be patient, especially with slow learners. To him children needed to be praised and encouraged. For instance, poor readers should never be rebuked as this frustrates them and destroys their efforts to master mathematics.

Rosenberg (2003), stated that the promotion of mathematics culture in Uganda and other African countries, must therefore go hand in hand with the promotion of mathematics as a pleasurable activity, which meant that the pupils must start to read for fun and not just because they have to prepare for examinations.

Nnam (2003), noted that teachers must display a positive attitude towards mathematics and even make a public show of their interest in mathematics if they were to encourage pupils to read. This could be displayed through practices which teachers engage in such as a story telling and mathematics aloud to the pupils. Mathematics aloud was one of the effective strategies, for connecting kids to books because the more you read to them, the better they got to know more and grow smarter.

Adebayo, Botha et al and Linder (2008), pointed out that many teachers have under developed understanding of teaching numeracy and also have a negative attitude towards teaching pupils mathematics strategies.

Brimer and Paul (1971), urged that grade promotion, curriculum methods of teaching and lack of adoption in the present day condition, are resulting more and more in the loss of interest in school learning and even in the knowledge of any kind.

Aduwa-Ogienbean and Iyamu (2006), explain that the teaching of mathematics competence is bedeviled with many problems such as inadequate periods of teaching and lack of adequate and useful resources in schools.

Angella (1995), in Columbia and Srilanka revealed that since teachers did not have enough teaching materials, they welcomed the use of sponsored materials and had a positive attitude. In Columbia where an irrelevant passive teacher-centered curriculum had been used for some time, teachers could not readily adopt the use of new instructional materials.

Linder (2008), stated that most pupils have low mathematics abilities as a result of primary school teachers difficulties in moving beginning teachers towards immediate mathematics skills, pupils lack exposure to mathematics strategies and prevailing attitude among teachers towards mathematics strategies.

Carasco (1996), also emphasized that although schools had received books in previous years the books were still not being used in classrooms. He also revealed that the teachers reported that the failure to use instructional materials was one of their most serious adverse classroom experiences. In view of the above, it appears some materials that would be used to teach mathematics skills are not given out to teachers of mathematics.

Namatovu (2000), argued that most classrooms especially in urban areas were already full with more than 100 pupils per class even before UPE was introduced, she concluded that the numberof pupils was too much for a teacher to handle. In this, it seems when UPE was implemented, it worsened the teaching learning situation not only for the teachers but also the pupils. Therefore it likely that the teaching learning process decreases pupils' performance. The teaching of the mathematics skills is likely to have faced similar problems since the classes are overcrowded.

Angora (2000), agrees with Kyeyune that the attitude of teachers towards sponsored instructional materials affects and shapes those of their students and determine their interest in studies and performance in the long run. She also correctly reveals that, often times, the teachers are unaware of the materials of sponsored instructional materials and thus stick to using traditional ones.

Trehearne and Doctorow (2005), expressed that there are other factors that affect learners' mathematics comprehension skills. These factors are learners'mathematics attitude, useful teaching on comprehension methods, versatility text form and being aware of various mathematics comprehension strategies. The other factors that affect learners'mathematics comprehension skills are susceptibility to the text structure, making of conclusion and comprehension checking.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter is composed of data collection, sources of data collection, population sample, and procedure for data collection, data processing, data analysis and limitations / anticipated problems.

3.2 Data Collection

The researcher moved to each selected school to collect the data. The data was collected from the yes and no responses given by the teachers and pupils selected in questionnaire and interview guides.

Five teachers from each school chosen filled the questionnaire. The questionnaire was chosen because they have the ability to collect a large amount of information written in a short period of time. There was one type of questionnaire for teachers. Interviews was scheduled for the pupils focusing on the three objectives yes and no responses was needed from the pupils. Validity is how accurate the research instrument is in measuring what its intended to measure. Questions on the questionnaires as well as those from the interviews will be structured in such a way that they evoked similar reactions to questions but with personalized responses to them.

3.3 Sources of Data Collection

The researcher used interview and questionnaire method for collecting data. He got the information from the pupils and teachers.

The researcher got information from textbooks, journals, published and unpublished dissertations from the internet. For example Makerere University in Uganda, Kampala Ministry of Education and Sports, Lusaka University of Zambia, Open University of Tanzania, Catholic University of East Africa and also downloads from Zambia, Ghana, Nigeria, United Kingdom, Britain and America.

