

**THE INFLUENCE OF LEARNING ENVIROMENT ON PERFORMANCE OF SST
IN PLE IN MASABA SUB-COUNTY BUSIA DISTRICT
(ACASE OF BUTANGASI PRIMARY SCHOOL)**

BY

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF
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DECLARATION

I the undersigned, Declare that this Research Report is my original work and has not been presented in any other University or Institution for academic credit.

Signature.....Tuey.....Date 23rd / 09 / 2024

TAAKA LUCY

APPROVAL

This is to certify that this Research Report has been written by **TAAKA LUCY** Titled “the Influence of Learning Environment on Performance of SST in PLE at Butangasi Primary School, Masaba Sub-County Busia District” has been under my supervision and the report has been submitted to the Academic Registrar Office of Busitema University.

Signature



Name ABULO REBECCA

Date

23/9/2024

DEDICATION

I dedicate this Research Report to my dear husband and children, my lectures Mr. Olowo vital, Oundo Julius, MS Namukos Sarah and my friends for their encouragement in the preparation of this Report.

ACKNOWLEDGEMENT

The researcher acknowledges all scholars whose works have been used in this research Report. Great thanks to Almighty God for sustenance and strength. I also extend gratitude to my supervisor for her technical support,

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ABSTRACT

Social studies play a vital role of equipping pupils with knowledge and skills to help them cope with the present and future. This allows pupils to participate effectively in their world and explain their relationship with the other people in social, economic, and political issues. However, despite the role social studies play in society, in Uganda many classrooms learning environment in primary schools is not conducive and pupils' performance in social studies is always affected. Therefore, the purpose of this study was to find out the influence of learning environment on pupils' performance in social studies at Primary leaving examinations at Butangasi primary school in Masaba Sub-County, Busia district, Uganda. The study was guided by ecological model by Urie Brofenbrenner (1979) which focuses on child development within context of systems of relationship that form the child environment in five layers. The study targeted pupils and teachers in upper primary school in Butangasi Primary school. Purposive sampling was used to select location of the study while stratified random sampling and simple random sampling technique were also used to select the categories of pupils in upper primary and teachers that were involved in the study. The sample comprised of 80 pupils from upper primary at Butangasi Primary school, 10 teachers, 10 parents and 5 school administrators. Data was collected using questionnaires and observation schedules. Content validity was taken under consideration to ensure validity of the instruments. Test-retest method were used to evaluate reliability of the instruments. Data was analyzed using descriptive statistics. The study showed several variables of the study that influence classroom learning environment which contributed to poor performance in social studies in Butangasi Primary School. The study made some recommendations for parents like sensitization, participation in forums which could help primary schools get funded for teaching /learning materials and facilities by Government. It also recommend that ESC should employ more qualified teachers to reduce pupil-teacher ratio. More so, the Government should increase the Free Primary School funding to enable schools buy more teaching /learning materials and build more physical facilities.

The research was designed to study the influence of learning environment on performance in Social Studies at Primary Leaving examinations in most schools and Butangasi Primary School in this case.

Both Qualitative and quantitative analysis were used to come up with statistics and interview notes that were reviewed as per each question developed an overall summary of main points. The data was presented in tables and graphs in relations to key learning identified by the study.

CHAPTER ONE: INTRODUCTION

1.0 Introduction.

This Chapter contains one of the major and significant items of the study beginning with Background, Statement of the Problem, Objectives, Research Questions, and Scope of the study, to mention.

1.1 Background to the study

Ever since the introduction of Universal Primary Education (UPE) by the Uganda government in 1997, there has been a decline in P.L.E results performance and hence need for the concerned

parties to find out the possible effects of Learning Environment on P.L.E performance more especially in social studies at Butangasi Primary School.

Recommendations according to Uganda White Paper stated that all children of school going age, at least four children per family be granted chance to get free Primary Education, but this recommendation was spear headed by political influence without enough research carried.

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

Butangasi Primary School is in Busia district in the Eastern Region of Uganda regarded as one of the rural areas of the country where education too is paramount. The school has been registering poor results notably in Social Studies at P.L.E administered by UNEB, a body under the Ministry of Education & Sports of Uganda government.

The Researcher went down to dig out how the Learning environment is affecting the performance in social studies at PLE at Butangasi Primary school Busia, District.

Universal Primary Education (UPE) in accordance with the government White Paper on Education (Ministry of Education and Sports 1992). Under this policy, government was to provide 'free' education to a maximum of four children from each family. This has now changed because President Museveni has now said that 'all children of school-going age should benefit from Universal Primary Education (UPE) (Olupot, 2002).

1.3 Statement of the problem

For the last ten years, Butangasi Primary School in Busia District has continued to register poor academic performance in Social Studies at P.L.E. The outcry in the community over the pupils' failure for the subject prompted the researcher to investigate if the Learning environment contributes to these results, Poor performance in P.L.E in Masaba Sub County and particularly at Butangasi primary school.

1.4 Purpose of the Study

The study was designed to assess the Influence of Learning Environment on Performance in Social Studies in Primary Leaving Examinations at Butangasi Primary School, Masaba Sub County Busia District.

1.5 Objectives of the study

Broadly, the study is intended to:

1. To establish the Influence of Learning environment in Performance in Social Studies at Butangasi Primary school in PLE, in Masaba Sub- County Busia District.
2. To examine the contribution of other factors in SST Performance at Butangasi Primary School, Masaba Sub- County Busia district.
3. To make recommendations for improving performance in SST at PLE in Butangasi Primary School.

1.6 Research Questions

1. What key factors constitute the required Learning environment for Social Studies at Primary school?
2. What other factors influence performance in social studies at PLE in a Primary School?
3. What should education stakeholders do to ensure improved performance in Social Studies at PLE in primary schools?

1.7 Hypothesis

The researcher designed the study on assumption that:

- The Learning environment influences performance of Pupils in Social studies at Primary Leaving Examinations at Butangasi Primary school, Masaba sub county Busia district.

- There are many other factors influencing performance in SST at PLE at Butangasi Primary School away from learning environment.

