

**ASSESSING THE FACTORS ASSOCIATED WITH PLE PERFORMANCE IN
NAMISINDWA DISTRICT**

BY

NAMBAFU FRANCIS

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IN PRIMARY**

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DECLARATION

I NAMBAFU FRANCIS declare that the material in this book has been done entirely by my effort and has not been presented elsewhere for any academic awards.

30th Sep. 2024 Nambafu

APPROVAL

This is to certify that this research Report presented by NAMBAFU FRANCIS has been compiled under my supervision and guidance and is ready for submission.

Signature 

Date..... 30th -09-2024

Madam: BIRUNGI TEDDY

(Academic Supervisor)

DEDICATION

This book is dedicated to my beloved family most especially my son Khaemba Reagan for his necessary support my late father Mr. MusamaliErifus as my life guide, my beloved one Nekesa Lucia, sisters: Sarah, Grace, Oliver, and Cristine for their love and support.

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ABSTRACT

The topic of the study was factors associated with PLE performance in Namisindwa District. The specific objectives were the influence of parents' education on pupils' academic performance, teachers' factors on pupils' academic performance and the third objective was the influence of family income on pupils' performance in Namisindwa District.

The researcher employed a cross-sectional survey design because the study intends to pick only some representative sample elements of the cross-section of the population. The study population constituted all the teachers' from the four primary schools Lwandubi Ps, Bumbo Ps, Magale mixed and Situyi Ps. The study used a simple random technique to obtain a sample of 30 participants into the study.

The study findings found out that parents education level has a sufficient influence on pupils performance represented by, Teachers' factors influenced pupils performance by Percent, while family income influenced pupils academic performance by ... percent.

The study concluded that perents' education level, teachers factors and family income hav sufficient influence on pupils' academic performanceThe study recommended that Parents with low education level have to be encouraged to value education and provide the necessary support to their children and enhance the pupils' academic performance.The government should work on teachers' factors such as teachers' welfare and motivation through salary enhancement and provision of teaching and Learning aid Parents also have to be encouraged to engage in economic activities and government programmes of wealth creation such as Rural Development model (PDM) to enhance their levels of income and support their children financially to boost their academic performance.

CHAPTER ONE

1.0. Introduction

The issue of pupil's performance at schools has been of concern ever since modern education was introduced. Many countries have come to realize that pupils are the heart of educational process and that without good performance; all innovations in education are doomed to failure. The study focused on the factors associated with PLE performance in Namisindwa District.

1.2. Background of the study

There is a wide dissatisfaction with the current situation of schooling in many remote areas and parents come in for the share of the blame. This is because majority of parents involve their children in garden and other domestic work. This makes pupils have limited time with their teachers and no time for revision, therefore, affecting their performance.

According to Education for All (EFA) global monitoring report released 2019, primary school enrolment rose from 847 to 888 million worldwide between 2015 and 2018, increasing by 36 percent in Sub Saharan Africa and 22 percent South and West Asia. The Global Net Enrolment Ratio (NER) rose from 87 percent to 89.4 percent between 2005 and 2018. Participation levels increased most rapidly in Sub Saharan Africa (23%), South West Asia (11%) (UNESCO, 2018). National Institute for Education Research (NIER, 1995) while focusing on education performance among Asian countries found that education performance was still low in Indonesia and Philippines. This was attributed to poor allocation of resources and poor management. The Differences in performance at the start and end of primary schooling were generally based on socio-economic inequalities and the educational path of students (e.g. grade repetition, access to pre-school education). Most countries had low access to pre-school education, limited to only around a third of students. Parental literacy had a positive influence on students' performance in reading and mathematics for all countries.

In Uganda the net enrollment is 95% while the completion rate was 51%. The recently released 2023 Primary Leaving Examinations (PLE) results in Uganda reflect both positive and concerning aspects. This report aimed at analyzing the performance of pupils, key statistics, challenges faced, and the response of the government and educational bodies to address these issues.

While presenting the statement of results, the UNEB executive director, Dan N. Odongo, said that a higher proportion of the candidates passed in Division three and above. “Overall, the performance of 2023 candidates was comparable to that of 2022,” Odongo said. He, however, noted that the number of candidates in Division U is quite high at 88,256 (10.4%). He said this should raise concern amongst educationists so that this does not just add to the statistics of the country's school dropouts. A total of 749,254 pupils registered for the November 8–9 exams from 15,859 school centers across Uganda in 2023, indicating a decrease in candidature by 10% compared to 2022. The UNEB Executive Director, Dan N. Odongo, expressed concern over the high number of candidates in Division U, particularly in districts like Kibuku, Madi Okollo, Dokolo, Kween, and Namisindwa, which reported the highest failure rates. UNEB urges educationists to investigate the causes of low performance and provide solutions to address them.