3.4 Population Sample

The raw data was collected from the main categories of respondents which included teachers and pupils from the named schools. Systematic random sampling was the method used for the selection of both male and female respondents from each category such that the study was not biased.

The study involved fifteen (15) respondents per school, that is to say, five (5) teachers and ten (10) pupils, summing up to seventy five (75) respondents.

3.5 Procedure for Data Collection

The researcher got an introductory letter from Busitema University and took it to the District Education Officer (DEO) and got permission to carry out the study in the five selected primary schools in the chosen areas of study.

The study was carried out in the five selected schools out of a total of 15 fifteen in MUTUMBA Sub-County. These schools were randomly selected such that all of them had equal chances to be taken for the study.

Table 1: Shows number of Selected Schools for the Study

Name of school	School Code
Mulombi primary school	A
Mutumba primary school	B
Bugali primary school	C
Bulundira primary school	D
Bumeru primary school	E

The above mentioned schools were represented by codes A, B, C, D and E. In each school selected for study in the study area, the researcher reported to the offices of the Head teacher and introduced himself by showing them, the introductory letter from Busitema University.

The research was quantitative. The research was quantitative method of organizing and analyzing and interpreting the data. The raw data was collected from the main categories of respondents which included teachers and pupils from the named schools. Systematic random sampling was the method used for the selection of both male and female respondents from each category such that the study was not biased. The study involved fifteen (15) respondents per school that is to say, five (5) teachers and ten (10) pupils, summing up to 75 respondents.

Table II: Number of Respondents per School.

School code	**Teacher**		**Pupils**	
	M	F	M	F
A	02	03	5	5
B	04	01	5	5
C	02	03	5	5
D	03	02	5	5
E	01	04	5	5
Total	**12**	**13**	**25**	**25**

The number of male and female teachers varied depending on the number of teachers in the school.

3.6 Data Processing

Fifty pupils (50) from five schools were subjected to interview. The total number of respondents was seventy five (75). Systematic random sampling method was used for selection of both male and female respondents from each category such that the study was not biased.

3.7 Data Analysis

The researcher used quantitative method of organizing and analyzing and interpreting the data.

The electronic calculators were used to analyze the data using tables and percentages.

3.8 Limitations

The researcher meets the following problems.

- Inadequate time given to the researcher by the school authority
- Incorrect information from the pupils and teachers. Some of them feared to release correct information.
- Some pupils were shy so they failed to give information to the researcher.
- Inadequate finances to meet printing, binding and motivation of resource persons.
- Weather changes for example rainfall is most likely to affect the researcher's movements in those schools selected.

The researcher overcame / navigated these limitations in the following ways;

- Got permission from the Head teacher and District Education Officer (DEO) and was given adequate time to collect the data from five (5) selected primary schools.
- Briefed the pupils and teachers about the interviews and questionnaire respectively.
- Assured respondents that nobody will be victimized for the relevant information given.
- Encouraged shy pupils to give correct information by motivating them.
- Allocated adequate funds to meet costs like transport, typing, printing, internet accessibility, binding and motivation of resource persons.
- Chose and used means of transport which was suitable for the weather.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS.

4.1 Introduction

This chapter presents the factors affecting the teaching of mathematics in primary schools in five selected schools in MutumbaSub-County in Namayingo District.

The study's findings are presented in relation to the research objectives.

4.2 Findings for Research objective One.

The research objective one stated that, "to find out whether lack of instructional materials affects the teaching of mathematics in primary schools".

The information for the research objectives above was provided by answers given by all respondents to question items 1, 2, 3 for teachers and pupils respectively.

Table III: Provision of Instructional Materials.

ITEM	**TEACHERS**				**PUPILS**			
	Frequency		**Percentage**		**Frequency**		**Percentage**	
	YES	NO	YES	NO	YES	NO	YES	NO
1	17	08	22.7	10.7	39	11	26.0	7.3
2	13	12	17.3	16.0	27	23	18.0	15.3
3	21	04	28.0	5.3	42	08	28.0	5.3
TOTAL	**51**	**24**	**68.0**	**32.0**	**108**	**42**	**7.0**	**27.9**

The results above reveal that lack of instructional materials affects the teaching of mathematics in primary schools.