1.8 The theoretical, Contextual and Conceptual framework of the study.

This section contains the theoretical and Conceptual framework of the study.

1.8.1 Theoretical Framework

This research study adopted the ecological model by Urie Brofenbrenner (1979). The theory was found convenient in this study because it focuses on child development within context of systems of interactions in child environment. This study model has got five layers: Microsystem, Mesosystem, Exosystem, Macrosystem and Chronosystem. This research study focused on the influence of learning environment and this theory conveniently explains how various factors from different systems influence pupils' academic performance in social studies.

The ecological theory explains that environment to a child plays major roles, but the influence varies from culture to culture (Santrock, 2007).

Microsystem in this study is the environment the child lives. This involves the family members, friends, institutions, the community around and teachers. This is the environment where the child has direct social interactions. This study emphasised learning environment and teachers as the direct Microsystems into which primary pupils interact to acquire good academic grades and test scores in social studies.

Mesosystem is the relationship between the Microsystems in one's life. The attitude developed by low chance of developing positive attitude towards others such as parents, peers, and teachers because one feels rejected. The child may not cooperate with peers and may withdraw from a group of classmates who rejects him/her.

Mesosystem setting is found applicable in this study because relationships between pupils, teachers and the teaching learning materials improve learning environment (Janet, 2008). Exosystem include all links between a social interaction where the individual does not have an active participation and the individual's immediate context. Change of this pattern causes conflict with the immediate environment. Exosystem was found convenient in this study because teaching learning process in social studies in Kibwezi Zone elementary classes may be influenced by lack of enough teachers due to transfers or deployment of teachers in institutions of higher learning. This study therefore aims at establishing the influence of teacher -pupil ratio on upper primary pupils' performance in social studies.

Macrosystem setting is the actual way of life of an individual. It is the interaction and economic status of the person and even his people, poverty, his tribe and where they live (Bronfenbrenner, 1979). Macrosystem is found applicable in this study because Butangasi is found in Uganda which is a developing or a third world country where schools in elementary classes such as primary are likely to lack enough facilities and teaching learning materials. This study therefore established the availability of facilities and teaching learning materials and how they influence pupils' academic performance in social studies in Butangasi Primary School at Primary leaving Examinations.

Chronosystem is the way environment affects life events and transitions in one's life as well as the social historical circumstances and shifts in one's lifespan (Santrock, 2007). Chronosystem setting is found appropriate for this study because primary pupils' performance in social studies may be influenced by the pattern of learning environment such as teaching strategies and competent teachers. This study focused on chronosystem as pattern in learning environment in finding out the availability of qualified teachers and the strategies they used in teaching social studies in Butangasi primary school. This research study focuses on school learning environment and this theory shows clearly how different systems of environment influence pupils' academic performance in social studies.

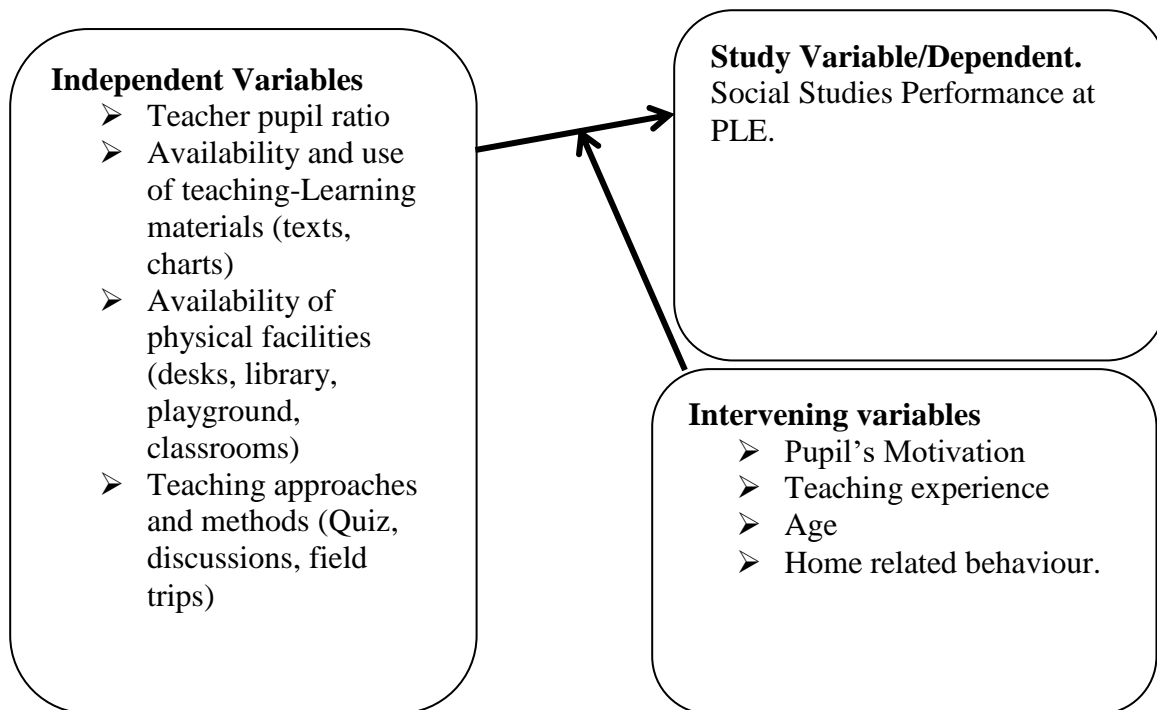
1.8.2 The Contextual framework of the study.

The Learning environment in most primary schools in Masaba sub county Busia district has many gaps including Lack of Library in schools, Limited or no pupil text books for Pupils in Social studies. Pupils also do not access newspapers to learn current and contemporary issues which are key areas of assessment in national examinations. Most teachers use old notes to teach pupils for successive years as well teaching approaches and methods used to deliver social studies are wanting in that there is limited Teaching Learning materials, at most field study is conducted once a year and only for candidates. All these presents big gaps in the teaching-learning environment that affect overall performance in social studies at Primary Leaving examinations.