A survey in Uganda on the analysis of factors influencing learning achievement of pupils in Uganda found out that pupils' age, language spoken, time spent on a subject, class size, text book and pupil desk ratio were significant factors influencing learning achievement. The study also revealed that teachers' qualifications, experience and in-service training affect pupil's performance. It was also found out that school administration was another significant factor influencing learning achievement in grade six in Uganda (Nannyonjo, 2020). Parents as active stakeholders in schools should ensure that they are cooperative, participate fully in school activities, provide children with essential needs, check pupils' work, encourage and enforce good behavior among pupils and to consult with school authorities to foster good performance of their children. Similarly, Kundu and Tutoo (2015) believed, that home background is the most significant primary factor which influences and shapes children's attitudes, personality and behavior patterns that lead to good performance at schools. A study conducted by Mugisha (1991) in some selected schools in Kampala District on causes of pupils' poor performance revealed that

attitudes of children and their home background positively or negatively influence their performance in schools.

1.3. Problem statement

The purpose of primary education is to develop quality of life of the learners so that they can properly serve the society according to their roles and responsibilities as good citizens. To achieve the aim and improve pupils' performance in primary schools, Primary Teachers' Colleges are to prepare high quality and sufficient teachers to provide quality education in primary schools (Bailon and Podgursky, 1997). The learning process must be guided and controlled; and the learning environment must be conducive and supportive (Skinner, 1945). In other words, learners need to be motivated by their parents in whatever they do. Given this role, Government has deliberately made effort to improve on infrastructure and other educational inputs. Despite this, pupils' performance has been persistently and alarmingly low in Namisindwa District schools over the years. Basing on the current release of the 2023 PLE result a significant concern emerged with a high number of candidates in Division U (88,269 or 10.4%), particularly in districts like Kibuku, Madi Okollo, Dokolo, Kween, and Namisindwa. This raises alarm bells about potential school dropouts, urging authorities to investigate and address underlying causes.

The release of the 2023 PLE results brings attention to gender dynamics, achievements in Special Needs representation, and challenges such as concerns over Division U. As education stakeholders absorb the outcomes, the focus shifts to strategic interventions aimed at fostering inclusivity and improving educational outcomes nationwide. The parents of Lwandubi Primary School in Namabya sub county, Namisindwa district locked out the headteacher, protesting alleged incompetence and poor performance in the 2022 Primary Leaving Examinations-PLE.

It was within this context that this study was carried out to determine factors associated with poor performance in PLE in Namisindwa District.

1.3. Purpose of the study.

The purpose of the study was to expand the researcher's knowledge as far as research studies are concerned and it will be used to fulfill the partial requirements of an award of Bachelors Degree in Education at Busitema University.

1.4. Objectives of the study

1.4.1 General Objective

This study assessed the factors that influenced the academic performance of pupils in PLE in Namisindwa District.

1.4.2 Specific Objectives

- I. To investigate the influence of level of education of parents on PLE performance by pupils in Namisindwa District primary schools.
2. To assess teacher's factors that influence PLE performance in Namisindwa District primary schools.
3. To establish the influence of family income level on PLE performance in Namisindwa District primary schools

1.5. Research Questions

- I. To what extent does level of education of parents influence PLE performance of pupils in Namisindwa District primary schools?
2. To what extent does teacher's factors influence the PLE performance in Namisindwa District primary schools?
3. To what extent does level of family income influence PLE performance of pupils in Namisindwa District primary schools?

1.5 Scope of the Study

The scope of this study was considered in three aspects namely content, geographical scope of the study, and time scope of the study as below

1.5.1. Content scope

The study largely focused on factors influencing the PLE performance in Namisindwa District. The factors looked at include level of education of parents, teachers factors and student factors.

1.5.1 Geographical Scope

The study was conducted in Namisindwa District primary schools, Uganda. Namisindwa District is located in the eastern Region of Uganda bordered by Bududa to the north, Kenya to the east and south, tororo District to the south west and manafwa District to the west. The coordinates of Namisindwa District are 0.9054''N 34.3754"E. The distance from Namisindwa District to Kampala, Uganda's capital and largest city, is approximately 261.0kilometres by road. The Uganda Bureau of statistics (UBOS) in 2016 estimated Namisindwa District population to be at 178,746. The Municipality has four divisions; Layibi, Bardege, Laroo and Pece.

1.5.3. Time scope

This study was conducted in the period of 3 months March to May 2024, where the proposal was done in march and submitted for approval, data collection in April, compiling and writing a report to be submits to the department of Inservice in May 2024. The time scope for the data that informed this study was between 2015 and 2024. According to the Uganda Bureau of Statistics (2024) this was the period the district experienced high rate ofpoor academic performance in Primary Leaving Examinations.

1.6 Significance

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

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

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

1.7. Classification of the study.

The study was both Descriptive and applied. Descriptive research is carried out to describe current issues, programs, and provides information about the issue through surveys and various fact-findings for instance the researcher is interested in finding the reasons why students perform poorly in PLE in Namisindwa District. The study was applied in a way that the findings are problem solving oriented by providing solutions to the poor performance in PLE in Namisindwa District. Applied research was conducted to find solutions for practical problems. It uses the outcomes of basic research as its base.