According to the table, the highest percentage for the presence of instructional materials is 28.0% for teachers and 28.0% for pupils.

The highest percentage for lack of instructional materials is 16.0% for teachers and 15.3% for pupils.

This therefore reveals that lack of instructional materials affect the teaching of mathematics in primary schools.

4.3 Discussion of Results of Objective One.

When the study was carried out, the following objective one was stated;

To find out whether lack of instructional materials affects the teaching of mathematics in primary schools.

In the study, information was collected in form of data, analyzed and interpreted to find out that lack of instructional materials affect the teaching of mathematics in primary schools.

According to the responses given by respondents to objective one, it was found out that the highest percentage of respondents who said that they used instructional materials was 28.0% for teachers and 28.0% for pupils. This meant that the government of Uganda has provided some universal primary Education (UPE) grant in the schools.

Parents have provided their children with Stationary for example pens, books and pencils. Some parents have also provided reader books for their children.

Teachers also tried to prepare schemes and lesson plans and taught mathematics according to the timetable.

The introduction of the thematic curriculum in 2008 has also tried to strengthen the teaching of mathematics in primary schools. This is because Numeracy 1 (mathematics) and Numeracy 2(writing) have been allocated 9 periods in a week. This has improved the teaching and learning of mathematics inMutumbaSub-county primary schools.

Training of teachers on how to scheme and lesson plan using the thematic Curriculum. Scheming and lesson Planning is done in local language. This has helped to promote the teaching of mathematics in primary schools.

The introduction of Early Grade Mathematics (EGR) from Primary one to Primary three and also Primary four (transition class) was introduced to support the thematic Curriculum. Both of them emphasized on the use of instructional materials for teaching mathematics. This has helped to improve the teaching of mathematics inMutumbaSub-County.

The school administration has budgeted on the items for 6teaching mathematics for example Manilas, Markers, masking tapes and glue. This has made it easy for chats to be drawn by teachers and used for teaching mathematics. This chats are displayed on mathematics learning centers. This has helped learners to read during their own free time.

Vision TERUDO in Namayingo organized some programs in schools. They taught parents on how to make instructional materials for teaching learners for examples ropes, balls, mats etc. these can be made from local materials such as leaves, banana fiber and sisal etc.

Some parents have visited schools to see how their children are taught in open days. Parents are welcomed in schools to observe the lessons of mathematics. These parents afterwards share the factors making their children to read well for example the use of instructional materials, text books, exercise books, pencils and pens. This has made the parents to be aware of their role to improve mathematics. They have attempted to provide instructional materials and stationary for their children. These has improved the teaching of mathematics in some schools in MutumbaSub-County.

However some respondents said that they don't use instructional materials. The highest percentage for teachers was 16.0% and 15.3% for pupils. This is because the school teachers do not make and use instructional materials for teaching mathematics.

Some school had bear classrooms. This is because the teachers didn't display instructional materials for teaching mathematics. This has led to poor mathematics ability of learners in lower primary classes.

Some parents do not provide instructional materials and stationary to their children. This has made it difficult for learners to practice mathematics.

Some parents do not visit the schools to find out how their children read at school to have failed to bridge the gap between the teacher and the parents. This has made the learning of mathematics difficult for their children. This is because they have failed to identify and provide their children with school needs.

Some teachers do not prepare schemes and lessons plans. This has made the teaching of mathematics difficult. Some of them may end up teaching wrong facts. Some teachers do not use teaching learning aids. This has affected the teaching of mathematics in primary schools in MutumbaSub-County.

It is worthy to note that lack of instructional materials affects the teaching of mathematics in primary schools in MutumbaSub-County schools.

4.4 Findings for Research Objective Two

Research objective two stated that "to verify whether poor methods of teaching affects the teaching of mathematics in primary schools".

The information for this research objective was provided by answers given by all respondents to question item 4, 5, 6 for teachers and pupils respectively.

Table IV: How poor Methods affect the Teaching of Mathematics in primary schools.

ITEM	**TEACHERS**				**PUPILS**			
	Frequency		**Percentage**		**Frequency**		**Percentage**	
	Yes	No	Yes	No	Yes	No	Yes	No
4	16	09	21.3	12.0	41	09	27.3	6.0
5	24	01	32.0	1.3	47	03	31.3	2.0
6	21	04	28.0	5.3	43	07	28.7	4.6
TOTAL	**61**	**14**	**81.3**	**18.6**	**131**	**19**	**87.3**	**12.6**

According to the table above the highest percentage of those who said that they used the methods given are 32.0% for teachers and 31.3% for pupils.