1.8.3 Conceptual Framework

Several studies suggest that student performance is produced by several inputs in the educational process such as class size, availability of teaching and learning materials and teacher availability among others. Influences of academic performance include the number of

teachers in a school, pupils' enrolment, and teacher knowledge on subject matter. The extent to which academic performance is attained depends on how effectively teachers can use instructional materials to improve the teaching and learning process. This research study was seeking to investigate if learning environment factors were influencing pupils' performance in social studies in Butangasi primary school in Masaba sub-County Busia district. Variables in the study were illustrated in the table below:



The above figure indicates that qualified teachers, pupils' enrolment, enough teachers, teaching learning materials (course books and charts), school facilities such as desks, library, classrooms and playing ground and use of variety of teaching methods are independent variables that influence performance of social studies which forms the dependent variable. However, teacher attitude, teaching experience, pupils' motivation, home related factors and Government policies are intervening variables that may influence the school learning environment in teaching learning process.

1.9 Scope

The geographical scope of the study: was carried out in Busia district specifically at Butangasi Primary School Masaba Sub- County covering SST teachers, Pupils from P6 and P7, and School Administrators to whom questionnaires were administered through Focus group discussions and Key informant interviews.

The Content Scope: focused on the performance of P.7 Pupils in Social Studies in the previous 5 Years at Butangasi Primary School. The study covered issues including gender and age performance in in SST at PLE.

Time Scope: The study was conducted within a period of three (3) months, thus March 2024 to May 2024 the period within which the researcher was doing her last study semester with the University.

1.10 The significance of the study.

The study will create several benefits to the community of Butangasi Primary School especially the teaching of SST, Masaba Sub-county, Busia district and Uganda as a country and make recommendations that can transform the teaching as below:

- The study will provide guidance to the School/Schools to equip their Libraries and teachers with the required materials and approaches for effective teaching of social studies.
- The study can easily inform National development planners of the importance of supplying required and appropriate teaching materials to Primary schools in rural areas to influence performance.
- The teachers at the school may adopt appropriate and effective teaching approaches in SST that enhance performance at PLE.

- The study will make recommendations that can enable the development of a strong partnership between the School, the National Curriculum Centre, and the Ministry of education.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter reviews how the learning environment affects education achievements as well as causes of poor academic performance in social studies at P.L.E. This chapter is especially based on the literature review of previously done studies that were related to this research topic. This literature review will equip the researcher with valuable information ranging from historical background of pupils, Learning environment, education, examinations and current practices in schools, and examination and administration. The information gained will help the researcher to draw partial and conclusion on how learning environment influences the performance of Pupils in SST at PLE in Butangasi primary school. This literature review is organized according to the research objectives as below:

2.1 To establish the influence of Learning environment in performance in Social Studies at Butangasi Primary school, Masaba Sub County, Busia district.

According to Thyre Dennis (1971:5). The provision of games during the teaching and learning process plays a great role in which several objects may be displayed in a meaningful way. This is highly desirable. To site an example, a play activity may be centered on shops, farms, day-to-day lifestyle, this is most precise in mathematics or language subject from the learners' experience. These play activities make it quite easy for the learners to quickly understand certain concepts of subjects and eventually the general academic performance will improve.

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

Many other writers have written about poor attitudes towards learning but from the above authors, there is clear indication that on various problems, the teachers are supposed to secure the situation by using good methods of teaching, use of teaching learning materials and exhaustion of the meaning of any concepts. This will help teachers to achieve their objectives and learners to enjoy the subject too and hence good academic performance.

Teaching Methods

Kizito, a teacher of SST attributes poor performance in SST to inappropriate teaching methods employed by teachers in some schools. Most teachers use too many explanations when there are other methods such as drama, role play and discovery that can help pupils master the subject. Children go home and instead of listening to news or reading newspapers, they follow

movies and cartoons. Kizito suggests that teachers should organize educational tours for pupils and quiz competitions to broaden pupil's knowledge.

Another teacher at Mother Manjeri adds that the bigger problem could be poor reading culture among the teachers. Current affairs keep changing, but some teachers have poor reading habits. A good SST teacher must be a reader or else they give children wrong information. This confuses pupil. For example, there could be pupils who that the prime minister of Uganda in Rt. Hon. Ruhakana Rugunda when things changed.

Pupil to classroom ratio.

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

This is very true; many teachers tend to spend much of the time on other activities and eventually.

They are caught up with time. Failure to complete the syllabus automatically will result in poor academic performance in the examinations and the pupils may be out spotted over areas they did not cover in class.

Pupil to Teacher Ratio.

Report on education for (1999) observed that; quality of education, Universal Primary Education (UPE) is reduced; this is due to the high Pupil- teacher ratio, this leads to the level of concentration to be lowered. Further, the facilities are lacking, therefore, learning is interfered with for example, necessities for learning like food, shelter and clothing are lacking. From the above statement it is very clear that when the ratio of pupils to teachers is higher than expected, class control becomes hard for the teacher, and as a result, concentration is limited.

Under such circumstances, the teacher usually concentrates on the pupils in the front seats and it is difficult to cater for individual abilities due to overcrowding in the class.

Access to reading materials and textbooks.

According to the Uganda National Examination Board (UNEB) primary leaving examination report on work candidates November 1988 examination had this to say,

This overall performance of education November 1998 Primary Leaving Examination generally.

Indicated a slight decline from that of 1997, candidates' performance in basic science and healthscience was followed by social studies the report further reveals that the general performance in 1998 was slightly poorer than that of 1997. However, results could have been better for 1998 if pupils had been exposed to a wider variety of documents, where languages cut across various disciplines.

2.2 To examine the contribution of other factors in SST Performance at Butangasi Primary School, Masaba Sub- County Busia district.

Poverty around the school community.

About poverty Kari-Holt (1996: 10) has this to say, Poverty is one of the problems affecting teaching and learning in most rural schools and especially teaching of Social Studies. The lack of resources in some areas is one of the causes of poverty, leading to poor performance in social studies. This is a national problem whereby some teachers have failed to cope with poor situations by being creative and building on the learner's experience using locally made materials.

Lack of textbooks is a big problem according to John Mutumba head of SST at Shimoni Demonstration School and Namiro who says parents are not willing to buy texts for their pupils.