1.8. Operational terms

EFA: Education for All

PLE: Primary Leaving Examinations

UNEBC: Uganda National Examinations Board

PLE performance. This refers to how pupils score in their primary leaving examinations.

Personality: This is defined in this study as the combination of characteristics or qualities that form an individual's distinctive character which can be extroverted or introverted as measured by type A behaviour scale developed by (Omoluabi 1997).

Academic Performance: This is operationalized as the extent to which a student has achieved in

his/her educational goals for the period of the study as indicated by the student's cumulative grade point.

CHAPTER TWO: LITERATURE REVIEW

2.0. Introduction

This chapter examines both theoretical and also contains the review of related literature.

2.1. Theoretical Review

Theory of Academic Performance

The theory of academic performance (ToP) was developed by (Elger, 2007). The theory emphasizes six foundational concepts to form a framework that can be used to explain performance as well as performance improvements (Fugerson., 2015). To perform is to produce valued results. A performer can be an individual or a group of people engaging in a collaborative effort. Developing performance is a journey, and level of performance describes location in the journey. Current level of performance depends holistically on six components: context, level of knowledge, levels of skills, level of identity, personal factors, and fixed factors. Three axioms are proposed for effective performance improvements. These involve a performer's mindset, immersion in an enriching environment, and engagement in reflective practice.

The theory of performance was a challenge to educators: by improving our own performance, we empower ourselves to help others learn and grow. As advocated by Harvard's Project Zero, performance is closely related to learning-for-understanding (Wasik et al., 1981). When people learn and grow, they are empowered to create results that make a difference. Working and learning together in ways that make the world better has been a primary goal of higher education throughout the ages.

Walberg's theory of educational productivity

The Walberg's 1981 theory of academic performance states that students' academic achievement depends on learner characteristics and the immediate environment. Walberg's (1981) theory of educational productivity, is one of the few empirically tested theories of school learning based on an extensive review and integration of over 3,000 studies (Volpe et al., 2016). Wang, Haertel,

and Walberg (1997) analyzed the content of 179 handbook chapters and reviews and 91 research syntheses and surveyed educational researchers in an effort to achieve some consensus regarding the most significant influences on learning (Greenberg et al., 2018). Using a variety of methods, Wang, et al. (1977) identified 28 categories of learning influence. Of the 11 most influential domains of variables, eight involved social-emotional influences: parental support, classroom management, student- teacher interactions, social- behavioral attributes, motivational- effective attributes, the peer group, school culture, and classroom climate (Greenberg et al., 2018). Distant background influences (e.g., state, district, or school policies, organizational characteristics, curriculum, and instruction) were less influential. Wang et al. (1997) concluded that "the direct intervention in the psychological determinants of learning promise the most effective avenues for reform" (Humburg, 2010).

Wang et al.'s research review targeted student learning characteristics (i.e., social, behavioral, motivational, affective, cognitive, and metacognitive) as the set of variables with the most potential for modification that could, in turn, significantly and positively affect student outcomes (DiPerna et al., 2002).

More recently, Zins, Weissberg, Wang and Walberg, (2004) demonstrated the importance of the domains of motivational orientations, self-regulated learning strategies, and social/interpersonal abilities in facilitating academic performance. Zins et al. reported, based on the large-scale implementation of a social-emotional learning (SEL) program, that students who became more self-aware and confident regarding their learning abilities, who were more motivated, who set learning goals, and who were organized in their approach to work (self-regulated learning) performed better in school.

Walberg and associates' conclusions resonate with findings from other fields. For example, the "resilience" literature (Garmezy, 1993) grew from the observation that despite living in disadvantaged and risky environments, certain children overcame and attain high levels of achievement, motivation, and performance (Gutman, Sameroff & Eccles, 2002).

More recently, Wang, Haertel, and Walberg (1993) organized the relevant school learning knowledge base into major construct domains (State & District Governance & Organization, Home & Community Contexts, School Demographics, Culture, Climate, Policies & Practices, Design & Delivery of Curriculum & Instruction, Classroom Practices, Learner Characteristics) and attempted to establish the relative importance of 228 variables in predicting academic

domains. Using a variety of methods, the authors concluded that psychological, teacher's factors, and home environment characteristics ("proximal" variables) have a more significant impact on achievement than variables such as state-, district-, or school-level policy and demographics ("distal" variables). More importantly, in the context of the current document, student characteristics (i.e., social, behavioral, motivational, affective, cognitive, metacognitive) were the set of proximal variables with the most significant impact on learner outcomes (DiPerna et al., 2002).

2.2. REVIEW OF LITERATURE

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

Many scholars defined education differently; with (Odaet et al, 2017) defining it as a process whereby some human being directs and guides the growth and development of some human being towards some end or goal in life. It deals with preparing the right type of environment for the individuals to allow them physically, mentally and spiritually so as to develop harmoniously within themselves and together with their fellow human beings. Level of education of parents is the degree to which parents have acquired some knowledge, skills, attitudes and values of informal and formal education. The study conducted by Prewittz in Kenya on parents' education showed that parents' level of education is very crucial for the performance of their children because educated parents send their children to school early, in most cases at the age of five to six. (Ezewu E., 2016) pointed out that children who join primary schools at early age also complete their primary education early.