The highest percentage of those who said that the methods are not used is 12.0% for teachers and 6.0% for pupils.

This therefore reveals that poor methods of teaching affect the teaching of mathematics in primary schools.

4.5 Discussion of Results of Objective Two.

The following objective two was stated when the study was carried out.

"How do poor methods affect the teaching of mathematics in primary schools"?

In the study, information was collected in form of raw data, analyzed and interpreted to find out that poor methods affect the teaching of mathematics in primary schools.

According to responses given to objective two, it was found out that poor methods of teaching affect the teaching of mathematics in primary schools.

The highest percentage of those who use methods given was 32.0% for teachers and 31.3% for pupils.
This is because most of the teachers in these primary schools were trained and qualified to teacher they tried their level best to use teaching methods for teaching mathematics.
Most of the teachers in lower primary classes were trained on the thematic curriculum. They were able to use the right methods for teaching mathematics.

Some schools had teachers trained on Early Grade Mathematics (EGR). They were able to use the right methods for teaching mathematics in primary schools.
School administrators in some schools supervised teachers and shared with them the right methods for teaching mathematics.

Some schools were supervised by inspectors of schools, center coordinating tutors: (CCTs). This made the teachers to improve on the usage of proper methods for teaching mathematics in primary schools.

However the highest percentage of those who said that the methods were not used was 12.0% for teachers and 6.0% for pupils. These meant that teachers did not use teaching methods for teaching mathematics in primary schools.
This is as a result of the following;
Teachers use traditional methods for teaching mathematics which are based on a single text book for example discussion, explanation. This has affected the teaching of mathematics in primary schools.
Lack of training of all teachers ofmathematics. Some teachers are not trained to teach mathematics in primary schools. They are forced to do so and yet they are interested in teaching upper classes.

These kind of teachers use poor methods for teaching mathematics in primary schools.
Some teachers were not trained on thematic curriculum. They were forced to handle lower primary classes. This has led to the use of poor methods for teaching mathematics in primary schools.

Some teachers were not also trained on Early Grade Mathematics (EGR). Due to shortage of teachers 1 lower primary classes; they were forced to teach mathematics. These teachers used poor methods for teaching mathematics. This has affected the teaching of mathematics in primary schools.

Most teachers have poor numeracy skills and poor methodology they use to teach mathematics in class. This has affected the teaching of mathematics in primary schools.

Some teachers do not use the child centered methods for teaching mathematics. For example teachers do not put learners in groups to read together. This has led to children not knowing to read properly due to poor methods used for teaching.

Finally according to the analysis made by the researcher, it has been found out that poor method of teaching in lower primary classes is a factor that affects the teaching of mathematics.

4.6 Findings for Research Objective Three

Research objective three stated that "To find out the effect of attitudes of teachers towards mathematics".

The information for this research objective was provided by answers given by all respondents to question items 7, 8 respectively.

Table V: The Effect of Attitude of Teachers towards Mathematics in primary schools

ITEM	**TEACHERS**				**PUPILS**			
	Frequency		**Percentage**		**Frequency**		**Percentage**	
	Yes	No	Yes	No	Yes	No	Yes	No
7	17	08	34.0	16.0	48	02	48.0	2.0
8	15	10	30.0	20.0	28	22	28.0	22.0
TOTAL	**32**	**18**	**64.0**	**36.0**	**76**	**24**	**76.0**	**24.0**

According to the table above the highest percentage of those who had positive attitude towards mathematics was 34.0% for teachers and 48.0% for pupils.

The highest percentage of those who had a negative attitude towards mathematics was 20.0% for teachers and 22.0% for pupils.

This therefore reveals that negative attitude of teachers affect the teaching of mathematics in primary schools.

4.7 Discussion of Results of Objective Three.

When the study was carried out, the following objective three was stated.

"To find out the effect of attitude of teachers towards mathematics in primary schools".

In the study it was found out that teachers' attitudes affect the teaching of mathematics in primary schools.

According to the responses given by respondents in objective three, it was found out that the highest percentage of respondents who had good/positive attitude towards mathematics was 34.0% for teachers and 48.0% for pupils.