Mutumba says the textbooks used in schools are outdated. Auther is neglecting to write what is currently going on in our society like wars and poverty and yet these are examinable areas. Most pupils in rural areas lack exposure to the way SST questions are set in examinations. This is a big disadvantage when it comes to final examinations. Questions now examine reasoning not memory as used to be. These days' questions require discussion and suggestions of solutions to certain problems.

Socio-Economic status and parents' support to Education in Primary Schools:

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

Depending on this view, the writer observed that failure to provide instructional materials like textbooks, sets, has led to general poor academic performance. Kanyike (1997:7) who did his study on basic facilities reveals that. "Working space and furniture for staff, pupils, library

spaces, storage spaces, sanitation facilities and water supply has been in sorrowful state." This view implies that the teachers' effectiveness towards the teaching and learning, remain in total dilemma. Such incentives motivate the teachers to perform their duties with enough concentration and morale, which eventually will result into good academic performance.

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

He further stated that Sociological and imperial factors show strong reasons for Ministry of Education Department Signals and there are obvious needs to replace or supplement them with administrative and corrective judgment, thus improving the teaching and learning process.

Nature and standard of classrooms and other facilities at school.

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

Related to this report on the empowerment of women (1997:5) they write.

'Inadequate school facilities especially sanitation facilities for female students to education Institutions and failure of provision for girls with disabilities do affect the process of learning and generally teaching and learning process". This affects the morale of both teachers and pupils during the learning process and therefore performance.

J.S Farrant (1990:169) argues that; a classroom is a place where children will learn consciously and in it, they will find interesting things such as pictures about current affairs, working models, display shelves with exhibits on nature of work to study, logs and books which set work.

The biggest advantage of Universal Primary Education as perceived by all stakeholders turned to be one of the causes of the major hindrances towards the teaching and learning process in most of the schools". Other activities that will provide income while learners inhibit lack of seriousness through absenteeism, late coming and playfulness.

UNICEF (1999: I) relates general poor academic problem to several causes including.

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

2.3 To make recommendations for improving performance in SST at PLE in Butangasi Primary School.

Conditions under which a teacher works.

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

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

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

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This section presents the Methodology that the Researcher used to carry out the study. It Describes the Design, Target Population, Sample Selection and Size, Research Instruments, Sources of Data, Data Collection Methods, Data Processing and Analysis Methods, Reliability, and Validity Of Instruments.

3.1 Research Design

This study mainly used descriptive and attempted to establish the value addition of the learning environment on the performance in social studies at PLE at Butangasi Primary School in Masaba sub county Busia District. The study analyzed the different environmental aspects that influence learning and how they impact the performance of pupils in terminal examinations, especially in Primary leaving examinations and specifically at Butangasi primary school.

The study also established that the learning environment influences performance and determines the best approaches that can facilitate better performance for adaption and promotion. The researcher asked questions such as.

What factors promote good performance in social studies during PLE?

What constitutes a healthy/good learning environment for pupils?

Which of the above aspects does your school have in required measures?

The study process included review of secondary and primary literature; development of data collection tools; selection and training of research assistants, field interviews and discussions with selected study participants; data analysis; presentation and submission of study report.

3.2 Target population

The study population included teachers of Social Studies at Butangasi Primary School, the pupils of Primary 6 and 7, the school managers including the head teacher, head of social studies, and director of studies at Butangasi primary school. Non-SST teachers were engaged as a control group as well as parents. The researcher deemed this target group appropriate to ascertain the impact of the learning environment on performance in social studies at Butangasi primary school.

3.3 Sampling

Sample size.

This sample has been determined following Professor Mugenda (1999), who argues that the sample size can be 10% if the population is more than 1000, 1% if it is more than 10,000 and 30% if the population is less than 1000. The sample size for this study is therefore 10% since the population is less than 1000 people.

Selection of the sample

Purposive, convenient, and random sampling methods were used to select study participants. Butangasi Primary school has purposively been selected in Masaba sub county, Busia district so that the study can focus performance on social studies at PLE in rural school setting and above all a UPE supported school. This school has been on record with relatively fair performance at Primary leaving examinations in over 5 successive years. The sample will be randomly selected totaling to 110 people. This involved 80 pupils, 5 teachers of social studies, 10 teachers of other subjects at primary level and 5 school administrators and 10 parents. The teachers for other subjects such as science, Mathematics and English were participate as control participants to provide their perspective of how learning environment affects performance in their subjects at Primary Leaving Examinations.

The teachers who participated in the study through direct interviews using a structured questionnaire. Random selection of these individuals was to ensure that each teacher at the school has a chance to participate in the study. At the same time, 8 Focused Group Discussions (FGDs) of 5-10 pupils were used to conduct the study at the school. Participants for the FGDs were selected from the same 80 pupils. Individuals for direct interviews were drawn from the SST teachers, School administrators and Teachers of other subjects at the school as well as parents.

Table 1: sample size and selection

Population strata	Selected sample	Sampling method
School	1	Purposive
Pupils	80	Random
SST Teachers	5	Random
Non-SST Teachers	10 Members	Purposive

School Managers	5 officials	Purposive
Parents	10 Parents	Random.

3.4 Research Instruments:

Direct interviews with Pupils focusing on learning environment at the school were undertaken using a Likert Scale questionnaire. These interviews were used to ascertain the actual benefits of equipping the Learning environment to performance especially at Primary Leaving examinations. This takes a look at key aspects including- classroom-Pupil ratio, Teacher- Pupil ratio, Pupil- text ratio, access to Library and reading materials, frequency of quizzes and group discussions, participation in excursions and field visits etc.

Key informant Interviews:In-depth interviews were conducted with Butangasi primary School staff members, School administrators and parents that were involved in facilitating Learning of the Pupils at the School. A key informant interview guide was prepared and used.

Focus Group Discussions:Separate focus group discussions (FGDs), each consisting of about 5-10 participants, were conducted with Pupils and Parents to determine a broad understanding of the Learning environment and the features influence performance in Social Studies especially at Primary Leaving examinations. A focused group discussion tool were prepared and utilized.