(Ezewu., 2016) found that educated parents provide adequate learning materials for their children, which stimulate them to learn and perform better in all subjects. These parents are concerned over their children's education/performance, which sometimes makes them coach their children themselves or appoint part-time teachers for them.

They send their children to the best nursery and primary schools which serves as sure gateways to secondary and university education which in turn leads to higher educational qualification to occupy higher positions in societies. (Owen., 2015) in her study exploring beliefs about academic achievement studied the relationship between parents' educational attainment and found that the educational attainment of parents has a relationship with educational achievement of their children. According to (Ssetamu et al., 2018), the educational attainment of parents determines

the kind of schools to which their children go to. Such schools are near in kind to the ones their parents attended. This tends to lay a foundation for better performance of their children while at school. (Considine, 2020) in their study in Australia on the influence of education disadvantages in the academic performance of school found that families where parents are educated foster a higher level of achievement in their children because of providing psychological support for their children. (Combs et al., 2015) found that virtually all nations, children of high parents on education have far better chances of getting into better secondary schools and universities than equally bright children of ordinary workers or farmers. In other words, the highly educated parents tend to provide a more conducive learning environment that propels their children to go to schools and succeed.

(Maani et al., 2016) in their study attempted to analyse the relationship between children's performance at school and the level of their parents' education established that the more educated the parents are, the better the children's performance at school.

According to (Nabbumba., 2018), parents' level of education influences pupils' performance in the sense that educated parents value education and they tend to encourage their own children to value and actively engage in receiving education. In a study conducted in Kenya by Obanya and Ezewu (2018) it was found that the higher the levels of education of parents, the more likely it motivates children to learn and perform better. Kundu and Tuto (2017) found that home background has a significant influence on the achievement of children at school because educated parents tend to offer more psychological, social and financial support to their children, thus giving them the opportunity to excel in their studies.

2.2.2. Teachers' factors that affect students' academic performance

Related literature consulted on this study revealed that there are some teacher related factors that affect pupil performance. The literature is reviewed under the following themes: inadequate teaching and learning aids, teacher-pupil ratio, lack of teacher competency, inadequate teacher preparation and teacher motivation.

- a) **Inadequate Teaching and Learning Aid:** On the lack of enough textbooks, Mbozi (2018) in his study of quality of education in selected schools in Livingstone and Kazungula Districts in Zambia found that limited textbooks is a factor affecting academic performance of learners. According to his study, four classes of about sixty learners each

shared only four textbooks amongst them, making it difficult for teachers to effectively use them during class lessons.(Mbozi et al, 2018) found limited textbooks as a factor affecting the performance of the learners. Researches done in Uganda and Ghana found significant effects leading the researchers to conclude that improving the availability of textbooks is of the most cost effective methods for enhancing learning achievement. While these findings cannot be disputed, the findings in Zambia slightly differ.

In Zambia, it was discovered that simply raising the number of books does not automatically improve learning outcomes and that teacher training must be improved in order to ensure effective teaching and use of textbooks (Kanyika., 2019). In addition, the findings at Middle basic level revealed that performance improves when books are made available and that improvement only occurs when they are shared. According to the study, the highest achievement was observed when one book was shared between two learners. However, while this was the case in other subjects, achievement in Mathematics was found to be at its best when there were no textbooks for use at all. It was suggested, in the study, that it could be so because the teacher was the only resource available for the learners making him or her to actively endeavor to instill the necessary comprehension and elicit the desired procedures. This was said not be the case when books were available in that the teacher no longer sensed the need for vigorous teaching and simply allowed learners to make their way through texts, exercises and examples provided in books.

b) **Teacher-Pupil Interaction:** (Mbozi.,2018) attributed to teacher-pupil interaction as a factor that affects academic performance of learners. By this he referred to situations where the teacher would use abusive language, threatens learners or shouts at them for various reasons. This resulted in the learners feeling out of place and inattentive in class due to fear or resentment for the teacher. Eventually such learners tended to abscond from school and perform poorly in the end .According to (Molopo., 2010),the proponent of the humanistic paradigm states that an individual has freedom and ability to attain self –development or self-learning and is capable of directing his or her own learning as long as the environment is enabling. Therefore, teachers are the custodians of the teaching and learning hence, they should take time to make their learners learn best and take keen

interest in them, thereby achieving quality education delivery provided the teacher places the learner at the center of their teaching plan. In the researcher's view, this implies that the teacher must plan adequately every time, report for work on time, be resourceful and innovative as well as avoiding absconding classes. It can be argued that this high teacher-ratio could be experienced by teachers at Twin Palm Secondary school.

c) **Lack of Teacher Competency:** Globally, poor pupil academic performance is caused by so many factors as alluded above. (Jazimawi et al., 2018) suggested that the problem of poor academic is a global problem that any community is hardly devoid of it, that twenty pupils of every hundred have weakness in the academic achievement. Poor examination performance is caused chiefly by substandard quality of education background. The lack of teacher competence and not giving tests or examinations to the learners on a regular basis contributes to poor performance in academic work.