This revealed that most teachers and pupils had a positive attitude towards mathematics. This was because teachers were effective in teaching mathematics and motivated the learners.

Most of the teachers in lower primary classes were trained on thematic curriculum and had a good attitude towards teaching mathematics in primary schools.

A majority of teachers teaching lower primary classes were enrolled through the curriculum of Early Grade Mathematics (EGR). They had a good attitude towards mathematics and were teaching effectively.

Some teachers had tried to teach mathematics effectively. They followed the time table. This is because they had a good attitude towards teaching mathematics.

However, the highest percentage of those who had negative attitude to mathematics was 20.0% for teachers and 22.0% for pupils. This revealed that poor attitude of teachers towards mathematics is a factor which affects its teaching.

This was as a result of the following:-

Teachers had poor attitude towards mathematics. They did not motivate learners to read and did not teach effectively.

Some teachers dodged mathematicslessons. Mathematics was not taught daily. This affected the teaching of mathematics in primary schools.

Most of the teachers did not praise and encouraged learners in lessons. This is because they had a negative attitude towards mathematics.

Teachers had a negative mathematics strategy. Most of the teachers didn't enjoy mathematics. They had underdeveloped understanding of teaching mathematics. This has made them to have a negative attitude towards teaching mathematics in primary schools.

To sum up, according to the percentage of teachers and pupils negative attitude towards mathematics, this is a factor which affects teaching of mathematics in primary schools in MutumbaSub-County schools.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the researcher stated the summary of major research findings.

The findings were summarized systematically following each specific objective.

She listed the recommendations and areas of further inquiry. The recommendations are linked to the finding obtained in the study.

5.2. Conclusion

It is worth nothing that lack of instructional materials is a factor that affects the teaching of mathematics in primary schools.

It was also noted that poor methods of teaching affect the teaching of mathematics in primary schools.

It was also found out that negative attitude of teachers affect the teaching of mathematics in primary schools.

These therefore means that lack of instructional materials, poor methods of teaching and teachers attitude affect the teaching of mathematics in primary schools in MUTUMBA Sub-County.

5.3 Recommendations

According to the analysis, discussion and conclusion in this report the study findings revealed that some schools had tried to provide instructional materials, teachers used the right approaches, methods and techniques, teachers had positive attitude towards teaching mathematics , but they were not used or applied in all school levels therefore the general recommendations are as follows:-

Parents should make and provide instructional materials for teaching mathematics in primary schools for example ropes, balls, mats etc for teaching mathematics.

Parents should develop the attitude of teaching their children how to read at home. Parents can teach their children vocabulary sentence structure, simple rhymes and poems to read using local language.

Schools should supply adequate instructional materials for teaching mathematics. The school finance committee should hold meetings to always allocate funds for the provision of instructional materials. This will help to make the teaching of mathematics real, lively and interesting.

The District Education Officer should organize refresher courses for teachers about mathematics.
These refresher courses will be on methods of teaching mathematics and making and using instructional materials.

The District Education Officer officials should supervise the teaching and learning of mathematics in primary schools. This is to be done by the District Education Officer, District Inspector of Schools and Inspectors of Schools. This will promote the effectiveness of teaching mathematics in primary schools by teachers.

The Centre Coordinating Tutors (CCTs) should organize workshops and seminars for teachers on the making and use of instructional materials and proper methods of teaching mathematics. This will help in improving the teaching of mathematics in primary schools.
Teachers should avoid being cruel and abusive to the learners instead should use motivate language and appreciations to the learners.

This will help to promote learners' interest in learning to read.
Teachers should give rewards to the learners with the help of the school administration for example rewarding best learners in mathematics with Mathematical sets, books, pencils and some money. They should also use remarks such as Excellent, very good and good in motivating and appreciating the learners.

Teachers should prepare schemes, lesson plans and teach mathematics according to the timetable from primary one to primary three. This will promote effective teaching of mathematics in primary schools.
Teachers should organize mathematics competitions for the learners. This will encourage the learners to work hard in knowing how to read.

Teachers should use a variety of methods of teaching mathematics for example games, rhymes, tongue twisters, picture dominos, word picture matching, use of phonics, phonic awareness and alphabetical methods for teaching mathematics should be emphasized.

5.4 Areas for further study

The researcher recommends that let more research be done on the following area to improve on mathematics.