3.5 Sources of data

Documentary review: A detailed review of relevant documents and literature relating to learning environment in primary school Level, the national standards for education and teaching and how these influences performance in terminal examinations. Key documents were obtained from Butangasi primary school pertaining to the PLE results for the last 5 years as well as internet to attain secondary data.

Primary data was obtained from the Pupils, Parents, Teachers and school administrators at Butangasi primary school.

3.6 Data management and Analysis

Quantitative data was cleaned after every day's work by the research team. The data was later analyzed using SPSS to develop basic statistics. It was presented in thesis using tables and graphs in relation to the key impacts the study identified. Qualitative data involved note taking. The interviewer/note-taker reviewed the written-up field notes and answers for each question briefly to develop an overall summary of the main points. The detailed notes and

main points were generated to common themes and key messages. The themes and patterns generated through this process were subjected to repetition by cross-checking and comparison with other field notes of the data set to ensure their empirical grounding. Results were then used to supplement the quantitative data.

3.7 Validity and reliability.

The instruments were used to pilot test among the Pupils in the School that were not included in the study sample and tools were modified to improve the validity and reliability coefficients to at least 0.70. Items with validity and reliability coefficients of at least 0.70 are accepted as valid and reliable in research (Kathuri & Pals, 1993).

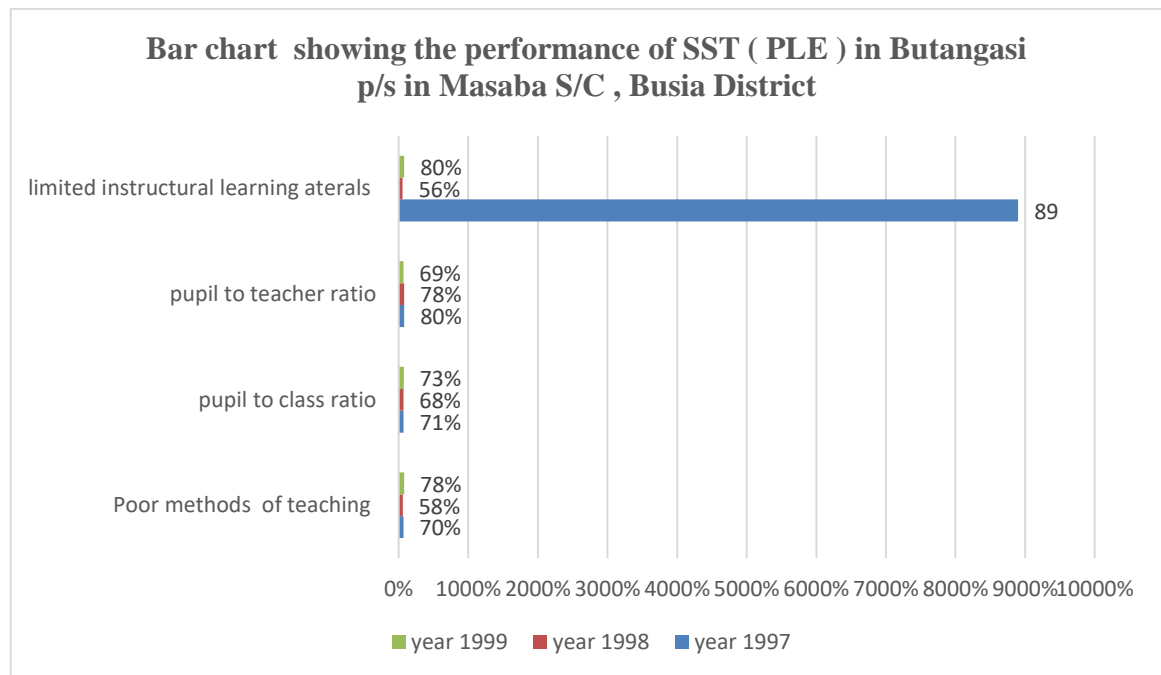
Validity is the extent to which research results can be accurately interpreted and generalized to other populations. It is the extent to which research instruments measure what they are intended to measure (Oso & Onen, 2008).

CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS AND INTERPRETATION OF THE
RESEARCH FINDINGS

4.0 Introduction

This Chapter Focuses on Presentation, Analysis and Discussion of the Findings in accordance with the Research Objectives. the findings are summarized from primary and secondary sources of data and presented in frequency tables and percentage contributions as follows as per the objectives under discussion one after the other as here below.

Objective one: To establish the influence of learning environment in performance in Social Studies at Butangasi Primary school, Masaba sub county, Busia district.



Following on the percentages overall from the chart above given by the various years of comparisons, clearly shows that , the performance of SST is based of the four hypotheses shown above and discussed below from primary and secondary sources .

According to Thyre Dennis (1971:5); the provision of games during the teaching and learning process plays a great role in which several objects may be displayed in a meaningful way. This is highly desirable. To site an example, a play activity may be centered on shops, farms, day-to-day lifestyle, this is most precise in mathematics or language subject from the

learners' experience. These play activities make it quite easy for the learners to quickly understand certain concepts of subjects and eventually the general academic performance will improve.

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

Many other writers have written about poor attitudes towards learning but from the above authors, there is clear indication that on various problems, the teachers are supposed to secure the situation by using good methods of teaching, use of teaching learning materials and exhaustion of the meaning of any concepts. This will help teachers to achieve their objectives and learners to enjoy the subject too and hence good academic performance.

Teaching Methods

Kizito, a teacher of SST attributes poor performance in SST to inappropriate teaching methods employed by teachers in some schools. Most teachers use too many explanations when there are other methods such as drama, role play and discovery that can help pupils master the subject. Children go home and instead of listening to news or reading newspapers, they follow movies and cartoons. Kizito suggests that teachers should organize educational tours for pupils and quiz competitions to broaden pupil's knowledge.

Another teacher at Mother Manjeri adds that the bigger problem could be poor reading culture among the teachers. Current affairs keep changing, but some teachers have poor reading habits. A good SST teacher must be a reader or else they give children wrong information. This confuses pupil. For example, there could be pupils who that the prime minister of Uganda in Rt. Hon. Ruhakana Rugunda when things changed.