d) **Inadequate Teacher Preparation:** Some schools perform poorly because of teacher related factors such as, inadequate teacher preparation and teacher's lack of dedication to duty. Primary school teachers are expected to prepare what they teach in schools. These preparations can be in form of schemes of work, records of work, and lesson plans to guide the teaching process (MOE, 2015). According to (Mtitu, 2014), teachers preparedness is a crucial dimension that could help improve learners' performance in numeracy and literacy. Kilpatrick, Swaford and Findell (2020) argued that teachers must deepen their knowledge of the content, including proper sequencing and closure of the topics as well as the topics that precede to follow them through adequate preparation to better pupils performance.

e) **Motivation:** Another factor was motivation. A highly motivated person puts in the maximum effort in his or her job. Several factors produce motivation and job satisfaction. (Young., 2018) examined the job satisfaction of Californian public schools' teachers in the USA and found that one of the overall job predictors was the salary one earned from it. Studies by (Lockheed et al. 2022) indicated that lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affect the performance of students academically. This lack of motivation in

teacher to perform their duties diligently could be manifested in teachers at the school in question.

2.2.3. Level of Family Income and Pupils' Performance at Primary Schools

Income means money received over a certain period of time, which can be through payment for work or returns on investments while family income can be referred to the state at which a family receives money over a certain period of time (Oxford Advanced Learners' Dictionary 1994). In this study, level of family income includes money received by father, mother and Guardian. According to (Farrant., 2023), children from poor home background usually suffer from serious diseases that lead to their poor performance at schools. In such homes parents are attempted to encourage their children for early marriages which affect their performance. While families with high financial background tend to support their children's education and encourage the importance of education rather than encouraging them for marriages. (Hyman, 2017) emphasized the importance of family income on pupils' performance that children born and reared from wealthier homes do better in many aspects of life and have high moral reasoning and better performance compared to children who come from poor home background who face a lot of problems in their education. In a study conducted by Sentamu in Kumi District in 2019 on the influence of family income on pupils' performance at school, it was found that family income was the determinant of the kind of a school a child attended. This was in congruence with what Combs (2015) had established in several countries that children from high parents' occupation have far better opportunities of getting into better secondary schools and university than equally bright children of ordinary workers or farmers. The researcher was in total agreement with this assertion because in Uganda, it is generally the children of the rich who flock to the academically better performing schools. Family income, according to Escarce (2023) has positive influence on the education opportunities available to adolescence and on their chances of educational success. This is because richer parents are able to take their children to high-cost schools that generally tend to perform academically better.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research design, study population, sample size and sampling techniques, data collection methods, instruments, Data collection procedure, validity&reliability, Data analysis techniques and Ethical considerations.

3.1 Research Design

The researcher employed a cross-sectional survey design because the study intends to pick only some representative sample elements of the cross-section of the population. The study was cross-sectional because was conducted across participants over a short period of time and it did not necessitate the researcher to make follow-ups of the participants. The survey was also preferred because it allowed the researcher get detailed inspection of the factors influencing the PLE performance among pupils in primary schools in Namisindwa District. Quantitative and qualitative approaches were adopted. The former enhanced the understanding of the meaning of numbers, while the later gave precise and testable expression to qualitative idea.

3.2 Study Population

The study was conducted in four primary schools in Namisindwa namely: Lwandubi primary school, Situyi Primary school Magale mixed primary school and Bumbo primary schools. The study population composed of four headteachers, 56 teachers, 25 parents and 15 pupils of primary six and seven.

3.3 Sample size determination

The sample size was calculated using the standard formula by Kish and Leslie (1965) for descriptive studies where a fraction of the accessible population is considered.

$$n = \frac{Z^2 pq}{d^2}$$

The Kish and Leslie formula (1965)

Where, n represents the sample size.

d represents precision of study, a precision of 0.1(10%) will be used due to limited resources and the time factor consideration during the study.

z-is standard normal deviation corresponding to 95% confidence interval which is 1.96.

p = percentage of respondents both parents and teachers in from the four primary schools in Namisindwa District (%) that is 0.035

$$q=1-p=1-0.035=0.965$$

d = margin of error 5% = 0.05

Therefore;

$$n = \frac{1.96^2 * 0.035 * 0.965}{0.05^2}$$

$$n = 51.9$$

Therefore, a sample of 52 individuals was conducted.

3.4 Sampling procedure

The study used purposive sampling technique where the research will choose the participants who specifically have the information required.

3.5. Data Collection Methods

Questionnaires, survey interviews, non-participation observation and nominal group discussion are the methods used to collect data from the respondents. Questionnaires were preferred because of number of respondents, cost and the nature of the topic which had both quantitative and qualitative data (Kothari, 2004) self-administered were also preferred because they were easy to fill by the participants. They keep the respondents on the subject, they are respectively objective and are fairly easy to make frequent counts and it was the easiest means of reaching respondents and obtaining desired information in the limited time available.