The researcher came up with the following areas for further inquiry:

Factors affecting the acquisition of numeracy skills in lower primary classes

Factors affecting the teaching of hand writing in lower primary classes

Factors affecting the teaching of Science in lower primary classes.

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APPENDIX III: QUESTIONNAIRE FOR TEACHERS

Name of the school: …….

Gender of the teacher: …….

School type: …….

Introduction

This research is aimed at helping the researcher to attain Bachelor of Education Degree primary

The topic of the Research is Factors Affecting the Teaching of Mathematics in primary schools in MutumbaSub-County, Namayingo District. Nobody will be victimized for providing the true information. The information collected will be highly kept in confidentiality.

Tick **YES** or **NO** in each question but not both

S/NO	Questions	YES	NO
1	Do you have mathematics materials for your class?		
2	You use instruction materials for your class		
3	The head teacher helps in getting some instruction materials		
4	You use the phonic method for teaching mathematics		
5	Do you use look and say method for teaching mathematics?		
6	You use the syllabic method for teaching mathematics		
7	You enjoy teaching mathematics		
8	Do you teach mathematics every day?		

APPENDIX IV: PUPILS INTERVIEW GUIDE QUESTIONS

1. Do you use any textbooks for mathematics?
2. Do your teachers use flash cards and strip cards to help you in mathematics?
3. Does your teacher provide mathematics books for teaching mathematics?
4. Do you use the phonic method for learning mathematics?
5. Do you use the look and say method for learning mathematics?
6. Do you use the syllabic method for learning mathematics?
7. Do you enjoy learning mathematics?
8. Do you learn mathematics every day?

APPENDIX V: TEACHERS TOTAL RESPONSES IN THE FIVE SCHOOLS

TABLE VI: SHOWS TEACHERS TOTAL RESPONSES IN THE FIVE SCHOOLS

ITEM	FREQUENCY X		PERCENTAGE	
	YES	NO	YES	NO
1	17	08	22.7	10.7
2	13	12	17.3	16.0
3	21	04	28.0	5.3
4	16	09	21.3	12.0
5	24	01	32.0	1.3
6	21	04	28.0	5.3
7	17	08	34.0	16.0
8	15	10	30.0	20.0

APPENDIX VI: PUPILS TOTAL RESPONSES IN THE FIVE SCHOOLS

TABLE VII: SHOWS PUPILS TOTAL RESPONSES IN THE FIVE SCHOOLS

ITEM	FREQUENCY X		PERCENTAGE	
	YES	NO	YES	NO
1	39	11	26.0	7.3
2	27	23	18.0	15.3
3	42	08	28.0	5.3
4	41	09	27.0	6.0
5	47	03	31.3	2.0
6	43	07	28.7	4.6
7	48	02	48.0	2.0
8	28	22	28.0	22.0

APPENDIX VII: STATISTICAL FORMULAR USED

In order to get the value of the percentages column, divide the frequency of the score by the total frequency in each sample and multiply by 100%.

Let the frequency score be X for three items.

Total frequency of pupils responses = 150

Percentage score = $\frac{x}{150} x100$

Total frequency of teachers responses = 75

Percentage score = $\frac{x}{75} x100$

For two items;

Total frequency of pupils responses = 100

Percentage score = $\frac{x}{100} x100$

Total frequency of teachers responses = 50

Percentage score = $\frac{x}{50} x\ 100$

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FACULTY OF SCIENCE AND EDUCATION
DEPARTMENT OF EDUCATION

06th May, 2024

TO WHOM IT MAY CONCERN

BACHELOR OF EDUCATION, PRIMARY

MR/Ms. WANDERA MARTIN ..... is a student of Bachelor of Education, Primary of Busitema University, Faculty of Science and Education, Nagongera Campus. His/her Registration Number is... BU/UP/2022/1941

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... FACTORS AFFECTING TEACHING OF MATHEMATICS IN PRIMARY SCHOOLS IN MUFUMBA SUB COUNTY NAMAYINGO DISTRICT

Yours Sincerely,

BUSITEMA UNIVERSITY
DEPARTMENT OF EDUCATION
FACULTY OF SCIENCE AND EDUCATION
06 MAY 2024
NAGONGERA CAMPUS
P.O BOX 236, TORORO (U)

Dr. Kaweesi Muhammad
Ag Head of Department, Education