Pupil to classroom ratio.

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

This is very true; many teachers tend to spend much of the time on other activities and eventually.

They are caught up with time. Failure to complete the syllabus automatically will result in poor academic performance in the examinations and the pupils may be out spotted over areas they did not cover in class.

Pupil to Teacher Ratio.

Report on education for (1999) observed that; quality of education, Universal Primary Education (UPE) is reduced; this is due to the high Pupil- teacher ratio, this leads to the level of concentration to be lowered. Further, the facilities are lacking, therefore, learning is interfered with for example, necessities for learning like food, shelter and clothing are lacking. From the above statement it is very clear that when the ratio of pupils to teachers is higher than

Expected, class control becomes hard for the teacher, and as a result, concentration is limited. Under such circumstances, the teacher usually concentrates on the pupils in the front seats and it is difficult to cater for individual abilities due to overcrowding in the class.

Access to reading materials and textbooks.

According to the Uganda National Examination Board (UNEB) primary leaving examination report on work candidates November 1988 examination had this to say,

This overall performance of education November 1998 Primary Leaving Examination generally.

Indicated a slight decline from that of 1997, candidates’ performance in basic science and health science was followed by social studies the report further reveals that the general performance in 1998 was slightly poorer than that of 1997. However, results could have been better for 1998 if pupils had been exposed to a wider variety of documents, where languages cut across various disciplines.

The second objective is to: Examine the contribution of other factors in SST Performance at Butangasi Primary School, Masaba Sub- County Busia district.

Table 2: Showing the contribution of other factors in SST Performance at Butangasi Primary School, Masaba Sub- County Busia district.

Category of the respondents	Number in percentages	Percentages
Pupils	10	20%
SST Teachers	10	20%
Non-SST Teachers	5	10%

School Managers	5	10%
Parents	20	30%
Total	50	100%

Looking at the above table , it's trying to show how other factors have contributed to low performance of SST given the fact that education is universal and can be changed by any event at any given time as per the table , the other factors are generic in nature and based on its occurrences as discussed below here ,

Poverty around the school community.

About poverty Kari-Holt (1996: 10) has this to say.

Poverty is one of the problems affecting teaching and learning in most rural schools and especially teaching of Social Studies. The lack of resources in some areas is one of the causes of poverty, leading to poor performance in social studies. This is a national problem whereby some teachers have failed to cope with poor situations by being creative and building on the learner's experience using locally made materials.

Lack of textbooks is a big problem according to John Mutumba head of SST at Shimoni Demonstration School and Namiro who says parents are not willing to buy texts for their pupils.

Mutumba says the textbooks used in schools are outdated. Auther is neglecting to write what is currently going on in our society like wars and poverty and yet these are examinable areas. Most pupils in rural areas lack exposure to the way SST questions are set in examinations. This is a big disadvantage when it comes to final examinations. Questions now examine reasoning not memory as used to be. These days' questions require discussion and suggestions of solutions to certain problems.

Socio-Economic status and parents' support to Education in Primary Schools:

A World Bank country study (1996:120) on Uganda known as; the challenges on growth and Causes of poverty reduction had this to say.

"Uganda is one of the poorest countries in the world. Its weak economy and poor social Indicators are largely due to political turmoil and economic decline leading to many problems. Facing the teaching learning process".

Depending on this view, the writer observed that failure to provide instructional materials like textbooks, sets, has led to general poor academic performance. Kanyike (1997:7) who did his study on basic facilities reveals that.

"Working space and furniture for staff, pupils, library spaces, storage spaces, sanitation facilities and water supply has been in sorrowful state." This view implies that the teachers' effectiveness towards the teaching and learning, remain in total dilemma. Such incentives motivate the teachers to perform their duties with enough concentration and morale, which eventually will result into good academic performance.

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

He further stated that Sociological and imperial factors show strong reasons for Ministry of Education Department Signals and there are obvious needs to replace or supplement them with administrative and corrective judgment, thus improving the teaching and learning process.

Nature and standard of classrooms and other facilities at school.

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

Related to this report on the empowerment of women (1997:5) they write.

'Inadequate school facilities especially sanitation facilities for female students to education Institutions and failure of provision for girls with disabilities do affect the process of learning and generally teaching and learning process'. This affects the morale of both teachers and pupils during the learning process and therefore performance.

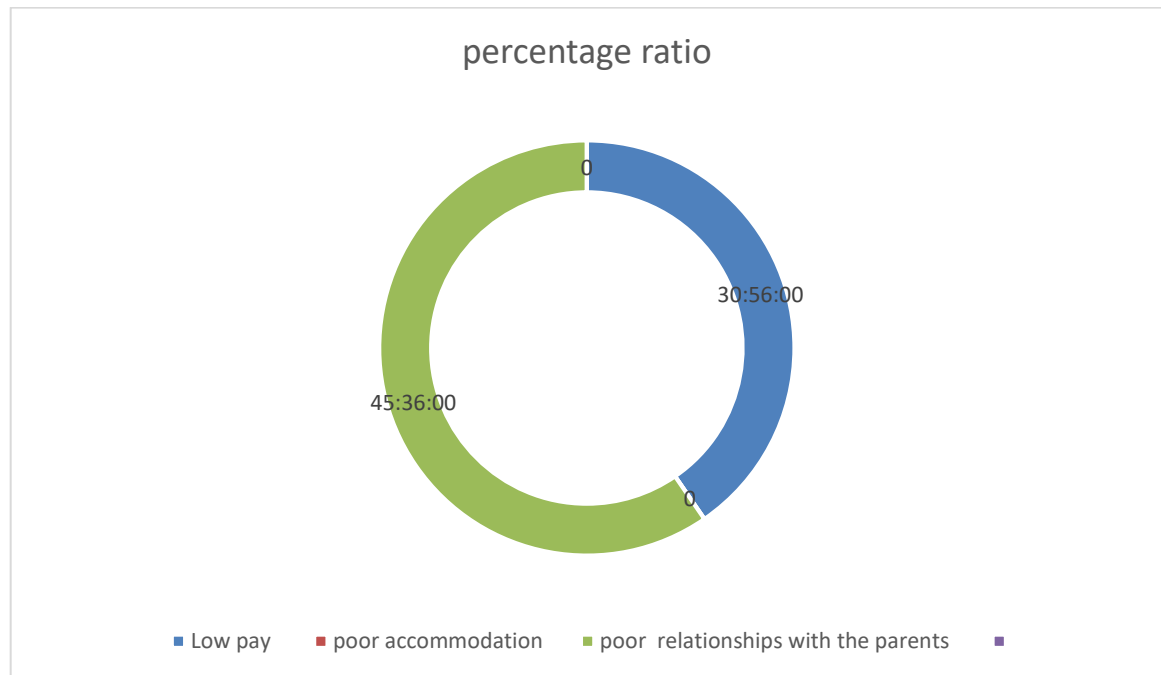
J.S Farrant (1990:169) argues that; A classroom is a place where children will learn consciously and in it, they will find interesting things such as pictures about current affairs, working models, display shelves with exhibits on nature of work to study, logs and books which set work.