Interviews were conducted as they allow pursuance of in-depth information around the topic; they are also used as follow-ups to certain respondents to confirm pupils' performance in classes and past results.

Nominal group discussion were preferred because it helped the researcher to come up with agreed position and conclusions with respect to the factors influencing PLE performance among pupils in Namisindwa District.

3.6. Data collection procedure

After submission of the proposal and its approval, a letter of introduction was obtained from Busitema University and it was submitted to the Head teachers of primary schools where the study took place, for permission to collect data. The researcher then approached the participants seeking their consent to participate in the study. Questionnaires were distributed and filled; the researcher checked them to ensure they are complete before filling them for data analysis.

3.7. Validity and Reliability

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

Headteachers, teachers and parents were interviewed to obtain data on how level of education of parents, teachers' factors and level of family income influence PLE performance among pupils in Namisindwa District. A group of parents was engaged in nominal group discussion and some relevant documents were consulted to obtain information on pupils' performance. After designing the questionnaires, they were subjected to rating and Content Validity Index (CVI) was computed using the following formula:

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

3.8. Ethical considerations

The proposal was submitted to Research and Ethics Review Committee of Busitema University for approval after which an introductory letter was obtained from the training school and was submitted to the Head teachers for approval and permission to carry out data collection from the participants. Confidentiality and anonymity was guaranteed by protecting the participants' identity, privacy, self-worth and dignity by not indicating the respondents' names on the questionnaires.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter focuses on data presentation, analysis of the findings and their interpretations. This chapter first analyses and present data from the parent findings then secondly, analyses and present data from the teachers' findings. Data has been analysed and presented using frequency tables and percentages, line graphs, means and standard deviation. Regression analysis was also performed to establish the linear association or relationship of family background, teachers' factors and family income on academic performance. The chapter ended with the summary of the data analysis, presentation and interpretation.

4.1 Descriptive statistics

Table 4.1: Parents profile

Responses	Count	Percentage (%)
Age		
20-35yrs	15	30%
36-45yrs	7	14%
46yrs and above	28	56%
Sex		
M	27	54%

F	23	46%
TOTAL	50	100%

Source: Field data 2024

Table 4.1 shows that sex and age of the respondents for all respondents; parents and teachers. 54 percent of the respondents indicated that were male while 46 percent of the respondents were female. Then 30 percent of the respondents were between the ages of 20 and 35 years, 14 percent are between 36 to 45 years and 56 percent of respondents are 46 years and above.

Table 4.2: Parents marital status and occupation

Marital status	Count	Percentage (%)
Married	11	73%
Single	0	0
Divorced	4	27%
Education level		
Tertiary	3	20%
Secondary	5	33%
Primary	7	47%
Income level	Count	Percentage
High	4	27%
Low income	7	46%

No income	4	27%
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Source: Field data 2024.

Table.4.2 above shows parents marital status, education level and income level. The study found out that 73 percent of parents interviewed were married, 27 percent divorced and no one was single. Pupils from married parents were revealed to perform more better than pupils from divorced parents.

The researcher also made an investigation on parents' education level and the findings revealed that 20 percent of the parents reached tertiary level, 33 percent reached secondary and 47 percent stopped in primary level. The study found out that parents with a higher level of education

The study findings on income level among parents also showed that majority of the parents stand at a low-income level represented by 46 percent, parents with high level of income were equal to parents with no source of income and this was represented by 27 percent each.

Table 4.3: Teachers academic level

Academic level	Count	Percentage (%)
Bachelors' degree	4	26
Diploma	5	33
Certificate	6	41

Source: Primary data 2024.

Table 4.3 above shows teachers level of education and the study revealed that majority of the teachers have certificates in education indicated by 41 percent followed by teachers with diplomas represented by 33 percent and finally 26 percent of teachers have bachelors' degrees.

4.2 Factors that affect students' performance

The first research objective of the study was to determine the influence of parents' education level on pupils' performance and the third objective was the influence of family income on

pupils' performance. To achieve this, respondents (parents) were asked questions related to the objective. Data collected was analysed under the question: How does parents education level and family income affect students' performance in PLE? The results are presented below;

Parents education level and level of income on pupils' performance

Statement	YES	NO	NOT SURE	TOTAL
Allowing children to have enough time for books at home	83%	7%	10%	100%
Taking children to best performing schools	65%	15%	13%	100%
Providing private coaching for children	87%	0	7%	100%
Child's attitude towards education	90%	5%	5%	100%

Source: Primary data 2024.

The information gathered from parents showed that parents education level has great influence on pupils' academic performance in that 87 percent of parents with high level of education allow their children to have enough time to revise their books while at home.

The study findings also revealed that 65 percent of educated parents always take their children to best performing schools this was represented by percent of the respondents.

The study findings revealed that 90 percent of children from families which are highly educated have positive attitudes toward education and struggles to beat higher academic levels hence performing well in their primary levels.

One of the respondents revealed that parents who have not been educated do not know the value of education and think that paying tuition for their children is a loss hence their children perform poorly academically.

Another parent said that some parents who are not educated they force their children to do a lot of work at home for example digging in the morning before they go to school some-times they make their children to be absent at school. He added that these children miss a lot at school and this has led to poor performance in primary schools.

4.3 Teachers' factors that affect pupils' performance

Statement	Yes	No	Not sure	Total
My pupils get help from me when they need it	50%	45%	5%	100%
Do you prepare adequately for teaching	45%	40%	15%	100%
Is there enough teaching and learning aid	20%	65%	15%	100%
Is there teacher- pupil interaction	15%	50%	35%	100%
Are teachers motivated	20%	80%	0%	100%

Source: Primary data 2024

From the findings in table 2.4.3 above shows that 50 percent of teachers provide help to their pupils when they need it, 45 percent do not and 5 percent are not sure. One teacher further revealed that they are always available to provide help to their children most especially the candidate classes but pupils do not seek their assistance this affects pupils' academic performance.

According to the study findings, 45 percent of teachers have enough preparation for their work, 40 do not prepare adequately while 15 percent of the teachers were not sure if their preparation was adequate. A head teacher from Bumbo primary school added that teachers have to prepare in the way that the teacher has to be resourceful by making research, consultations from other teachers, libraries and internet to beef up his knowledge. He added that the teacher has to be creative by not using only the text books but also use the environment where a pupil can see and touch so that he/she can learn what he doesn't know.

The study findings also show that 65 percent of teachers do not have enough teaching and learning aid, 20 percent agreed that there is enough teaching and learning aid while 15 percent were not sure. The study further revealed that teachers who do not attend on job trainings and seminars teach old and outdated lessons to pupils and this affects their performance. The teachers further revealed that if their adequate school facilities like a well-stocked library, students are in position to perform well.

The study findings also shows that only 15 percent of teachers have enough teaching and learning aid, while 65 percent of teachers do not have enough teaching and learning aid while 20 percent were no sure. One teacher reported that teacher-pupils interaction it helps pupils to develop confidence and be open to their teachers this makes teachers also to identify pupils' problems for example short sightedness such that a pupil can be put in the right position in class, torture from parents where by a teacher can meet parents and solve the issues affecting a child. This indicated that teacher-pupil interaction boosts pupil performance while lack of teacher-pupil interaction breeds poor academic performance in PLE.

The study findings indicate that 80 percent of the teachers are not motivated while 20 percent agreed that they are motivated. One teacher said that teachers are never motivated in terms of salary increment, rewards for good performers, thanking them and marking a small party at the end of the term, conducting tours to other best performing schools to interact with the best performing teachers and integrate the ideas. This will end up enhancing the performance of pupils.

Table 4.4.3: The third objective of the study was family income on pupils' academic performance

Statement	Yes	No	Not sure	Total
Providing learning materials in time	20%	35%	45%	100%
Payment of tuition in time	25%	27%	27%	100%
Payment for meals of pupils at school	8%	90%	2%	100%

Primary Data 2024

The study findings revealed that families with high income status have capacity to provide learning materials to their children this was represented by 63 percent.

From the results in table 4.3 above, 67 percent of the Respondents also reported that families with low or even no income cannot pay PTA fees or even take their children to good schools and this has resulted into poor academic performance among their children

One parent said my income is too low to afford paying for meals for children at school so sometimes if they come at lunch time and find nothing to eat at home, they end up not going back to school and this makes them miss evening lessons hence performing poorly compared to children who get lunch at school

Another parent reported that families with low income cannot meet the medical requirements and even providing two meals a day for their children these children go to school in bad conditions guarantying them to perform poorly academically.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

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

5.1. Discussion

5.1.1 Level of Education of Parents and Pupils

The first objective of this study was to investigate the influence of level of education of parents on pupils' performance in primary schools in Namisindwa District. The parents' level of education was looked at in term of highest level of education which was divided into: Primary education, secondary education and Tertiary education. The hypothesis was accepted indicating that level of education of parents had positive influence on pupils' performance in primary schools in Namisindwa. The positive relationship meant that improvement in parents' level of education, for instance, led to improvement in pupils' performance in primary schools.

5.1.2 Teacher's factors and Pupils' Performance

The second objective was to establish the influence of teacher's factors on pupils' performance in primary schools in Namisindwa. The data collected from questionnaires, interviews and nominal group discussion revealed that there was significant

relationship between teachers factors and pupil's PLE performance.

From the study findings degree of teachers' preparation effectively influenced pupils performance in that teacher's preparation enabled early coverage of the syllabus. This is in line with the study conducted by Kilpatrick, Swaford and Findell (2020) who argued that teachers must deepen their knowledge of the content, including proper sequencing and closure of the topics as well as the topics that precede to follow them through adequate preparation to better pupils performance.