The biggest advantage of Universal Primary Education as perceived by all stakeholders turned to be one of the causes of the major hindrances towards the teaching and learning process in most of the schools". Other activities that will provide income while learners inhibit lack of seriousness through absenteeism, late coming and playfulness.

UNICEF (I 999: I) relates general poor academic problem to several causes including. Lack of funds to buy new or even maintain furniture, scholastic materials, loss of school property though theft by the community". Some people like Bagume though sympathetic with functional consequences of the Universal Primary Education, argue that this cannot happen when you have inadequate trained and poorly motivated teachers, no facilities and unmitigated chaos in classrooms. An excellent study on work environment is to be seen.

Objective Three: To make recommendations for improving performance in SST of PLE in Butangasi Primary School.

The graph shows the conditions which teachers work in relationship to PLE performance in Butangasi primary school.



As seen in the diagram above, it shows the conditions under which teachers work in order to promote the performance in their schools come rain come shine they have to do amidst hard conditions, however, it should be remembered that teachers can work under such hard conditions but it demotivates them to provide the expected school and learning labour both in and out class as here discussed by both primary and secondary sources.

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

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

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

CHAPTER FIVE

5.0 SUMMARY .DISCUSION, CONCLUSIONS AND RECOMMENDATIONS

This Chapter presents the Discussion, Conclusions, Recommendations and areas for further research. The first Section demonstrates discussion according to the objectives and variables 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 Summary and Discussion

5.1.1 The first objective of this study was to establish the influence of learning environment in performance in Social Studies at Butangasi Primary school, Masaba Sub County, Busia district

According to Thyre Dennis (1971:5); the provision of games during the teaching and learning process plays a great role in which several objects may be displayed in a meaningful way. This is highly desirable. To site an example, a play activity may be centered on shops, farms, day-to-day lifestyle, this is most precise in mathematics or language subject from the learners' experience. These play activities make it quite easy for the learners to quickly understand certain concepts of subjects and eventually the general academic performance will improve.

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

5.1.2 The second objective was to examine the contribution of other factors in SST Performance at Butangasi Primary School, Masaba Sub- County Busia district.

According to a World Bank country study (1996:120) on Uganda known as; the challenges on growth and Causes of poverty reduction had this to say. "Uganda is one of the poorest countries in the world. Its weak economy and poor social Indicators are largely due to political turmoil and economic decline leading to many problems.

Facing the teaching learning process".

About poverty Kari-Holt (1996: 10) has this to say.

Poverty is one of the problems affecting teaching and learning in most rural schools and especially teaching of Social Studies. The lack of resources in some areas is one of the causes of poverty, leading to poor performance in social studies. This is a national problem whereby

some teachers have failed to cope with poor situations by being creative and building on the learner's experience using locally made materials.

5.1.3 The third objective was to make recommendations for improving performance in SST at PLE in Butangasi Primary School which the respondents made various recommendations ranging from Human factors, Environmental factors, Climatic factors and Governmental policy related that are not favoring the performance of SST above school.

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

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

5.2 Conclusions

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

First, government needs know that, the hindrance to learning is the poor attitude of the people within the community include pupils especially when it comes to the buying of scholastic materials like textbooks, uniforms, and others in that category..

Secondly Poverty is one of the problems affecting teaching and learning in most rural schools and especially teaching of Social Studies. The lack of resources in some areas is one of the causes of poverty, leading to poor performance in social studies. This is a national problem whereby some teachers have failed to cope with poor situations by being creative and building on the learner's experience using locally made materials.

5.3 Recommendations

There is need for more sensitization parents and communities for collective responsibility for better performance in schools in all subjects.

A great opportunity lies within the teacher's choice and rich producing better performance because the demand for education is not driven by supply rather than the quality it takes in terms of value added.

Human factors, Environmental factors, Climatic factors and Governmental policy related that are not favoring the production and innovativeness in the education subsector. Teachers are still too vulnerable to shocks which include price and weather fluctuations; the risk of entering new markets for many is an overwhelming challenge hence government should come to protect teachers..

5.4 Recommended Areas for Further Research

The results of this research revealed that the level of performance of PLE (SST) in Butangasi Primary school, Masaba Sub County, Busia district are in need of by government and any development partner support on the followings:

1. Further capacity building of teachers in refresher course
2. Market Research on General teachers needs to education services.
- 3 Their still more need for teachers accommodation, classrooms, and fencing of schools to check theft of teachers and school properties and trespass in around and out environment

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APPENDICES

Appendix I: Schedule of activities

Months	Activity and task	Method	Person responsible
1	Development of proposal, activity schedule, design instruments and documentary review	Consultation intensive reading, reviewing literature and data instruments	Researcher and supervisor
2	Contact building and mobilization, pre-testing and refining of questionnaires. Primary data collection. Data cleaning, coding and analysis.	Field work visits, conducting focus group discussions and key informant interviews. Computer based programmes and manually	Researcher and 2 research assistants. Researcher and analyst
3	Compiling and submission of draft copy compiling with submission of final copy	Office based report writing and consultation office-based report writing and consultation	Researcher and both internal and external supervisor. Researcher and both internal and external supervisor.