The study findings found out that degree of interaction between teachers and pupils had a great influence on pupils' performance in that pupils were free with their teachers and could make any inquiry concerning academic improvement and this improved their performance. This was in line with (Mbozi, 2018) who attributed to teacher-pupil interaction is a crucial factor that affects academic performance of learners, he referred to situations where the teacher would use abusive language, threatens learners or shouts at them for various reasons resulting in the learners feeling out of place and inattentive in class due to fear or resentment hence absconding from school and performing poorly in the end.

availability of teaching and learning aid,

5.1.3. Level of Family Income and Pupils' Performance at School

The third objective was to investigate the influence of level of family income on pupils' performance in primary schools in Namisindwa District. The third hypothesis which stated level of family income has positive influence on pupils' performance was accepted implying that pupils' performance was significantly influenced by level of income of parents. This finding was in line with that of Farrant (2023) that family income actually influences pupils' performance in schools. This could be to the fact that most parents in the study area generally have differences in income levels. They are unequally poor or rich, thus the difference in the pupils' performance can be attributed to the difference in the level of income of parents. More wealthier parents also afforded better and expensive performing schools for their children and this was in line with (Hyman, 2017) who emphasized the importance of family income on pupils' performance that children born and reared from wealthier homes do better in many aspects of life and have high moral reasoning and better performance compared to children who come from poor home background who face a lot of problems in their education.

5.2. Conclusions

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

First, level of education of parents had a statistically significant influence on pupils' performance. Low education level among parents led to low performance of pupils in primary schools in Namisindwa District.

Secondly, teachers' factors had significant influence on pupils' academic performance in Namisindwa District.

Thirdly, level of income of parents had a statistically significant impact on pupils' performance in primary schools in Namisindwa District. Low-income status among parents led to poor performance of pupils while high income status promoted better performance among pupils in primary schools.

5.3. Recommendations

Parents with low education level have to be encouraged to value education and provide the necessary support to their children and enhance the pupils' academic performance. This can be done through community sensitization and radio programmes.

The government should work on teachers' factors such as teachers' welfare and motivation through salary enhancement, provision of teaching and Learning aid and recruitment of qualified teachers in schools.

Parents also have to be encouraged to engage in economic activities and government programmes of wealth creation such as Rural Development model (PDM) to enhance their levels of income and support their children financially to boost their academic performance.

5.4. Recommended Areas for Further Research

We observe that most of the studies measured the direct impacts of the factors on

Poor performance among students. However, the effect of a factor sometimes can be mediated

by other underlying factors. Therefore, to clarify the effects of these factors on

poor performance we recommend measuring the meditative effects I causal effects of

the factors. In addition, our proposed conceptual model can be a direction for the scholars.

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Appendix A

Section A: Background Information

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

1. Sex

Male ☐

☐

2. Age:

Below 13 years

☐

years 36-45

☐

Above50 y

☐☐

3. Designation:

Parent Head

☐

her.

Teacher

☐☐

4. Marital Status

Married

☐

Divorced

☐

Single

☐

Widowed

☐

5. Your School:

Lwandubi P/SS

☐

P/SMagale mix

☐

Bumbo P/S

☐☐

APPENDIXB

Interview Guide for Parents of Pupils in Primary Schools on Factors Affecting The Performance Of Pupils In Primary Schools In Namisindwa

Section A: parent's Academic level

1. what is your academic level?

I. Primary level.

☐

II. Secondary level

☐

III. Tertiary level

☐

2. Does parents' level of education influence pupils' academic performance?

I. Yes

☐

II. No

☐

3. If yes in question 2 above, in whichway does it influence pupils' academic performance?

.....

.....

.....

SECTION B Level of family income

4. What is your occupation?

5. How do you describe your level of Family Income?

I. High

☐

II. Medium

☐

III. Low

☐

IV. If other specify?

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

(i)

(ii)

(iii)

7. How do you compare your income level with other parents in the neighbourhood?

.....

Section C: Academic Performance

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

.....

9. Do you think the level of family income has an effect on pupils' academic performance?

I. Yes

☐

II. No

☐

III. Not sure

☐

10. If yes in question 9 above how does family income affect pupils' academic performance?

.....

.....

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

.....

.....

.....

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

I.

II.

III.

13. Give reasons for the above

I.

II.

III.

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

I.

II.

III.

IV.

15. What should be done and by who to improve on the academic performance of their children?

.....

.....

.....

.....

.....

.....

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

APPENDIXD

Nominal Group Discussion Guide for Teachers on Factors Affecting The Performance Of Pupils In Namisindwa Primary Schools

Section A: Background information

1. *What is Grade are you as a teacher?*
2. *How many years have you been as a teacher?*
.....
3. *What other economic activities do you carry out apart from teaching?*
(iv)
(v)
(vi)
4. *What are some of the problems that affect your career as a teacher?*
I.
II.
III.

Section B: Academic performance

5. *What is your view about the performance of pupils in primary schools in Namisindwa District?*
.....
.....
6. *What are some of the major teachers' factors that hinder pupils' performance in schools?*

i. Inadequate learning aid	☐	ii. teacher pupil interaction	☐
iii. Lack of teacher competency	☐	iv. inadequate teacher preparation	☐
v. Lack of teacher motivation	☐		

vi. *if other specify?*

.....
7. *What should be done to minimize some of the problems?*

(i)

(ii)

(iii)

Thank you for your cooperation.