ANNEX II- DATA COLLECTION QUESTIONNAIRE FOR PUPILS.

Introductory Remarks

My names are.....I am a student of Busitema University conducting a study as part of the requirement for the award of a degree of Bachelor of Education Primary. As a Pupil of Butangasi Primary school, you have been selected to provide vital information concerning the teaching and approaches in Social studies. The information given will be kept confidential and shall be used strictly for the purpose of study.

Section A

Personal Data

1. Age

- a) Below 10 yrs b) 11yrs - 15yrs c) 16-yrs - 20yrs d) 21 yrs +

2. Gender

- a) Male b) Female

3. Marital status

- a) Single b) Married c) Divorced

4. Class

- a) P.1-3 b) P.4 c) Fir P.5-P.6 P.7

5. Years finished at this school.

- a) Less than 1 year b) Between 2 – 4 years c) Between 5 – 7 years
d) More than 8 years

Section B: Learning environment related questions

Key: SA- Strongly agree; A- Agree; SD- Strong disagree; D- Disagree

Qn.1 Teacher- Pupil ratio and reading materials.

Qn. indicator/Issue	SA	A	SD	D
My SST teacher provides texts to all pupil in lesson				
Pupils read newspapers at school daily				

We have many SST teachers in my class				
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QN.2 CLASSROOM- PUPIL RATIO.

Indicator/Issue	SA	A	SD	D
In my class we are less than 50 for SST				
In my class we are more than 50 in SST				
In my class 2 pupils share a desk				
In my class, a desk is shared by 3-4 pupils.				

QN.3 LIBRARY RELATED QUESTIONS

Indicator/issue	SA	A	SD	D
Our school has a well-stocked Library				
I borrow SST texts from school Library every week				
My school has a Library Master				
My school buy newspapers daily and give to pupils to read				
I score above 80 in every test of SST				
I have a question bank for SST				
My teacher use atlas when teaching map work				

QN.4 METHODS OF TEACHING SST.

Indicator/ issue	SA	A	SD	D
My teacher uses field work approach to teach SST				
My teacher provides a lot of questions for revision				
We conduct SST quiz every week				
We visit other schools and share experience				
I have visited the district at least once.				

QN.5 PERFORMANCE RELATED QUESTIONS

Indicator /Issue	SA	A	SD	D
I know all the Ministers of Uganda today				
I know my district chairman and his Cabinet				
I always score 70 and above because my teacher is good				
I learn a lot of SSTs from other pupils.				
I practice answering SST questions from question banks.				
I read SST textbooks at home and school				
My teachers teach using Vernacular				
My teacher uses English in SST Lessons				
All pupils in my class score 80 and above in SST tests.				

THANK YOU VERY MUCH FOR YOUR TIME

ANNEX III- QUESTIONNAIRE FOR SST TEACHERS.

Introductory remarks

My name is.....and I am a student of Busitema University conducting a research to establish the influence of Learning environment to performance of SST at PLE at Butangasi Primary School, Masaba sub county, Busia district. As Teachers of the School, you have been selected to provide vital information about the teaching of SST and performance in SST at your school. The information given will be kept confidential and shall be used strictly for the purpose of guiding the study.

Moderator **and** **Note**

Taker

Name of the School:.....

District:.....

Date:.....

Number of Pupils in Your Class:

Time started..... Time ended.....

Identification of respondents

Name of the participant	Age	Sex	Participation in teaching SST. Any other responsibility at school	Period in which the respondent has been teaching SST	% Pupils who score 70 and above in class.

QN.1. Who owns and controls the financial resources at your school?

.....

QN.2. How much of these Funds are used to equip Library?

.....
.....

QN.3. Does everyone pupil access SST texts and materials for reading?

.....
.....

QN.4. Do you have any reasons why pupils do not read newspapers and textbooks.

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

QN.5. What can the school do to improve performance in SST at PLE?

QN.6. How many SST field tours do you conduct in a Year?

Probe for:

One

Two?

Three- Four.

Not at all.

QN.7. Name all the SST teachers at the school.

THANK YOU VERY MUCH FOR YOUR TIME

ANNEX IV:INTERVIEW GUIDE FOR PARENTS OF PUPILS IN PRIMARY SCHOOLS ON HOW LEARNING ENVIROMENT INLUENCES THE PERFORMANCE OF PUPILS IN

BUTANGASI PRIMARY SCHOOL IN MASABA SUB COUNTY.

Section A: Background Information

1. What is your occupation?

Section B.1: Level of Education

2. What is your highest level of education?

Section B.2: Level of Family Income.....

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

(i)

(ii)

(iii)

4. How do you describe your income level?

5How does your income level compare with that of other parents m the

neighbourhood?

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

.....

Section B.3: Marital Status

7. What is your marital status: 1. Single 2. Married

3. Divorced 4. Widowed

8. Do you stay together wit your wife(s) and children? If no, why?

9. Who do you think is responsible for the improvement of pupils' performance in

primary school? Give reasons

.....

.....

.....

10. What do you think are some. of the major problems that hinder pupils'performance at Butangasi Primary school? .

.....

Section C.1: Academic Performance

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

12. What should parents do to improve on the academic performance of their children?

Section C.2: Co-curricular Activities

13. Comment on the co-curricular activities of the school.....

.....

14. What contributions should parents make to improve the co-curricular activities in this school?

(i)

(ii)

(iii)

Thank you.

**FACULTY OF SCIENCE AND EDUCATION
DEPARTMENT OF EDUCATION**

06th May, 2024

TO WHOM IT MAY CONCERN

BACHELOR OF EDUCATION, PRIMARY

MR/Ms. TAACA LUCY 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/2022/1940

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 THE INFLUENCE OF LEARNING

ENVIRONMENT ON PERFORMANCE OF SGT IN PLE AT
BIANGASI PRIMARY SCHOOL, MASABA SUB-COUNTY, BUSIA DISTRICT.

Yours Sincerely,



Dr. Kaweesi Muhammad
Ag Head of Department, Education